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# LONGWOOD

U N I V E R S I T Y

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BOARD OF VISITORS' MEETING

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DECEMBER 1-3, 2016

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**BOARD OF VISITORS  
December 2016**

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**BOARD OF VISITORS  
December 2016**

*Schedule of Events and Public Meeting Agenda  
Stallard Ballroom  
(unless otherwise noted)*

**Thursday, December 1**

- 12:30pm – 1:30pm Executive Committee and Board Lunch, *Longwood House*  
1:30pm – 2:30pm Audit Committee Meeting, *Longwood House*  
2:30 – 4:00pm Executive Session, *Longwood House*  
6:00pm – 8:30pm Board Dinner with Debate Team Leaders, *Martinelli Boardroom*

**Friday, December 2**

- 8:30am – 9:00am Continental Breakfast  
9:00am – 9:30am Rector's Welcome and Consent Agenda  
9:30am – 11:00am President's Report and Discussion  
11:00am – 11:30am Reports of Representatives to the Board  
11:30am – 1:00pm Lunch with Faculty on Academic Core Curriculum Committee,  
*Prince Edward Room, Ruffner Hall*  
1:00pm – 3:30pm Review and Action on Core Curriculum Proposal  
3:30pm – 4:30pm Deliberation and Discussion  
6:00pm – 6:30pm Pre-Concert Reception, Hooker Atrium, *Maugans Alumni Center*  
6:30pm – 9:00pm Holiday Dinner and Concert, *Dorrill Dining Hall*

**Saturday, December 3**

- 8:30am – 9:00am Continental Breakfast  
9:00am – 11:00am Discussion with Doug Lederman, Editor, *Inside Higher Ed*  
\* \* \* \* \*  
2:00pm Jerome Kersey Court Dedication Reception, *Martinelli Boardroom*  
4:45pm Dedication Ceremony Followed by Men's Basketball Game  
against JMU, *Willett Hall*





## **Overview Message from the President**

*copy follows in this tab, as distributed November 22, 2016*

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**From:** Reveley IV, Taylor  
**Sent:** Tuesday, November 22, 2016 11:04 AM  
**To:** BOV  
**Subject:** Longwood BOV Meeting

Friends,

This splendid semester will surely be remembered as one of the finest in Longwood's history. We hosted the U.S. Vice Presidential Debate, drawing the attention of the nation and world in this momentous election year. The University secured its largest gift ever, with the magnificent Brock Endowment for Transformational Learning. We opened the first new residence halls on main campus in a generation, Sharp and Register Halls. And we are poised to move forward with a boldly innovative new curriculum --- the prime focus of the upcoming BOV meeting. We should all be enormously proud. Those of you who navigated Longwood through the extreme challenges and flux which now seem so distant should be especially proud.

This Thanksgiving genuinely does call to mind so much for us to be thankful for, and when you get to campus next week, holiday greens will abound with the season, with the tree lit and beckoning in the Rotunda. I hope that you will be able to attend the Holiday Dinner and Concert Friday night December 2<sup>nd</sup> --- it is a beautiful evening each year. It will also be wonderful to celebrate the success of the debate together on Thursday night December 1<sup>st</sup> at a special dinner with the staff and faculty who were instrumental to it. And Saturday morning December 3<sup>rd</sup> we will be honored to have Doug Lederman with us, Editor of Inside Higher Ed and one of the leading voices in American higher education. He will be with us to discuss possible changes to education policy that the country can anticipate under the Trump Administration.

Kay will be distributing your briefing materials for the December meeting electronically later today, and also by overnight delivery for those of you who have requested hard-copy binders. For ease of reference, the materials will include a copy of the curriculum information distributed earlier this month, which we will focus on intently next week.

Happy Thanksgiving --- and thank you, as always,  
Taylor





**LONGWOOD UNIVERSITY**  
**BOARD OF VISITORS**  
**September 9, 2016**  
**Minutes**

\*\*\*\*\***DRAFT**\*\*\*\*\*

**Call to Order**

The Longwood University Board of Visitors met on Friday, September 9, 2016 in the Stallard Boardroom. The meeting was called to order at 9:02 a.m. by Rector Robert Wertz.

Members present:

Mr. Stephen Mobley  
Mr. David Hallock  
Mrs. Marianne M. Radcliff  
Mrs. Eileen Anderson  
Mrs. Colleen McCrink Margiloff  
The Hon. Robert S. Wertz, Jr.  
Mr. Michael Evans  
Ms. Pia Trigiani  
Ms. Katherine Elam Busser  
Mr. Eric Hansen  
Mr. Steven Gould  
Dr. Nettie Simon-Owens  
Ms. Katharine McKeown Bond

Also present:

President W. Taylor Reveley IV  
Dr. Joan Neff, Provost and Vice President for Academic Affairs  
Mr. Kenneth Copeland, Vice President for Administration and Finance  
Ms. Victoria Kinson, Vice President for Strategic Operations  
Dr. Tim Pierson, Vice President for Student Affairs  
Ms. Courtney Hodges, Vice President for Institutional Advancement  
Mr. Troy Austin, Director of Athletics  
Mr. Justin Pope, Chief of Staff  
Mrs. Kay Stokes, Executive Assistant  
Dr. Lissa Power-deFur, Faculty Representative  
Mr. Dillon Yonker, Student Representative  
Ms. Bettie Bass, Staff Advisory Committee Representative  
Dr. Kendall Lee, President, Alumni Association  
Mr. Cameron O'Brion, Office of the Attorney General

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

The rector welcomed and introduced new board members. He encouraged Board members to visit Longwood operations in South Boston. He expressed his desire to move to electronic Board materials and to complete renewal of a contract for President Reveley by December. He also thanked Mr. O'Brion and Ms. Trigiani for their work revising by-laws and Mr. Evans for agreeing to serve as Board representative to the Longwood Real Estate Foundation.

The rector asked for a motion to approve the minutes from the previous meeting and the consent agenda. Ms. Busser so moved, Mr. Hansen seconded and the motion was approved unanimously.

### **President's Report and Discussion:**

President Reveley thanked the Board and expressed his gratitude for a successful Convocation and appearance by Jim Lehrer. He gave an overview of progress on debate preparations, emphasizing that the hard work involved naturally amplifies the work already underway with the university, particularly in terms of sharing the Longwood name, revising the general education curriculum, and engaging alumni. He said it will be a catalytic moment for the university and community, with legacies including a once-in-a-lifetime opportunity for students. Longwood as an institution, he said, is beginning to appreciate its full potential.

### **Reports of the Vice Presidents:**

Dr. Pierson gave a report and update on the August 15<sup>th</sup> lightning strike and response to ensure students were safe and to re-open the affected residences as quickly as possible. He noted 33 resident students of the building were already on campus and recounted the heroic actions of Sgt. Walter Whitt and Officer Billy Shular who received a standing ovation from the Board and all others present.

Dr. Neff introduced Roger Byrne, new Dean of the Cook-Cole College of Arts and Sciences, and Brent Roberts, newly arrived Dean of Greenwood Library. She provided an update on personnel matters, including a new budget director for Academic Affairs, and she praised the response from faculty to the debate. She also noted 100 percent of Longwood nursing students passed the most recent NCLEX exam. She provided an update on the progress of the new early childhood development academic program, and efforts already underway to provide upskilling support to local childcare providers. She also provided an overview of the new Associated Press exhibition at the LCVA and the search for a new director of the Moton Museum.

She provided a reminder of the timeline of the general education curriculum implementation, with pilot courses expected in the fall of 2017. She also provided an update on New College Institute, expressing her excitement to see growth there, and said Longwood is exploring options for new programs there.

There was discussion regarding the timeline of the dean's search for the College of Business and Economics and Hull Springs Farm. Mr. Copeland reported that a public wastewater line is now being installed, which is an essential threshold for moving forward with any development of new facilities on the property.

College of Business and Economics Dean Paul Barrett arrived at the meeting and was asked for an update on the MBA program. He reported it is in its fifth year of enrollment growth, the only business school in the Commonwealth with that distinction.

Ms. Hodges noted that invitations to Longwood's debate-related VIP events were mailed to Longwood alumni and friends. Development focused on Annual Giving and Alumni Participation in FY16. Annual Giving raised over \$1.2 million, the most since 2008. Total donors to Longwood increased nearly 25 percent. There was discussion regarding targets for alumni participation. The focus in FY17 will be on planned giving and branding Longwood's giving societies. Mr. Evans asked about size of Longwood's endowment, which led to discussion about Longwood's endowment and how other universities handle their investments.

Ms. Hodges welcomed Jen Cox, Longwood's new Director of Local and Community Relations, and Judith Campbell, new Director of Conferences and Event Services.

Mr. Austin recognized Hampden-Sydney College for allowing Longwood athletic teams to use some of Hampden-Sydney's facilities as Longwood prepares for the debate. He then gave a short update on some former Longwood athletes' professional careers and accolades. On December 3<sup>rd</sup>, Longwood will officially dedicate the basketball court inside Willett Hall as "Jerome Kersey Court." Mr. Austin said Longwood will be looking to start a scholarship in Mr. Kersey's name. The 2016 Athletics Benefit will be held on October 15<sup>th</sup>. Mr. Austin and President Reveley said that men's basketball coach Jayson Gee and Farmville Mayor David Whitus will hold a Brunswick Stew Community Event on October 17<sup>th</sup> at Mayor Whitus' home. A future edition of Longwood Magazine will feature student athletes and how they have grown in their careers and as citizens after graduation. President Reveley noted the academic success of Longwood student athletes and said that there is interest in encouraging some student-athletes to apply for a Rhodes scholarship.

Mr. Copeland updated the Board on the status of some of Longwood's capital projects, including the Willett Hall façade work, the High Street gateway, the University Center, the New Admissions Office and the New Academic Building. Longwood's annual audit is now complete, and the Commonwealth Department of Accounts' new statewide system – Cardinal – has been introduced.

Dr. Pierson reported on some campus disciplinary statistics, noting that just 6 percent of the student population was charged with violations during the 2015-16 academic year. Dr. Pierson announced that Lindsay Moran has been hired as Longwood's new Title IX Coordinator. She will start on September 30<sup>th</sup>.

Ms. Kindon gave an update on the launch of the new Longwood University website. She said it was important to make the website user-friendly – particularly for prospective students – many of whom now apply to college on tablets. The Marketing and Communications team worked closely with the chairs of the departments when developing the website.

Ms. Kindon told the Board that for the first time, Longwood's four-year graduation rate has ticked up past 50 percent, to 52 percent. Fewer than 10 percent of public colleges have a four-

year rate above 50% for full-time first-time students, and Longwood should be very proud of its progress.

Mr. Mobley asked about Longwood's enrollment numbers for the Fall. Ms. Kindon said that freshman headcount is down about 100 students, though transfers are up. She said most institutions are experienced a dip this admissions cycle, and many colleges went to their waitlists this year. President Reveley said that he does not believe it is appropriate to accept students who are unlikely to succeed, so Longwood did not accept more students merely to fill out the freshman class. Admissions staff is trying to gain a better understanding of what factors particularly influenced students' decision. Mr. Mobley asked for an update on enrollment in December.

### **Report of Representatives to the Board:**

On behalf of the Foundation, Ken Copeland noted the Hotel Weyanoke project is off to a good start, with an investment from the Foundation of about \$1 million.

Dr. Kendall Lee on behalf of the Alumni Association discussed efforts to make the Association more inclusive. The 2017 Alumni Awards Ceremony will be held on Friday, March 24<sup>th</sup>. Ms. Tammy Bird Jones will be the next Alumni Board President beginning in July 2017. There was discussion regarding ways to encourage alumni to purchase class rings and other class mementoes.

Dillon Yonker, representing the SGA, said students are pleased with the new Longwood website are excited about the Vice Presidential Debate. Debate Spirit Week will be held September 19<sup>th</sup>-23<sup>rd</sup>.

On behalf of the faculty, Dr. Lissa Power deFur provided an update on the faculty teaching and summer travel.

Ms. Bettie Bass on behalf of the Staff Advisory Committee report a reception for New Staff was held on August 9<sup>th</sup>.

Following the report from Board Representatives, the Board returned to a brief discussion of the core curriculum revisions.

After breaking for lunch, the Board regrouped on Friday afternoon.

Mrs. Margiloff asked for a motion to go into closed session under Virginia Code 2.2.37-11 A7 to consult with legal counsel concerning possible litigation. Mrs. Radcliff so moved and Mr. Hansen seconded.

Mrs. Margiloff requested a motion move to exit closed session. Mr. Hansen so moved and Mr. Mobley seconded. The motion was unanimously approved by roll call vote certifying compliance with the Virginia Freedom of Information Act.

President Reveley led a general discussion of debate preparations and plans for Board of Visitors members around the debate. There being no further business, the meeting adjourned at 5:45 p.m.

**Saturday, September 10, 2016**

The Longwood University Board of Visitors reconvened on Saturday, September 10, 2016 in the Stallard Board Room.

Members present:

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

Also present:

President W. Taylor Reveley IV  
Dr. Joan Neff, Provost and Vice President for Academic Affairs  
Mr. Kenneth Copeland, Vice President for Administration and Finance  
Ms. Victoria Kindon, Vice President for Strategic Operations  
Dr. Tim Pierson, Vice President for Student Affairs  
Mr. Justin Pope, Chief of Staff  
Mrs. Kay Stokes, Executive Assistant  
Ms. Sheri McGuire, Executive Director, Community and Economic Development  
Ms. Jen Cox, Director of Local and Community Relations  
Dr. Lissa Power-deFur, Faculty Representative  
Mr. Cameron O’Brion, Office of the Attorney General  
Ms. Megan Clark, Prince Edward County Commonwealth’s Attorney  
Mr. Wade Bartlett, County Administrator, Prince Edward County  
Mr. David Whitus, Mayor, Town of Farmville  
Mr. Gerry Spates, Town Manager, Town of Farmville

The rector welcomed everyone and after introductions, President Reveley gave an overview of the current state of the relationship between Longwood and the local community.

Mayor David Whitus thanked Longwood for assistance with the new website [visitfarmville.com](http://visitfarmville.com) and expressed hope it would be the start of more collaboration. Mayor Whitus and Ms. Sheri McGuire provided some history of recent cooperative efforts, including a report on a joint trip to

Louisiana in March to explore models for economic development that build on synergies between higher education and local governments.

There was discussion of the new school superintendent and her excellent start, as well as lingering concerns about trust among some in the community, and recent efforts to build bridges between the university and the community.

There was discussion of future development, the importance of vibrancy, and sensitivity to issues of trust and potentially lost real estate tax revenue. Mr. Spates said any potential real estate impact is more than offset by sales tax receipts from having a vibrant town.

Mr. Spates read a list of substantial projects currently underway in town, including work on the intersection of south main and Millwood Road, development of a new baseball stadium and development around that area, including new restaurants and housing. He also described work on bike and pedestrian trails that will connect High Street, Wilck's Lake Park and the High Bridge Trail. Nearly 200 hotel rooms are coming, including the New Holiday Inn Express and Hilton Tru hotels, and renovations are underway on the Hotel Weyanoke. Meanwhile, 100 units of a new apartment complex are going up. A new winery and brewery, are among other projects.

Mr. Evans asked about the biggest challenges Farmville faces and how Longwood can help. Mr. Spates said a big recent challenge has been infrastructure – many towns don't have the infrastructure to handle growth. Mayor Whitus also noted reorganization of council committees, and the importance of Parks and Recreation Master Plan, which will be important to creating a strong community for families.

Ms. McGuire provided an overview of SBDC. There was Discussion of tax credits and public policy, and opportunities for economic development. Dr. Power de Fur commented on the importance to the community of there being a range of activities available for children.

The Board discussed a number of topics, including the importance of developing recreation activities, the value of the visitfarmville.com website, and the impact of broadband access on county economic development.

Mr. Bartlett discussed the importance of a high-quality workforce for prospective employers, and said there should be opportunities to persuade more Longwood graduates to stay in the area after graduation. There was discussion of the business environment, with universal agreement that cutting through red tape to help businesses get established is one of the community's great comparative advantages over larger ones.

Ms. Busser expressed her tremendous gratitude to the town, county and other localities for keeping students safe during the fire last month.

Dr. Pierson emphasized that the experience of students living in the community has improved steadily over the years, which pays dividends in persuading graduates to stay in the area. Ms. Bond asked for an overview that summarizes the full picture of connections between Longwood and the community.

President Reveley expressed his gratitude and pleasure at seeing the group together. Rector Wertz offered his thanks as well. There being no further business, the meeting was adjourned at approximately 11 a.m.

## **Summary of Consent Agenda and Other Board Actions** *September 8-10, 2016*

**The following items were approved by the Board unanimously on Friday, September 9, 2016:**

- B.S. in Exercise Science degree program, sponsored by the Department of Health, Athletic Training, Recreation and Kinesiology in the College of Education and Human Services.
- B.S. in Health and Physical Education Degree Program, sponsored by the Department of Health, Athletic Training, Recreation and Kinesiology in the College of Education and Human Services.
- Establishment of course fees for ISCS 375 (Web Design and Development) and ISCS 376 (Cyber Security 1).
- Revisions to Policy 5215, the University Non-Discrimination Policy, to update that Lisa Mooney is University's Equal Opportunity officer.
- Revisions to Policy 5231 or the University Sexual Misconduct Policy in order to update staff member and contact information regarding the Deputy Title IX Coordinator and available resources.







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

This section includes standard approvals and updates to policies and procedures, including: approval of a new Master of Education in Counselor Education program; approval of faculty for emeritus status; contact information updates to the University's Sexual Misconduct and Non-Discrimination Policies; proposed housing and dining fees for 2017-18, as are customarily acted upon at the December Board of Visitors meeting each year; and honorific naming resolutions.



## CONSENT AGENDA

### Approval of Master of Education (M.Ed.) in Counselor Education

Counselor Education has been offered as a concentration in the Master of Science in Education at Longwood University since the inception of graduate studies in 1955. The concentration was Guidance and Counseling until 1989 when Community and College Counseling was added as a second concentration. In 2012, the two concentrations combined to become one concentration, Counselor Education, with individual tracks in Community and College Counseling, Mental Health Counseling, and School Counseling. Based on the number of concentrations housed under the Education major, staff of the State Council of Higher Education for Virginia (SCHEV) strongly encouraged the three largest concentrations become stand-alone majors. School Librarianship and Reading, Literacy and Learning took that path moving from concentration to stand-alone major beginning with the fall 2014 academic year. Counselor Education is the third concentration to complete the process.

The Master of Education (M.Ed.) in Counselor Education is sponsored by the Department of Education and Special Education under the College of Education and Human Services. Implementation is proposed for the Fall 2017 semester. The purpose of this major is to prepare individuals for the profession of counseling including the areas of college and student affairs, mental health, and school. The program is fully aligned with the 2016 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is currently conducting the year-long self-study to achieve that full accreditation as a stand-alone major. Enrollment and graduation rates are consistently strong, averaging 75 enrolled and 21 degrees awarded annually over the last five years.

The Integrated Postsecondary Education Data System, Classification of Instructional Programs (CIP) code selected is 13.1101 for Student Counseling and Personnel Services (<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55andcipid=88130>). It is defined as “A program that prepares individuals to apply the theory and principles of guidance and counseling to the provision of support for the personal, social, educational, and vocational development of students, and the organizing of guidance services within elementary, middle and secondary educational institutions; including instruction in legal and professional requirements, therapeutic counselor intervention, vocational counseling, and related sociological and psychological foundations.” The degree with stand-alone major provides increased recognition for our graduates in their field and more directly aligns with their course of study.



## **Approval of Candidates for Emeriti Status**

**ACTION REQUESTED:** On behalf of the President, I move that the faculty members listed below be awarded Emeritus status.

**BACKGROUND:** As stated in the Faculty Policies and Procedures Manual (page 141), the honorary rank of Emeritus may be awarded to the retiring faculty members who:

- a. Have given 20 years of service to Longwood University
- b. Have attained the rank of Associate Professor or Professor
- c. Have provided a quality of performance to merit the distinction of the emeritus rank

The department involved may nominate retiring faculty for emeritus rank. The nominations are submitted through the appropriate College Dean to the Provost and Vice President for Academic Affairs, who will make the recommendation to the Board of Visitors.

**RATIONALE:** Bestowing this honor upon valued members of Longwood's faculty provides an opportunity to continue to draw upon their expertise while formally recognizing their distinctive service to Longwood. 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 university catalog as emeriti faculty, be invited where appropriate to serve on master's thesis and honors committees, and be eligible to audit one course per semester. The following faculty members are recommended for this honor:

Dr. Charles Blauvelt, Associate Professor of Physical and Health Education  
Dr. Chrystyna Kosarchyn, Professor of Health Education  
Dr. Sharon Menegoni, Associate Professor of Athletic Training  
Ms. Frances Reeve, Professor of School Librarianship



## BOARD OF VISITORS

### ACTION ITEM

#### Approval of Revisions to Policy 5231

**ACTION REQUESTED:** On behalf of the President, I move that the Board of Visitors approve revisions to the Longwood University Sexual Misconduct Policy.

**RATIONALE:** This policy was last revised September 2016. Update of staff member and contact information for University Clery and Title IX Coordinator.

Note: Proposed changes to language are indicated in strikethrough, and additions to language are indicated in bold.

#### **Longwood University Sexual Misconduct Policy**

Longwood University is committed to providing a healthy living, learning, and working environment; an atmosphere that emphasizes the dignity and worth of the individual, which promotes personal integrity, civility and mutual respect, and creates an environment that is free from sexual misconduct and discrimination. Sexual misconduct, sexual discrimination and sexual harassment, are incompatible with Longwood's commitment to diversity and educational equity. Educational training and prevention programs will be provided along with appropriate resources and reporting options. This policy includes all forms of sexual misconduct, including sexual discrimination, sexual harassment, sexual assault, sexual violence, dating and relationship violence, and stalking by employees, students, or third parties. This policy addresses any sexual misconduct that involves members of the Longwood community regardless of whether the incident occurs during working hours and regardless of whether the incident occurs on or off campus. The intent of this policy is to provide the campus community with information, common definitions, and strategies to report and manage incidents that occur.

#### **Eligibility for Assistance**

This policy applies to all Longwood students, staff and faculty in all University programs and activities regardless of location of the incident(s). This policy also applies to individuals who join our community as an affiliate or part of an affiliated program. The University will conduct investigations to the best of their ability that may lead to appropriate criminal, personnel, and student conduct actions. Action will be taken to offer Longwood students, staff and faculty immediate resources which may include counseling, medical assistance and living, learning and/or appropriate working environment adjustments.

If the complainant is a Longwood student, staff or faculty member and the accused respondent has no affiliation to Longwood, the complainant shall be offered available resources as appropriate. To the extent possible, the University will address the behaviors defined below



towards any member of the Longwood community by non-members, including contractors, alumni, visitors, and any others identified as non-employees or non-students of the University.

If the complainant is a Longwood student, staff or faculty member and the accused respondent is affiliated with Longwood, both the complainant and accused respondent shall be offered available resources as appropriate.

If the complainant is not a Longwood student, staff, or faculty member but the accused respondent is affiliated with Longwood, the respondent shall be offered counseling, medical and other resources as appropriate.

## **Definitions**

Sexual Misconduct is a term that encompasses any sexual behaviors that violate Longwood University's Code of Conduct and University Policies. In general, any non-consensual contact of a sexual nature may constitute Sexual Misconduct. Sexual Misconduct may vary in its severity and consists of a range of behaviors or attempted behaviors that may be grounds for conduct action under University policy. The following policy definitions apply:

1. **Consent:** Effective consent is the basis of the analysis applied to unwelcome sexual contact. Lack of consent is the critical factor in any incident of sexual misconduct and sexual violence. Consent is informed, freely and actively given and requires clear communication between all persons involved in the sexual encounter. Consent is active, not passive. Consent can be communicated verbally or by actions. But in whatever way consent is communicated, it must be mutually understandable. Silence, in and of itself, cannot be interpreted as consent. It is the responsibility of the initiator of sexual contact to make sure they understand fully what the person with whom they are involved wants and does not want sexually. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Previous relationships or consent does not imply consent to future sexual acts. Consent may be withdrawn at any time, by any party to the sexual activity.

Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion. Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. Effective consent cannot be given by minors, mentally disabled individuals or persons incapacitated as a result of drugs or alcohol. If a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature or extent of the sexual situation or activity, there is no consent; this includes impairment or incapacitation due to voluntary alcohol or drug consumption by the alleged victim, or being asleep or unconscious. Incapacitation is a state where one cannot make a rational, reasonable decision because they lack the ability to understand the: who, what, when, where, why or how of their sexual interaction. Use of alcohol or other drugs will never function to excuse behavior that violates this policy.

This policy also covers someone whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of a so-called "date-rape" drug. Possession, use

and/or distribution of any of these substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another person for the purpose of inducing incapacity is a violation of this policy.

2. **Sexual Activity:** includes intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch oneself or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice. Intercourse however slight, meaning vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue; or finger, and oral copulation (mouth to genital contact or genital to mouth contact).
3. **Sexual Discrimination:** includes all forms of: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties against employees, students, or third parties. Students, University employees, and third parties are prohibited from harassing other students and/or employees whether or not the incidents of harassment occur on the Longwood campus and whether or not the incidents occur during working hours.
4. **Unwelcome Sexual Contact:** includes fondling or touching, either of the complainant, or when the complainant is forced to touch another person's body, directly or through clothing. The definition of fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.
5. **Coerced Sexual Intercourse:** includes rape, attempted rape, sodomy, or other sexual acts or misconduct; or when the complainant is incapable of consent by reason of age, mental incapacity (including unwitting consumption of drugs), or physical helplessness. The definition of rape is penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. The definition of incest is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law. The definition of statutory rape is sexual intercourse with a person who is under the statutory age of consent.
6. **Sexual Exploitation:** Sexual exploitation occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:
  - a. Prostituting another student;
  - b. Non-consensual video or audio-taping of sexual activity;
  - c. Going beyond the boundaries of consent (such as allowing friends to hide in a closet to watch you having consensual sex);
  - d. Engaging in voyeuristic behavior;
  - e. Knowingly transmitting an STD, STI or HIV to another.

- f. Disseminating or using video or photographic still images created by any means that depicts another person who is totally nude, or in a state of undress so as to expose the genitals, pubic area, buttocks, or female breast, without consent of the person(s) who are the subject of the video or still images.
7. **Sexual Harassment:** Sexual harassment is unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to such conduct is made a term or condition of employment or the educational relationship; (2) submission to or rejection of such conduct is used as a basis for employment or education decisions affecting the individual; or (3) such conduct has the effect of unreasonably interfering with a student's or employee's work performance or creating an intimidating, hostile, or offensive working, educational, or living environment. While sexual harassment encompasses a wide range of conduct, some examples of specifically prohibited conduct include:
- a. Promising, directly or indirectly, a student or employee a reward, if the student or employee complies with a sexually oriented request.
  - b. Threatening, directly or indirectly, retaliation against a student or an employee, if the student or employee refuses to comply with a sexually oriented request.
  - c. Denying, directly or indirectly, a student or employee an employment or education related opportunity, if the student or employee refuses to comply with a sexually oriented request. Engaging in sexually suggestive conversation or physical contact or touching another student or employee.
  - d. Displaying pornographic or sexually oriented materials.
  - e. Engaging in indecent exposure.
  - f. Making sexual or romantic advances toward a student or employee and persisting despite the student or employee's rejection of the advances.
  - g. Physical conduct such as assault, touching, or blocking normal movement.
  - h. Retaliation for making harassment reports or threatening to report harassment.

Sexual harassment can involve a person or persons being harassed by members of any sex. Although sexual harassment sometimes involves a person in a greater position of authority as the harasser, individuals in positions of lesser or equal authority also can be found responsible for engaging in prohibited harassment.

Sexual harassment can be physical and/or psychological in nature. The accumulative effect of a series of incidents can constitute sexual harassment even if one of the incidents considered separately would not rise to the level of harassment.

8. **Dating and Relationship Violence:** Abuse or violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. This relationship involves physical or emotional intimacy. Physical intimacy is characterized by romantic or passionate attachment or sexual activity.
- a. The existence of such a relationship shall be determined based on the complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

- b. For the purposes of this definition, dating and relationship violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- c. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.
- d. To better meet these requirements, if the complainant states that a relationship currently exists, formerly existed, and existed in the past 12 months, etc., it will be counted for Clery reporting purposes.

Dating and relationship violence is abuse or violence between partners or former partners, characterized by one or more of the following elements:

- a. Intentionally causing bodily injury;
  - b. Purposely or knowingly causing reasonable apprehension of bodily injury;
  - c. Emotional abuse creating apprehension of bodily injury or property damage;
  - d. Repeated telephonic, electronic, or other forms of communication -- anonymously or directly -- made with the intent to intimidate, terrify, harass, or threaten;
9. **Stalking:** includes repeatedly following, harassing, threatening, or intimidating another by telephone, mail, electronic communication, social media, or any other action, device or method that purposely or knowingly causes emotional distress or apprehension of bodily injury or death. Stalking is a course of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety or to suffer substantial emotional distress. For the purposes of this definition:
- a. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, participates in surveillance of, threatens, or communicates to or about a person, or interferes with a person's property.
  - b. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
  - c. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
  - d. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.
10. **Retaliation:** is action taken by an accused individual or an action taken by a third party or a group of people against any person because that person has opposed any practices prohibited under this policy or because that person has filed a complaint, testified, assisted, or participated in any manner in an investigation or proceeding under this policy. This includes action taken against a bystander who intervened to stop or attempt to stop discrimination, harassment, or sexual misconduct. Retaliation includes intimidating, threatening, coercing, discouraging or in any way discriminating against an individual because of the individual's complaint or participation in in the complaint process. Action is generally deemed retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy.

## Filing a Sexual Misconduct Complaint

All incidents of sexual misconduct and retaliation should be reported. Longwood University's complaint procedures provide for immediate, thorough, and objective investigation of all claims. The University will take appropriate remedial action that is commensurate with the severity of the offense. The University encourages those who have experienced these types of incidents to immediately report them to both the Title IX Coordinator and Longwood University Police Department. All University employees, except those designated as Confidential Reporting Options, are designated as "responsible employees." Responsible employees are required to promptly report all incidents and/or knowledge of sexual misconduct, including personally identifiable information of the parties involved, to the Title IX Coordinator. All reports are treated with the maximum possible privacy.

An immediate report to the Longwood Police will enable the preservation of evidence necessary for a successful criminal prosecution. The Longwood University Police Department is trained in collecting and preserving evidence for criminal cases. When evidence exists that could help support a criminal charge or assist the complainant in obtaining protective orders, contacting the Longwood University Police Department immediately, so the evidence may be collected, may ensure that even if the complainant does not want to file a criminal report at this time, the complainant may change their mind at a later date. Evidence collected by the Longwood University Police Department will be retained indefinitely unless destruction is authorized by the Commonwealth of Virginia Attorney. Complainants have the right, however, to choose whether or not to provide a statement to Longwood Police and to choose whether or not to pursue criminal prosecution after such a statement has been made.

### **Title IX Coordinator and Role of Title IX Coordinator**

~~Jennifer Fraley, Associate Dean of Conduct & Integrity and University Title IX Coordinator~~

**Lindsey Moran, University Clergy and Title IX Coordinator**

Office: Lancaster G-26; Maugans 18A

Office Phone: (434) 395-2490 **395-2751**; Cell Phone (434) 808-9439

Email: ~~fraleyjl@longwood.edu~~ **[moranlj@longwood.edu](mailto:moranlj@longwood.edu)**

**[www.longwood.edu/titleix](http://www.longwood.edu/titleix)**

Students, staff or faculty who believe they have either witnessed or been subjected to sexual discrimination, sexual harassment, sexual misconduct, dating and relationship violence, stalking and retaliation should notify the Title IX Coordinator.

After the University receives notice of sexual misconduct or retaliation, it will conduct an impartial investigation. For specifics regarding investigations, see investigation procedures below. Student reporters of misconduct will not be charged with alcohol offenses or other minor violations of the Student Code of Conduct Standards and Regulations disclosed during the reporting process. Minor violations are defined as those that have a minimum sanction of letter of admonition. Please see the Code of Conduct Standards and Regulations within the Student Handbook for more information.

When the complainant and the respondent participate in the same educational opportunities, work in the same employment area and/or reside in the same University residence or in proximity to one another, the University will take immediate steps to separate the individuals and prevent contact, if appropriate. The applicable Vice President or designee will make the appropriate determination regarding alternative arrangements. Alternative arrangements may include, but are not limited to: temporary suspension (depending on the severity of the allegations), adjustment of academic schedule or employment, administrative no-contact directives, and/or alternative living arrangements.

The Title IX Coordinator can assist with all aspects of the process and is responsible for:

- Convening a review committee consisting of the Title IX Coordinator, Longwood University Police Department Representative and Student Affairs Representative. This committee will meet within 72 hours, and continue to meet as necessary, when notice to the University of an alleged violation of this policy is received. This committee will review and determine if it is necessary to disclose to the appropriate law-enforcement agency, all information of the alleged violation, including personally identifiable information, to protect the health or safety of the individual or community. It is the responsibility of the Longwood University Police Department Representative or designee to notify the appropriate law-enforcement agency and/or Commonwealth of Virginia Attorney.
- Ensuring that both the individual filing the complaint and the individual responding are aware of the seriousness of the complaint.
- Explaining Longwood University's policy and investigation procedures.
- Exploring various means of resolving the complaint.
- Making referrals to Counseling and Psychological Services for counseling or other mental health resources, if appropriate.
- Discussing with the complainant the option of notifying the police if criminal activities are alleged.
- Conducting or arranging for an investigation of the alleged prohibited conduct.
- Arranging support services for the complainant, which could include changes in living arrangements, course schedules, assignments, or tests.
- Arranging interim services to prevent reoccurrence of the alleged prohibited conduct, which could include increased monitoring, supervision, or security at locations or activities where the misconduct occurred and no-contact directives, as necessary.
- Preparing or overseeing any reports, recommendations, or remedial action(s) that are needed or warranted to resolve any prohibited conduct and maintaining all information pertaining to an investigation or complaint in a secure file.
- The Title IX Coordinator is responsible for maintaining records relating to sexual misconduct reports, investigations and resolutions.
- The Title IX Coordinator and Deputy Title IX Coordinators will participate in ongoing sexual misconduct training and maintain a high level of knowledge of the policy and procedures.

Longwood University strictly prohibits retaliation against any person for using this reporting process, or for reporting, providing witness, assisting or participating in any manner in any investigation or proceeding involving allegations. Any person who violates this policy will be

subject to discipline, up to and including termination if they are an employee, and/or expulsion if they are a student.

Employees who believe they have either witnessed or been subjected to sexual discrimination, sexual harassment, sexual misconduct, dating and relationship violence, stalking and retaliation notify the Chief Human Resources Officer (Deputy Title IX Coordinator for Employees).

Lisa Mooney, Chief Human Resources Officer

Office: Lancaster 212

Phone: (434) 395-2074

Email: [mooneylj@longwood.edu](mailto:mooneylj@longwood.edu)

### Reporting Options

1. Title IX Coordinator: Students, staff or faculty who believe they have either witnessed or been subjected to sexual discrimination, sexual harassment, sexual misconduct, dating and relationship violence, stalking and retaliation should notify the Title IX Coordinator:

~~Jennifer Fraley, Associate Dean of Conduct & Integrity and University Title IX Coordinator~~

**Lindsey Moran, University Clery and Title IX Coordinator**

Office: Lancaster G-26 Maugans 18A

Office Phone: (434) 395-2490 **395-2751**; Cell Phone (434) 808-9439

Email: ~~fraleyjl@longwood.edu~~ [moranlj@longwood.edu](mailto:moranlj@longwood.edu)

[www.longwood.edu/titleix](http://www.longwood.edu/titleix)

[www.longwood.edu/studentconduct](http://www.longwood.edu/studentconduct)

2. Making a report with Longwood Police: Persons who wish to file a police report may contact Longwood Police at (434) 395-2091. Office: Dorrill Dining Hall, Ground Floor. Online reporting: <http://www.longwood.edu/police/forms/report-a-crime/>
3. Making a Limited Report: Persons who wish to report an incident and desire that the University take no action to investigate this incident, may speak to the Campus Advocate. This option produces a limited report, which includes no generally identifiable information about the complainant. A complainant may later choose to file a complaint with the Title IX Coordinator and thus have the incident fully investigated to the best of the University's ability. The Campus Advocate may be contacted at Counseling and Psychological Services: Health and Fitness Center, Upper Level; Phone: (434) 395-2409.
4. Making a Confidential Report: Persons who wish to report an incident or speak to someone about what happened and desire that the details of the incident be kept confidential, they should speak with staff members of Counseling and Psychological Services, Student Health Center, or off-campus crisis resources, who will maintain confidentiality. Campus counselors and Student Health Center staff are available to help students free of charge.
  - Counseling and Psychological Services: Health and Fitness Center, Upper Level; Phone: (434) 395-2409

- Student Health Center: Longwood Landings, 106 Midtown Ave, Farmville, VA; Phone: (434) 395-2102

In addition, you may go off campus to speak with clergy and chaplains, who will also keep reports made to them confidential. Longwood University has an established Cooperative Agreement with an off-campus crisis resource agency to provide services for those who wish to utilize off-campus confidential crisis resources.

- Madeline's House / Southside Center for Violence Prevention 24-Hour Hotline: (888) 819-2926

### **Confidentiality**

If you would like to report an incident or speak to someone about what happened and you desire that details of the incident be kept confidential, you should speak with staff members of Counseling and Psychological Services, Student Health Center or off-campus crisis resources, who will maintain confidentiality. All inquiries, complaints, and investigations are treated with utmost discretion. Information can be released as law and policy permit. However, the identity of the complainant is usually revealed to the person(s) accused of such conduct and any witnesses. A complainant can decide after they talk to the Title IX Coordinator, whether or not to pursue a Title IX Complaint. In addition to the choice of whether or not to pursue a Title IX complaint, complainants may also request confidentiality in terms of not revealing the complainant's name to a respondent. These requests are evaluated on a case by case basis by the Title IX Coordinator to determine whether that request can be honored while still providing a safe and nondiscriminatory environment for all students, including the complainant.

Many factors are weighed when determining whether or not to honor a request to withhold the complainant's name from the respondent. These factors include, but are not limited to, when there is a clear and present danger of harm to the complainant or others, when there is knowledge or suspicion of abuse or neglect of minor children or elderly persons, reporting obligations under state law and as otherwise required by law. Additionally, these factors also include circumstances that suggest there is an increased risk of the respondent committing additional acts or there is an increased risk of future acts under similar circumstances, as well as whether the University possesses other means to obtain relevant evidence.

Although a complainant's request to have their name withheld from the respondent may limit the University's ability to respond fully to an individual allegation of sexual misconduct, other means may be available to address the sexual misconduct. There are steps the University can take to limit the effects of the alleged sexual misconduct and prevent its recurrence without initiating formal action against the alleged perpetrator or revealing the identity of the complainant.

### **Federal Statistical Reporting Obligations**

Certain campus officials (campus security authorities) have a duty to report sexual misconduct for federal statistical reporting purposes. All personally identifiable information is kept private,



but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-campus, in the surrounding area, but no addresses are given), for publication in the annual Campus Security Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime, in order to ensure greater community safety.

Mandated federal reporters (campus security authorities) include student/conduct affairs, campus law enforcement, local police, coaches, athletic directors, residence life staff, student activities staff, human resources staff, advisors to student organizations and any other official with significant responsibility for student and campus activities.

### **Federal Timely Warning Reporting Obligations**

Victims of sexual misconduct should also be aware that University administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to members of the campus community. The University will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safe decisions in light of the danger.

### **Procedures**

1. The Title IX Coordinator shall provide for the adequate, reliable, and impartial investigation of all complaints:
  - Investigations of student versus student complaints shall be coordinated by the Title IX Coordinator and/or designee.
  - Investigations of student versus employee complaints shall be coordinated by the Chief Human Resources Officer (Deputy Title IX Coordinator for Employee Issues) with support from the Title IX Coordinator and/or designee.
  - Investigations of employee versus employee complaints shall be coordinated by the Chief Human Resources Officer (Deputy Title IX Coordinator for Employee Issues) and/or designee.
2. Procedure terms associated with the Longwood University Sexual Misconduct Policy are defined below:

**Appeal:** A proceeding held to determine whether there was a failure to follow policy procedures; determine if additional evidence has come to light that was not available at the time of the University Hearing Board's decision; determine if the sanctioning recommended is out of proportion with, or inappropriate for the offense. An appeal is processed by the University Appeals Board.

**Complainant:** Individual responsible for filing the initial complaint or Title IX Investigator on behalf of the University.

**Hearing:** A proceeding held to determine whether to uphold a Title IX Investigation report that has determined a respondent is responsible for a violation of the Sexual Misconduct Policy. A

hearing may consist of one or more respondents and is processed by the University Hearing Board.

**Outcome:** The results of a Title IX investigation, hearing proceeding or appeal proceeding.

**Respondent:** The individual accused of an alleged violation.

3. Complainant and/or respondent may each select one support person or advisor, who may also be legal counsel, to accompany them during the investigation process, Informal Procedures and Formal Procedures. The support person or advisor may be present with their respective party for all meetings, hearings and appeals, but may not actively participate, address the hearing or appeals board, present arguments, question other parties or witnesses. Please note that a support person or advisor's schedule will not be considered when scheduling any meetings, hearings and/or appeals.
4. Only trained investigators will conduct an investigation; both parties will have the opportunity to review and provide comments to the investigator about their statements before the investigation report is finalized.
5. The University will conduct an investigation to the extent of the information available. If the University obtains independent corroborating information of the misconduct it may determine it necessary to move forward with the investigation procedures and/or remedial measures without the involvement of a complainant.
6. Criminal investigations, separate from the process outlined in this policy, shall be conducted by the Longwood University Police or appropriate law enforcement agency, in parallel with the University's investigation. In cases where students are the subject of a criminal investigation, the University's investigation will commence parallel to or at the conclusion of such investigation.
7. Barring extenuating circumstances the entire process shall be completed within 60 days. Complainants and respondents will be notified if the process cannot be completed within this timeframe.
8. Informal Procedures

Some complaints can be resolved through informal mediation between the parties. The Title IX Coordinator and/or designee may arrange for, or facilitate mediation between the involved parties and coordinate other informal problem resolution measures.

- a. Once a report has been made, informal resolution procedures shall be pursued within five business days of the initial report.
- b. Informal Resolution Procedures are optional and may be used when deemed appropriate. Informal procedures are never applied in cases involving violence or non-consensual sexual intercourse.
- c. An investigation into the report shall be conducted by the Title IX Coordinator or designee.
- d. Once the informal resolution procedure is complete, written notification of the agreed upon resolution shall be given to both parties by the Title IX Coordinator or designee.

- e. The involved parties will sign a voluntary agreement specifying the behavioral expectations resulting from the mediation. If re-occurrence takes place, those responsible for such behavior will be subject to additional action, with greater penalties, under this policy.
- f. If either party is unsatisfied with the outcome of the informal resolution procedure, the formal resolution procedure may be pursued.

## 9. Formal Procedures

- a. Once the University has received notice of sexual discrimination, sexual harassment, sexual misconduct, sexual assault, sexual violence, dating and relationship violence, stalking and retaliation, an investigation shall commence within five business days.
- b. To ensure a prompt and thorough investigation, the complainant should provide as much of the following information as possible:
  - The name, department, and position of the person or persons allegedly committing the misconduct.
  - A description of the incident(s), including the date(s), location(s), and the presence of any witnesses.
  - The alleged effect of the incident(s) on the complainant's educational opportunities, living situation, position, salary, benefits, promotional opportunities, or other terms or conditions of employment.
  - The names of other students or employees who might have been subject to the same or similar misconduct.
  - Any steps the complainant has taken to try to stop the misconduct, if appropriate.
  - Any other information the complainant believes to be relevant to the misconduct.
- c. The investigator shall determine, by a preponderance of evidence, whether the respondent violated this policy. Preponderance of evidence means that it is more likely than not that a violation occurred. If the investigator determines that the respondent did not violate this policy, the matter will be closed.
- d. At the completion of the investigation, both the respondent and complainant will be informed within five working days, in writing, of the outcome of the investigation.
- e. Both the complainant and respondent are entitled to a copy of the investigators' report, redacted of any personally identifiable information. The redacted report shall be provided to the complainant or respondent within two working days after the Title IX Coordinator or designee has received a written request. The non-redacted report may be viewed by the complainant and respondent at any time during normal business hours.
- f. If it is determined by a preponderance of the evidence that a violation did occur, the respondent may accept findings of the investigation and the sanctions / measures determined by the Title IX Coordinator or designee to prevent the violation's recurrence; or challenge the findings and request a hearing. The respondent must, within five working days from the written notification of the outcome of the investigation, make a decision to, accept the findings or challenge the findings and sanctions / measures, and request a hearing. The Title IX Coordinator or designee reserves the right to send the case to the University Hearing Board for sanction/measures recommendations only, in investigations that the respondent has been found responsible and accepts those findings.

- g. The complainant may decide, subsequent to the filing of formal charges against the respondent, to withdraw the complaint. The University will, however; still proceed based on the investigative findings.

### **Procedures for Hearings on Violations of the Sexual Misconduct Policy**

1. The University Hearing Board will conduct hearings regarding alleged violation(s) of this policy.
2. A University Hearing Board hearing will proceed in the following manner:
  - a. Hearings conducted by the University Hearing Board are closed to the public. The only individuals allowed to be present are active participants in the hearing process: the complainant, the respondent, an advisor for each, the investigator (s), the University Hearing Board, witnesses, and necessary University administrators. Either the complainant or the respondent may dispute the presence of individuals in the hearing room. The hearing board will make the final decision.
  - b. The hearing will be non-adversarial and strict rules of evidence will not be applied.
  - c. The hearing board members and all aforementioned participants are introduced.
  - d. Participants state any questions they have concerning rights or procedures.
  - e. The statement of charges is presented.
  - f. The respondent enters a plea of responsible, not responsible or no plea.
  - g. Testimony phase: During the testimony phase of the hearings, cross-examination will be conducted by the hearing board in the presence of the University and complainant, the respondent and their respective advisors. Witnesses may only be present when actively giving testimony. Advisors may be present with their respective parties for all testimony, but may not actively participate, address the hearing board, present arguments or question witnesses.
  - h. The respondent, the complainant and/or University, may each present an opening statement and a closing statement before the Board. The respondent and complainant and/or University may view each other's statements on live video feed.
  - i. The respondent and complainant and/or University may present evidence and witnesses. Witnesses may be cross-examined by the hearing board in opposing party's presence. The board will privately cross-examine the respondent, the complainant, and any witnesses they deem necessary. The respondent and complainant and/or University may view testimony on live video feed.
  - j. The respondent and the complainant and/or University may each submit a list of questions to the board's chairperson for the board to consider. The past sexual history or sexual character of a party to the complaint, complainant or respondent, with anyone other than each other, will not be admissible. Notwithstanding the above, demonstration of pattern, repeated, and/or predatory behavior by the respondent, in the form of previous findings in any University, judicial or student conduct proceeding will be admissible. The parties will be notified in advance of the hearing if any information addressed by this paragraph is deemed admissible.
  - k. After all of the evidence has been introduced, the parties will be excused from the room so that the board may deliberate.

- l. The University Hearing Board shall determine, by a preponderance of evidence, whether the respondent violated this policy. Preponderance of evidence means that it is more likely than not that a violation occurred. If the University Hearing Board determines that the respondent did violate this policy, the complainant will be allowed to submit a statement regarding the impact that the misconduct has had on the educational, living and/or working environment of the complainant.
  - m. When the board has made a decision regarding responsibility, the parties will be invited back into the room for a reading of the decision and any recommended sanctions.
3. The outcome of the hearing and any recommended sanctions will be forwarded to the applicable Vice President or designee immediately following the hearing if no appeal is filed: The Associate Dean of Conduct & Integrity in the case of a student respondent, the Provost and Vice President of Academic Affairs in the case of a faculty respondent, and the Vice President of Administration and Finance in the case of a classified staff or administrative employee.
4. Both the respondent and complainant will be informed within five working days, in writing, of the outcome of the hearing and the appeal (if an appeal is filed) and of any sanctions being recommended to the applicable Vice President or designee. If the complainant is deceased as the result of the alleged violation, the next of kin of such complainant shall be treated as the complainant for purposes of this paragraph, upon written request.

#### **Composition of the University Hearing Board**

1. A five-member University Hearing Board will be appointed by the Title IX Coordinator, on a per-case basis from a pool of trained members: no less than 6 faculty and 6 staff. The chair of the hearing board is a non-voting member, except in cases of a tie, who leads the hearings and facilitates discussion among board members. The Title IX Coordinator will serve as a non-voting advisor to the chair. All Board members are appointed annually and serve from October 1 - September 30.
2. The pool of candidates for the University Hearing Board shall be nominated by:
  - Faculty Senate, Executive Committee (faculty members).
  - Vice President for Student Affairs and Vice President for Finance and Administration (staff).
3. In the case of a faculty respondent, at least three members of the University Hearing Board shall be faculty, in the case of a professional staff respondent; at least three members of the University Hearing Board shall be staff (except in cases where there is not sufficient availability in the pool of trained members).
4. The complainant and/or respondent can request board members to recuse themselves from the hearing for actual or perceived bias or other conflict of interest. The final decision regarding this request will be made by the Title IX Coordinator based on the information provided by the requesting party. Board members may also recuse themselves if they feel they cannot or should not hear a particular case.

5. The University Hearing Board panel will be trained by the Title IX Coordinator regarding hearing procedures, evaluation of evidence, Title IX requirements and other relevant subjects, as needed.
6. Individuals cannot serve on both the University Hearing Board panel and the University Appeals Board panel during the same academic year.

### **Appeals**

1. Appeals will be heard by the University Appeals Board.
2. Respondents and complainants have the right to one appeal each of the University Hearing Board's decision.
3. Appeals must be filed within three working days of the University Hearing Board's written decision. To file an appeal, students and employees must fill out the appeal form provided with written notice of the University Hearing Board's decision.
4. Appeals may only proceed based on one of three reasons:
  - a. Failure to follow policy procedures.
  - b. Additional evidence has come to light that was not available at the time of the University Hearing Board's hearing.
  - c. The sanction received is out of proportion with the offense.

Eligibility for an appeal based on the above reasons will be determined by the Title IX Coordinator or designee.

5. The University Appeals Board will convene within five working days of the receipt of the appeal. All parties will receive notice of the time and place of the appeal.
6. The appeal will be non-adversarial and strict rules of evidence will not be applied.
7. The outcome of the appeal and any recommended sanctions will be forwarded to the applicable Vice President or designee immediately following the appeal: The Associate Dean of Conduct & Integrity in the case of a student respondent, the Provost and Vice President of Academic Affairs in the case of a faculty respondent, and the Vice President of Administration and Finance in the case of a classified staff or administrative employee.
8. Both the respondent and complainant will be informed within five working days, in writing, of the outcome of the appeal and of any sanctions being recommended to the applicable Vice President or designee. If the complainant is deceased as the result of the alleged violation, the next of kin of such complainant shall be treated as the complainant for purposes of this paragraph, upon written request.

### **Composition of the University Appeals Board**

1. A three-member University Appeals Board will be appointed by the Title IX Coordinator, on a per-case basis from a pool of trained members: no less than 6 faculty and 6 staff. All Board members are appointed annually and serve from October 1 - September 30.
2. The pool of candidates for the University Appeals Board shall be nominated by:
  - The Faculty Senate, Executive Committee (faculty members).
  - Vice President for Student Affairs and Vice President for Finance and Administration (staff).
3. In the case of a faculty respondent, at least two members of the University Appeals Board shall be faculty, in the case of a professional staff respondent; at least two members of the University Appeals Board shall be staff (except in cases where there is not sufficient availability in the pool of trained members).
4. The complainant and/or respondent can request board members to recuse themselves from the appeal board for actual or perceived bias or other conflict of interest. The final decision regarding this request will be made by the Title IX Coordinator based on the information provided by the requesting party. Board members may also recuse themselves if they feel they cannot or should not hear a particular case.
5. The University Appeals Board will be trained by the Title IX Coordinator regarding hearing procedures, evaluation of evidence, Title IX requirements and other relevant subjects, as needed.
6. Individuals cannot serve on both the University Hearing Board and the University Appeals Board during the same academic year.

### **Postponement of Hearings and Appeals**

A respondent or complainant may request one postponement of a hearing or appeal by contacting the Title IX Coordinator at least two (2) business/working days prior to the scheduled hearing or appeal, unless extenuating circumstances exist. Postponement will be allowed only under the following conditions:

- a. The respondent/complainant has an academic conflict;
- b. The respondent/complainant is unable to produce necessary witnesses on the scheduled date of the hearing;
- c. The respondent/complainant has a family emergency;
- d. The respondent/complainant is too ill to attend the hearing;
- e. The respondent/complainant cannot attend because of a religious holiday.

The Title IX Coordinator may require written verification of the reason claimed.

### **Rights of the Complainant**

1. The right to have a support person or advisor throughout the process, who may also be legal counsel.

2. The right to remain present, either in person or via live feed, throughout the entire hearing (not including the deliberative process).
3. The right to attend a pre-hearing meeting with the Title IX Coordinator or designee.
4. The right to have access to existing campus counseling and support services.
5. The right to interim services to prevent reoccurrence of the behavior.
6. The right to freedom from retaliation by the respondent (or supporters of the respondent).
7. The right to be notified of the time, date and place of the scheduled hearing and appeal, if applicable, at least 72 hours prior to the hearing or appeal.
8. The right to submit a statement of how the misconduct has impacted the educational, living and/or working environment of the complainant.
9. The right to know the outcome of the investigation, the outcome of the hearing, appeal and the sanctions, remedies and corrective actions taken by the University.
10. The right to be informed of the ability to request changes in academic, employment and living situations.
11. The right to request a single appeal of the outcome of the University Hearing Board's decision and recommended sanctions (if necessary).

### **Rights of the Respondent**

1. The right to a support person or advisor throughout the process, who may also be legal counsel.
2. The right to remain present during the entire hearing either in person or via live video feed (not including the deliberative process).
3. The right to attend a pre-hearing meeting with the Title IX Coordinator or designee.
4. The right to have access to existing campus counseling and support services.
5. The right to freedom from retaliation by the complainant (or supporters of the complainant).
6. The right to notice of allegations and the opportunity to testify.
7. The right to be presumed not responsible unless shown responsible by a preponderance of the evidence.
8. The right to a timely hearing.
9. The right to notification of the charges, the specific rule or policy violated, and the time, date and place of the scheduled hearing and appeal, if applicable, at least 72 hours prior to the hearing or appeal.
10. The right to notification of any information that may be used in the hearing.
11. The right to request a single appeal of the outcome of the University Hearing Board's decision and recommended sanctions (if necessary).

### **Sanctions, Remedies and Corrective Actions**

Violations of this policy will be addressed through the sanctions, remedies and corrective actions listed below. The severity of sanctions, remedies or corrective action depends on the facts and circumstances of the offense and/or any history of past conduct that violates this policy. Sanctions, remedies and corrective actions could include (but are not limited to):

- A requirement not to repeat or continue the conduct.
- Reprimand.
- Reassignment.



- Suspension.
- Termination of employment.
- Expulsion.

## **Student Records**

Compliance with the provisions in this policy does not constitute a violation of the General Education Provisions Act (20 U.S.C. § 1232g; 34 CFR Part 99), commonly known as the Family Education Rights and Privacy Act of 1974 (FERPA).

Longwood student records policies comply fully with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, of the General Education Provisions Act. The accumulation, processing, and maintenance of student data by the University are limited to that information, which is necessary and relevant to the purposes of the University. Personal data of students will be used only for the purpose for which it is collected.

### **Academic Transcripts – Pursuant to Virginia Code § 23-9.2:15**

A prominent notation shall be placed on the academic transcript of any student who has been found responsible and expelled or suspended for sexual violence, which includes the following as defined by this policy: sexual activity, unwelcome sexual contact, coerced sexual intercourse, and dating and relationship violence. The language will read as follows: Expelled – For a Violation of the University’s Code of Conduct Standards and Regulations, or, Suspended – For a Violation of the University’s Code of Conduct Standards and Regulations. The notation shall be removed from the transcript when the student has completed the term of the suspension, completed any conditions of the suspension, and has been determined by Longwood University to be in good disciplinary standing.

A prominent notation shall be placed on the academic transcript of any student who withdraws prior to the final outcome of an investigation, hearing and/or appeal that alleges sexual violence, which includes the following as defined by this policy: sexual activity, unwelcome sexual contact, coerced sexual intercourse, and dating and relationship violence. The language will read as follows: Withdrawal while under Investigation – For a Violation of the University’s Code of Conduct Standards and Regulations. The notation shall be removed from the transcript when the student is subsequently found not responsible for a violation of this policy, or not suspended or expelled as a result of a violation of this policy.

### **Academic Freedom and Free Speech**

This policy does not allow censorship of constitutionally-protected speech, which is valued in higher education and by Longwood University. In addressing all complaints and reports of alleged violations of this policy, Longwood University will take all permissible actions to ensure the safety of students and employees while ensuring free speech rights of students and employees. This policy does not in any way apply to curriculum and curriculum decisions or limit the use of particular textbooks or curricular materials.

## BOARD OF VISITORS

### ACTION ITEM

#### Approval of Revisions to Policy 5215

**ACTION REQUESTED:** On behalf of the President, I move that the Board of Visitors approve revisions to the Longwood Non-Discrimination Policy.

**RATIONALE:** This policy was last revised September 2016. Update for University Clery and Title IX Coordinator.

Note: Proposed changes to language are indicated in strikethrough, and additions to language are indicated in bold.

#### Non-Discrimination

##### I. Purpose

The purpose of this policy is to restate the Institution's commitment to diversity.

##### II. Policy

Longwood University, an agency of the Commonwealth of Virginia, is an equal opportunity institution of higher learning. 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.

Anyone with questions concerning access or accommodations should contact Disability Resources at 434-395-2391 (V); 800-828-1120 (TT Relay). If you have any questions or concerns regarding employment please contact the Equal Opportunity officer, Lisa Mooney, at 434.395.2074. For more information or if you believe you have been subject to discrimination on the basis of sex or gender identity, please contact Longwood University's Title IX Coordinator:

~~Jennifer Fraley, Associate Dean of Conduct & Integrity and University Title IX Coordinator~~

**Lindsey Moran, University Clery and Title IX Coordinator**

Office: ~~Lancaster G-26; Maugans 18A~~

Office Phone: (434) 395-2490 **395-2751;** Cell Phone (434) 808-9439

Email: ~~fraleyjl@longwood.edu~~ **moranlj@longwood.edu**

[www.longwood.edu/titleix](http://www.longwood.edu/titleix)

[www.longwood.edu/studentconduct](http://www.longwood.edu/studentconduct)

This policy represents a commitment by Longwood University to support the practice, spirit and good-faith effort of equal opportunity beyond mere compliance with government regulations.

Longwood administrators, management staff and supervisors are responsible for supporting and following this policy in their respective areas. Faculty, administrators, staff and students are expected to understand and support this important policy.



**LONGWOOD UNIVERSITY**

**PROPOSED HOUSING & DINING FEES 2017-18**

	2016-2017	2017-2018
<b>Housing</b>		
Main Campus-Double	\$ 6,650	\$ 6,986.56
Main Campus-Single	\$ 7,650.16	\$ 7,987.84
Register-Double	\$ 6,650	\$ 6,986.56
Sharp-Double	\$ 6,650	\$ 6,986.56
Lancer Park-Quads	\$ 7,728	\$ 8,113.28
Lancer Park-Doubles	\$ 8,750	\$ 9,188.48
New Lancer Park-Quads	\$ 8,624	\$ 9,056.32
New Lancer Park-Doubles	\$ 8,754.48	\$ 9,192.96
New Lancer Park-Singles	\$ 9,408	\$ 9,878.40
Longwood Village-Singles	\$ 8,008	\$ 8,408.96
LU Landings-Quads	\$ 8,624	\$ 9,056.32
LU Landings-Singles	\$ 9,408	\$ 9,878.40
<b>Dining</b>		
14 + \$275	\$ 3,293.92	\$ 3,431.12
19 + \$175	\$ 4,035.36	\$ 4,219.60
Block 160 + \$325	\$ 3,204.88	\$ 3,333.12
10 + \$375	\$ 3,316.88	\$ 3,445.68
Block 80 + \$325	\$ 1,979.04	\$ 2,045.68
Block 40 + \$175	\$ 1,001.28	\$ 1,034.32

**Proposed Summer School Rates**

	2016-2017	2017-2018
<b>Room &amp; Board</b>		
<b>Weekly Rates:</b>		
<u>Room:</u>		
Double	\$192	\$202
<u>Board:</u>		
Summer Meal Plan	\$108	\$113

### Comparison of Longwood Projected FY18 Housing and Dining Rates

Assumes proposed increases on prior page for Longwood, but no increase by other institutions;  
Longwood would move up one spot in Total Room & Board from FY17

	Rank	Total Room & Board	Annual Housing Double Room	Board
RBC	1	11,540	7,680	3,860
CWM	2	11,382	6,680	4,702
CNU	3	10,914	6,764	4,150
ODU	4	10,834	6,504	4,330
GMU	5	10,730	6,400	4,330
UVA	6	10,726	5,876	4,850
VSU	7	10,562	6,170	4,392
<b>LU</b>	<b>8</b>	<b>10,418</b>	<b>6,987</b>	<b>3,431</b>
UVA Wise	9	10,346	6,234	4,112
UMW	10	9,938	6,030	3,908
VCU	11	9,919	5,999	3,920
JMU	12	9,334	4,786	4,548
NSU	13	9,490	6,222	3,268
VMI	14	8,968	2,676	6,292
RU	15	9,004	5,127	3,877
VT	16	9,988	6,150	3,838



**LONGWOOD UNIVERSITY  
RESOLUTION NAMING  
ELIZABETH BURGER JACKSON FIELD**

**WHEREAS**, the late Dr. Elizabeth Burger Jackson '34 attended Longwood University from 1930 until 1932 and was a member of the field hockey team before graduating from the College of William and Mary;

**WHEREAS**, Dr. Jackson served as Professor of Natural Sciences at Longwood University for 38 years (1938-1976) and was honored as Professor Emeritus and recipient of the Longwood Distinguished Alumni Service Award;

**WHEREAS**, Dr. Jackson was a member of the United States Field Hockey National Team from 1947-50, and again from 1954-55 while serving as a Longwood professor;

**WHEREAS**, Dr. Jackson served as Vice-President of the United States Field Hockey Association and President of the Virginia Field Hockey Association;

**WHEREAS**, Dr. Jackson was an inaugural member Longwood University Athletic Hall of Fame, a member of Virginia Sports Wall of Fame and the William and Mary Hall of Fame;

**WHEREAS**, the Longwood University field hockey field is dedicated to the memory of Dr. Elizabeth Burger Jackson '34 for her lifelong dedication to field hockey and the development of young people;

**NOW THEREFORE LET IT BE RESOLVED** by the Board of Visitors of Longwood University that the Field Hockey Field, at whatever its location as the University may determine, be named and forever known as the ELIZABETH BURGER JACKSON FIELD.



**LONGWOOD UNIVERSITY  
RESOLUTION NAMING  
BROCK HALL**

**WHEREAS**, Joan ('64) and Macon Brock are acclaimed philanthropic and business leaders and dedicated supporters of the University and higher education;

**WHEREAS**, the Brocks' generous gifts to Longwood include the naming gift for Brock Commons, which now serves as the central corridor of the University's campus and has been transformational for Longwood;

**WHEREAS**, the Brocks have now created the Brock Endowment for Transformational Learning, through the largest philanthropic gift in Longwood's 177-year history;

**WHEREAS**, the Brock Endowment for Transformational Learning will create new life-changing experiences for students by supporting faculty to develop a broad range of "place-based" courses throughout the United States that accent the duties and complexities of citizen leadership;

**WHEREAS**, the Brock Endowment is an extraordinarily far-sighted, creative, and generous gift that is unique to Longwood and its mission and programmatically unique in American higher education;

**WHEREAS**, Brock Commons and the Brock Endowment will profoundly enrich the Longwood experience for generation upon generation of Longwood students to come;

**NOW THEREFORE LET IT BE RESOLVED** by the Board of Visitors of Longwood University that, as an honorific matter, the University's student success building to be constructed along the west of Brock Commons adjacent to Greenwood Library be named and forever known as **BROCK HALL**.





## **Academic Affairs**

### **Joan Neff, Vice President and Provost**

#### **Highlights**

- 33 Fall semester courses incorporated debate and election components
- Core Curriculum proposal was approved by Faculty Senate
- CBE Dean Search brought 3 finalists to campus

#### **Overview**

Academic Affairs faculty, staff, and students were actively involved in preparations for the vice presidential debate, including serving as volunteers, teaching and participating in debate-related courses, providing insights into debate-related topics on campus and in the media, and sponsoring events incorporating visiting scholars and artists. The proposal to implement a new core curriculum was overwhelmingly approved by the Faculty Senate after three years of intense work on the part of the Core Curriculum Committee and thorough discussions by the faculty. The search for the next dean of the College of Business and Economics progressed from reviewing over 60 applications to conducting preliminary Skype interviews with 10 candidates, and finally inviting three candidates to campus.

#### **Cook-Cole College of Arts and Sciences**

A number of departments and programs were very involved in the Vice Presidential debate activities. Various speakers and artists were invited to campus to share their expertise on such topics as political polling, the environment, and the value of reading and literacy to an informed electorate. Several events were co-sponsored by multiple departments, including some that involved departments in the other colleges. Cook-Cole faculty also were prominent in offering the very well received En-light(e)ning Talks during Debate Week, including Alec Hosterman, Jeff Halliday, and Kristopher Paal (Communication Studies), Charles Repp and Barbara Newton, (History/Political Science/Philosophy), Brett Martz, Sean Ruday, Rhonda Brock-Servais, and David Magill (English and Modern Languages), and Sarai Blincoe (Psychology).

Nursing held its second White Coat Ceremony for sophomores entering their practice courses, and Mathematics and Computer Science Department students attended the Shenandoah Undergraduate Mathematics and Statistics Conference at James Madison University. Faculty across the disciplines continue to pursue scholarship, often with students, and engage in various community-oriented activities pertaining to their respective disciplines.

### **College of Business and Economics**

A Cyber Security Summit on Friday, September 16, 2016 raised \$18,000 from sponsors to fund scholarships for Longwood undergraduate cyber security students. In addition, the first two undergraduate students awarded the State of Virginia's new scholarship for service program for Cyber Security were Longwood business school students. Each will receive \$25,000 to be applied to tuition and fees and be guaranteed a job as a Commonwealth employee post-graduation. Plans also are underway to examine existing models and market data for a possible new MBA concentration in Cyber Security. Currently no other MBAs in the Commonwealth have a Cyber Security concentration. The goal is to be the first in the state to establish this degree concentration and increase enrollment for Longwood's MBA. Finally, in cooperation with Dean Chapman, CBE invited the Human Performance Director of the Detroit Tigers, Dr. George Carlo, to campus to continue work on a pilot program for Detroit Tigers players to enroll in Longwood's MBA program. The Tigers organization hopes to focus their mandatory players' education budget on a partnership with Longwood.

### **College of Education and Human Services**

In 2015-2016 the Virginia Department of Education (VDOE) awarded the College of Education and Human Services \$366,000 to develop a training program for teachers. Twenty schools received professional development through the Teacher Leadership Program (TLP) designed to improve content mastery and instructional leadership. The program has been extended by the VDOE through the 2016-2017 academic year, and Longwood has been awarded another \$366,000 to continue the work. Dr. Katrina Maynard and Dr. Gena Southall are serving as Co-Directors of this program. A variety of faculty and staff from across the University will be serving as instructional coaches and working one-on-one with individual schools. Phase II of the TLP will focus primarily on the implementation and transfer of instructional skills and knowledge to the teachers and students in the school being served.

### **College of Graduate and Professional Studies**

While part-time students are still the majority for our graduate programs, the percentage of full-time students has been increasing as more program options become available. Part-time students most often work full time and have family and other types of responsibilities in addition to earning their degree. In addition to courses offered on Longwood's campus, graduate faculty take their programs across the state. This fall, in addition to the MBA being offered online, graduate cohorts were offered by the following programs in the following locations: Counselor Education: Charlottesville; Reading, Literacy & Learning: Hanover; Educational Leadership: Virginia Beach; Mathematics: Clarksville; School Librarianship: Fairfax, Frederick, Powhatan, Prince William, Loudoun, Stafford, Chesterfield, and Williamsburg. The professional studies

tuition rate approved by the Board three years ago has allowed the College of Graduate and Professional Studies and the College of Education and Human Services to partner on a pilot initiative in educational leadership this year. Eighty-six students are enrolled in the initiative that allows educators who already hold a master's degree to complete the courses they need to become principals in just three semesters at six different locations. Teams of three instructors work together to offer three classes each term in hybrid format. The pilot has been very well received and will probably be expanded in Fall 2017.

### **Cormier Honors College**

Honors students have participated in four interdisciplinary Honors seminars this fall: Education for Social Change; American Politics, American Cinema; Freudian Themes in Fairy Tales; and City-as-Text Atlanta. The first two courses were developed to integrate the 2016 U.S. Presidential Election into the students' classroom experience. Seventeen Longwood students and five faculty members traveled to Seattle for the National Collegiate Honors Council's national conference. Nearly all students presented work developed in Honors courses, and topics covered a wide spectrum of academic explorations: university-museum alliances, community policing, international philanthropy, learning abroad, the experiences of minority students on campus, student-faculty pedagogical partnerships, mental health in the Peruvian Amazon, and the geometry of billiards. In keeping with the Honors College's commitment to community and service, 29 Honors students traveled to Hull Springs Farm in September for the Eddie Carey, Jr. Memorial Day of Service and dispersed to Northern Neck communities for a variety of service projects with local organizations. Honors students' engagement in key requirements such as study abroad continues to grow. Currently more than 65 Honors students have applied for scholarships to study abroad in winter, spring, or summer of 2017.

### **Office of Accreditation and Compliance**

Longwood is registered to participate in the 2016 National Study of Instructional Cost & Productivity, commonly known as the Delaware Study. Data regarding faculty teaching load and instructional costs from 2015-16 will be submitted by January 31, 2017. When results are available in late spring or early summer 2017, Longwood will be able to compare faculty teaching load and resources against national and peer benchmarks at the discipline level. A program proposal for the BS in Health and Physical Education, approved by the BOV in September, was submitted to SCHEV for consideration at the January 10 Council meeting. At its September 20, 2016, meeting, SCHEV certified Longwood as meeting Institutional Performance Standards (IPS) for 2016-17 through 2017-18, which ensures eligibility for certain financial benefits, when available, as stated in the Code of Virginia.

### **Office of Student Research**

The Office of Student Research has seen a dramatic increase in the number of applications for its initiatives, exceeding totals from last year. As a result, we have been able to fund more faculty and students participating in undergraduate student research and meet several benchmarks for this year's Quality Enhancement Plan (QEP) ahead of schedule.

## **Longwood Center for the Visual Arts**

This fall LCVA once again offered the popular Art after Dark Creative Gatherings, Cabin Films, and Free Family Workshop series in addition to a full slate of inspiring, thought-provoking and conversation-sparking exhibitions. Some have woven dreams and fairy tales together with varying threads of emotion; others have explored, celebrated and critiqued concepts of citizenry and civic engagement. In addition, History 395, Museum Collections Management, was led by LCVA collections manager Ebie Baker. The class of 20 sophomores, juniors, and seniors has met once a week, rotating between LCVA and the main campus. Ms. Baker uses pieces from the LCVA permanent collection and the education collection to teach handling techniques, condition reporting, accessioning, etc. Students have also learned basic art preservation techniques, analyzed the LCVA facility through the lens of best museum practices, and studied emergency plans among other topics.

## **Greenwood Library**

The Library was an integral player in coordinating and volunteering with the Virginia Children's Book Festival in October, welcoming thousands of students to campus to attend programs and workshops by such eminent authors as Marc Brown (creator of the popular Arthur series), Anson Montgomery (author of Choose Your Own Adventure Novels), and National Book Award winner Neil Schusterman. During Banned Books Week, the Library collaborated with the Department of English and Modern Languages to celebrate the freedom to read by reading aloud from banned books. Dean Roberts has visited with several community groups, including the Farmville Prince Edward County Historical Society and the Margaret H. Watson Bird Club, to learn more about the community's cultural and intellectual needs and to discuss how Greenwood Library can satisfy those needs. Library services are on the rise this semester, including an 18% increase in information literacy sessions, a 46% increase in reference questions, and an 86% increase in individual research appointments.

## **Office of Sponsored Programs**

During the period between January 1, 2016 and November 1, 2016 Longwood University faculty and staff have submitted 36 grant applications to federal, state, and private organizations requesting \$3,734,584 in external funding. In this same period, 19 new grant awards were made to the University on behalf of faculty and staff totaling more than \$1.6 million. The proposal success rate, based on the number of funded proposals as a percentage of proposals submitted, was 53%. The fund rate, based on dollars awarded as a percentage of dollars requested, was 44.5%. It is important to note that most of the applications (67%) submitted were comprised of requests of \$100,000 or less. The smallest request was for \$500; the largest was for more than \$900,000. Due in large part to our partnership with McAllister and Quinn, grant applications submitted to federal agencies have doubled compared to 2015 submissions. Thus far in 2016, LU faculty have submitted six proposals totaling more than \$2.1 million for funding to the National Science Foundation, the National Endowment for the Arts, and the National Endowment for the Humanities.

## **Center for Faculty Enrichment (CAFÉ)**

In collaboration with the Committee on General Education CAFÉ co-coordinated the *Enlight(e)ning Talks: Longwood Faculty Want to Teach You Something. Quickly.* on October 3 and 4<sup>th</sup> as part of the debate festivities. Faculty from all five colleges participated in giving presentations to audiences averaging over 40. The Talks were very successful and will become an annual event. (Go to <http://blogs.longwood.edu/longwoodcafe/> to find the recordings of the *Enlight(e)ning Talks.*) CAFÉ also hosted the American Press Institute for a two-hour workshop on journalism and fact-checking that was attended by 80 students as well as sponsoring the Blackwell Talks series, which provides a forum for faculty to present developing research and innovative ideas to colleagues in an informal, friendly environment. Breakfast meetings and focused discussions have been held monthly for all new faculty, and faculty in the Shut Up and Write! Program have met weekly to write and discuss their work in progress. The goal is to help faculty maintain a consistent research and writing process. In January, CAFÉ will be hosting a two-day Writer's Retreat at Hull Springs Farm.

## **International Affairs**

Three Longwood students are studying abroad for the entire semester (England, Ireland, and Italy); 43 students will participate this winter in three faculty-led study abroad programs to Costa Rica, South Africa, and the United Kingdom; and 16 students have been accepted to study abroad in France, Germany, Japan, Spain, and the United Kingdom during the spring semester. Longwood enrolled 23 new international students increasing the total international student population to 62, including one student from our Anhui (China) Institute of Technology partnership who volunteered for Debate activities and won a Debate Hall ticket. Targeted recruitment in Vietnam and Mongolia is yielding an increase in applications for Spring & Fall 2017. The Executive Director traveled to several international fairs in Europe and a European conference where possible new exchanges were explored, as well as renewing existing relationships with partners in Japan, South Korea, UK, Poland, and France.

## **Hull Springs Farm**

Resource Environmental Solutions, headquartered in Houston, Texas, has acquired Angler Environmental with whom the Longwood Foundation is contracted for design and construction of the Hull Springs Wetlands Mitigation Bank. Angler will continue to manage the Hull Springs project with its same team in place. In addition to the sale of stream and wetland credits, this merger allows for the sale of nutrient credits. Currently, there is an option to sell the nutrient credits for either \$245,000 (74 acres) or \$165,000 (50 acres), to the Virginia Department of Transportation. Westmoreland County is nearing completion of the public sewer system extension, with 2-inch lines and grinder pumps having been installed at Hull Springs. Final connections will be made in early 2017, allowing for conversion from individual septic to a public system that will allow future development of facilities as noted in the Longwood University Master Plan 2025.

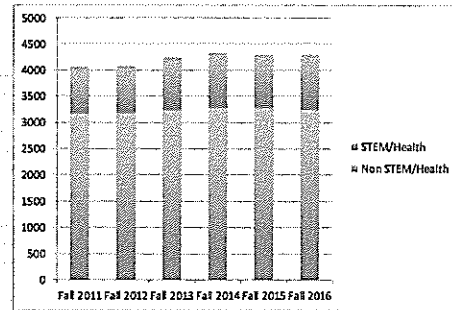
## **Moton Museum**

The Moton Museum's visitation continues to be strong. Year-to-date Moton has had 8,800 onsite visitors and have reached another 700 people through offsite events and programs. Between Thursday, November 30 and Tuesday, October 4, Moton received close to 1,000 visitors, including 630 students for the Citizenship Debate Summit; 120 high school students for a Debate Night watch party; and Senator Tim Kaine, Secretary Ann Holton, and Kaine's parents. Senator Kaine's mention of Barbara Johns, the leader of the 1951 Moton School Strike, during the debate was a highlight of the weekend. The Farmville Civil Rights Walking Tour, a collaborative project between the Farmville Downtown Partnership, the Moton Museum and Longwood University, debuted on the morning of the debate and was featured in a livestream by ABC News later that day. Moton is working to strengthen and expand its partnerships across campus and in Farmville. Moton hosted a civil rights in children's literature panel during the Virginia Children's Book Festival in October and the Longwood Speech, Hearing and Learning Services Literacy Fair in November. Larissa Ferguson, University Liaison to the Moton Museum, has also submitted grant applications to the National Endowment for the Humanities (NEH) to fund the Storytellers magazine project and the Institute of Museum and Library Services (IMLS) to fund development of an online digital exhibit and curriculum materials geared for 4<sup>th</sup> and 5<sup>th</sup> graders who will be learning about Barbara Johns as part of the revised Standards of Learning (SOLs) for Virginia Studies. Longwood's grant consulting firm McAllister and Quinn has been immensely helpful in this process.



## Undergraduate Majors – STEM/Health vs. Non-STEM/Health

Year	Total UG	Non STEM/Health	STEM/Health	Percent
Fall 2011	4063	3165	898	22.10%
Fall 2012	4074	3178	896	21.99%
Fall 2013	4256	3240	1016	23.87%
Fall 2014	4329	3273	1056	24.39%
Fall 2015	4309	3282	1027	23.83%
Fall 2016	4313	3247	1066	24.72%



STEM/Health majors: Biology, Chemistry, Computer Science, Comm Sciences Disorders, Integrated Env Sci, Kinesiology, Mathematics, Nursing, Physics, Therapeutic Rec.

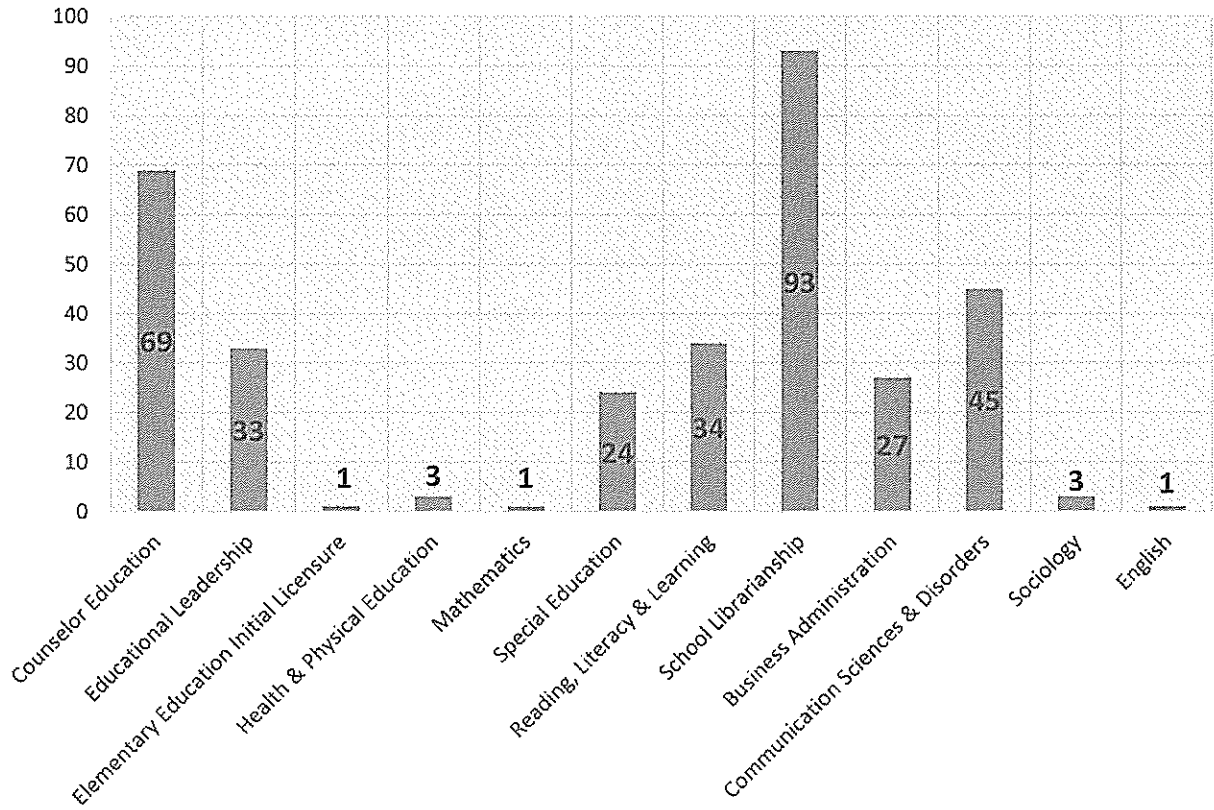
Total UG students classified as Full time UG (does not count continuing ed, graduate, part time, non degree)  
May be duplicative counting students with multiple majors

Note large bump in STEM/Health in 2013 along with rise in total UG students. Although Non-STEM/Health show a recent decline, STEM/Health have increased.

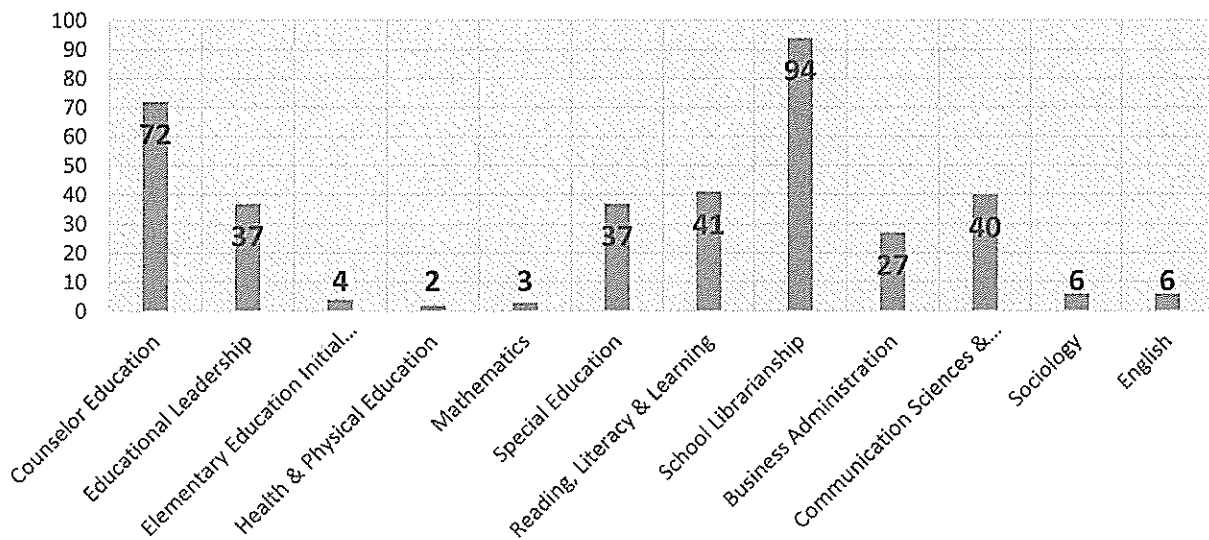
### Office of Student Research

	2015		Fall 2016	
	Number of applications reviewed	Number of grants awarded	Number of applications reviewed	Number of grants awarded
Student Research Grants	24	3	15	12
Student Travel Grants	9	9	14	12
Summer Undergraduate Research and Inquiry (SURI) Program	3 faculty-student teams	3 faculty-student teams	11 faculty-student teams	11 faculty-student teams
Collegiate Undergraduate Research and Inquiry Opportunities (CURIO)	---	---	25 faculty-student teams	Pending

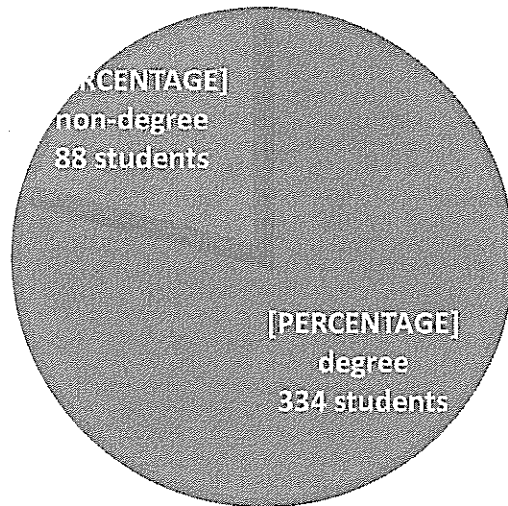
### Graduate Enrollment by Program Fall 2016 Term



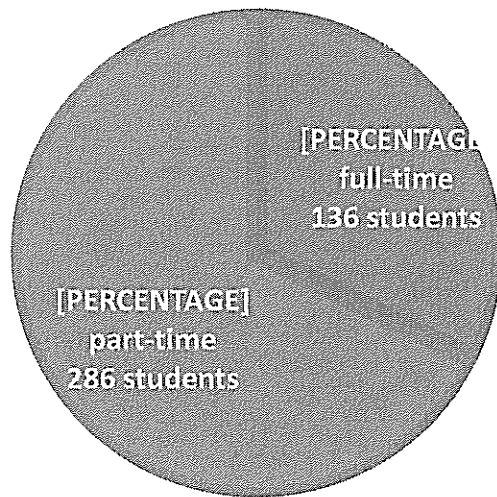
### Graduate Enrollment by Program Average Over Six Terms



**GRADUATE STUDENTS DEGREE VS. NON-DEGREE FALL 2016**



**GRADUATE STUDENTS FULL-TIME VS. PART-TIME FALL 2016**







## **Administration & Finance**

*Ken Copeland, Vice President*

### **Highlights**

- Capital Projects Update and Property Acquisition
- Facilities Management Highlights
- Budget, Financial Operations and HR updates
- Community and Economic Development

### **Capital Projects**

#### **Highlight**

- **Register and Sharp Residence Halls have been completed and are occupied.**

#### **Upchurch University Center**

The final construction documents (Working Drawings) were submitted to the Commonwealth of Virginia Bureau of Capital Outlay Management (BCOM) for their review on October 19, 2016. In the meantime, the site, foundation, and structural steel work commenced in mid-July. Currently, the project is estimated to reach completion before the close of FY2017-18.

#### **Student Success Center**

Construction commenced in mid-April 2016, and is scheduled for completion in summer 2017. The funding request for the building's furniture, fixture, and equipment was submitted to the Virginia Department of Planning and Budget on September 12, 2016.

#### **Admissions Building**

The Preliminary Design documents for this project have been approved by BCOM. The 2016 General Assembly session approved construction of this project, and appropriated bonds funds from the Virginia College Building Authority for Working Drawings and construction. Longwood has submitted a request to the Virginia Department of Planning and Budget to release those funds to us. Construction is estimated to start in late Fall 2017.

### New Academic Building

The Preliminary Design documents for this project have been approved by BCOM. The 2016 General Assembly session approved construction of this project, and appropriated bonds funds from the Virginia College Building Authority for Working Drawings and construction. Longwood has submitted a request to the Virginia Department of Planning and Budget to release those funds to us. Construction is estimated to start in early 2018.

### Property Acquisition

#### Acquisitions within the Triangle and Master Plan

The LUREF has entered into purchase agreements for 418 Griffin Boulevard and closing should be prior to December 31, 2016.

The LUREF has entered into an agreement to acquire 403 Race Street. Property transfer should be finalized prior to December 31, 2016.

The LUREF acquired 109 South Main Street, Farmville, Virginia formerly known as the Travis Building.

LUREF acquired the property on the former Buffalo Shook site that has been identified as the home of the future Longwood baseball field.

### Student Housing Study

In October 2016, VMDO Architects of Charlottesville, Virginia, was engaged to conduct a student housing study with the following goals: (1) to assess Longwood's current and future student housing market, (2) to review the University's student residences portfolio with respect to housing type, condition, and suitability to support institutional goals, (3) to evaluate, in particular, the costs and benefits of renovating or replacing Curry and Frazer Residence Halls, and (4) to develop a financially viable and logistically feasible plan for future student residence facilities. The housing study will be completed in January 2017.

This study is aligned with the goals University Strategic Plan and the University Master Plan in its anticipation of enrollment growth, maintenance of the campus character, and enriching the quality of the Longwood University and Farmville communities.

## **Facilities Management Highlights**

### **Operations, Landscaping and Grounds, Admin:**

- New landscaping of Redford Street entrance and parking garage entrances.
- New outdoor lighting as part of landscape work on Redford Street and Brock Commons Dancing fountain.
- New landscaping work at Spruce Street side of Willett.
- New landscaping work along Graham Building
- Preparation work for Debate Temporary entrances to Willett tennis courts/old French tennis courts and substantial landscape maintenance work.
- Campus wide tree work in preparation for debate activities (net addition of approximately 30 trees compared to before Debate).
- Assisting the Secret Service in providing equipment at gates to debate area, and outside trash collection of secure perimeter.
- Final detail landscape work around Media setups.
- Restoration work of debate site activities campus wide (lawn repairs, irrigation work, landscaping work and removal of debate related sites) on going.
- Landscape preparation for Sharp and Register residence halls dedications.
- Sustainability office working on recycling study and Parents council grant proposals

## **Budget, Financial Operations and HR**

Our Human Resources and Payroll staff's recent activities include:

### ***Benefits:***

- Flu Clinic 10/21 and 10/26
- Benefit Fair 9/22
- Working on the Service Awards scheduled for 2/17/17

### ***Classification/Compensation:***

- Longwood continues to prepare for upcoming adjustment in Department of Labor FLSA's minimum salary threshold and is communicating with the few dozen Longwood employees and supervisors who are affected and will be required to make adjustments to how their hours are kept and assigned.

### ***Employment:***

- Hired Donna Morris as our new Employment Manager on 9/10/16

***Payroll:***

- In 2018, the Commonwealth Integrated Payroll & Personnel System (CIPPS) will be discontinued. The new system will be Cardinal Payroll. Cat Mobley, Frances Huddleston, Aneicia Stimpson, Reggie Marsh and Lisa Mooney are on the Cardinal Payroll Project Team. This new system will also have a time and attendance leave component. DHRM (Department of Human Resources) has notified all current TAL (Time and Attendance Leave) users that TAL will go away once the Cardinal Payroll is implemented.
- Finished the Payroll Audit with no recommendations. Payroll was included in with the Leave Audit and the recommendations from Internal Audit were for leave and student employment. I am very proud of this accomplishment for Payroll.

***HRIS:***

- Working on implementing electronic I9's in Student Employment

**Community and Economic Development**

Focused on regional prosperity, Longwood Office of Community and Economic Development worked with President Reveley to facilitate the creation of an informal economic development working group involving Longwood, Hampden-Sydney and the town and county. This active and engaged group includes Farmville's Mayor, Town Manager, Prince Edward County Administrator, Assistant County Administrator, President Reveley, HSC President Dr. Larry Stimpert, Justin Pope, Ken Copeland, Sheri McGuire, Louise Waller, and CBE representatives. As an initial joint regional project, Longwood allocated time with our PR firm, DIA, to develop a marketing plan and website coinciding with the publicity surrounding the VP debate. The website was launched on September 8<sup>th</sup> and has been tremendously successful. The Town of Farmville sponsored a celebration launch party hosted as a Farmville Chamber of Commerce after hours on September 20th. Approximately 100 community members attended the event. The website and associated social media campaign have become the centerpiece of marketing for the region, with the following reach to date:

Ad reach: 90,316

Ad Engagement: 5,549

Post Reach: 57,300

Post Engagement: 4,237

Page likes to date: 4,408

The group continues to explore additional members, formal structures, and opportunities to support and grow the local economic base. Longwood CBE Professor Charles White and student interns from CBE and LSBDC are supporting the effort with research on the varying structures and success of Economic Development Partnerships.



Sheri McGuire is serving on a SCHEV working committee with other university economic development officials. The group will provide guidance and structure for reporting economic development activities in the university six-year plan, in compliance with HB 515.

We continue to monitor the development of Go Virginia and the potential incentives for regional economic development projects. The formation of the joint regional economic development committee will serve as a catalyst to leverage incentive programs such as Go Virginia.

The SBDC is working on a renewed presence in the Danville/Martinsville area, using a cadre of experienced entrepreneurs and executives on an as needed basis to deliver in-depth business consulting to growth oriented small businesses. The SBDC was awarded a planning grant from Danville Regional Foundation to undertake this process and is an active participant in the entrepreneurial ecosystem. Using this renewed base of entrepreneurial experience, the SBDC is launching strategic planning training and consulting programs designed to stimulate growth and innovation in existing businesses.

**LONGWOOD UNIVERSITY**  
**Statement of Revenues and Expenditures**  
As of October 31, 2016

	BOARD APPROVED		YEAR TO		REVISED		ACTUAL TO		PRIOR YEAR COMPARATIVE	
	ORIGINAL BUDGET	BUDGET	DATE ADJUSTMENT	ADJUSTMENT	BUDGET FORECAST	2016-2017	DATE	2016-2017	ACTUAL TO DATE	PERCENT OF BUDGET
<b>EDUCATIONAL AND GENERAL</b>										
<b>REVENUES:</b>										
Tuition	38,401,916				38,401,916		15,012,732		16,382,028	43.75%
Fees	1,061,911		278,395		1,340,306		1,051,693		968,426	73.92%
State General Fund Appropriation	27,219,808		(269,334)		26,950,474		10,363,640		9,638,433	36.86%
Other Sources	222,500		33,074		255,574		148,862		74,745	21.21%
Federal Work Study	50,000				50,000		-		-	0.00%
<b>TOTAL REVENUES</b>	<b>66,956,135</b>		<b>42,135</b>		<b>66,998,270</b>		<b>26,576,927</b>		<b>27,063,632</b>	<b>41.44%</b>
<b>EXPENDITURES:</b>										
Instruction	34,305,254		7,017		34,312,271		11,836,896		11,445,019	35.34%
Public Service	495,259		40,389		535,648		163,076		181,616	33.29%
Academic Support	7,993,479		(550,084)		7,443,395		2,112,825		3,106,101	27.76%
Student Services	4,644,270		239,351		4,883,621		1,685,836		1,650,626	37.03%
Institutional Support	10,480,585		1,191,222		11,671,807		3,811,988		3,304,664	31.39%
Operation and Maintenance of Plant	7,209,408		(559,261)		6,650,147		2,018,028		2,354,468	36.09%
Scholarships & Fellowships	2,327,880		-		2,327,880		-		-	0.00%
Salary Savings	(500,000)		-		(500,000)		(472,202)		(215,043)	45.29%
<b>TOTAL EXPENDITURES</b>	<b>66,956,135</b>		<b>368,635</b>		<b>67,324,770</b>		<b>21,156,445</b>		<b>21,827,451</b>	<b>33.50%</b>
Revenues Over/(Under) Expenditures							5,420,482		5,236,181	
<b>AUXILIARY ENTERPRISE</b>										
<b>REVENUES:</b>										
Housing Fee and Sales	22,211,354				22,211,354		10,117,390		10,452,455	52.19%
Dining Fee and Sales	8,458,386				8,458,386		4,101,988		4,224,980	47.85%
Comprehensive Fee/Other	23,791,218		419		23,791,637		12,442,958		11,596,901	50.26%
Federal Work Study	154,300				154,300		-		-	0.00%
<b>TOTAL REVENUES</b>	<b>54,615,258</b>		<b>419</b>		<b>54,615,677</b>		<b>26,662,335</b>		<b>26,274,336</b>	<b>50.45%</b>
<b>EXPENDITURES:</b>										
Housing Services	22,283,654		62,227		22,345,881		6,907,842		6,283,245	31.15%
Dining Services	8,528,386		-		8,528,386		3,700,738		3,805,168	42.76%
Athletics	8,904,392		(100,948)		8,803,444		4,452,360		4,915,837	52.25%
Other Services	14,797,021		273,416		15,070,437		7,748,843		6,644,888	54.10%
Salary Savings	-		-		-		(57,483)		(26,690)	0.00%
<b>TOTAL EXPENDITURES</b>	<b>54,513,453</b>		<b>234,694</b>		<b>54,748,147</b>		<b>22,752,300</b>		<b>21,622,448</b>	<b>42.60%</b>
Revenues Over/(Under) Expenditures	101,805				(132,470)		3,910,036		4,651,888	

1 Includes application fees, course fees, internship fees, ESL program fees, and out-of-state capital fees  
2 Includes VRS reduction of \$326,500  
3 Assumes VRS reduction of \$326,500  
4 YTD adjustments reflect reductions, transfers between programs and insurance pre-payment  
5 YTD adjustments reflect additions or transfers between programs  
Anticipated addition to reserves





## **Intercollegiate Athletics**

*Troy Austin, Director of Athletics*

### **Highlights**

- Season Review: Fall Sports Spark Best Start of DI Era
- 2016-2017 Basketball TV Schedule
- Elizabeth Burger Jackson Field Dedication
- Campus Partnership: Lancer Central

### **Season Review: Fall Sports Spark Best Start of Division I Era**

Ten years ago, Longwood finally broke through to the Division I ranks. The historic move elevated one of the country's hundred-oldest institutions of higher education to the highest level of college athletics, bringing to a close more than two decades of Division II competition.

The climb from Division I infancy to championship contender is a challenging one for any school, and Longwood is no exception. First, the Lancers had to learn to crawl as a Division I independent, plagued for years by recruiting challenges, lengthy road trips and missed championship opportunities, all casualties of a five-year period spent navigating the college athletics landscape as an independent without a conference to call home.

When athletics director Troy Austin announced in January 2012 that the Lancers would become members of the Big South Conference, Longwood graduated from crawling to walking. Soon after, the softball program brought home the school's first Division I championship, winning the Big South Tournament in 2013 for the first of three conference titles and NCAA Regional berths.

Now, in Longwood Athletics' 10th season of full Division I affiliation, the grown-up Lancers are no longer walking, but running full speed into a new era fueled by championship aspirations that were once well out of reach in Longwood's early days of Division I competition.

Carrying the momentum of last spring, when Longwood softball won the Big South and reached the NCAA Regional Championship, and Longwood baseball reached the Big South semifinals, Longwood's four fall sports have led the 2016-17 charge, all reaching the semifinals of their respective conference postseasons for the first time in Longwood's 10-year Division I era. The last, and only, time all three of those Longwood squads earned postseason bids came in 2013 when both men's and women's soccer rode third-place finishes into their respective Big South Tournaments, and field hockey secured a No. 2 seed in the Northern Pacific Field Hockey Tournament, a now-defunct field hockey-only conference that the Lancers left in favor of the

stronger Mid-American Conference in 2014.

However, simply qualifying for the postseason is no longer the expectation for Longwood athletics, as field hockey, men's soccer and women's soccer all reached at least their conference semifinals, coming within one win of reaching their respective championship games.

Men's soccer punctuated the monumental Fall with a postseason surge that propelled head coach Jon Atkinson's Lancers to the Big South Championship game. The Lancers took No. 1 seed Radford to the wire before eventually giving up the game's only goal with just four minutes to play in a narrow 1-0 loss.

That championship game appearance followed semifinal berths for women's soccer, which stunned No. 4 seed Gardner-Webb in a quarterfinal-round shootout win, and field hockey, which earned one of just four spots in the MAC Tournament for the first time in school history.

Coupled with the cross country team's showing at their Big South Championship, in which senior Gracie Piekarski became the first Lancer to earn back-to-back top-25 finishes, the success Longwood has already seen this Fall is impressive. Field hockey's third-place MAC finish, women's soccer's dominant finish to the second half of their season, and men's soccer's gutsy, postseason-clinching win over rival Liberty this week all signal to Lancer Nation that Longwood is well beyond the stage of Division I infancy, not just in terms of aspirations, but results as well.

### *Postseason Individual Accolades*

#### **Cross Country**

##### *Big South All-Conference Selections*

2016 Big South All-Academic Team

- Gracie Piekarski, Senior
- Marc Mawyer, Senior

#### **Field Hockey; record 9-9**

##### *Mid American All-Conference Selections*

2016 All-MAC First Team

- Edel Nyland, Junior, Forward
- Ellen Ross, Senior, Midfield

2016 All-MAC Second Team

- Leonie Verstraete, Junior, Forward
- Lil-Sophie Acterwinter, Junior, Defense

#### **Men's Soccer; record 8-12-1**

##### *Big South All Conference Selections*

2016 Big South First-Team All-Conference

- Finnlay Wyatt, Senior, Midfield

2016 Big South Second-Team All-Conference

- Dan Campos, Junior, Midfield
- Carlos Canas, Senior, Goal Keeper

2016 Big South Honorable Mention All-Conference

- Max Poelker, Freshman, Forward

2016 Big South All-Freshman Team

- Max Poelker, Freshman, Forward

2016 Big South All-Academic Team

- Zach Corcoran, Redshirt-Senior, Midfield

**Women's Soccer; record 8-10-2**

*Big South All Conference Selections*

2016 Big South First-Team All-Conference

- Amanda Spencer, Senior, Midfield
- Sydney Wallace, Sophomore, Defense

2016 Big South Honorable Mention All-Conference

- Maria Kirby, Junior, Goal Keeper
- Janese Quick, Junior, Midfield

2016 Big South All-Freshman Team

- Taylor Alvey, D, Longwood

2016 Big South All-Academic Team

- Gina D'Orazio, Senior, Defense/Midfield

**2016-2017 Basketball TV Schedule**

Two nationally televised matchups, four total television appearances, and three ESPN3 broadcasts highlight the Longwood men's and women's basketball programs' 2016-17 broadcast schedule.

Longwood men's basketball will play televised matchups on ESPN2, Fox Sports 1, Fox Sports Southwest and the American Sports Network, along with two Big South games on ESPN3 platform.

The Lancers play in front of a national audience twice, including the ESPN2-televised matchup at reigning Southland Conference champion Stephen F. Austin on Nov. 15th. That 10 a.m. tipoff was part of the ESPN College Basketball Tip-Off Marathon, which showcased the Lancers in the

midst of a non-stop lineup of college basketball coverage featuring some of the top teams in the nation.

Following the Stephen F. Austin matchup, Longwood will play perennial NCAA Tournament qualifier Creighton on Fox Sports 1 on Dec. 9th in Omaha, Neb. That game tips off at 6:30 p.m. on Fox Sports' primary network, available through cable and satellite packages across the country.

The FS1 game is the first of two Fox Sports appearances for the Lancers, who also face Texas Tech on regional network Fox Sports Southwest in Lubbock, Texas, on Dec. 21st.

Along with the three non-conference television games, Longwood will take part in at least two additional ESPN-produced broadcasts after the start of Big South play, including a Jan. 14th showdown against Big South rival Gardner-Webb in Willett Hall that will air on ESPN3. That matchup will mark the first time ESPN3 visits Longwood basketball's home court, showcasing Longwood and its hometown fans to an international online viewing audience. Longwood's annual Big South rivalry showdown at Commonwealth foe Radford on Feb. 18th will also air on ESPN3.

Longwood will also have its rematch at Gardner-Webb on Feb. 4th air on the American Sports Network from Boiling Springs, N.C. ASN broadcasts are picked up by regional networks in the Big South Conference's footprint of Virginia, North Carolina and South Carolina.

Longwood's three televised games and two online broadcasts are in addition to the program's Big South Network coverage, which provides free, high-definition online programming of all Longwood men's and women's basketball home games and Big South contests. That schedule currently calls for 21 additional regular season BSN appearances for the Lancers, including 15 from Willett Hall.

### **Elizabeth Burger Jackson Field Dedication**

More than 80 years after her collegiate field hockey career ended, 40 years since her retirement as a Longwood faculty member and nearly 20 since her passing in 1998, Dr. Elizabeth Burger Jackson's name still echoes prominently in the halls of Longwood University.

On October 29th, those echoes extended to the Longwood Athletics Complex where the Lancers' signature blue turf was named Elizabeth Burger Jackson Field in honor of Dr. Jackson – or Libby, as she was known to her family and friends – who blazed a trail for Longwood's female student-athletes during her standout field hockey career from 1930-32.

In a formal dedication ceremony that took place before Longwood field hockey's regular season finale against Missouri State on Oct. 29th, the university officially named its home field hockey turf in honor of one of its most prominent student-athletes and a woman who dedicated her life in service of Longwood University and women's athletics.

That naming ceremony was the culmination of a lifetime of loyal support by Dr. Jackson, whose legacy has been carried on by the Burger and Jackson families with donations to Longwood exceeding \$500,000. Their gifts established scholarships for field hockey players, nursing students, and merit scholarships while also providing support and funding for the field hockey program.

However, Dr. Jackson's Longwood legacy extends beyond those substantial monetary contributions and the projects and opportunities they funded. After her standout field hockey career as a Lancer, she graduated from William & Mary in 1934 and embarked on a nearly four-decades-long teaching career at Longwood as a professor of natural sciences from 1938-76.

Shortly after her retirement, Dr. Jackson received the university's Distinguished Alumni Service Award in 1979 and was posthumously enshrined in the inaugural Longwood Athletics Hall of Fame Class of 2005. She remains one of only two field hockey players among the school's 28 hall of fame inductees and was also elected to the William & Mary Hall of Fame in 1973 and the Virginia Sports Wall of Fame in 1983.

Linda Carter Burger '72 and Bob's passion for their Aunt Libby led them to be the lead donors on the Burger Jackson Field naming project, and both were on hand at the dedication alongside a large gathering of Dr. Jackson's family and friends.

As part of the ceremony, Dr. Jackson's granddaughters unveiled a special plaque that will reside on the concourse of Burger Jackson Field at the Longwood Athletics Complex. Several peers and colleagues of Dr. Jackson delivered speeches, including Dr. Nancy Andrews, Dr. Barbara Smith and Dr. Carolyn Wells. Bob Burger's daughter, Libby – named after Dr. Jackson – took part in a ceremonial pushback with field hockey senior captain Ellen Ross. Byers, alongside four members of his groundbreaking senior class, also presented a framed Longwood field hockey jersey to the Burger family.

But while the field dedication ended minutes before the Lancer field hockey squad played their first game on their newly branded field, the celebration extended well after the final buzzer.

It's fitting that the first game played on Burger Jackson Field was one of the biggest wins in Longwood field hockey history. The Lancers rode the momentum from that pregame ceremony to a 3-0 win over Missouri State that secured the program's first trip to the MAC Championship Tournament, punctuating one of the best seasons in Longwood's 10-year Division I era.

That win, which left Longwood with a 5-2 home record in 2016, was a fitting tribute to Jackson, who went on to play for the United States Field Hockey National Team from 1947-50 and 1954-55 and serve as the vice president of the United States Field Hockey Association and president of the Virginia field Hockey Association.

#### **Campus Partnership: Lancer Central**

Longwood Athletics unveiled its first episode of "Lancer Central," an online news program highlighting Longwood student-athletes and athletics programs.



Anchored by voice of the Lancers and assistant director of athletics communications Darius Thigpen, the show is a collaboration with students and faculty from Longwood University's communication studies program, filmed in the department's state-of-the-art production studio in French Hall. Longwood communications studies students filmed, edited and produced the entire 18-minute program under the oversight of Dr. Ryan Stouffer, assistant professor of communication studies, and Clint Wright, French Hall broadcast studio-managing engineer.

The first episode of Lancer Central profiled Longwood's four fall sports -- cross country, field hockey, men's soccer and women's soccer -- as they neared the close of their respective seasons. Thigpen hosted interviews with student-athletes from each program, bringing seniors Gracie Piekarski and Marc Mawyer from cross country, and Ellen Ross of field hockey into the studio for in-depth interviews, and catching up with women's soccer senior Jessica O'Bryant and men's soccer senior Finnlay Wyatt from the field.

Lancer Central will be a recurring feature throughout the 2016-17 season with the next episode slated for the midway point of basketball season.





## **Institutional Advancement** *Courtney Hodges, Vice President*

### **Highlights**

- Longwood receives \$5.9 million for Brock Endowment for Transformational Learning
- Annual giving and donor numbers on the rise
- Donors and alumni express pride after Vice Presidential Debate
- Governor's proposed budget due for release on December 16th

### **Development**

Fiscal Year 2017 is off to a strong start as we celebrate the momentum of the Debate and key gifts:

- **Brock Endowment for Transformational Learning** – On November 17th Longwood announced the largest gift in the university's history, thanks to the generosity of Joan '64 and Macon Brock. The \$5.9 million Brock Endowment for Transformational Learning will create new life-changing experiences for students by supporting faculty in developing "place-based" courses throughout the United States that change students' lives through immersion experiences that that prepare them to be citizen leaders. Inspired by Longwood's programs in Yellowstone and Alaska, the Brock Endowment will provide funding, course-release time and logistical support for two-year fellowships, so Longwood faculty can work with colleagues from across the university to develop programs which will become place-based courses available to students. We are incredibly grateful to the Brocks for their incredible support.
- **The Aramark VIP Hospitality Suite** welcomed 411 donors, alumni, elected officials, and other VIPs to campus on Debate Day – one of the largest donor events ever held on campus.
- **Naming of Elizabeth Burger Jackson Field:** In a formal dedication ceremony that took place before Longwood field hockey's regular season finale against Missouri State on

October 29th, the university officially named its home field hockey turf in honor of one of its most prominent student-athletes and a woman who dedicated her life in service of Longwood University and women's athletics. This naming honored and celebrated gifts from the Burger and Jackson families totaling more than \$500,000. Their gifts established merit scholarships and scholarships for field hockey players and nursing students, while also providing support and funding for the field hockey program.

- **Ribbon Cutting Ceremony for Register Hall and Sharp Hall:** On November 4th, Marc Sharp and Wilma Register Sharp '66, for whom the buildings are named, were honored at the ribbon-cutting ceremony for Sharp and Register Halls. Marc and Wilma Register Sharp, whose \$2 million gift in September 2015 endowed the deanship of the Cormier Honors College for Citizen Scholars, also spoke at the grand opening of the halls.
- **Annual Giving:** Development is pleased to see upward trends in year-to-date comparisons over FY2016. To date, annual gifts (+19%) as well the total number of donors (+4%) are tracking significantly ahead of this time last year.
- **Calendar-Year-End Campaign** is underway and will continue through December 31st. This campaign consists of two print pieces as well as a series of email solicitations. This is the largest direct mail campaign of the fiscal year.
- **Successful Fall Campaigns:** We have recently completed the Fall Renewal Campaign as well as our fall Telefund (LancerLine) session. Fall LancerLine ended on a high note, recording a 27% increase in dollars raised over fall 2015. We also saw the average gift size rise from \$67 to \$95.
- **LancerLine:** The student-calling telefund program was started on campus in the early 1980s. Currently, LancerLine employs 16 student callers and four student supervisors. Our callers are the most important part of this program as they ask for philanthropic support from alumni, parents and friends. They also build rapport, inform donors of exciting events happening around campus, and update contact information. Top callers were chosen in five categories: highest dollar amount, most pledges, most credit cards and most upgrades, and most new donors. President Reveley recently joined our top callers for a luncheon on campus to celebrate their success.
- **Increasing Alumni Participation:** New this year, we launched an email campaign targeting 12,000 alumni who have not made a gift in 8+ years or longer. In the first two phases of this campaign, alumni are simply encouraged to update their information and complete a poll regarding their favorite memories of their time at Longwood. The response rate to these emails has exceeded those to our donor population. Already, more than 350 alumni have shared their favorite memories (student life and professors top the list). This is promising, as these responses from seemingly disengaged alumni show they are open to communication and are beginning to participate in the conversation. This campaign will continue throughout the fiscal year.

- **MARK YOUR CALENDARS:** Our second annual Day of Giving (Love Your Longwood Day) is set for **February 21, 2017**. The Alumni Board has committed to a \$10,000 match. Ryan Sykes '11 is also providing a \$10,000 match to challenge young alumni giving. Our goal this year is 1,839 donors in 24 hours.
- **The Annual Scholarship and Benefactor Luncheon** has been scheduled for **February 28, 2017** and will be hosted by the Longwood University Foundation. We expect nearly 200 donors and student recipients to attend.

### **Government and Community Relations**

Governor Terry McAuliffe, First Lady Dorothy McAuliffe and more than two dozen legislators, state officials and staff gathered together on campus on October 4th to attend Longwood's Vice Presidential Debate-related events. We were thrilled to have the opportunity to host our friends in beautiful Blackwell Hall. Hosting the debate has been a catalyst for further partnership opportunities in the community as well.

Following the debate, we gathered extensive feedback from local businesses. Overall, the responses were positive, with some businesses commenting on the additional foot traffic and an increase in sales post-debate. Based on this year's success holding the "Debate Hires" job fair, the Office of Local & Community Relations plans to partner with the University Career Services to offer a job fair during the first week of the fall semester to connect students to job opportunities with local businesses.

The Governor will release amendments to his budget on December 16th. The Commonwealth is facing a nearly \$1.5 billion shortfall in the budget for 2016-18, so the Governor's budget will likely include cuts to higher education, as well as to other state agencies. We have been told to be prepared for a reduction of 7.5 percent to Longwood's FY18 general fund appropriation (after adjusting to remove financial aid) in the introduced budget. The General Assembly will have the opportunity to make further changes to the budget when legislators return to Richmond on January 11th for a 45-day short session. Fortunately, the budget shortfall has not impacted the progress of the capital projects approved by the General Assembly earlier this year.

### **Conference and Event Services**

Conferences and Event Services kicked off the fall season with the addition of five student Junior Event Managers, who have been able to offer clients a new level of pre-planning and will provide extra assistance and stability during some staff transitions this year, including the retirement of Freddie Adcock, who handles the finances and billing in our department, on March 1<sup>st</sup>. We are pleased to announce that John Hogge has accepted the Director of AV Services position, and we have new hires, Scott Frietas and John Holloway.

Irina Stolyarchuk has managed to secure and have under contract (or contracts in progress) all of our Summer Conference clients for 2017 at least two months earlier than past years. The event services team assisted with a number of large events for our campus and community, including Convocation, Rock the Block, the Virginia Book Festival (which brought 4,000 people to

campus over two days) and Oktoberfest. As we develop into a more full-service department, we will be spending the next few months revisiting and reimagining weddings at Longwood University. We look forward to developing a more cohesive wedding package, booking experience, day of coordination coverage and website for our clients.

## YTD Fiscal Year Comparison Gifts through October 31

Fiscal Year	Unrestricted	Operating Accounts	Total Annual Giving
2008 YTD	\$139,942.33	\$208,567.80	\$348,510.13
2009 YTD	\$84,825.31	\$112,755.51	\$197,580.82
2010 YTD	\$106,474.46	\$228,907.06	\$335,381.52
2011 YTD	\$90,640.06	\$152,232.17	\$242,872.23
2012 YTD	\$78,284.96	\$193,833.19	\$272,118.15
2013 YTD	\$88,703.43	\$142,776.74	\$231,480.17
2014 YTD	\$88,534.97	\$111,505.28	\$200,040.25
2015 YTD	\$65,413.38	\$192,190.11	\$257,603.49
2016 YTD	\$95,442.00	\$215,488.06	\$310,930.06
<b>2017 YTD</b>	<b>\$90,371.64</b>	<b>\$279,883.65</b>	<b>\$370,255.29</b>

Fiscal Year	TOTAL RAISED <sup>1</sup>
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
<b>2017 YTD</b>	<b>\$7.00M</b>

<sup>1</sup>Total new funds received or pledged

Fiscal Year	Grants &			Bequest	Non-cash/		Total Donors	Alumni Participation*
	Annual Giving	Special Initiatives	Endowment/Capital		Gift-in-Kind	Total Cash Giving		
2008 YTD	\$348,510.13	\$187,308.75	\$921,296.71		\$14,324.02	\$1,471,439.61	1,651	16.36%
2009 YTD	\$197,580.82	\$120,018.00	\$232,628.78		\$5,236.00	\$555,463.60	1,375	13.12%
2010 YTD	\$335,381.52	\$158,545.00	\$264,157.41		\$11,778.69	\$769,862.62	1,810	13.69%
2011 YTD	\$242,872.23	\$94,200.00	\$258,119.97	\$390,434.85	\$37,145.51	\$1,022,772.56	1,645	11.41%
2012 YTD	\$272,118.15	\$130,059.00	\$539,194.70	\$79,843.56	\$4,941.20	\$1,026,156.61	1,488	10.97%
2013 YTD	\$231,480.17	\$78,250.00	\$257,898.01	\$3,743.20	\$130,693.00	\$702,064.38	1,543	10.15%
2014 YTD	\$200,040.25	\$97,560.06	\$461,801.36	\$1,115,474.67	\$1,239.00	\$1,876,115.34	1,327	9.47%
2015 YTD	\$257,603.49	\$185,526.06	\$63,943.15	\$257,500.07	\$10,109.43	\$774,682.20	997	10.94%
2016 YTD	\$310,930.06	\$119,000.00	\$151,063.87		\$83,103.10	\$664,097.03	1,299	11.21%
<b>2017 YTD</b>	<b>\$370,255.29</b>	<b>\$106,325.00</b>	<b>\$86,895.28</b>	<b>\$42,960.94</b>	<b>\$49,906.58</b>	<b>\$656,343.09</b>	<b>1,353</b>	<b>2.97%</b>

\* Alumni Participation reflects participation rates through the end of the fiscal year, with the exception of 2017 which is through October 31.







## Strategic Operations

*Victoria Kindon, Vice President and CIO*

### Highlights

- Writing Center experiences 98% increase in visits from high-risk students.
- Career Services surpasses its FY16 attendance numbers in one semester.
- Email storage allowance per user quadruples (campus rejoices!)

### Enrollment Management and Student Success

#### *Admissions*

Our focus during the admissions cycle this year is very much on “yield” more so than simply increasing the number of applications. Acting on admissions decisions earlier is one key aspect of this. Every year, the spring semester is naturally the crucial period for yield. With that in mind, the search for a new head of admissions is progressing well, and we plan to conclude it before the holidays.

<i>As of Nov. 15</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
Applications	1055	1049	1399	1626	2142	2119
Admits	576	531	693	692	491	723
Out-of-State Applications	93	85	105	215	319	368
Out of State Admits	24	24	35	57	26	67

#### *The Writing Center Continues to Achieve*

When looking at the data on students who have visited the Writing Center so far this semester, we noticed some promising trends. More than 50 percent of the freshmen who visited the center were students who—based on predictive models—were more likely to encounter academic difficulty in their first year on campus. When compared with our fall 2015 numbers, we’ve seen a 6 percent increase in unique freshman visits and a 98 percent increase in visits from students who fall into the medium- to high-risk categories. In short, our more at-risk student populations

of these same students are returning for repeat visits, which speaks to the efficacy of these tutoring sessions and to the “buy-in” from students who, historically, have been less likely to seek out campus resources.

We attribute these trends, in part, to proactive efforts undertaken at the beginning of the semester. Students who fell within the lower half of our predictive model were sent promotional materials that described the Writing Center services offered, as well as information on how to schedule an appointment with a tutor. Many of the students who were targeted are now using our services, and we predict they will continue to do so throughout their time here, increasing the likelihood that they will be retained.

Faculty have also recognized the value the Writing Center is bringing students as evidence by this comment: “I know ‘Kevin’ is very determined to improve his writing skills, and the quality of his essays has increased tremendously in the weeks he has been visiting the Writing Center. You are doing wonderful work.”

University Marketing and Communications

*Debate Spurs Launch of New Digital Media Initiatives*

Strategic Operations continues to collect survey and other data on the impact of the debate in terms of recognition and reputation of Longwood. Some highlights of its extraordinary impact in traditional and digital media:

- Number of combined hours CNN, MSNCB and FoxNews broadcast live from Longwood: 46
- Total visitors to Longwood.edu on day of debate announcement and three days around debate: 132,748
- Countries of origin of those visits: 184

Digital Impact:

<b>FACEBOOK</b>			
<i>Measure</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>% Increase</i>
Potential Reach*	2,673,838	20,216,147	756%
Potential Impressions	5,160,894	103,411,583	1904%

\*Reach measures the number of those directly encountering/engaging with a post; impressions measures the larger number who might then encounter it in all feeds

<b>TWITTER</b>			
<i>Measure</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>% Increase</i>
Potential Reach	1,393,007	50,040,716	3492%
Potential Impressions	4,720,015	80,172,756	1599%

INSTAGRAM			
Measure	Fall 2015	Fall 2016	% Increase
Total Engagement	11,485	31,953	178%
Engagement per Post	382.8	441	15%

In order to capitalize on such a noteworthy event and increase engagement among our audiences on social media, the digital marketing team embarked on new initiatives leading up to and during the debate. Having proved successful, these initiatives now continue to be a part of our ongoing strategy post-debate and include:

- Engaging Social Narratives via Instagram Stories and Snapchat Stories
  - Student marketing reps utilize iPod touch devices to capture and publish ongoing content, telling the Longwood story through student life.
- Social Wall via Tagboard
  - Website audiences can now get a sneak peek at Lancer life through a curated stream of social media posts pulled from Facebook, Twitter and Instagram.
- LIVE Video via Facebook Live and Periscope
  - Student marketing reps and digital marketing team members live stream events through mobile devices, including exclusive behind-the-scenes coverage.
- Immersive Content via 360 Video and Photos
  - Slowly gaining in popularity, 360-degree footage pulls our audience into the center of the action—whether it’s in the middle of Spin Alley after the debate or in the middle of a paint battle at Color Wars.

*Debate Provides Opportunities to Connect with Top National and Regional Journalists, Producers and Bookers*

A key goal associated with the debate was to form lasting relationships with journalists, editors and producers at key national outlets and to build on the goodwill of the debate to place interviews and build the Longwood brand. These relationships include producers and bookers at all major cable outlets, *Today*, *Bloomberg News*, *New York Times*, *Washington Post*, *Atlantic*, *New Yorker* and many others. We will leverage these connections in a way that supports ongoing initiatives:

- Crafting Perceptions: Building the Longwood brand as distinctive, historic and welcoming.
- Building Programs: Increasing enrollment in target programs in various departments, from nursing to personal finance.
- Regional Targeting: Placing positive, high-impact stories in rich recruitment areas.

*Highlighting Longwood’s Work in the Community*

Longwood is a little more than halfway through a series of ads in the new *Farmville the Magazine* that emphasizes the contribution faculty and staff make to the community as part of

their jobs. Those featured so far in the ads include LCVA director Rachel Ivers, LUPD Officer Rondell White and Professor Chris Register, Design Lab adviser. A total of eight full-page ads will run in the magazine.

### Office of Alumni and Career Services (OACS)

#### *Regional Events Double Alumni Engagement*

Regional engagement continues to grow at a rapid rate. As of Nov. 15, we have completed 15 regional events in Richmond, the DC area, Hampton Roads and Roanoke. Those 15 events have engaged nearly 1,200 registrants. Last year at the same time, we had engaged 543 registrants across eight events; in FY14, the Office of Alumni Relations had engaged 209 registrants via six regional events.

#### *Career Services Continues to Develop Outreach*

New efforts in Career Services have already eclipsed the total year-end numbers from FY 2016. Career Services has held 60 walk-in appointments and 355 scheduled appointments, and engaged more than 2,080 students over 80 presentations across campus. Last year the office engaged about 1,500 students across the span of the whole year.

#### *Upcoming Reunions*

We continue to prepare for signature on-campus events in our Family Game Day (Jan. 14) and the Mega Reunion and Alumni Weekend (June 2-4). We expect these two efforts alone will bring well over 1,000 alumni back to campus.

### Information Technology Services (ITS)

#### *Email Enhancements*

ITS is pleased to announce that upgrades to our email system have been completed, creating a number of end-user benefits, including:

- **Increased Quotas:** Quotas for faculty and staff accounts have been increased from a quota of 500 MB to 2 GB (2,000 MB).
- **Full-Service Outlook Web Access (OWA) in All Browsers:** Currently, the only browser that supports a full-service option for OWA is Internet Explorer. The upgraded system will allow for full OWA functionality in Internet Explorer, Firefox, Chrome and Safari.
- **Improved OWA Interface:** The upgraded system will provide an improved OWA interface. The new interface will have a look and feel similar to that of the Outlook client.
- **Public Folder Accessibility from OWA:** Public folders (shared email accounts and calendars) were previously accessible in OWA via Internet Explorer only. After the upgrade, they will be available in OWA from all browsers.

## *Enterprise System*

### Banner XE “Extensible Ecosystem” Implementation

- **Banner XE:** ITS has begun initial planning to upgrade to Banner XE. We will begin with necessary upgrades to the current version of Banner and then map out the infrastructure required to support XE applications. ITS will partner with functional users and IT Governance to determine the applications to deploy and expects to begin with student and faculty applications. The goal is to have all Banner INB moved to XE by December 2018.

## *Network and Telephone Upgrades*

### Cellular Distributed Antenna System in Maugans

- Recognizing the need for improved cellular communications on campus and after evaluating a number of Distributed Antenna Systems (DAS), ITS installed an effective, low-cost, multi-carrier system on the lower floors of Maugans Alumni Center. After further testing, a determination will be made to expand the services to other buildings. Plans are being made to incorporate the services into new or renovated buildings.

### 911 Server Upgrade

- As part of the on-going ITS plan to provide the best technology for our campus safety programs, the 911 server and client software was upgraded, which allows better monitoring, response and retention of all 911 calls coming to Campus Safety.

### Network Equipment Upgrades

- As part of the ITS plan to continually refresh network equipment and in response to the increased network needs that the campus experiences every fall, Lancaster, the Ruffner complex and Chichester now have network equipment providing Gig-to-the-desktop for all users.
- The Vice Presidential Debate offered the opportunity to purchase equipment that can be reallocated throughout campus to enhance the university network. ITS is currently planning the deployment and design of the network equipment.

## *Sharp and Register Residence Halls*

During one of the busiest summers ever occurring at Longwood, ITS worked to ensure the implementation of voice, video, security and data services in the new Sharp and Register buildings.





## **Student Affairs**

*Tim Pierson, Vice President*

### **Highlights**

- Vice Presidential Debate Reflection
- Post-Election Climate
- Campus Police National Ranking

Preparing for the Vice Presidential Debate was a big part of our agenda the first half of fall semester. At the same time, the normal activities and challenges of a new academic year intertwined with the ongoing debate planning. Students were mostly tolerant and understanding of the disruption as the campus physically transformed through fencing of the secured perimeter, construction projects, and staging areas for media. During the week just prior to the debate, one could tangibly sense the mood of the entire campus begin to shift. Longwood pride began to burst out the seams, and a communal sense of excitement dominated the airwaves. The overwhelming success of the debate and unique experience it offered to our students and to the community will always be cherished and remain a bright feather in Longwood's cap.

The response to the outcome of the Presidential election was divided and emotional. Many faculty and staff provided support and encouragement to Longwood students, particularly students with undocumented family members, international and LGBTQ students. The Black Student Association collaborated with other student organizations to organize a gathering of hope and positive messages on Thursday, November 10th that was covered by news outlets in Richmond and Lynchburg. It was an inspiring moment of students demonstrating a positive message of Citizen Leadership.

The 2016 Security 500 Rankings were published November 1st in Security Magazine, and Longwood University once again made the top 20. This year we ranked as number 15, with only major institutions like the University of Pennsylvania, University of Florida, Duke, and Michigan State ahead of Longwood. In a time when safety, security, and community relations are so critical for our success, it is reassuring to know that our department does all it can to serve our students.

## **Student Conduct and Integrity, University Title IX**

Disciplinary cases are lower thus far this semester, decreasing from 136 to 62, as compared to the 2015-2016 academic year at this time. Alleged violations of the Alcohol and Other Drug policy are currently 23 percent lower. Primary training initiatives for alcohol, drugs, and sexual misconduct, including in-person prevention programs were completed. Online education programs for all new students have a completion rate of 84 percent.

Forty-two reports of notice have been documented for Title IX initial inquiries involving students, faculty, and staff affected by alleged sexual assault, sexual harassment, sexual misconduct, dating and relationship violence, stalking or retaliation. This is a decrease as compared to the previous academic year.

We recently welcomed Lindsey Moran, Longwood's new University Clery and Title IX Coordinator. Lindsey will be assuming the overall responsibilities of both Clery and Title IX compliance. A transition timeframe has been implemented and will continue through the end of the Fall 2016 semester. Jen Fraley, Associate Dean of Conduct & Integrity, will continue to serve as a Deputy Title IX Coordinator after the transition has been completed.

## **Dean of Students Team**

More than 450 cases have been referred during Fall 2016. Anxiety and depression continue to be major issues, and we are seeing an increase in the number of students requesting temporary medical leave and medical withdrawals. Approximately 20 percent of the cases involve students who do not live in Longwood managed housing.

Approximately 400 students (9 percent of the undergraduate population) are actively registered with the Office of Disability Resources (ODR). While attention deficits and learning disabilities continue to be the most prevalent diagnoses, this year we have many students with profound emotional disabilities and several students with significant physical disabilities including those who utilize wheelchairs. The 2nd annual *ODR Empowers* program, a specialized two-day orientation experience for first-year students with disabilities, was completed in August. Our pre and post data showed that the students who participated saw a 53 percent increase in their confidence in knowledge of campus resources and a 35 percent increase in their self-rating of preparedness to be successful at Longwood. ODR has implemented a new case-management approach to working with our registered students. This approach involves increased targeted involvement, and the response thus far has been positive, which was reinforced by the midterm grades of our students.

## **Residential and Commuter Life**

Commuter staff members spent the fall focused on learning best practices related to the commuter student population and adjusting to the new balance between commuter life and



community relations. Staff members have been steadily addressing deficiencies in the Commuter Lounge and improving this space for students. During the Vice Presidential Debate, RCL facilitated an online fall break intentions process to determine student plans during the building closure. Over 100 students in Curry and Frazer remained on campus to participate in the Vice Presidential Debate activities. Temporary housing accommodations were provided these students during the time that they were not permitted in Curry and Frazer halls.

Due to the fire at the Landings Northeast building, the RCL office provided all 102 students impacted by the fire with a temporary housing assignment. The office maintained contact with these students throughout the semester to provide updates on the restoration process and respond to questions or concerns. The Landings Northeast building reopened for student occupancy on November 11th.

Sharp Hall opened for student occupancy on October 21st. The RCL office facilitated an open house in Register Hall for students interested in changing rooms to Sharp Hall so that they would be able to view a sample suite. When Sharp Hall opened, 78 students requested to change rooms and moved into the residence hall. Currently, Sharp Hall is at 71 percent occupancy. The remaining 31 vacant bed spaces will be filled by new students in the 2017 spring semester and continuing students who request a spring semester room change.

During the fall, Residence Life focused on communicating information related to the debate, planning for and opening two new residence halls, and addressing changes related to the Fair Labor Standards Act. Residence Life's role in the debate was largely in communicating accurate information and preparing residents to participate in the events. Sharp and Register have proven to be welcome additions to the housing line-up on the main campus, and students are pleased with how they turned out. Having these spaces was particularly helpful in the aftermath of the Landings-North East fire since residents were displaced for some time.

In late October, a cooling system pipe disconnected and flooded an eighth floor room and suite in Frazer Hall. The water spilled into adjacent rooms and reached the first floor. A total of 49 residents were impacted. Temporary accommodations were provided until a professional restoration company was able to thoroughly dry the saturated conditions within the building. All students were back in their rooms within four days. No personal property loss (textbooks, electronics, etc.) or injuries were reported.

### **Student Engagement Unit**

Students were heavily involved in planning the Vice Presidential Jubilee, and other debate-related events and activities. There were multiple voter registration efforts by students this fall, and a Mock Debate, initiated and led by student political groups featuring students from the College Democrats and College Republicans, brought many students to a filled Jarman Auditorium. On Election Day, transportation to local polling locations was arranged by students, faculty, and staff.

Other areas worth noting:

- A generous and unexpected gift of \$5,000 will support development of leadership programs focused on social justice.
- 85 students participated in the annual Hunger Banquet, which raises awareness of issues involving food insecurity, income inequality, and food disparity/food deserts.
- A Bias Response Team with faculty and staff membership is available as a resource to respond to reported incidents and make referrals to campus resources, and to provide feedback and recommendations on campus.
- There has been an increase in the number of new student clubs and organizations seeking recognition. Students are also sharing information about increased attendance at meetings and events due to a redesigned “Weekly Email” and other creative marketing efforts (SnapChat geo filters are particularly popular).
- Greek Emerging Leaders Experience – 85 students are choosing to participate in a ten-week program focusing on students leading by their values.
- A new “mock recruitment” session in September gave over 80 students an early insight into membership recruitment for CPC sororities. A redesigned “open forum” about NPHC recruitment resulted in 31 students attending to learn more about these fraternities and sororities (compared to two students last year).
- Lancer Productions offers a wide range of activities for students, particularly on the weekends, including musicians, comedians, slam poet, murder mystery event, and a trip to King’s Dominion. The change in date for Oktoberfest did not change its history and tradition. This was a well-organized week of events, kicked off by Dr. Jordan’s Bonfire and culminating with student booths, student entertainment, and a number of off-campus bands on a beautiful fall Saturday.

## **Wellness Unit**

The wellness unit personnel and resources played a big part in the success of the Vice Presidential Debate hosted at Longwood University. Wellness staff members volunteered in numerous areas of the debate, including parking and transportation, CPD liaisons, university events, VIP activities, and the media center. The Health & Fitness Center transformed into the debate media center, and Lancer Park served as the arrival point for the ticketed guests for the evening.

Immediately after the debate, the Campus Recreation team went to work to return the facility back to the Health & Fitness Center (HFC). While the fitness center will remain at the Landings until the end of the fall semester, the rest of the HFC reopened on Thursday, October 27th with the Late Nite Haunted Rec event. Almost 700 students utilized the HFC for the first time this semester, including many freshmen who were seeing the facility for the first time. Areas in the HFC that are now open include gymnasium courts, racquetball courts, group fitness studios, powerlifting room, functional fitness room, track, and the locker rooms. A new floor in the fitness center was installed during November and will be in place when the equipment returns in mid-December.

CAPS (Counseling and Psychological Services) hosted its annual Food for Thought outreach program that combines lunch at the dining hall with presentations dealing with emotional and intellectual wellness topics. The five presentations continue to be popular with students, faculty and staff on campus.

CAPS is partnering with the Counselor Education academic program to provide clinical training space for masters level students to receive hands on experience in the counseling profession. A few small renovations are needed in the Wellness Suite of the Health & Fitness Center prior to the program beginning this spring semester.

The Student Health Center/Potomac Healthcare Solutions have had a successful first semester in their new offices at the Midtown Landings. They continue to partner with various departments across campus to host flu clinics for students.

Potomac Healthcare Solutions recently sponsored a survey of faculty and staff to get information on potential services they could provide to faculty and staff at the Landings location. Options, such as flu shots, urgent care, and wellness exams, are being considered as potential added services to our campus community.

#### **Assistant Vice President for Student Affairs (AVPSA)**

With assistance from the Citizen Leadership and Social Justice Education staff and a student representative, the AVPSA has arranged several meetings during the Fall 2016 semester with multiple student staffs, clubs, and organizations, as well as two open meetings for any campus member, to participate in a 60-minute facilitated discussion around past and current perceptions of diversity at Longwood.

A summary of the experiences and observations shared by the students and the numerical findings will be shared with the University Diversity Council, and recommendations for improving the student experience related to diversity and inclusion developed. Ultimately, these recommendations will be shared with each respective group as a means of circling back around to the students who chose to participate in these facilitated discussions.

#### **Chief of Police**

This quarter, the Longwood Police Department focused on the development of the Unified Public Safety Command for the Vice Presidential Debate, which involved many hours of meetings and protocol design, resource needs evaluation and source development, as well as meeting with our public safety partners to secure support and to discuss the impact of this historic event.

We are pleased to report that through the efforts of a combined manage team of 1700 public safety professionals led by this office, the debate went off without a hitch. The LUPD and the combined Unified Command team received excellent marks on all aspects of the safety and security efforts by the Commission on Presidential Debates and the United State Secret Service.

On a personal note, Chief of Police Bob Beach feels that in his 46 years of professional law enforcement he has never been prouder than he was of the dedicated members of the Longwood Police Department. We are also grateful for the support of the public safety professionals across the Commonwealth who contributed to the success of the debate.

For the past year the operational side of the Police Department has worked to develop depth of proficiency in its abilities to meet the public safety needs of the community and campus. Several events over the last few months, including the GAME and the Vice Presidential Debate, have allowed us to put these skills into action.

**BOARD OF VISITORS**

**INFORMATION ITEM**

**Report on Student Housing**

**CURRENT OCCUPANCY**

As of November 10, 2016, 2781 students are assigned to main campus residence halls, Lancer Park, Longwood Landings, and Longwood Village.

Category		±Continuing Students	New First Time Freshman	New Transfer Students	Readmitted Students	TOTAL RESIDENTS
Fall 2016 (11-10-16)	MC	503	900	47	6	1456
	APTS	1242	0	72	11	1325
	<b>TOTAL</b>	<b>1745</b>	<b>900</b>	<b>119</b>	<b>17</b>	<b>2781</b>
Fall 2015 (11-10-15)	MC	511	1002	52	12	1577
	APTS	1374	0	63	15	1452
	<b>TOTAL</b>	<b>1885</b>	<b>1002</b>	<b>115</b>	<b>27</b>	<b>3029</b>
Fall 2014 (11-10-14)	MC	571	1066	24	2	1663
	APTS	1321	0	110	19	1450
	<b>TOTAL</b>	<b>1892</b>	<b>1066</b>	<b>134</b>	<b>21</b>	<b>3113</b>

<b>SUDENT DISTRIBUTION</b>	<b>Fall 2016</b>	<b>Fall 2015</b>	<b>Fall 2014</b>
On-Campus Residents	1456	1577	1663
Longwood Landings	379	402	401
Lancer Park	683	697	694
Longwood Village	263	353	355
<b>Total</b>	<b>2781</b>	<b>3029</b>	<b>3113</b>

<b>CLASS DISTRIBUTION:</b>	<b>Fall 2016</b>	<b>Fall 2015</b>	<b>Fall 2014</b>
±Freshman	913	1016	1100
Sophomore	791	888	930
Junior	622	657	604
Senior	455	468	479
<b>Total</b>	<b>2781</b>	<b>3029</b>	<b>3113</b>

<b>GENDER DISTRIBUTION:</b>	<b>Fall 2016</b>	<b>Fall 2015</b>	<b>Fall 2014</b>
Females	1878	2035	2065
% Female	67.5	67.2	66.3
Males	903	994	1048
% Males	32.5	32.8	33.7
<b>Total</b>	<b>2781</b>	<b>3029</b>	<b>3113</b>

± Includes 2 international exchange students for Fall 2016.





## 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 and scholarship, and the role of a broader learning community 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)



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.

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

Principal Metric:  
Composite Financial Index (CFI)

\*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.







## REPORT TO THE BOARD OF VISITORS

### U.S. VICE PRESIDENTIAL DEBATE

*December 2016*

#### **Introduction**

Over the course of nearly two years of preparations to host the 2016 Vice Presidential Debate, Longwood focused on three goals: engaging the university community, sharing our story and name with a wider audience, and leaving a legacy on campus. The debate was a tremendous success in every dimension, and continues to be a great source of pride on campus. We believe the university set a new bar in terms of what universities can achieve in hosting a debate, and this report provides a review of efforts regarding these three goals, as well as an overview of budget resources and media value results. The in-depth *Longwood Magazine* article on debate activities also is included with this report.

#### **1) Engage faculty, staff, students and alumni in our mission of citizen leadership.**

**Faculty & Staff.** More than 30 courses across 15 disciplines were created for the fall semester, and with more than 1,000 students enrolled in one of these courses, touching a significant portion of the student body. These courses ranged from expected fields like history and political science to music appreciation, conceptual physics and bookbinding. Faculty were also deeply engaged in efforts to bring speakers to campus on behalf of every department to speak to students about the obligations of citizenships. Speakers ranged from polling expert Dr. Sam Wang, to a panel of top cybersecurity officials, to *Washington Post* book critic Michael Dirda, who spoke to standing-room-only crowds of students, faculty and community members.

Additionally, a faculty-led Student Citizenship Summit brought more than triple the number of middle- and high-school civics and history students expected. Nearly 700 students attended concurrent sessions and attended keynote addresses by Virginia Secretary of Education Dietra Trent and historian and former University of Richmond President Ed Ayers. Lastly, on the day before and of the debate, faculty led “Enlight(e)ning Talks” behind Lancaster were extremely well attended.

**Students.** Longwood students took active roles in debate planning, preparation and participation. More than 700 students volunteered, and were matched with

roles that complemented their studies or interests—an unprecedented step that led to meaningful interaction and work on campus. Several communication studies students volunteering with a major television network made important connections for future internships and careers after college. Criminal justice majors got a rare behind-the-scenes look at the Secret Service operation. Political science students worked closely with campaign operatives at the top of their games. And in the spirit of togetherness and camaraderie, an estimated 1,200 students joined in a watch party on Stubbs Mall at the culmination of the week. Attendance at departmental talks by visiting speakers on citizenship totaled into the several thousands, with Blackwell and Jarman both full on multiple occasions for such events.

Approximately 150 students were ultimately able to watch the debate in-person, accounting for nearly half of the live audience inside Willett Hall and fulfilling the university's commitment to make students front-and-center in the debate experience. These included 101 students who were awarded tickets at the ticket lottery several nights prior, several dozen volunteers working inside the venue, as well as a small number of additional debate volunteers to whom last-minute seats were made available when they were released by the campaigns.

**Alumni.** Longwood experienced a wave of interest from alumni eager to join in the debate effort, with 142 watch party kits dispatched to alumni in 18 states for hosting watch parties at their homes. Additionally, a new “Grain of Truth” Oatmeal Stout brewed by Virginia craft brewery Brothers Brewing Company for the Vice Presidential Debate was the centerpiece of six alumni tap takeover events around Virginia and Washington, D.C. The elegant Decatur House in Washington also hosted alumni for an elegant discussion about the history of the Vice Presidential Debate featuring former moderator Bernard Shaw of CNN and Mike McCurry of the Commission on Presidential Debates. In short, alumni pride was palpable, with more than 80 percent in a post-debate survey indicating they thought the debate would encourage more prospective students to consider Longwood, and just under 80 percent predicting the experience would strengthen alumni's sense of connectedness to Longwood overall.

## **2) Share the Longwood name and story with a wider audience.**

The Longwood media team set out to capitalize on the natural attention the debate brings by crafting a narrative that brought substantial earned national and international media—built on the distinct mission and history of the university. We achieved that goal on an unprecedented level—working from the same formula used by past host sites, Longwood calculated earned media valued at more than \$83 million (compared to \$53 million for 2012 Vice Presidential host site Centre College, using a comparable formula). Substantial stories appeared in top publications and outlets including: *PBS Newshour*, *The Washington Post*, *The Atlantic*, *The Wall Street Journal*, *Time*, *USA Today*, *The Washingtonian*, *ABC News, Inc*, *The New Yorker*, *Sirius XM*, and many others. That was bolstered by a

swell of regional coverage—much in target recruiting areas. This is by far the largest earned media footprint achieved by any Vice Presidential Debate host.

Additionally, four national cable television networks broadcast on stages on campus a total of 46 hours during the days around the debate. This constant coverage highlighted our campus and the energy of our student body. Our work with branding campus and installing banners in key locations reinforced themes—our history, our location in Virginia and our name.

This effort was also supported by a first-class media concierge operation in the Media Filing Center and on network platforms outside the Debate Hall. More than 250 branded banners reinforced the same messaging and our media guide welcomed journalists with engaging stories that reinforced the themes.

After Spin Alley had mostly cleared and many East Coast outlets were wrapping up operations, NBC News Deputy Director of Elections Katie Primm remarked that the Longwood team had defied expectations in an enormous way—it was not only the best-run debate of the cycle, but the best one any NBC team member had attended.

### **3) Leave a legacy.**

With a handsome new façade on Willet Hall that was the backdrop for hundreds of news reports, an iconic gateway to Brock Commons used in b-roll and foundational shots, Longwood’s investment in physical campus not only provided a spectacular and historic backdrop during the debate, but has significant long-term value.

Similarly, the investment in IT infrastructure for the debate has bolstered Longwood’s capabilities for the next generation of students. Debate preparations were incorporated into broader plans that have helped produce increase to bandwidth and wireless speed as well as improvements to firewalls and network switches. Post-Debate, Longwood’s network is stronger and safer than before.

On a number of fronts, our campus and surrounding community have emerged from the debate changed, with a renewed spirit of cooperation and confidence as institutional silos fell in favor of working together. Departments that previously had little to do with each other found themselves working intensely to meet shared goals, which built relationships and fostered buy-in across campus.

Longwood’s relationship with town officials has reached unprecedented heights, as several infrastructure, communications, and outreach projects have bound the entities tightly together. One tangible benefit of cooperative efforts that were started in conjunction with the debate is the highly popular visitfarmville.com web site, which has attracted tens of thousands of visitors in its first weeks. *The Farmville Herald* called the cooperation and the debate “a rousing success” that will continue to have benefits for years to come.

## RESOURCES AND RESULTS

### **Budget Resources**

*These one-time expenditures over FY2016 and FY2017 are from cash reserves, which cannot be utilized for E&G. These expenditures are distinct from related capital expenditures, and do not affect the ordinary operating budget of the University, roughly \$118M in FY2016 and roughly \$122M in FY2017.*

Media Engagement and Surrounding Events	\$1.6M
Facilities and Public Safety	\$3.8M
National Television Production	\$1.9M
<hr/>	
<i>Sponsorships and Reimbursements</i>	<i>\$1.0M</i>
<hr/>	
Total	\$6.3M

### **Media Value**

*The following figures are derived from an "earned media" formula for ad-value equivalency similar to that employed by previous host sites, including Centre College, host of the 2012 Vice Presidential Debate. Social media post values were based on number of followers, shares and retweets, with the formula based on common values of high Q Score brands.*

Print	\$9.0M
Online	\$19.9M
National Broadcast	\$6.3M
Regional Coverage	\$3.7M
On-Campus Network Broadcast	\$42.1M
Social Media	\$2.3M
<hr/>	
Total	\$83.3M

# WHAT a DIFFERENCE

## Lancer pride, respect for Longwood surge as the university shines in the international spotlight

BY MATTHEW McWILLIAMS

**W**hen the first cameras went live the morning of Oct. 4, Debate Day, it was still dark. Behind CNN anchor John Berman, Wheeler and Chichester halls were illuminated with red, white and blue lights.

“And I’m John Berman, live in Farmville, Virginia,” came the voice from the stage. “This is Longwood University, where in a few short hours, it will host the one and only Vice Presidential Debate.”

By sunrise, the crowd—sparse for that 4 a.m. broadcast—had swelled to thousands as students, faculty and staff, alumni and visitors played games, registered to vote, designed T-shirts and showed Lancer spirit in the background shots of the four cable networks set up to broadcast live from campus.

Later that evening, Sen. Tim Kaine and Gov. Mike Pence met on stage in Willett Hall, with more than 150 Longwood students watching in person. President W. Taylor Reveley IV joined thousands more who watched on a giant TV screen on Stubbs Mall.

It was the culmination of two years of work that began in a Ruffner Hall classroom, where Reveley was teaching a class on the American presidency. One day, a student asked if Longwood might ever host a debate.

“It came together as we dreamed,” said Reveley, describing how that simple question sparked his imagination and quickly thereafter the determination of many others. “Longwood stepped onto the national stage and shone when the lights were brightest. Debate night was special, but more impressive was the engagement of the student body over the last year and the way our campus embraced the responsibility of hosting an

event like this. From the work done in the classroom to the volunteers—some of whom arrived on campus at 2:30 a.m. to work with morning news crews—I am so proud that we showed Longwood’s true colors to the world.”

Both in and out of the classroom, Longwood faculty, staff and students raised the bar for hosting a general election debate, showing what it really means to make the most of the opportunity.

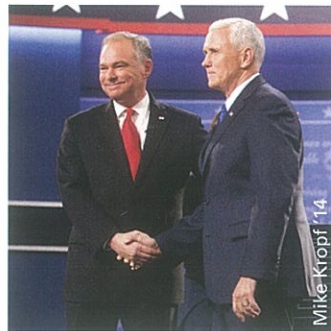
In the classroom, more than 30 courses that integrated debate themes—from art to political science—served as de facto pilots for a new general education curriculum that will be focused on engaged citizenship. Outside the classroom, nearly 700 students volunteered to work the debate and were matched with roles that complemented their studies—a testament to Longwood’s famously engaged students. Another 350 people swelled the volunteer ranks to more than 1,000.

Underscoring the civility of the Longwood campus community and the intense preparation that went into the debate, even in a politically charged election year and with thousands of visitors on campus, there were no arrests or serious security issues.

All in all, the experience was overwhelmingly positive for Longwood—with many people, including journalists, declaring the university the true winner of the debate.

Longwood will benefit from the significant jolt of name recognition that comes with hosting a debate, but the full impact goes far beyond that. Among the thousands of news items mentioning Longwood were numerous pieces in major international outlets including the *Washington Post*, *Wall Street Journal*, *The Atlantic* and the *New York Times* that focused in depth on Longwood, its efforts to draw strength from history and its mission of citizen leadership.

“When today’s students come back for their 25th reunion, they will talk about the debate as a highlight of their time on campus,” Reveley predicted. “They’ll point to the spots on campus where networks set up stages on Wheeler Mall, Beale Plaza and Brock Commons. And I think, most of all, they will remember the immense pride they felt.”



Sen. Tim Kaine (left) and Gov. Mike Pence before the debate.

# a DEBATE MAKES ★



Joel Cruz '16

President W. Taylor Reveley IV's pre-debate comments to the audience inside the debate hall are viewed by thousands of journalists watching in the Media Filing Center. Reveley said Longwood has 'always believed that tonight is an opportunity our students will cherish always, maybe even more in time to come than they know now.' The filing center was located in the Health and Fitness Center, which was transformed to create a temporary workspace for journalists.

1 Activities on campus during the month-long run-up to the debate included a student mock presidential debate that pitted the College Democrats against the College Republicans.

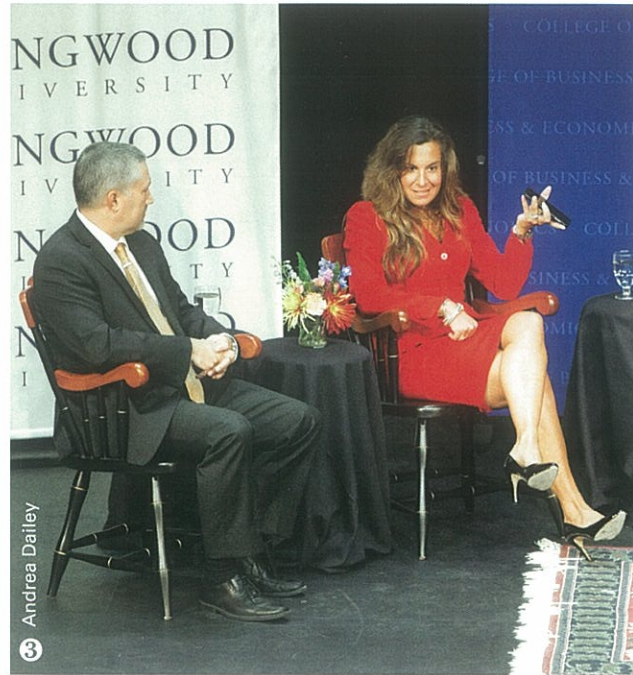
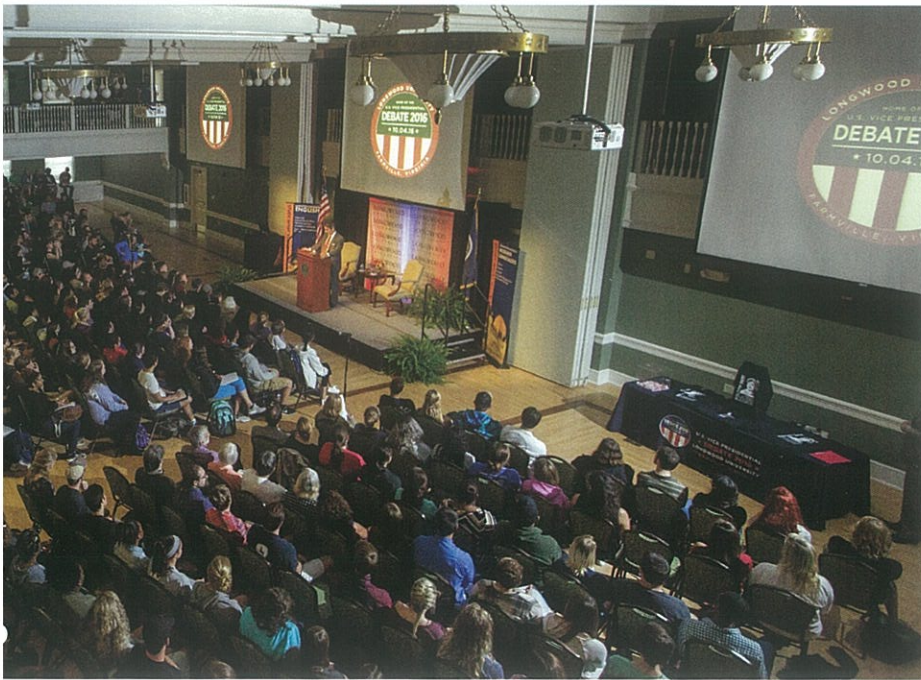
2 An audience of 650 packs Blackwell Ballroom for a talk on literature and citizenship by Pulitzer Prize-winning critic Michael Dirda, of the *Washington Post Book World*.

3 The College of Business and Economics hosted some of the top minds in cyber security at a campus summit. Among the panelists were Rodney Blevins, senior vice president and CIO for Dominion Resources, and Rhonda Vetere, the chief technology officer for Estée Lauder Companies.

4 Board of Visitors member Eric Hansen snaps a copy of a Ronald Reagan image that was part of *Citizens & Leaders: A Century of Iconic Presidential Campaign Photography by the Associated Press at the Longwood Center for the Visual Arts*. The word-premiere exhibition was the focus of a debate-day panel discussion that drew an audience of more than 200.



1 Mike Kropp '14

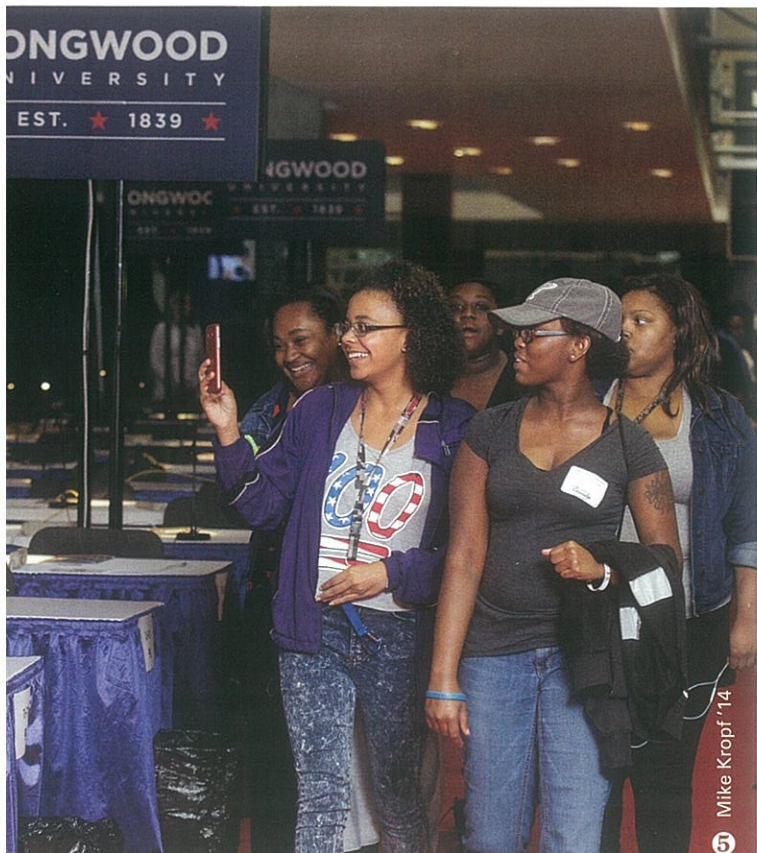


3 Andrea Daitley

**'In campaign photography, you're trying to find intimate and unscripted moments, which are hard to find.'**

— DAVID GOLDMAN, ASSOCIATED PRESS PHOTOGRAPHER  
 LCVA PANEL DISCUSSION ON PRESIDENTIAL CAMPAIGN PHOTOJOURNALISM, OCTOBER 2016





5 Mike Kropf '14



5 On campus for the Student Citizenship Summit, Kendasia Hensley (second from left), a student at Prince Edward County High School, preserves a slice of history with a selfie during a pre-debate tour of the Media Filing Center. Also from Prince Edward are Azure Johnson (left), Tyshaunda Green (third from left), Jamaica Woodford and Breanna Bailey-Lee. More than 600 students from area middle and high schools attended the event.

6 Former *PBS NewsHour* host Jim Lehrer shares his experiences in moderating 12 presidential debates with students during a campus visit a few weeks before the debate.



**1,000+**

**students, faculty, staff, alumni and community members worked as volunteers**

1 Steve Robertson, director of marketing and fan engagement, emcees the student ticket lottery drawing, where 100 students won seats in the debate hall.

2 Volunteer Emily Davis '20, an athletic training major from Gloucester, is interviewed by the Associated Press about her role as a volunteer for the Commission on Presidential Debates in the Media Filing Center.

3 Volunteer Kira Davis '19 (seated), a communication studies major from Newport News, greets a member of the news media at the welcome desk in the Media Filing Center.

4 Malcolm Kelley and Tony Oller, otherwise known as MKTO, rev up a crowd of Longwood students who turned out for the pre-debate concert. Also performing during debate festivities were The Church Sisters, "The Voice" winner Javier Colon and Second City: Improv All Stars.



2 Mike Kropp '14



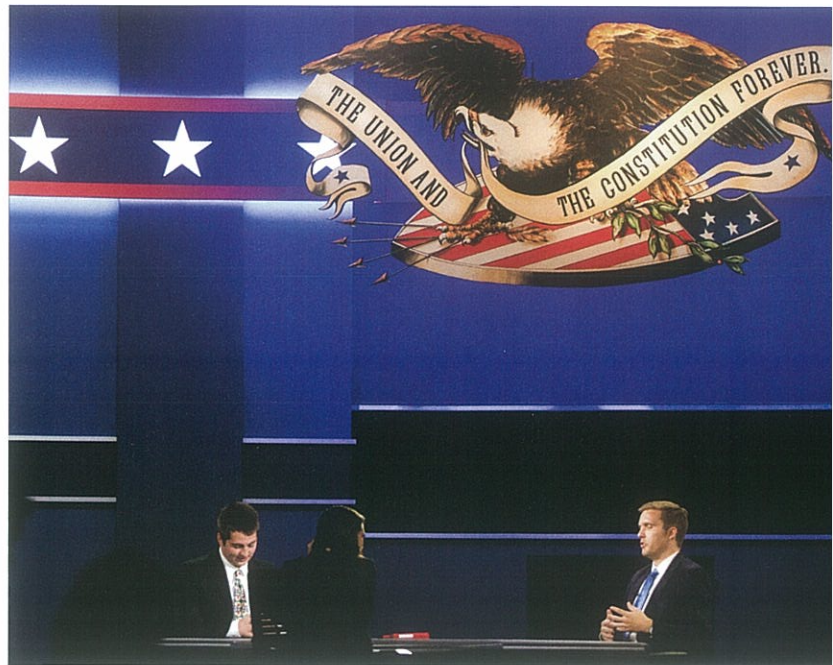
3 Tim Vaughn



Joel Cruz '16



Crystal Image



5 Working with CNN were volunteers Kayla Moss '20 (left), a communication studies major from Stafford; Megan Garrett '17, a political science and business major from Farmville; Ally Werner, a communication studies major from Morris Plains, New Jersey; and Jhonni Phillips '17, a political science major from Annapolis, Maryland.

6 In the hours-long sound and lighting check on the debate set Oct. 3, Barrett Nicks '17 (left), an integrated environmental sciences major from Yorktown, stands in for Sen. Tim Kaine; Lily Black '18 (back to camera), a business administration major from Gloucester County, substitutes for moderator Elaine Quijano; and Joey Siverd '15, a master's student in counselor education from South Hill, plays Gov. Mike Pence. The students had to keep up a steady stream of simulated debate questions and answers, enabling the technicians to ensure everything would be seen and heard during the actual event.

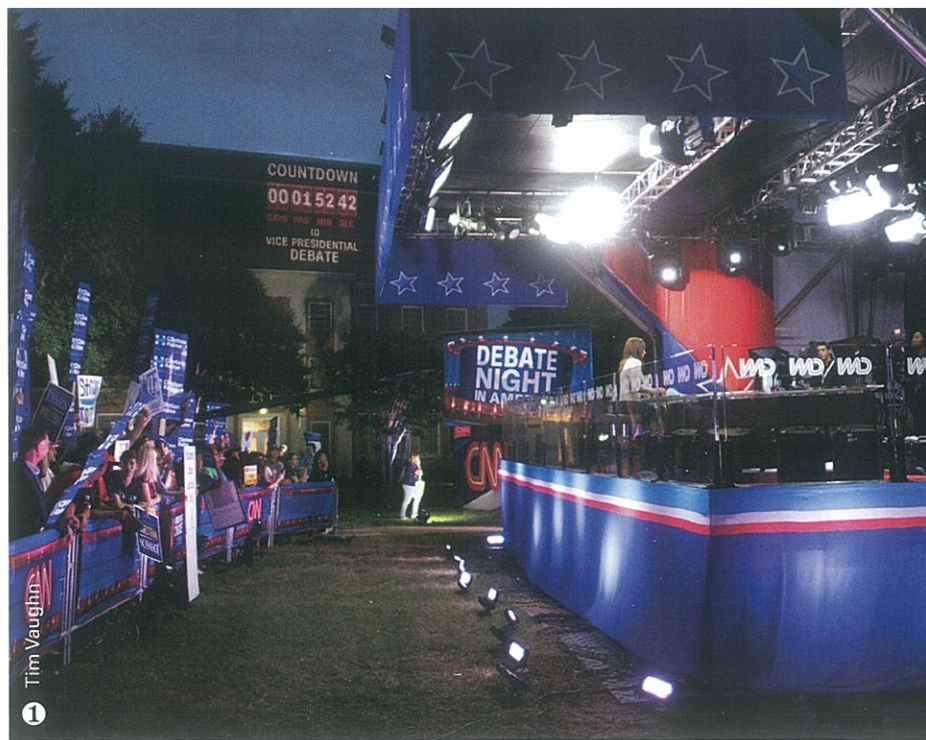
1 Four major television networks—Bloomberg, CNN, Fox News and MSNBC—set up elaborate stages throughout the Longwood campus, broadcasting before, during and after the debate, and giving students, faculty, staff and visitors the opportunity get in front of the cameras. The CNN stage, seen here, was set up on Wheeler Mall.

2 The Longwood cheerleaders, dance team and field hockey team mixed it up with members of the 'Fox & Friends' cast in the early morning hours of debate day. The Fox News stage was located on Brock Commons in front of Lankford Student Union.

3 'Fox & Friends' host Ainsley Earhardt and former Sen. Scott Brown, a Fox contributor, snap a selfie with Hannah Prem '19, a business major from Baltimore, during a commercial break on the debate day broadcast. Prem organized the Lancer Lunatics and other groups to hold an early Tuesday morning party outside Fox's stage.

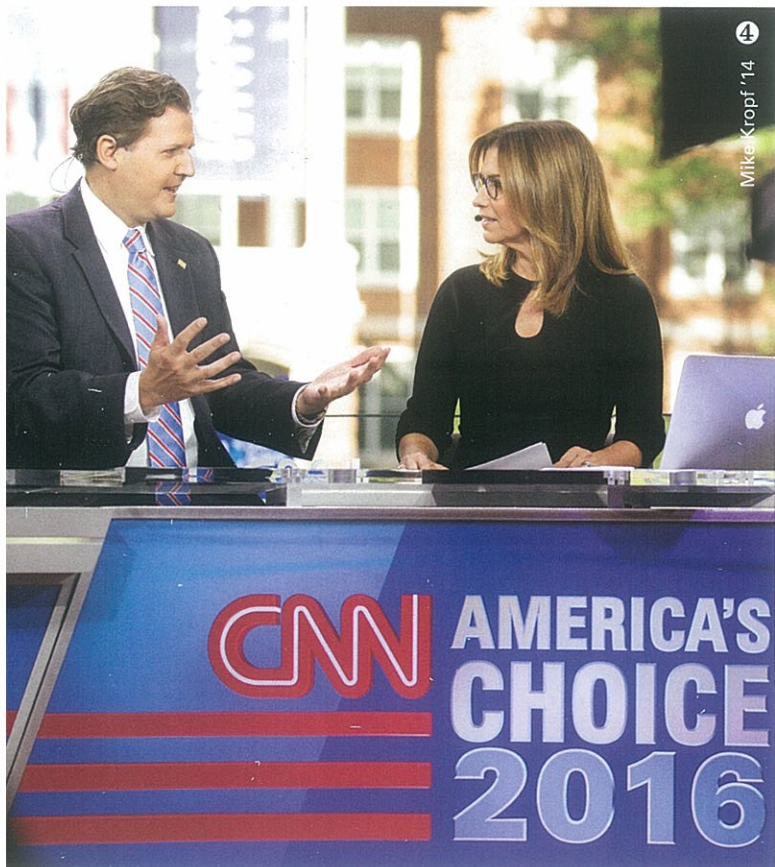
4 CNN host Carol Costello interviews President Reveley live from the network's campus set on Wheeler Mall. Costello complimented Reveley on giving his seat in the debate hall to a student. 'I really do hope what students take away is 90 minutes of a real exchange of ideas, a real measure of civility, some real substance,' he said.

5 President Reveley joins MSNBC host Joy Reid and students William Bartle '18 (left), a political science major from Charles City, and Michael Carpenter '18, a political science major from Yorktown, on the MSNBC stage overlooking Beale Plaza. Asked whether Longwood students are excited about participating in the election, Reveley said students on campus are 'paying rapt attention.'

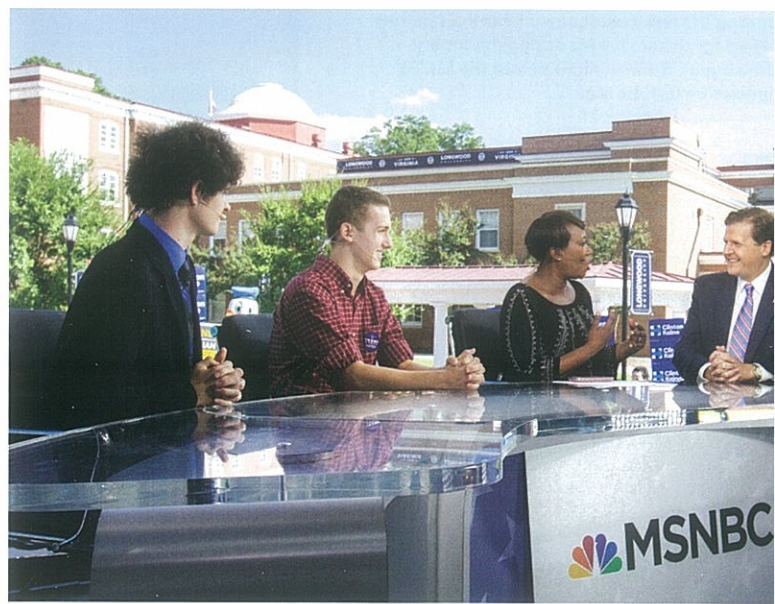




3 Mike Kropp '14



4 Mike Kropp '14



6 MSNBC's Craig Melvin scored a rare one-on-one interview with Elwood—who maintained his characteristic silence and answered with hoof gestures.



6 Mary Jo Stockton

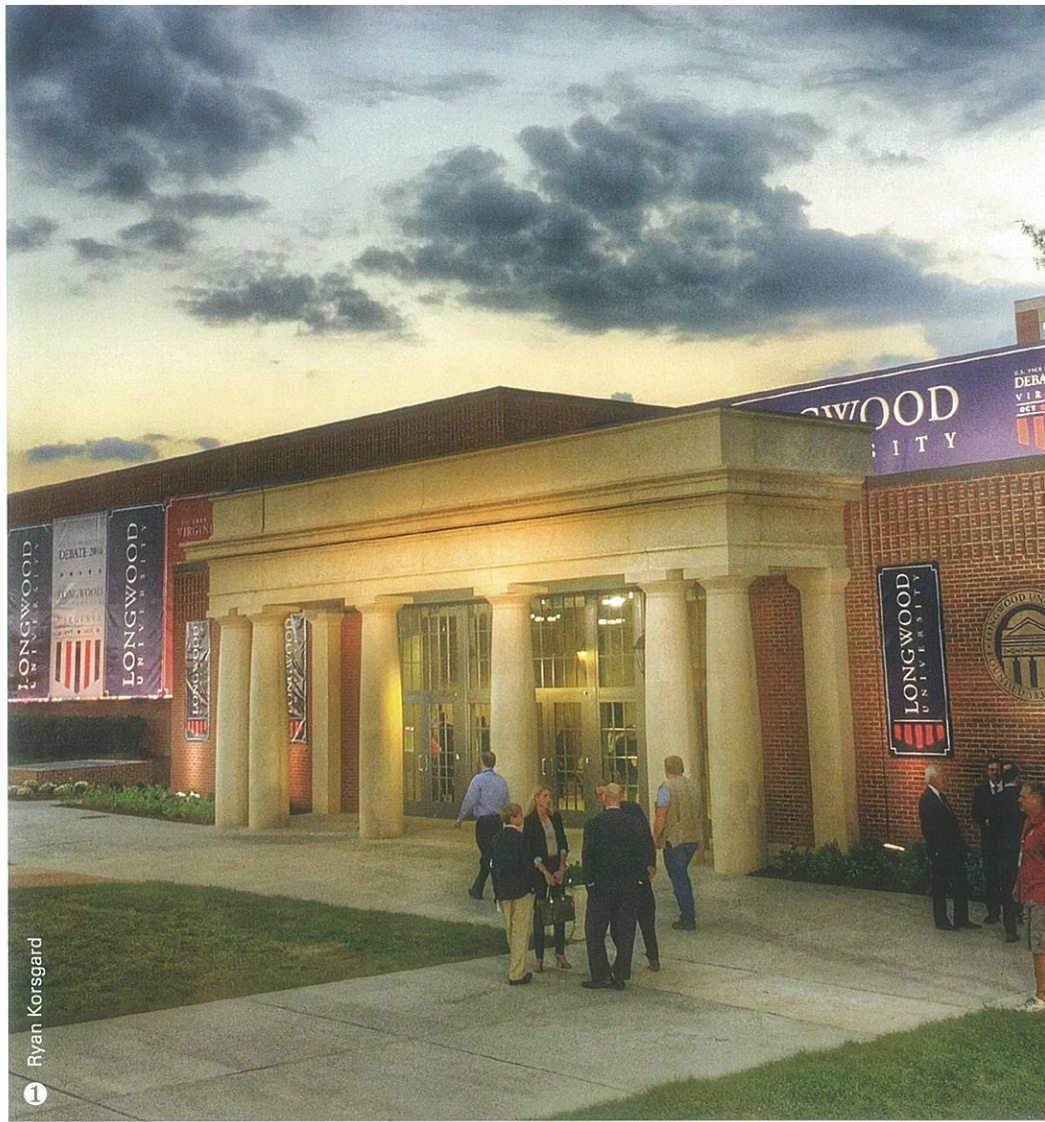
# 150+

## Longwood students were in the audience inside Willett Hall

① In preparation for its starring role as the debate hall, Willett Hall received a facelift as well as special lighting and oversized banners designed to play to the cameras. Members of the media were aiming those cameras from 72 standup locations contained in three multilevel structures built on the lawn facing the building's entrance.

② Among the students in the debate hall were Madison Bird '19 (left), a nursing major from Richmond; Allyson Stone '18, a communication studies major from Chesapeake; and Laurie Shapiro '17, a liberal studies major from McLean. Including volunteers and ticket winners, more than 150 Longwood students witnessed the debate in person from inside Willett Hall, accounting for about half of the audience, which also included guests of the campaigns and the Commission on Presidential Debates.

③ Willie Miles '16 (left), a master's student in education from New Kent, and Praise Nyambiya '19, a biology major from Frederick, Maryland, were among the lucky students to hear their names called for debate tickets during the lottery drawing on Sunday night before the MKTO concert on Stubbs Mall.



Ryan Kotsgard

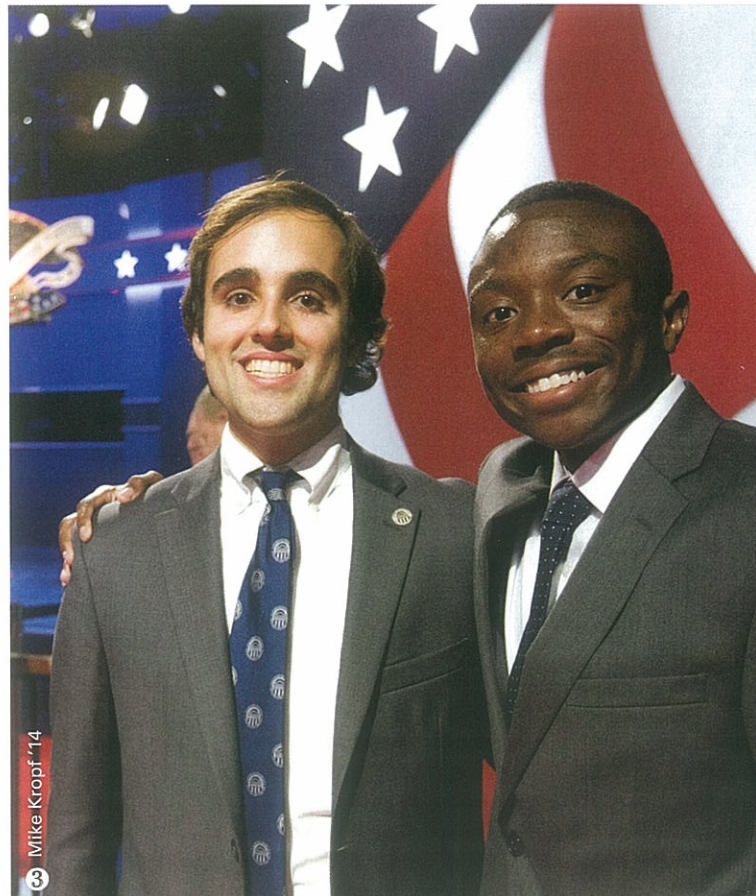


Mike Kropf '14

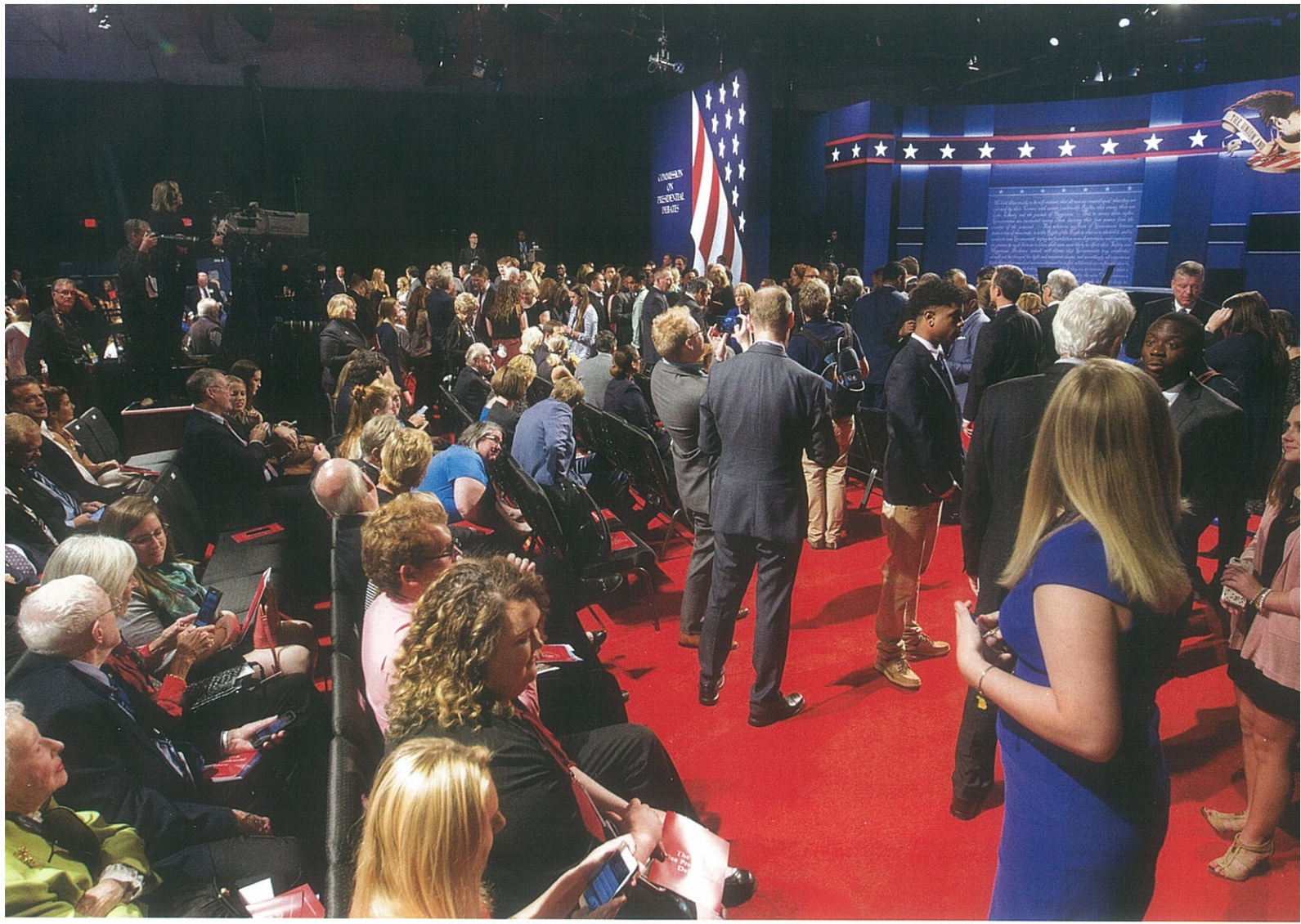
④ The debate hall is electric with excitement as ticketed students and guests pose for photos and find their seats.

⑤ Malik Long '18, a business major from Portsmouth, poses with the Rev. Jesse Jackson before the debate begins. Long, who worked as a debate hall usher and in the Media Filing Center, was one of nearly 700 students who volunteered to help with debate activities.

⑥ An enormous production area at the rear of the hall beamed out the debate feed to nearly 40 million homes in the United States and many millions more around the globe.



Mike Kropf '14

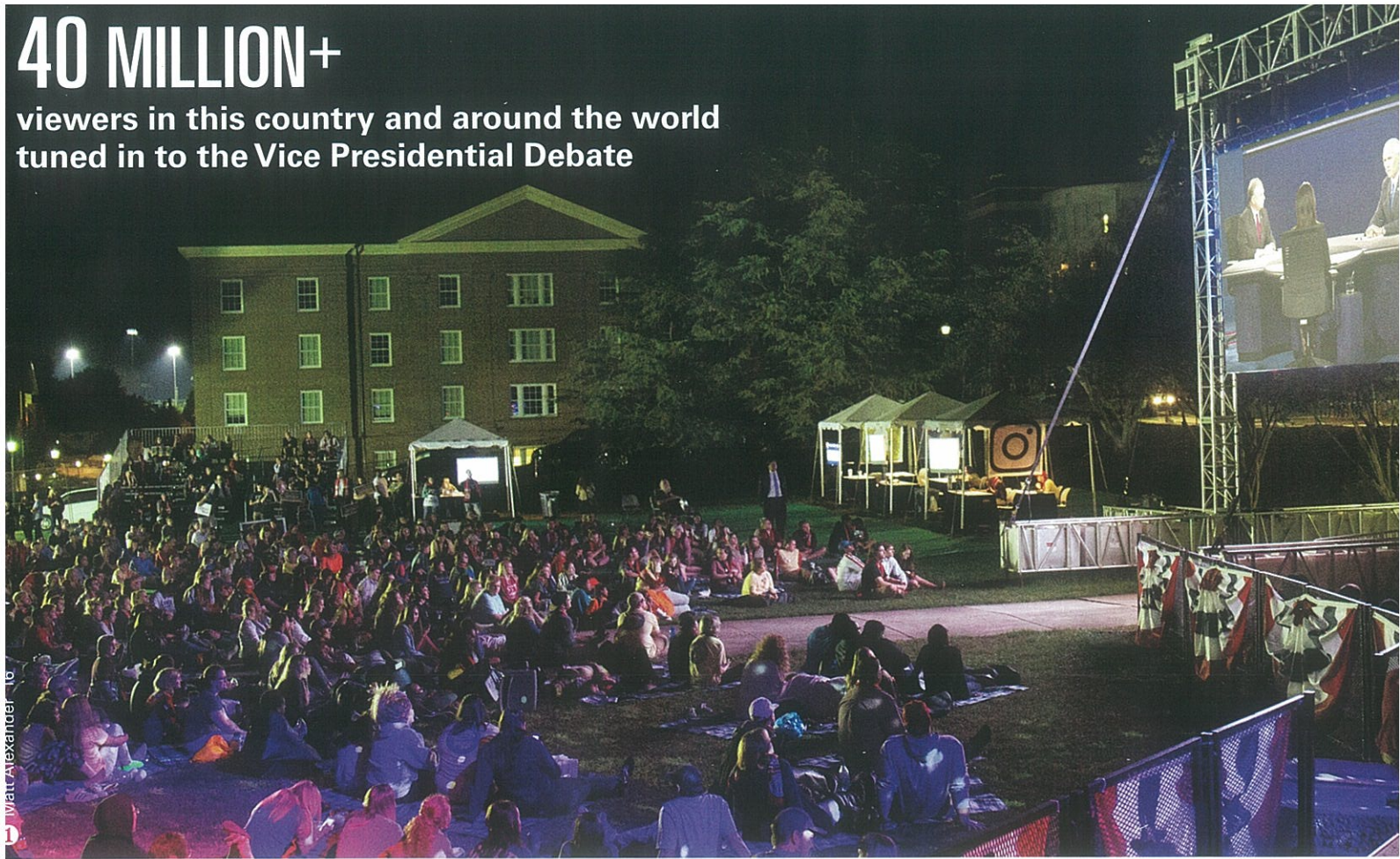


**'The Commission on Presidential Debates believes deeply in the connection between education and democracy [and that] holding these debates on college campuses teaches the habits of democracy.'**

— PRESIDENT W. TAYLOR REVELEY IV  
PRE-DEBATE COMMENTS FROM INSIDE THE HALL, OCT. 4, 2016

# 40 MILLION+

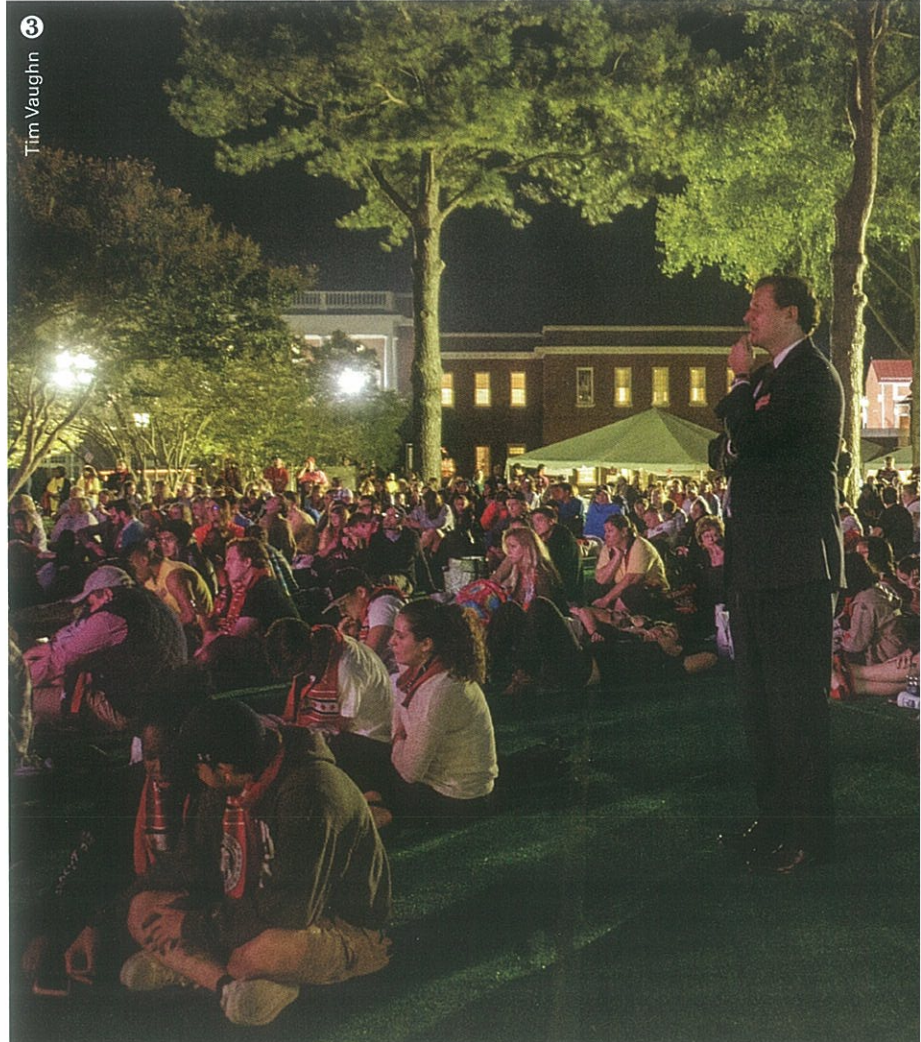
viewers in this country and around the world  
tuned in to the Vice Presidential Debate



1 Members of the Longwood and Farmville communities gather on Stubbs Mall to watch the debate on the Jumbotron installed for the occasion.

2 The debate captures the attention of Samuel McClain '17 (left), a biology major from Newport News, and Cameron Potter '19, a theatre major from New Kent, a debate volunteer who worked as a gate monitor for the Stubbs Mall watch party.

3 After giving his seat in the debate hall to a student, President Reveley joins the outdoor watch party.



3  
Tim Vaughn





**2,500+**  
members of the media including 400 from other countries, traveled to Farmville to cover the debate

4 Thousands of journalists representing print, online, radio and television media outlets were in the debate from inside the Media Filing Center preparing to quickly file their stories.

5 Gov. Terry McAuliffe addresses Longwood donors, alumni and friends who enjoyed the day in Blackwell Ballroom, telling them, 'You made Virginia proud today. Thank you. You made Virginia proud today.'

Joel Cruz '16



Sabrina Brown



Courtesy of Danielle Houston Karst '05

6 Guests view the debate in Blackwell Ballroom, where a capacity crowd gathered to spend the day.

7 Danielle Houston Karst '05 (left) and Matt Karst '99 (second from left) were among the 150 alumni and friends of the university who planned to host debate watch parties. Joining them at their home in Burke were friends and fellow alums Carey Seery '99, Meghan Fox McPherson '04 and Lorie Spears '01, who enjoyed the debate, the debate-themed supplies provided by Longwood and the chance to reminisce about their college days.



**'Longwood University starred in the vice presidential debate it sponsored. The coverage appeared almost universally favorable. The campus looked lovely. It also presented numerous opportunities for students and the greater community to participate in the proceedings. The entire school and its neighbors became involved. ... Longwood University won our vote.'**

— RICHMOND TIMES-DISPATCH, OCTOBER 2016

Above: Spin Alley—where campaign surrogates offered journalists their takes on what Perle said on stage—was packed with some of the best-known journalists and public figures in the country. Spin Alley was located in the Longwood Fitness Center.



# \$80 MILLION+

is what you'd have to spend on advertising to equal the amount of debate-related news coverage of Longwood

The \$81 million estimate of what is commonly referred to as “earned media” was derived using a formula similar to those employed by previous host sites, including Centre College, host of the 2012 Vice Presidential Debate. The formula calculates the value of the tens of thousands of high-level print articles, television reports and online stories focusing on or mentioning Longwood, including the almost priceless value of a day’s worth of live programming from campus by all three major cable networks. Longwood topped many of the previous debate hosts—not only in the number of quality stories written but also in the number of networks that set up stages on campus—giving Longwood a significantly higher earned media figure than previous Vice Presidential Debate hosts.

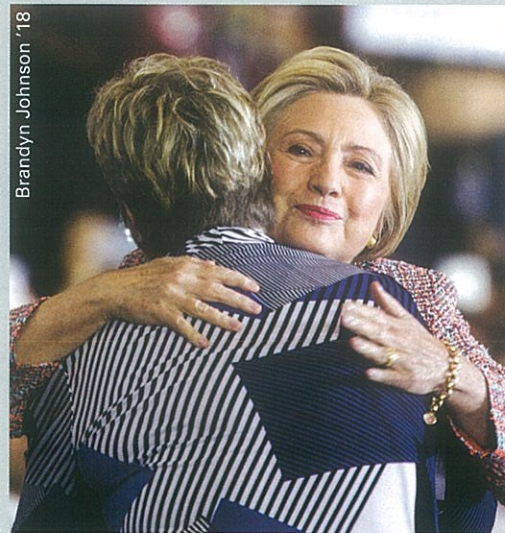
## Debate-themed classes focus on democracy at work

**Kelly Nelson’s printmaking students** are studying the role of letterpress printing in political art and propaganda, while Spanish and French classes taught by Dr. Lily Goetz and Dr. Heather Edwards are examining foreign language in the broader political discussion.

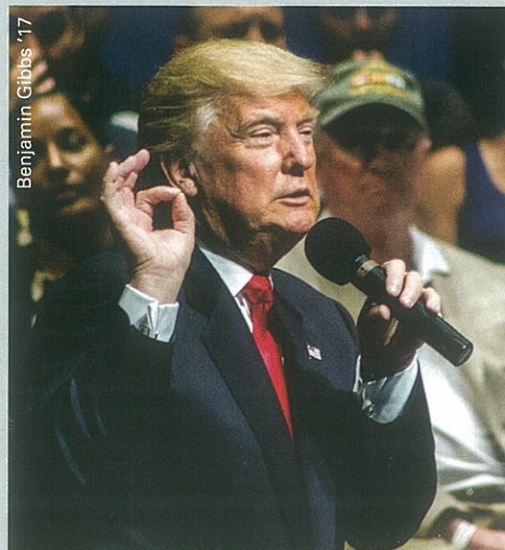
These are just two examples of the more than 30 debate-themed courses offered this fall—each focusing students on the democratic process at work. The courses span 15 disciplines, some with an unusual take on the topic, and many will serve as de facto pilots for a bold new general education curriculum focused on citizenship that will roll out at Longwood over the next few years.

At no other debate host institution have faculty members gone so far to incorporate the debate into the student academic experience.

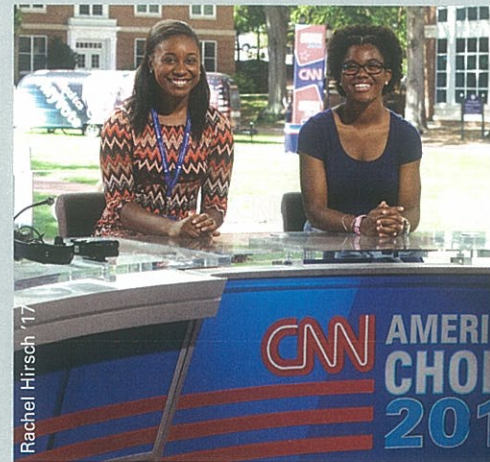
“The faculty have risen to the challenge and put their minds to work on exploring the themes of democracy, citizenship and elections from every conceivable angle,” said Dr. Pam Tracy, associate professor of communication studies and director of the Center for Faculty Enrichment, who coordinated the new course offerings with Dr. Derek Taylor, professor of English and director of the Committee on General Education.



Brandyn Johnson '18



Benjamin Gibbs '17



Rachel Hirsch '17

Above: Autumn Childress '18 (left) and Tia Dillahunt '18 serve as stand-ins on the CNN set built on campus. Childress, of Midlothian, and Dillahunt, of Leesburg, both communication studies majors, were covering debate activity as part of the debate-related classes they are taking this fall.

Left: These photos of Hillary Clinton and Donald Trump were taken by students in Professor Mike Mergen's Art 495: *On The Campaign Trail*, perhaps the most distinctive of this fall's debate-related offerings. The 11 photography students in the class traveled to the first Presidential Debate and to Trump, Clinton and Obama rallies, among other activities, employing their photojournalistic skills to interpret the political process through the lenses of their cameras. "Having media credentials felt kind of surreal. It was like we were actually part of the press for a big company. I never expected this kind of opportunity from a college class," said Brandyn Johnson '18, an art major from Newport News.





## **Core Curriculum Materials**

*copy follows as distributed on November 11, 2016*



**BOARD OF VISITORS**

**Core Curriculum Material**

***T A B L E O F C O N T E N T S***

	<u><b>Tab</b></u>
<b>Overview of Proposed New Core Curriculum</b> <b>Background, rationale, structure and requirements</b>	<b>A</b>
<b>Frequently Asked Questions</b>	<b>B</b>
<b>Sample Course Profile Submission Form</b> <b>Overview of CTZN 110: Inquiry into Citizenship, offering description of how</b> <b>an important element of the new curriculum would manifest itself to students</b> <b>in the classroom</b>	<b>C</b>
<b>Proposed Revisions to Faculty Policy and Procedures Manual, 2017-2018</b> <b>Language proposed for BOV consideration to revise FPPM in order to</b> <b>implement core curriculum</b>	<b>D</b>
<b>Academic Core Curriculum Committee White Paper</b> <b>Compilation of research and survey data from students, faculty, employers</b> <b>and others that were instrumental in core curriculum revision</b>	<b>E</b>



## The Core Curriculum

**BACKGROUND:** The Academic Core Curriculum Committee (ACCC) was appointed by Faculty Senate in Fall 2013 and comprises 13 faculty members from across departments and colleges. ACCC was charged with “analyzing our current General Education structure, researching best practices in general education, and developing an innovative proposal to revise our General Education curriculum to reflect the mission of Longwood and serve the best interests of future students.” The committee has studied Longwood’s current general education program (including its history and assessment), the current research on general education, and various universities’ general education programs. Throughout the past three years, the committee has sought faculty, staff, student, and administration input to help inform decisions and design of the program.

**SUMMARY OF THE CORE CURRICULUM:** The Core Curriculum consists of three levels (Foundations, Perspectives, and Symposium). Students must complete 39-40 credits to complete the program. At the Foundations level, students take 24-25 credits, comprised of two First-Year courses and one course from each of six Pillar categories. At the Perspectives level, students take 12 credits, by choosing one course from each of the following pairs or categories: Historical/Contemporary Perspectives OR Behavioral/Social Perspectives, Global Perspectives OR Aesthetic Perspectives, Quantitative Perspectives OR Scientific Perspectives, and World Languages Perspectives. As the culminating experience of the Core Curriculum, students take 3 credits, CTZN 410: *Symposium on the Common Good*.

**RATIONALE:** Longwood University’s 2014-18 Strategic Plan calls for 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.” In the current General Education program only goals 1 and 13 explicitly address the university mission of creating citizen leaders. The proposed new Core Curriculum arises from the academic definition of citizen leader, developed by the Academic Core Curriculum Committee and approved by Senate in the Core Curriculum Guiding Principles: A citizen leader is someone who is academically and personally transformed by knowledge, fundamental modes of inquiry, and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities.

[http://www.longwood.edu/assets/senate/ACCC\\_Guiding\\_Principles-Final.pdf](http://www.longwood.edu/assets/senate/ACCC_Guiding_Principles-Final.pdf)

The proposed Core Curriculum stresses integration and uses a tiered approach to student learning, while the current general education program was developed as 14 separate goals. Students can complete the current general education program without recognizing connections between the goals or without recognizing the connection between general education and their major.



The proposed Core Curriculum also incorporates the SCHEV competencies, while the current general education program does not. This integration will provide a more cohesive experience for student learning and assessment.

In 2018, the proposed Core Curriculum would be implemented for all incoming freshmen; upper-level and transfer students who enter under previous catalogs would still be under the current General Education program.

Below is a chart that summarizes the differences between the current General Education Program and the new Core Curriculum:

<b>Current General Education Program</b>	<b>Proposed Core Curriculum Program</b>
14 Goals	3 Levels
50 Student Learning Outcomes	19 Student Learning Outcomes
SCHEV competencies assessed outside General Education	SCHEV competencies assessed in Core Curriculum
Writing and Speaking Intensive Courses outside of General Education	Writing and Speaking Infused Courses throughout Core Curriculum
38 credits with 4-8 additional credits of language required	39 – 40 credits with no additional language required
Students may not count General Education courses towards their majors	Students may count up to three Core Curriculum courses towards each major
Internship required for each major	Internships determined by individual majors
Additional Degree Requirements are 6-7 credits outside of General Education	Additional Degree Requirements are 3-4 credits outside of Core Curriculum because of integrative nature of Core Curriculum courses

**For inclusion in the Undergraduate Catalog, 2018-2019:**

## **THE LONGWOOD UNIVERSITY CORE CURRICULUM**

The Core Curriculum experience, combined with students' disciplinary study in the major, fulfills Longwood's institutional mission to develop citizen leaders. A citizen leader is someone who is academically and personally transformed by knowledge of fundamental modes of inquiry and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities.

The Core Curriculum affords an extensive, intellectual vision for every Longwood graduate. Foundations courses that span the liberal arts and sciences – with a focus on effective communication, fundamental knowledge, and informed citizenship – form the pillars of the curriculum, providing each student with the broad horizons and scholarly curiosity characteristic of all educated citizens. Perspectives courses, which build upon the Foundations, are a series of visionary, integrative experiences that offer up-to-date, practical lenses facilitating more nimble, reflective thinking. The curriculum culminates in a Symposium on the Common Good that asks students to reflect upon and activate the skills and perspectives developed throughout their undergraduate career. Through the Core Curriculum, every Longwood student develops the imagination, forethought, discipline, confidence, and empathy required to make positive contributions to society.

### **Foundations Level**

**Definition:** At the Foundations level, students engage in creative inquiry, cultivate curiosity, and develop foundational knowledge and skills.

First-year and Pillar courses, which comprise the Foundations, introduce students to the nature of college-level academic work and disciplinary modes of thinking. Students take two required First-Year courses, Inquiry into Citizenship and Writing and Rhetoric, which inspire their curiosity and equip them with skills necessary for college success. Students exercise intellectual agency by choosing from a variety of Pillar courses to explore historical and contemporary insights, cultural norms and societal institutions, world languages and culture, the arts, and quantitative and scientific reasoning. All Pillar courses provide students with opportunities to practice at least one mode of communication: writing, speaking, or artistic expression. Students gain knowledge and skills in Pillar courses that provide a foundation for informed citizenship and for coursework at the Perspectives level and in their major.

**Student Learning Outcomes:** As they complete the Foundations, students will:

- a. Investigate foundations of citizenship, which include ethical reasoning, critical thought, and civil discourse.
- b. Describe and analyze continuity and change in one or more cultures.

- c. Evaluate cultural norms, societal institutions, and implicit and explicit assumptions about themselves.
- d. Develop skills for global citizenship through study of world languages and cultures.
- e. Explore and/or engage in creative and artistic expression.
- f. Analyze which quantitative reasoning methods best address different types of questions and apply them to various problems in context.
- g. Use scientific reasoning to address a variety of questions in context.
- h. Analyze and use writing conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own writing in order to improve.
- i. Analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

#### **FIRST-YEAR COURSES (6 credits)**

Students are required to take the following two courses during their first year at Longwood:

- **CTZN 110: *Inquiry into Citizenship***. This course uses an inquiry-based approach to introduce students to aspects of citizenship, with an emphasis on the development of critical thought, civil discourse, and applied ethical reasoning. Sections of the course pose discipline-specific topics and questions to facilitate students' exploration of citizenship. Students will build and refine their skills for academic success and will identify strengths and weaknesses in their oral communication. 3 credits. Speaking infused.
- **ENGL 165: *Writing and Rhetoric***. This course prepares students for the writing and research they will do throughout their university experience. Students will learn to explore, to analyze, and to inform within academic contexts using the most effective rhetorical strategies, structures, and media. They will also examine the conventions of structure, reference, and language of multiple disciplines. Students will identify the strengths and weaknesses in their written communication. 3 credits. Writing infused.

#### **PILLAR COURSES (18-19 credits)**

Students will choose one course from each pillar:

- **Historical and Contemporary Insights (3 credits)**
- **Human Behavior and Social Institutions (3 credits)**
- **Global Citizenship (3-4 credits)**
- **Aesthetic Expression (3 credits)**
- **Quantitative Reasoning (3 credits)**
- **Scientific Reasoning (3 credits)**

Pillar courses are introductory 100-200 level courses open to all students and have no prerequisites.

Programs designate which courses, if any, may be counted toward the major or minor. Students may count up to two Pillar Courses toward each major or minor. The Liberal Studies program and interdisciplinary minors may count courses from more than two Pillars.

At a minimum, students must complete 3 credits to satisfy each Pillar requirement.

Students may transfer Pillar courses from other institutions with appropriate approval (see Transfer Policy).

Students study world languages and cultures in the Global Citizenship Pillar. The world language sequence includes a 4-credit course at the Foundations level, followed by an integrated course at the Perspectives level. Students will be placed into a language course based on test scores or transfer credit. Advanced students who place directly into a Perspectives level World Language course must fulfill the Global Citizenship Pillar in a different discipline.

### Perspectives Level

**Definition:** At the Perspectives Level, students develop and articulate informed perspectives essential to participation in civic and global life by integrating knowledge and skills across disciplines.

Perspectives courses are disciplinary-based integrative learning experiences, intentionally designed to make explicit connections between courses, fields, and disciplines or between disciplinary knowledge and its application outside the classroom. These courses challenge students to master upper-level academic content, to develop the ability to understand issues from a variety of perspectives, and to practice the skills necessary to address those issues as an informed citizen. Perspectives courses are taught by a single instructor in a discipline or by multiple instructors from different disciplines. Research methods and modes of communication are further refined.

Student Learning Outcomes: As they complete the Perspectives Level, students will:

- a. Locate, evaluate, and organize information from multiple disciplines to develop, refine, and address questions.
- b. Use valid data and evidence from multiple disciplines to construct well-framed and well-supported arguments.
- c. Articulate how different cultural perspectives influence an understanding of civic or global issues.

- d. Collaborate with others to develop an informed perspective on a civic or global issue.
- e. Reflect on the processes used to develop perspectives and reach decisions.

### **PERSPECTIVES COURSES (12 credits)**

Students choose one course from each of the following categories:

- **Historical/Contemporary Perspectives OR Behavioral/Social Perspectives (3 credits)**
- **Global Perspectives OR Aesthetic Perspectives (3 credits)**
- **Quantitative Perspectives OR Scientific Perspectives (3 credits)**
- **World Languages Perspectives (3 credits)**

Perspectives courses are Longwood-distinctive courses and cannot be transferred from other institutions. Perspectives courses cannot be waived.

Students must complete the designated Pillar before taking the associated Perspectives course. Perspectives courses may also designate completion of an additional Pillar requirement and/or specific prerequisite courses. Perspectives courses are intended to be open to students in multiple majors; as such, prerequisite courses should not interfere with this intent.

Students may count no more than one Perspectives course toward each major or minor. The Liberal Studies program and interdisciplinary minors may count more than one course for the major or minor.

Students are expected to complete all Perspectives courses prior to taking the Symposium course. No more than one Perspectives course can be taken concurrently with the Symposium course. Perspectives courses cannot be taken after completion of the Symposium course.

### **The Symposium**

**Definition:** In the Symposium, students prepare to serve the common good by applying their cumulative knowledge, skills, and perspectives from the whole of their university experience.

The Symposium on the Common Good is the culmination of the Core Curriculum experience. The course is designed to engage students in critical deliberation of citizenship and the issues citizens face in their communities. The Symposium will support students' investigation, discussion, and advocacy of a position on a civic issue.

The Symposium is organized around a broad theme, rotated on a regular basis, ideally three to six years. The Symposium creates a common shared experience across sections of the course. Faculty design their Symposium section to support students' exploration of issues and challenges relating to the broad theme. The Symposium experience results in a public, campus-wide Symposium Day to move students from discussion to action and to highlight the Symposium course as a common experience for Longwood citizen leaders.

Student Learning Outcomes: As they complete the Symposium, students will

- a. Examine the ethical consequences of their own decisions, so as to be responsible citizens.
- b. Examine the implications for themselves and others of decisions made in local, regional, or global contexts.
- c. Advocate for, and respond to criticisms of, a position while practicing civil discourse.
- d. Explore collaboratively how the complexities of a community issue require a variety of disciplinary approaches.
- e. Reflect upon how the core curriculum, their major, and their extracurricular activities have played and will continue to play a role in their transformation into citizen leaders.

### **SYMPOSIUM (3 credits)**

Students will take

- **CTZN 410: Symposium on the Common Good.** Students will prepare to serve the common good by applying the knowledge, skills, and perspectives gained throughout their core curriculum, major classes, and extracurricular activities. In relation to a common theme and a specific community issue, students will synthesize and analyze information from multiple disciplines and generate a product for public consideration. Can be repeated for credit as CTZN 420 when the theme or topic changes. Prerequisites: 3 Perspectives level courses; only 1 Perspectives course may be taken concurrently with CTZN 410. 3 credits. Writing infused, speaking infused.

### **Program Requirements**

To complete the Core Curriculum, all students must complete one course from the humanities or the arts; one course from the behavioral or social sciences; and one course from mathematics or natural sciences.

Each major or minor program may offer courses in no more than two of the following categories: Historical/Contemporary, Behavioral/Social, Global Citizenship, Aesthetic, Quantitative, and

Scientific. Interdisciplinary majors and minors, such as Liberal Studies, are exempt from this policy.

Courses may be offered by a single department or may be cross-listed in different categories when the course is co-taught. If a course is cross-listed in different categories, students may count it toward the completion of only one requirement.

### **Communication Infusion**

Improving communication skills takes practice in a variety of settings. As such, communication will be infused in all Core Curriculum courses.

In Writing-Infused courses, students will regularly engage in written exercises and assignments while working to achieve course objectives and Core Curriculum outcomes. Faculty will provide feedback and allow opportunities for students to improve their writing skills throughout the course.

In Speaking-Infused courses, students will regularly engage in speaking opportunities, exercises, and/or assignments while working to achieve course objectives and Core Curriculum outcomes. Faculty will provide feedback and allow opportunities for students to improve their speaking skills throughout the course.

In Arts-Applied courses, students will regularly engage in creative and artistic expression. Faculty provide feedback and allow opportunities for students to improve their artistic expression skills throughout the course.

### **Transfer Credit and Articulation**

Students may receive transfer credit for all Foundations courses in the Core Curriculum except for Inquiry into Citizenship. Transfer credit is not accepted for courses in the Perspectives level or the Symposium.

Students entering Longwood with an Associate's Degree earned after high school and accepted under Longwood University's articulation agreements are exempt from all Foundations courses and from the World Languages Perspectives 200-level course.

Students entering Longwood with an Associate's Degree earned in high school (dual enrollment) and accepted under Longwood University's articulation agreements must take CTZN 265: Writing and Citizenship in lieu of the First-Year courses. Students are exempt from all other Foundations courses and from the World Languages Perspectives 200-level course.

Students with Associate's Degrees are not exempt from specific pre-requisites for Perspectives courses or from major requirement.

**For inclusion in the Undergraduate Catalog, 2018-2019:**

## **ACADEMIC REQUIREMENTS**

### **The Longwood University Core Curriculum Program**

The Core Curriculum affords an extensive, intellectual vision for every Longwood graduate. Foundations courses that span the liberal arts and sciences – with a focus on effective communication, fundamental knowledge, and informed citizenship – form the pillars of the curriculum, providing each student with the broad horizons and scholarly curiosity characteristic of all educated citizens. Perspectives courses, which build upon the Foundations, are a series of visionary, integrative experiences that offer up-to-date, practical lenses facilitating more nimble, reflective thinking. The curriculum culminates in a Symposium on the Common Good that asks students to reflect upon and activate the skills and perspectives developed throughout their undergraduate career. Through the Core Curriculum, every Longwood student develops the imagination, forethought, discipline, confidence, and empathy required to make positive contributions to society. A total of 39-40 credit hours is required for the Core Curriculum Program.

### **FOUNDATIONS**

At the Foundations level, students take 24-25 credits, comprised of the following:

- CTZN 110: *Inquiry Into Citizenship* (3 credits)
- ENGL 165: *Writing and Rhetoric* (3 credits)
- Pillar Courses (18-19 credits)
  - Historical and Contemporary Insights (3 credits)
  - Human Behavior and Social Institutions (3 credits)
  - Global Citizenship (3-4 credits)
  - Aesthetic Expression (3 credits)
  - Quantitative Reasoning (3 credits)
  - Scientific Reasoning (3 credits)

Pillar courses are introductory 100-200 level courses open to all students and have no prerequisites.

Programs designate which courses, if any, may be counted toward the major or minor. Students may count up to two Pillar Courses toward each major or minor. The Liberal Studies program and interdisciplinary minors may count courses from more than two Pillars.

At a minimum, students must complete 3 credits to satisfy each Pillar requirement.

Students may transfer Pillar courses from other institutions with appropriate approval (see Transfer Policy).



Students study world languages and cultures in the Global Citizenship Pillar. The world language sequence includes a 4-credit course at the Foundations level, followed by an integrated course at the Perspectives level. Students will be placed into a language course based on test scores or transfer credit. Advanced students who place directly into a Perspectives-level World Language course must fulfill the Global Citizenship Pillar in a different discipline.

## PERSPECTIVES

At the Perspectives level, students take 12 credits, by choosing one course from each of the following pairs or categories:

- Historical/Contemporary Perspectives OR Behavioral/Social Perspectives (3 credits)
- Global Perspectives OR Aesthetic Perspectives (3 credits)
- Quantitative Perspectives OR Scientific Perspectives (3 credits)
- World Languages Perspectives (3 credits)

Perspectives courses are Longwood-distinctive courses and cannot be transferred from other institutions. Perspectives courses cannot be waived.

Students must complete the designated Pillar before taking the associated Perspectives course. Perspectives courses may also designate completion of additional Pillar requirements and/or specific pre-requisite Pillar courses (see Course Descriptions).

Students may count no more than one Perspectives course toward each major or minor. The Liberal Studies program and interdisciplinary minors are exempt from this restriction.

Students are expected to complete all Perspectives courses prior to taking the Symposium course. No more than one Perspectives course can be taken concurrently with the Symposium course. Perspectives courses cannot be taken after completion of the Symposium course.

## SYMPOSIUM

Students take 3 credits, CTZN 410: *Symposium on the Common Good*.

## Core Curriculum Program Requirements

To complete the Core Curriculum, all students must complete one course from the humanities or the arts; one course from the behavioral or social sciences; and one course from mathematics or natural sciences.

Each major or minor program may offer courses in no more than two of the following categories: Historical/Contemporary, Behavioral/Social, Global Citizenship, Aesthetic, Quantitative, and

Scientific. Interdisciplinary majors and minors, such as Liberal Studies, are exempt from this policy.

Courses may be offered by a single department or may be cross-listed in different categories when the course is co-taught. If a course is cross-listed in different categories, students may count it toward the completion of only one requirement.

### **Additional Requirements for Specific Degree**

In addition to the courses required for the Core Curriculum Program, students are required to take an additional course to earn a degree. This course may be specified by the major.

Bachelor of Arts Degree – one course in Humanities or Foreign Language

Bachelor of Fine Arts Degree – one course in Humanities, Foreign Language, or Social Science

Bachelor of Science Degree – one course in Computer Science, Mathematics, Natural Science, or Social Science

Bachelor of Science in Business Administration Degree – one course in Mathematics or Natural Science

Bachelor of Science in Nursing Degree – one course in Natural Science or Social Science

Bachelor of Music Degree – one course in Humanities



# SUMMARY OF THE PROPOSED LONGWOOD UNIVERSITY CORE CURRICULUM

## Academic Core Curriculum Committee – September 2016

### WHAT IS THE DESIGN OF THE PROPOSED CORE CURRICULUM?

The Core Curriculum consists of three levels: Foundations, Perspectives, and Symposium.

Students must complete 39-40 credits to complete the program.

- Foundations level (24-25 credits)
- Perspectives level (12 credits)
- The Symposium (3 credits)

At the **Foundations** level, students engage in creative inquiry, cultivate curiosity, and develop foundational knowledge and skills in the disciplines. The Foundations level consists of two First-Year courses -- CTZN 110: *Inquiry into Citizenship* and ENGL 165: *Writing & Rhetoric* – and one course from each of six Pillar categories listed below. These Pillar categories are based on the student learning outcomes for the Foundations level.

- Historical & Contemporary Insights (3 credits)
- Human Behavior & Social Institutions (3 credits)
- Global Citizenship (3-4 credits)
- Aesthetic Expression (3 credits)
- Quantitative Reasoning (3 credits)
- Scientific Reasoning (3 credits)

At the **Perspectives** level, students develop and articulate informed perspectives essential to participation in civic and global life by integrating knowledge and skills across disciplines. Perspectives are disciplinary-based integrative learning experiences, intentionally designed to make explicit connections between courses, fields of study, and disciplines or between disciplinary knowledge and its application outside the classroom. Students choose one course from each of the following categories or pairs of categories:

- World Languages Perspectives
- Historical/Contemporary Perspectives OR Behavioral/Social Perspectives
- Global Perspectives OR Aesthetic Perspectives
- Quantitative Perspectives OR Scientific Perspectives

The culminating experience of the Core Curriculum is **The Symposium**. Students take CTZN 410: *Symposium on the Common Good*. CTZN 410 is designed to engage students in critical deliberation of citizenship and the issues citizens face in their communities.

The Symposium is organized around a broad theme, rotated on a regular basis, ideally three to six years. The Symposium and its theme create a common shared experience across sections of the course. Faculty design their Symposium section to support students' exploration of issues and challenges relating to the broad theme through a disciplinary lens. The Symposium course results in a public, campus-wide Symposium Day to move students from discussion to action and to highlight the Symposium course as a common experience for Longwood citizen leaders.

## WHY THIS DESIGN?

- Builds more intentionally on our university mission to develop citizen leaders who are prepared to make positive contributions to the common good of society.
  - In our current General Education program, only Goals 1 (LSEM) and 13 (ENGL 400) explicitly mention citizen leadership.
  - As part of its work, the Academic Core Curriculum Committee developed a set of Guiding Principles, approved by Faculty Senate, that includes an academic definition of citizen leader: *A citizen leader is someone who is academically and personally transformed by knowledge, fundamental modes of inquiry, and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities.*
  
- Connects the Core Curriculum more intentionally to a student's major.
  - This design addresses the perception that General Education is just a “bunch of classes” students need to “get out of the way” before they get to their major coursework.
  - The Perspectives level is based on integrative learning experiences, so that students can make intentional and explicit connections between disciplines, courses, and fields or make connections between an academic discipline and a context outside the classroom.
  - In the Symposium course, students will collaborate with students from other disciplines. This collaboration will help them build connections between disciplines and fields of study to address a civic issue.
  - Students will be able to count up to three Core Curriculum classes – two Pillar courses and one Perspectives course – toward each major or minor, so they can better see the relationship between the Core and their courses for their degree program(s).
  
- Emphasizes skills students need to be engaged citizens and to lead successful and fulfilling lives. In addition to the content knowledge acquired in their courses, students will learn and practice
  - civil discourse, ethical reasoning, and critical thinking.
  - writing or speaking skills throughout the Core Curriculum.
  - thinking creatively and communicating through artistic production.
  - the ability to look at problems from different perspectives and to think in integrative ways at the Perspectives level and in the Symposium.
  - quantitative and scientific reasoning.
  - a world language to develop a better understanding of other cultures and languages, as well as their own.
  
- Reduces students' required credit hours for the Core Curriculum and Additional Degree Requirements to give students more room to pursue minors or double majors.
  - Our current General Education program requires 38 credits plus potentially 4-8 additional credits of world language in order to fulfill the 201 requirement; the proposed Core requires 39-40 credits with no additional credits of world language.
  - The world language requirement is built into the Core as two courses, one at the Foundations level in the Global Citizenship Pillar and one at the World Languages Perspectives level. Students will be able to place out of the Global Citizenship language

- course. Such a placement would not exempt a student from the Pillar requirement; the student will fulfill the Pillar requirement with a course from another discipline.
- Our current Additional Degree Requirements are 6-7 credits outside of General Education and in addition to the major. In the new Core, Additional Degree Requirements will be only an additional 3-4 credits because of the integrative nature of the Perspectives level courses.
- Aspires to make our assessment practices more efficient and meaningful.
    - Our current General Education program has 14 goals and 50 student learning outcomes; the new program has 3 levels and 19 student learning outcomes
    - SCHEV competencies are currently assessed outside of General Education; they will be assessed within the Core.
    - The current Writing and Speaking Intensive courses in the major will be replaced with Writing- and Speaking-Infused courses throughout the Core.
  - Makes room for and encourages faculty creativity and collaboration.
    - There are opportunities to build team-taught courses that integrate disciplines and fields.
    - There is room to create and develop themed pathways or learning communities within the Core.

## WHAT ARE THE STUDENT LEARNING OUTCOMES FOR THE CORE CURRICULUM?

### Foundations

**Definition:** At the Foundations level students will engage in creative inquiry, cultivate curiosity, and develop foundational knowledge and skills.

As they complete the Foundations, students will

- a. Investigate the foundations of citizenship, which include ethical reasoning, critical thought, and civil discourse.
- b. Describe and analyze continuity and change in one or more cultures.
- c. Evaluate cultural norms, societal institutions, and implicit and explicit assumptions about themselves.
- d. Develop skills for global citizenship through the study of world languages and cultures.
- e. Explore and/or engage in creative and artistic expression.
- f. Analyze which quantitative reasoning methods best address different types of questions and apply them to various problems in context.
- g. Use scientific reasoning to address a variety of questions in context.
- h. Analyze and use writing conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own writing in order to improve.
- i. Analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

### Perspectives

**Definition:** At the Perspectives level, students develop and articulate informed perspectives essential to participation in civic and global life by integrating knowledge and skills across disciplines.

As they complete the Perspectives level, students will

- a. Locate, evaluate, and organize information from multiple disciplines to develop, refine, and address questions.
- b. Use valid data and evidence from multiple disciplines to construct well-framed and well-supported arguments.
- c. Articulate how different cultural perspectives influence an understanding of civic or global issues.
- d. Collaborate with others to develop an informed perspective on a civic or global issue.
- e. Reflect on the processes used to develop perspectives and reach decisions.

### **The Symposium**

**Definition:** In the Symposium, students will prepare to serve the common good by applying their cumulative knowledge, skills, and perspectives from the whole of their university experience.

As they complete the Symposium, students will

- a. Examine the ethical consequences of their own decisions, so as to be responsible citizens.
- b. Examine the implications for themselves and others of decisions made in local, regional, or global contexts.
- c. Advocate for, and respond to criticisms of, a position while practicing civil discourse.
- d. Explore collaboratively how the complexities of a community issue require a variety of disciplinary approaches.
- e. Reflect upon how the core curriculum, their major, and their extracurricular activities have played and will continue to play a role in their transformation into citizen leaders.

### **WHEN WOULD THE NEW CORE CURRICULUM BEGIN?**

- If approved, freshmen entering in Fall 2018 would be under the new Core Curriculum. All other students would still be under the current General Education program.
- Transfer students entering in Fall 2020 would be required to follow the new Core Curriculum.
- The new Core Curriculum would be phased in one year at a time, while a teach-out plan for our current General Education program will be developed.

### WHO WOULD LEAD THE IMPLEMENTATION PROCESS?

- A new Core Curriculum Committee is being proposed for approval by Faculty Senate. This Committee will replace the current General Education Committee.
- A new Director of Core Curriculum and three Coordinators – for the Inquiry into Citizenship course, for the Writing & Rhetoric course, and for Symposium – will lead faculty in the development and coordination of the new curriculum.

### HOW WILL THIS PROPOSED CURRICULUM BE IMPLEMENTED?

- Each major or minor may offer courses in no more than two of the following categories: Historical & Contemporary Insights, Human Behavior & Social Institutions, Global Citizenship, Aesthetic Expression, Quantitative Reasoning, and Scientific Reasoning. Interdisciplinary majors and minors, such as Liberal Studies, are exempt from this policy.
- Inquiry into Citizenship sections and Pillar courses allow students to be exposed to and to explore your discipline.
- Majors may reserve up to 50% of seats in each section it offers in a Foundations course (First-Year and Pillar courses) or of a Perspectives course.
- Courses may be offered by a single department or may be cross-listed in different categories when the course is co-taught. If a course is cross-listed in different categories, students may count it toward the completion of only one requirement.
- Course Sizes: To provide more opportunities for classroom interaction, most Core Curriculum courses have caps of 25 students. The courses below have the following caps:
  - Scientific courses with labs have 24 students.
  - Inquiry into Citizenship sections have 20 students.
  - Writing & Rhetoric sections and Symposium on the Common Good sections have 18 students.
  - Aesthetic Expression courses with studios have 15 students.
- All Core Curriculum courses will have to incorporate writing-infused, speaking-infused, or arts-applied assignments (see descriptions of course requirements for communication assignments below).
- Any internship requirements will be decided by major programs. This provides major programs with the opportunity to develop alternative capstone experiences for their students.



## WHAT ARE THE CORE REQUIREMENTS FOR COMMUNICATION ASSIGNMENTS?

- Improving effective communication and expression require practice in a variety of contextual settings. As such, all courses in the Core Curriculum will explicitly infuse communication throughout the entirety of the course.
- CTZN 110: *Inquiry into Citizenship* will be speaking-infused. At least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
- ENGL 165: *Writing & Rhetoric* will be writing-infused. At least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
- Pillar courses may choose to be writing-infused or speaking-infused. Courses in the Aesthetic Expression Pillar may instead choose to be arts-applied.
  - For writing-infused or speaking-infused courses, at least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
  - For arts-applied courses, at least 50% of the final course grade will be awarded from exercises/assignments that require the student to apply artistic skills and knowledge to produce art.
- Perspectives courses may choose to be writing-infused or speaking-infused. Courses in the Aesthetic Expression Perspectives category may instead choose to be arts-applied.
  - For writing-infused or speaking-infused courses, at least 10% of the final course grade will be awarded from communication-infused exercises/assignments.
  - For arts-applied courses, at least 50% of the final course grade will be awarded from exercises/assignments that require the student to apply artistic skills and knowledge to produce art.
  - The World Languages Perspectives course will be both writing-infused and speaking-infused. At least 10% of the final course grade will be comprised from writing-infused exercises/assignments and at least another 10% of the final course grade will be comprised from speaking-infused exercises/assignments.
- CTZN 410: *Symposium on the Common Good* will be both writing-infused and speaking-infused. At least 15% of the final course grade will be comprised from writing-infused exercises/assignments and at least another 15% of the final course grade will be comprised from speaking-infused exercises/assignments.

## WHERE CAN I REVIEW ALL THE DETAILS?

- More details are at [blogs.longwood.edu/accc](http://blogs.longwood.edu/accc).
- Policy proposals are available at <http://solomon.longwood.edu/offices--departments/faculty-senate/reports/>



**CURRICULUM FORM**  
**NEW COURSE: CTZN 110: INQUIRY INTO CITIZENSHIP**

Implementation Catalog Year: 2018-19

Submission Date: 8/30/2016

Catalog Copy	CTZN 110: <i>Inquiry into Citizenship</i> . This course uses an inquiry-based approach to introduce students to aspects of citizenship, with an emphasis on the development of critical thought, civil discourse, and applied ethical reasoning. Sections of the course pose discipline-specific topics and questions to facilitate students' exploration of citizenship. Students will build and refine their skills for academic success and will identify strengths and weaknesses in their oral communication. 3 credits. Speaking infused.
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Attach a proposed syllabus in the format specified by the FPPM. Two sample syllabi are attached.

**II. REQUIRED FOR MAJOR, MINOR, CONCENTRATION**

Part of the new Core Curriculum.

**III. RATIONALE FOR COURSE**

- Students in the new Core Curriculum begin by taking two courses at the freshman level; this is one of those courses. Incoming freshmen will be introduced to academic inquiry as a fundamental part of college study and at the heart of both a liberal arts core curriculum and an educated citizen.
- Different instructors will approach various aspects of citizenship from a disciplinary approach. Students in a particular course may learn how work in their major plays a larger societal role or how a discipline unknown to them offers key insights into citizenship. This course will kindle an intellectual "fire in the belly" for further exploration.
- Students will investigate foundations of citizenship, which include ethical reasoning, critical thought, and civil discourse.
- Students will analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

**IV. RESOURCE ASSESSMENT**

**A. How frequently do you anticipate offering this course?**

Fall and spring semesters to meet incoming freshmen student demand.

**B. Describe anticipated staffing for the course including any changes in existing faculty assignments:**

Will require a course coordinator and faculty from across disciplines to propose topics.

**C. Estimate the cost of required new equipment:**

None.

**D. Estimate the cost of and describe additional library resources:**

None.

**E. Will the change require additional computer use, hardware or software?**  Yes  No

If yes, please describe and estimate the cost: Click here to respond

**F. Will a course fee be assessed?**  Yes  No

If yes, the **Fee Recommendation Worksheet** must accompany this form. See the Budget Office forms page at <http://www.longwood.edu/budget/forms.htm>.

All curriculum proposals/changes are processed in the date order received.

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

APPROVAL SIGNATURES

COURSE: CTZN 110: *Inquiry into Citizenship*

	Date received	Date approved	Signature
1. Academic Core Curriculum Committee Chair	_____	_____	_____
2. EPC Chair	_____	_____	_____
3. Date received by Registrar	_____		

## CTZN 110: Inquiry into Citizenship

### Am I My Brother's Keeper?

Professor Y

#### Contact Information

**Course Description:** This course uses an inquiry-based approach to introduce students to aspects of citizenship, with an emphasis on the development of critical thought, civil discourse, and applied ethical reasoning. Sections of the course pose discipline-specific topics and questions to facilitate students' exploration of citizenship. Students will build and refine their skills for academic success and will identify strengths and weaknesses in their oral communication. 3 credits. Speaking infused.

**Section Description:** In this CTZN 110 section, students will be asked to articulate, defend, and expand their own beliefs about fate, personal responsibility, and responsibility toward others. By contrasting the belief systems of the Greek philosopher Epictetus with those of 18<sup>th</sup>- and 20<sup>th</sup>-century Americans and 20<sup>th</sup>-century Senegalese women, students will gain exposure to a variety of ways of interacting with others. Ultimately, students will learn to consider questions about the responsibilities of a citizen.

#### **Core Curriculum Course Outcome:**

Through this course, students will investigate the foundations of citizenship, which include ethical reasoning, critical thought, and civil discourse.

**Course Objectives:** Through this course, students will

1. describe and evaluate the responsibilities of citizenship, including one's personal responsibility and responsibility toward others.
2. analyze and critically respond to a variety of texts using written and oral arguments.
3. analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

#### **Required Texts:**

1. *The Handbook of Epictetus*. From Wikipedia: "Epictetus taught that philosophy is a way of life and not just a theoretical discipline. To Epictetus, all external events are determined by fate, and are thus beyond our control; we should accept whatever happens calmly and dispassionately. However, individuals are responsible for their own actions, which they can examine and control through rigorous self-discipline."
2. Stanley Milgram, *Obedience to Authority*. From Amazon: "In the 1960s Yale University psychologist Stanley Milgram famously carried out a series of experiments that forever changed our perceptions of morality and free will. The subjects—or "teachers"—were instructed to administer electroshocks to a human "learner," with the shocks becoming progressively more powerful and painful. Controversial but now strongly vindicated by the scientific community, these experiments attempted to determine to what extent people will obey orders from authority figures regardless of consequences. 'Milgram's experiments on obedience have made us more aware of the dangers of uncritically accepting authority,' wrote Peter Singer in the *New York Times Book Review*."

3. *Mariama Bâ, So Long a Letter*, a semi-autobiographical epistolary novel set during the years after Senegal's independence from France. Its theme is the condition of women in Western African society and depicts differing solutions to questions of marriage and divorce, national independence, religious structures, and parenthood.
4. *The New York Times* (or a national blog), to help with timely examples of civil (and uncivil) discourse and the cultivation of curiosity, and *The Declaration of Independence*.

**Evaluation/Assessment:**

Active discussion leadership & participation	15%
Reading quizzes & Reflections	15%
3 Essays on Readings	45%
Oral Presentation	5%
Final Exam	20%

**Speaking-infused assignments:**

1. This class will be run as a discussion seminar. Class participation is expected every day.
2. Students will also have to facilitate one classroom discussion during the semester.
3. Students will give one oral presentation relating current events to the themes of personal responsibility discussed in the course texts.

**Assignments:** In addition to the speaking-infused assignments and short reading quizzes or reflection papers, students will complete three papers of 3-4 pages each, one after each major reading. The final exam might be a case study on a thorny question, requiring students first to synthesize how Epictetus, Milgram, and Bâ would offer a solution, and then generate a thoughtful personal solution.

**Class Schedule:**

**Weeks 1-2**     *The Declaration of Independence* & The Foundations of Citizenship

Introduction to the responsibilities of citizenship, ethical reasoning, civil discourse

Discussion of current events relating to issues of personal responsibility and community

Study skills: How to participate in a seminar-style course; How to evaluate media sources

**Weeks 3-6**     *The Handbook of Epictetus*.

Study skills: How to manage all this reading; How to read and annotate a text

**First Paper Due on Epictetus**

**Weeks 7-10**     Stanley Milgram, *Obedience to Authority*.

Study skills: How to revise and write papers

**Second Paper Due on Milgram**

**Weeks 11-14** Mariama Bâ, *So Long a Letter*.

Study Skills: How to prepare for oral presentations and exams

**Third Paper Due on Bâ**

**Week 15** Oral Presentations focused on current events and course texts

**Week 16** Final Exam

**Grading Scale:** A 100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; F 59-0

**Attendance Policy**

The instructor reserves the right to reduce a student's final grade by one letter grade for missing 10% of the class time. Missing 25% of the course time will guarantee an "F" for the semester.

**Honor Code Statement**

The University Honor Code will be followed in this class. At any time, you might be asked to write the pledge on your work:

*I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.*

Specifically, students will be given explicit instruction in the understanding of and avoidance of plagiarism. The definition per University Honor & Integrity Board is:

1. Handing in as one's own a paper or assignment purchased from a term paper service or any other source.
2. Copying another's paper or work and handing it in as one's own.
3. Taking a paper or work from a file not one's own and handing it in as one's own.
4. Intentionally footnoting an incorrect source.
5. Appropriating passages or ideas from another and using them as one's own without proper documentation.
6. Quoting a written source on an exam, test, paper, or homework assignment without citation when it is requested by the instructor to present one's own work.

The university honor code states that this offense could lead to automatic failure in the course and possible expulsion from the college.



**Alternate Format**

If you have a disability and require accommodations, please meet with me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you will need to register with the Office of Disability Resources (Graham Hall, 395-4935). The office will require appropriate documentation of disability. All information is kept confidential.

**Incllement Weather Policy**

In the event that the university announces a delay or cancelling of class, the instructor will notify students via email or digital course delivery system (Canvas, webpage, etc.) how they are to proceed with course material.

## CTZN 110: INQUIRY INTO CITIZENSHIP

### ARE ELECTIONS FAIR?

Professor X

Meeting Time

**Course Description:** This course uses an inquiry-based approach to introduce students to aspects of citizenship, with an emphasis on the development of critical thought, civil discourse, and applied ethical reasoning. Sections of the course pose discipline-specific topics and questions to facilitate students' exploration of citizenship. Students will build and refine their skills for academic success and will identify strengths and weaknesses in their oral communication. 3 credits. Speaking infused.

**Section description:** This section will investigate various types of voting systems and their fairness. Topics may include yes-no voting, plurality voting, apportionment, gerrymandering, and the power of elected officials.

**Core Curriculum Course Outcomes:** Through this course, students will

1. investigate the foundations of citizenship, which include ethical reasoning, critical thought, and civil discourse.
2. analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

**Course Objectives:** Through this course, students will

1. use various apportionment methods, compare their results, and explain whether those results are ethical or unethical.
2. use various voting methods, compare their results, and explain whether those results are ethical or unethical.
3. explain how various voting methods and apportionment methods influence the political power structure.

#### **Required Text/Resources:**

1. Common First Year resources, possibly available to all sections:
  - a. Reading 1- Perspective on citizenship
  - b. Reading 2- Perspective on ethics
  - c. Speaking resource developed for this course
2. Specific resources required by professor
  - a. Mathematics and Politics. Alan D. Taylor and Allison M. Pacelli. Springer, 2009.

#### **Evaluation/Assessment:**

Active class participation	10%
Group Presentations	25%
Homework and Tests	65%

Revised August 2016

Deadline for inclusion in next year's catalog:  
March 1<sup>st</sup> to EPC

**Speaking-infused:**

1. This class will require group work each day. Each student is expected to actively participate in all group and class discussions. Each group member should be prepared to represent their group decisions in class discussions.
2. Two group oral presentations will be required in this course.

**Class Schedule:**

**Weeks 1-2**      Citizenship

Ethical reasoning introduction

Study skills: working in groups, oral communication

**Weeks 3-5**      Yes-No Voting

Weighted Voting vs. Non-weighted Voting

Trade Robustness vs. Swap Robustness

Ex) U.S. Federal System, U.N. Security Council

Study skills: mathematics homework, mathematics test taking skills

**First Test**

**Week 6-8**      Social Choice Procedures

Desirable Properties of Voting Procedures

Advantages and Disadvantages of Procedures

Ex) Third party candidates in state and presidential elections

Study skills: oral presentations

**Group Presidential Election Presentations**

Groups present their analysis of who would have won a previous election if another voting system was used and determine its fairness

**Week 9-11** Apportionment Methods

Apportionment Problem and Properties

Apportionment Methods and their Advantages and Disadvantages

Ex) Africa and Middle East

**Second Test**

**Week 12-14** Apportionment of State Voting Districts

Fair Division

Gerrymandering

Study skills: using maps, graphs and charts

**Week 15** Group Apportionment Presentations

Groups present their proposed apportionment of Virginia and explain its fairness

**Week 16** Final Exam

**Grading Scale:** A 100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; F 59-0

**Attendance Policy**

The instructor reserves the right to reduce a student's final grade by one letter grade for missing 10% of the class time. Missing 25% of the course time will guarantee an "F" for the semester.

**Honor Code Statement**

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7. Handing in as one's own a paper or assignment purchased from a term paper service or any other source.
8. Copying another's paper or work and handing it in as one's own.
9. Taking a paper or work from a file not one's own and handing it in as one's own.
10. Intentionally footnoting an incorrect source.
11. Appropriating passages or ideas from another and using them as one's own without proper documentation.
12. Quoting a written source on an exam, test, paper, or homework assignment without citation when it is requested by the instructor to present one's own work.

The university honor code states that this offense could lead to automatic failure in the course and possible expulsion from the college.

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**Inclement Weather Policy**

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**For inclusion in the Faculty Policies and Procedures Manual, 2017-2018:**

**FPPM Proposal for Section II: Instruction and Advising**  
**THE LONGWOOD UNIVERSITY CORE CURRICULUM**

**I. PURPOSE**

The Core Curriculum experience, combined with students' disciplinary study in the major(s), fulfills Longwood's institutional mission to develop citizen leaders. A *citizen leader* is someone who is academically and personally transformed by knowledge of fundamental modes of inquiry and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities.

The Core Curriculum affords an extensive, intellectual vision for every Longwood graduate. Foundations courses that span the liberal arts and sciences – with a focus on effective communication, fundamental knowledge, and informed citizenship – form the pillars of the curriculum, providing each student with the broad horizons and scholarly curiosity characteristic of all educated citizens. Perspectives courses, which build upon the Foundations, are a series of visionary, integrative experiences that offer up-to-date, practical lenses facilitating more nimble, reflective thinking. The curriculum culminates in a Symposium on the Common Good that asks students to reflect upon and activate the skills and perspectives developed throughout their undergraduate career. Through the Core Curriculum, every Longwood student develops the imagination, forethought, discipline, confidence, and empathy required to make positive contributions to society.

**II. STRUCTURE**

**A. FOUNDATIONS LEVEL**

1. At the Foundations level, students engage in creative inquiry, cultivate curiosity, and develop foundational knowledge and skills.
2. First-year and Pillar courses, which comprise the Foundations, introduce students to the nature of college-level academic work and disciplinary modes of thinking.
3. Students will take 6 credits of required First-Year courses, Inquiry into Citizenship (3 credits) and Writing and Rhetoric (3 credits), which inspire their curiosity and equip them with skills necessary for college success.
4. Students will fulfill 18-19 credits of Pillar Courses, by choosing one course from each pillar:
  - i. Historical and Contemporary Insights (3 credits)
  - ii. Human Behavior and Social Institutions (3 credits)
  - iii. Global Citizenship (3-4 credits)
  - iv. Aesthetic Expression (3 credits)
  - v. Quantitative Reasoning (3 credits)
  - vi. Scientific Reasoning (3 credits)

5. Pillar courses are introductory 100-200 level courses open to all students and have no prerequisites.
6. Programs designate which courses, if any, may be counted toward the major or minor. Students may count up to two Pillar Courses toward each major or minor. Students in the Liberal Studies program and students pursuing an interdisciplinary minor are exempt from this restriction.
7. At a minimum, students must complete 3 credits to satisfy each Pillar requirement. A sequence of 1-credit courses is acceptable. A course may be more than 3 credits without special permission.
8. Students may transfer Pillar courses from other institutions with appropriate approval (see Transfer Policy in Catalog).
9. Students study world languages and cultures in the Global Citizenship Pillar. The world language sequence includes a 4-credit course at the Foundations level, followed by an integrated course at the Perspectives level. Students will be placed into a language course based on test scores or transfer credit. Advanced students who place directly into a Perspectives-level World Language course must fulfill the Global Citizenship Pillar in a different discipline.

#### B. PERSPECTIVES LEVEL

1. At the Perspectives Level, students develop and articulate informed perspectives essential to participation in civic and global life by integrating knowledge and skills across disciplines.
2. Perspectives courses are disciplinary-based integrative learning experiences, intentionally designed to make explicit connections between courses, fields, and disciplines or between disciplinary knowledge and its application outside the classroom. These courses challenge students to master upper-level academic content, to develop the ability to understand issues from a variety of perspectives, and to practice the skills necessary to address those issues as an informed citizen. Perspectives courses are taught by a single instructor in a discipline or by multiple instructors from different disciplines. Research methods and modes of communication are further refined.
3. Students will fulfill 12 credits of Perspectives Courses, by choosing one course from each of the following pairs or categories:
  - i. Historical/Contemporary Perspectives OR Behavioral/Social Perspectives (3 credits)
  - ii. Global Perspectives OR Aesthetic Perspectives (3 credits)
  - iii. Quantitative Perspectives OR Scientific Perspectives (3 credits)
  - iv. World Languages Perspectives (3 credits)
4. Perspectives courses are Longwood-distinctive courses and cannot be transferred from other institutions. Perspectives courses cannot be waived.
5. Students must complete the designated Pillar before taking the associated Perspectives course. Perspectives courses may also designate completion of an additional Pillar requirement and/or specific prerequisite courses. Perspectives



courses are intended to be open to students in multiple majors; as such, prerequisite courses should not interfere with this intent.

6. Students may count no more than one Perspectives course toward each major or minor. The Liberal Studies program and interdisciplinary minors may count more than one course for the major or minor.
7. Students are expected to complete all Perspectives courses prior to taking the Symposium course. No more than one Perspectives course can be taken concurrently with the Symposium course. Perspectives courses cannot be taken after completion of the Symposium course.

### C. THE SYMPOSIUM

1. In the Symposium, students prepare to serve the common good by applying their cumulative knowledge, skills, and perspectives from the whole of their university experience.
2. The Symposium on the Common Good is the culmination of the Core Curriculum experience. The course is designed to engage students in critical deliberation of citizenship and the issues citizens face in their communities. The Symposium will support students' investigation, discussion, and advocacy of a position on a civic issue.
3. The Symposium is organized around a broad theme, rotated on a regular basis, ideally three to six years. The Symposium creates a common shared experience across sections of the course. Faculty design their Symposium section to support students' exploration of issues and challenges relating to the broad theme.
4. The Symposium experience results in a public, campus-wide Symposium Day to move students from discussion to action and to highlight the Symposium course as a common experience for Longwood citizen leaders.

### III. POLICIES

- A. To complete the Core Curriculum, all students must complete one course from the humanities or the arts; one course from the behavioral or social sciences; and one course from mathematics or natural sciences.
- B. Each major or minor may offer courses in no more than two of the following categories: Historical/Contemporary, Behavioral/Social, Global Citizenship, Aesthetic, Quantitative, and Scientific. Interdisciplinary majors and minors, such as Liberal Studies, are exempt from this policy.
- C. Majors may reserve up to 50% of seats in each section it offers of a Foundations course, including First-Year and Pillar courses, or of a Perspectives course.
- D. Courses may be offered by a single department or may be cross-listed in different categories when the course is co-taught. If a course is cross-listed in different categories, students may count it toward the completion of only one requirement.
- E. Course Sizes

1. To provide high-quality instruction to our students, most Core Curriculum courses have caps of 25 students. The courses below have the following caps:
  - i. Scientific courses with labs have 24 students.
  - ii. Inquiry into Citizenship sections have 20 students.
  - iii. Writing and Rhetoric sections and Symposium on the Common Good sections have 18 students.
  - iv. Aesthetic Expression courses with studios have 15 students.

#### F. COMMUNICATION INFUSION

1. Improving communication and expression take practice in a variety of contextual settings. As such, all courses in the Core Curriculum will explicitly infuse communication throughout the entirety of the course.
2. Writing-Infused Courses
  - i. Faculty must integrate writing exercises and assignments with Core outcomes and individual course objectives, so that students may simultaneously master course content and develop their writing abilities. Writing exercises and assignments must be used throughout the course. These assignments and exercises can include formal and informal writing for a variety of purposes such as but not limited to summary, description, analysis, reflection, and other meaningful contributions to student thinking.
  - ii. Faculty must provide explicit instruction to aid student understanding of writing appropriately for audiences in the relevant context or discipline. Specifically, faculty could provide instruction regarding the types and uses of evidence, structure of writing text, and language related to writing for the purposes of the course, as appropriate to the assignment.
  - iii. Faculty must provide appropriate and timely peer and/or instructor feedback on student writing to allow opportunities for students to improve their writing through incorporating feedback on subsequent assignments.
3. Speaking-Infused Courses
  - i. Faculty must integrate speaking opportunities, exercises, and/or assignments with Core outcomes and individual course objectives, so that students may simultaneously master course content and develop and improve their oral communication skills. Speaking-infused activities include low-stakes, informal speaking opportunities (such as one-on-one student discussions regarding class content), semi-formal speaking exercises (including class discussions and small-group discussions), and formal speaking assignments (including panel discussions, structured debates, and podium speeches).
  - ii. Faculty must provide explicit instruction to aid student understanding of speaking appropriately for audiences in the relevant context or discipline. Specifically, faculty could provide instruction on the importance of audience, purpose, and occasion, as well as clarity, organization, focus, and delivery.
  - iii. Faculty must provide appropriate and timely peer and/or instructor feedback on student oral communication to allow opportunities for students to improve their performance on subsequent assignments.

#### 4. Arts-Applied Courses

- i. Faculty must provide arts-applied assignments throughout the course, so that students master course content and develop their own artistic skills. These assignments may include group or one-on-one instruction; group or individual production, reflection, and analysis; skills-building assignments; formal and informal practice; and other meaningful contributions to student artistic expression.
- ii. Faculty must provide explicit instruction to aid student understanding of the conventions appropriate for communicating artistically in the relevant context or discipline. Specifically, faculty could provide instruction regarding foundational skills, practices that heighten artistic communication, exploration of various techniques, and opportunities for immersion in the arts through the production of artistic media.
- iii. Faculty must provide appropriate and timely peer and/or instructor feedback on student expression to allow opportunities for students to improve their performance on subsequent assignments.

#### 5. Course Requirements for Communication Assignments

- i. CTZN 110: *Inquiry into Citizenship* will be speaking-infused. At least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
- ii. ENGL 165: *Writing and Rhetoric* will be writing-infused. At least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
- iii. Pillar courses may choose to be writing-infused or speaking-infused. Courses in the Aesthetic Expression Pillar may instead choose to be arts-applied.
  1. For writing-infused or speaking-infused courses, at least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
  2. For arts-applied courses, at least 50% of the final course grade will be awarded from exercises/assignments that require the student to apply artistic skills and knowledge to produce art.
- iv. Perspectives courses may choose to be writing-infused or speaking-infused. Courses in the Aesthetic Expression Perspectives category may instead choose to be arts-applied.
  1. For writing-infused or speaking-infused courses, at least 10% of the final course grade will be awarded from communication-infused exercises/assignments.
  2. For arts-applied courses, at least 50% of the final course grade will be awarded from exercises/assignments that require the student to apply artistic skills and knowledge to produce art.
- v. The World Languages Perspectives course will be both writing-infused and speaking-infused. At least 10% of the final course grade will be comprised from writing-infused exercises/assignments and at least another 10% of the

final course grade will be comprised from speaking-infused exercises/assignments.

- vi. The Symposium on the Common Good will be both writing-infused and speaking-infused. At least 15% of the final course grade will be comprised from writing-infused exercises/assignments and at least another 15% of the final course grade will be comprised from speaking-infused exercises/assignments.

#### D. Assessment and Revision of the Core Curriculum

1. The Core Curriculum Committee is responsible for assessment of and any revision to the Core Curriculum (see Committee Description).
2. Additional procedures and timetables for assessment of the program are available on the Core Curriculum webpage.

**For inclusion in the Faculty Policies and Procedures Manual, 2017-2018:**

**FPPM Proposal for Section III: Academic Personnel Policies**

**CORE CURRICULUM DIRECTOR AND COORDINATORS**

**1. Director of the Core Curriculum**

The Core Curriculum Director oversees the development and implementation of the Longwood University Core Curriculum and chairs the Core Curriculum Committee. The Director is appointed by the PVPAA and receives half time release (generally two courses) each semester in addition to compensation (comparable to department chairs) for additional responsibilities and summer work. The term of the appointment is three years and is subject to review annually by the PVPAA. The Director may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Core Curriculum Director include:

- Coordinates day-to-day operation of the Core Curriculum by providing students, faculty, departments, and university offices with information relating to the program
- Presides over meetings of the Core Curriculum Committee, working collaboratively with other voting and ex-officio members of this committee
- Oversees the review, approval, and renewal of Core Curriculum courses through the Core Curriculum Committee, including the development of a probationary process for Core Curriculum courses identified by the committee
- Collaborates with campus offices supporting the Core Curriculum program (e.g., the Writing Center, Peer Mentors, etc.)
- Works with deans and department chairs to ensure involvement of a diverse and engaged faculty in the teaching of Core Curriculum courses
- Assists the PVPAA in selection and/or re-appointment of Core Curriculum coordinators
- Develops and monitors the budget for support of the Core Curriculum, submitting budgetary requests in accordance with procedures established by Academic Affairs
- Works with the Registrar's Office and department chairs to coordinate the scheduling of Core Curriculum courses and the pre-registration of students where appropriate
- Maintains a long-term planning schedule for the Core Curriculum which includes implementation of new courses, assessment and professional development timelines, rotation of themes, terms of leadership, etc.
- Works with the Admissions Office to publicize the Core Curriculum to prospective Longwood students
- Works with CAFÉ, DEC and/or other faculty development resources to coordinate opportunities for professional development for Core Curriculum instructors
- Maintains appropriate data collection
- Works collaboratively with Institutional Research (OAIR) and the CTZN 110, CTZN 410, and Writing and Rhetoric Coordinators to evaluate individual Core Curriculum courses and the effectiveness of the overall Core Curriculum program

- Serves as one of Longwood's representatives in discussions regarding articulation agreements with the Virginia Community College System (VCCS)
- Writes and submits to the PVPAA required reports on the Core Curriculum including enrollment data, professional development programming, course-level data, etc.
- Stays actively engaged in contemporary scholarship on general education and attends relevant conferences

## **2. CTZN 110/Inquiry into Citizenship Course Coordinator**

The CTZN 110/Inquiry into Citizenship Course Coordinator oversees and coordinates the development and teaching of the first-year CTZN 110 course. The Coordinator is appointed by the PVPAA in consultation with the Core Curriculum Director, receives quarter time release (generally one course) each semester, compensation (comparable to program coordinators) for additional responsibilities and summer work, and reports to the Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Inquiry into Citizenship Course Coordinator include:

- Presides over meetings of the Inquiry into Citizenship (CTZN 110) faculty
- Coordinates the curriculum and monitors course assessment
- Works with individual faculty on course development
- Confers with the Registrar's Office, the Core Curriculum Director, and appropriate department chairs regarding the scheduling and staffing of CTZN 110 sections
- Participates actively in the recruitment of CTZN 110 instructors
- Works with CAFÉ and/or other faculty development resources to provide opportunities for professional development for CTZN 110 instructors
- Plays an active role as a voting member at all meetings of the Core Curriculum Committee
- Works collaboratively with Institutional Research (OAIR) to prepare assessment data and reports for effective review, evaluation, and on-going development of Citizenship courses
- Writes required reports regarding successes and challenges of the Citizenship courses
- Stays actively engaged in contemporary scholarship on civic education at the collegiate level and attends relevant conferences
- Teaches at least one section of the CTZN 110 course during the academic year

## **3. CTZN 410/Symposium Course Coordinator**

The CTZN 410/Symposium Course Coordinator oversees the development and teaching of the Symposium course (CTZN 410). The Coordinator is appointed by the PVPAA in consultation with Core Curriculum Director, receives three-eighths time release (generally three courses) each year, compensation (comparable to program coordinators) for additional responsibilities and summer work, and reports to the Core Curriculum Director. The term of the appointment is three

years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Symposium Course Coordinator include:

- Presides over meetings of the Symposium (CTZN 410) faculty
- Coordinates the curriculum and monitors course assessment
- Works with individual faculty on course development
- Confers with the Registrar's Office, the Core Curriculum Director, and appropriate department chairs regarding the scheduling and staffing of CTZN 410 sections
- Participates actively in the recruitment of CTZN 410 instructors
- Works with CAFÉ and/or other faculty development resources to provide opportunities for professional development for CTZN 410 instructors
- Plays an active role as a voting member at all meetings of the Core Curriculum Committee
- Works collaboratively with Institutional Research (OAIR) to prepare assessment data and reports for effective review, evaluation, and on-going development of the CTZN 410 course
- Writes required reports regarding success and challenges of Symposium sections
- Coordinates the campus-wide Symposium event(s)
- Collaborates with the Core Curriculum Committee to develop the Symposium theme and review proposals for inclusion within the assigned theme
- Stays actively engaged in contemporary scholarship on integrative education at the collegiate level and attends relevant conferences
- Teaches at least one section of the CTZN 410 course during the academic year

#### **4. Writing and Rhetoric Coordinator**

The Writing and Rhetoric Coordinator oversees and coordinates the development and teaching of the first-year Writing and Rhetoric course. The Coordinator is a disciplinary expert appointed by the PVPAA in consultation with the chair of the Department of English and Modern Languages, receives quarter time release (generally one course) each semester, compensation (comparable to program coordinators) for additional responsibilities and summer work, and reports to the Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Writing and Rhetoric Coordinator include:

- Presides over meetings of the Writing and Rhetoric (ENGL 165) faculty
- Coordinates the curriculum and monitors course assessment across writing infused courses
- Works with individual faculty on course development

- Confers with the Core Curriculum Director and the Chair of the Department of English and Modern Languages regarding the scheduling and staffing of ENGL 165 sections
- Participates actively in the recruitment of ENGL 165 instructors
- Works with CAFÉ and/or other faculty development resources to provide opportunities for professional development for instructors of writing infused courses
- Plays an active role as a voting member at all meetings of the Core Curriculum Committee
- Works collaboratively with Institutional Research (OAIR) to prepare assessment data and reports for effective review, evaluation, and on-going development of the Writing and Rhetoric course
- Writes required reports regarding successes and challenges of the Writing and Rhetoric course
- Stays actively engaged in contemporary scholarship on rhetoric and composition education at the collegiate level and attends relevant conferences
- Teaches at least one section of the Writing and Rhetoric course during the academic year



**For inclusion in the Faculty Policies and Procedures Manual, 2017-2018:**

**FPPM Proposal for Section IV: Governance**

**DELETION of S. COMMITTEE ON GENERAL EDUCATION**

**1. Purpose and Duties:** The General Education Committee is responsible for monitoring, overseeing, and synthesizing information about the success of the Longwood University General Education program in conveying content knowledge to, and developing the cognitive abilities of, Longwood University students and graduates. Where these are found wanting they are also charged with recommending changes. The committee, in conjunction with the General Education Director, will consolidate and evaluate information about the performance of the General Education program's curricular and co-curricular elements with the aid of appropriate administrative offices (e.g., Assessment, Longwood Seminar, Student Affairs). The Committee will issue biennial reports on the state of General Education and will, when necessary, make specific recommendations for change to the Educational Policy Committee for curricular action or to appropriate parties for changes in co-curricular elements.

**2. Specific Responsibilities of the Committee (including, but not limited to)**

- a. Coordinate co-curricular activities for Goal 13, including speakers, designed to enhance the common experience
- b. Coordinate and participate in the design of General Education assessment efforts
- c. Review assessment results for General Education (e.g., goals, courses)
- d. Recommend changes in the General Education Curriculum
- e. Review co-curricular general education activities' assessment
- f. Develop and update an ongoing plan for faculty development in General Education
- g. Review organizational and extra-organizational efforts to communicate general education to constituencies (e.g., registrar's and admissions office communications)
- h. Encourage the teaching and learning of written and oral communication skills throughout the University, and consider and evaluate different policies designed to improve competence in written and oral communication. Make information regarding such policies available to faculty and students.
- i. Oversee and recommend changes in the OVERALL General Education process
- j. Submit biennially a report citing any issues and making recommendations for General Education in the area of
  - (1) Curriculum
  - (2) Co-curricular activities
  - (3) Assessment of General Education both Substantive and Structural
  - (4) Faculty development for General Education
  - (5) Student awareness of General Education program and purpose

**3. Membership:** The committee will be a standing committee of the Faculty Senate. In addition to the General Education Director, who chairs the committee and serves as a voting member, its membership will comprise four members of the full-time faculty, 195 nominated by the Faculty Senate Executive Committee and approved by the Faculty Senate. Two faculty will be from the Cook-Cole College of Arts and Sciences, and one each from the College of Education and Human Services and the College of Business and Economics. Faculty members will serve 3-year terms and the terms of service will be staggered. Members may be reappointed. Reduction in load for committee members should be requested by the committee on an “as needed” basis to carry out intensive projects.

Non-voting ex-officio members of the Committee shall be

- a. The Dean of Students
- b. The Director of Assessment and Institutional Research
- c. The Director of Longwood Seminar
- d. The Provost and Vice President for Academic Affairs (PVPAA) or designee
- e. Chair of the Faculty Senate or designee

**4. Tenure Restrictions:** None.

**5. Departmental Restrictions:** No more than 1 from each department.

**6. College Restrictions:** One member from the College of Education and Human Services, one member from the College of Business and Economics, two members from the Cook-Cole College of Arts and Sciences.

**7. Other Restrictions:** None.

**8. Term of Office:** The term of office on this committee shall be for three years, but individuals may serve additional terms.

**9. Method of Selection:** Nominated by the Faculty Senate Executive Committee and approved by the Faculty Senate. The PVPAA will appoint a member of the full-time faculty to serve as General Education Director and to chair the General Education Committee. The Director will receive a reduction of teaching load equivalent to 1/2 of the “normal” teaching load in the school of the faculty member’s appointment (e.g., a 2 course or 6 hour reduction per semester for the current standard load of 12 hours and 4 courses).

**10. Chair:** Director of General Education.

**11. Reporting Route:** To the Faculty Senate.

## REPLACEMENT: S. COMMITTEE ON CORE CURRICULUM

1. **Purpose and Duties:** The Core Curriculum Committee is responsible for coordinating, overseeing, assessing, and reporting about the Longwood University Core Curriculum program in conveying content knowledge to, and developing the cognitive abilities of, Longwood University students and graduates. The committee, led by the Director of the Core Curriculum, will consolidate and evaluate information about the performance of the Core Curriculum program's curricular and co-curricular elements with the aid of appropriate administrative offices (e.g., OAIR, Writing Center). The Committee will evaluate the Core Curriculum on a rotating three-year cycle and will, when necessary, make specific recommendations for change to the Educational Policy Committee for curricular action or to appropriate parties for changes in co-curricular elements.

### 2. Specific Responsibilities of the Committee (including, but not limited to)

- a. Oversee and recommend changes in the Core Curriculum program and process
- b. Consult with each academic program to confirm their Pillar category selection on a regular basis.
- c. Coordinate the design of Core Curriculum three-year rotation assessment
- d. Evaluate assessment data for Core Curriculum (e.g., goals, courses)
- e. Develop and update an ongoing plan for faculty development in Core Curriculum
- f. Coordinate co-curricular activities for the Inquiry into Citizenship and Symposium on the Common Good courses, including speakers, designed to enhance the common experience
- g. As needed, make recommendations for Core Curriculum in the areas of
  - (1) Curriculum
  - (2) Faculty development for Core Curriculum
  - (3) Assessment of Core Curriculum both substantive and structural
    - (a) If a topic of CTZN 110 is found unsatisfactory following a review, the section may be placed on a three-year probationary period. If substantial progress is not made after the probationary period, the Core Curriculum Committee may recommend to Educational Policy Committee the removal of course topic of CTZN 110.
    - (b) If a course is found unsatisfactory following a review, the course may be placed on a three-year probationary period. If substantial progress is not made after the probationary period, the Core Curriculum Committee may recommend to the appropriate College Curriculum Committee the removal of courses from the list of approved Core Curriculum courses.
  - (4) Student awareness of Core Curriculum program and purpose
  - (5) Co-curricular activities
- h. Oversee all aspects of the phase out of the General Education Program.

3. **Membership:** The committee will be a standing committee of the Faculty Senate. The committee will consist of four voting directors and coordinators, nine additional voting members, and six non-voting ex-officio members.

- a. The Director of Core Curriculum oversees the development and implementation of the Longwood University Core Curriculum and chairs the Core Curriculum Committee. The Director is appointed by the PVPAA and receives half time release (generally two courses) each semester in addition to compensation for additional responsibilities and summer work (comparable to department chairs). The term of the appointment is three years and is subject to review annually by the PVPAA. The Director may be re-appointed at the discretion of the PVPAA.
- b. The CTZN 110/Inquiry into Citizenship Course Coordinator oversees and coordinates the development and teaching of the first-year CTZN 110 course. The Coordinator is appointed by the PVPAA in consultation with the Core Curriculum Director, receives quarter time release (generally one course) each semester, compensation for summer work (comparable to program coordinators), and reports to the Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.
- c. The CTZN 410/Symposium Course Coordinator oversees the development and teaching of the Symposium course (CTZN 410). The Coordinator is appointed by the PVPAA in consultation with Core Curriculum Director, receives three-eighths time release (generally three courses) each year, compensation for summer work (comparable to program coordinators), and reports to the Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.
- d. The Writing and Rhetoric Coordinator oversees and coordinates the development and teaching of the first-year Writing and Rhetoric course. The Coordinator is a disciplinary expert appointed by the PVPAA in consultation with the chair of the Department of English and Modern Languages, receives quarter time release (generally one course) each semester, compensation for summer work (comparable to program coordinators), and reports to the Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Each of the additional voting members will represent one category of the Core Curriculum and/or a SCHEV competency:

- a. Aesthetic Expression
- b. Critical Thinking
- c. Global Citizenship

- d. Historical and Contemporary Insights
- e. Human Behavior and Social Institutions
- f. Information Literacy
- g. Oral Communication
- h. Quantitative Reasoning
- i. Scientific Reasoning

Non-voting ex-officio members of the Committee shall be

- a. Chair of the Faculty Senate or designee
- b. The Provost and Vice President for Academic Affairs (PVPAA) or designee
- c. The Director of Assessment and Institutional Research or designee
- d. The Director of CAFÉ or designee
- e. The Director of First Year Experience or designee

**4. Tenure Restrictions:**

- a. The Director of Core Curriculum and the three Course Coordinators must be tenured.
- b. Nine additional voting members have no tenure restrictions.

**5. Departmental Restrictions:** No more than 2 from each department.

**6. College Restrictions:** When possible, at least one member from each of the following colleges: College of Education and Human Services, the College of Business and Economics, and the Cook-Cole College of Arts and Sciences.

**7. Other Restrictions:** None.

**8. Term of Office:** The term of office on this committee, including director and coordinators, shall be for three years, but individuals may serve additional terms.

**9. Method of Selection:**

- a. The director will be appointed by the PVPAA, in consultation with the Academic Chairs Council. The three coordinators will be appointed by the PVPAA, in consultation with the Director of Core Curriculum and the Academic Chairs Council. The director and the coordinators can be reappointed at the discretion of the PVPAA.
- b. Each of the nine additional voting members will be nominated by the Faculty Senate Executive Committee.

**10. Chair:** Director of the Core Curriculum

**11. Reporting Route:** To the Faculty Senate and PVPAA



# Academic Core Curriculum Committee

## White Paper

July 31, 2014

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Introduction and Executive Summary



October 25, 2013

Dear colleagues,

General Education reform is an opportunity for Longwood to distinguish itself among colleges and universities and provide future students with a broad foundation to support their growth and development as citizen leaders. To this end, the Executive Committee of the Faculty Senate met on Thursday, October 17, 2013 to discuss the timeline and develop a structure for beginning this process.

Following standard procedures and guidelines, the Faculty Senate Executive Committee has decided to create a long-term ad-hoc committee, the Academic Core Curriculum Committee, which will be charged with analyzing our current General Education structure, researching best practices in general education, and developing an innovative proposal to revise our General Education curriculum to reflect the mission of Longwood and serve the best interests of future students. This committee will coordinate with the Faculty Senate Executive Committee, the current General Education committee, and the Provost in working through the process, and they will also offer multiple opportunities for every faculty member campus wide to give suggestions and feedback at all stages of the process. We will ensure an open and transparent discussion that allows all voices their say in our future.

The Executive Committee also affirms the need for representation from all quarters of the campus as we form the committee. Therefore, we have decided that the Academic Core Curriculum Committee will have 13 members, which will include 9 members from the Cook-Cole College of Arts and Sciences, 2 members from the College of Business and Economics, and 2 members from the College of Education and Human Services. The Executive Committee will appoint the members of the Committee and select the Chairperson, adhering to principles of broad inclusion across colleges while also choosing individuals with the skills, knowledge, vision, and commitment necessary to see this project to its end.

If you wish to be considered for the Academic Core Curriculum Committee, please send a nomination to Susan May ([maysh@longwood.edu](mailto:maysh@longwood.edu)) by November 4, 2013. In this nomination, you should include a statement of your interest and note any special skills or attributes that you would bring to the committee if chosen to serve. You may also nominate others who would be well suited for this committee. Please understand that this committee will require a significant time commitment (including summer work) and will be a multi-year appointment. We appreciate your consideration and encourage you to participate, whether on the committee or through the various opportunities for conversation over the next year.

Sincerely,

The Faculty Senate Executive Committee

David Lehr, Chair

David Magill, Vice-Chair

Ruth Meese

Leah Shilling-Traina

Phillip Cantrell

November 12, 2013

Dear colleagues,

As you know, we have begun the process of general education revision, which is an exciting opportunity for Longwood. We solicited nominations from the faculty, and the Executive Committee of the Faculty Senate met several times to consider the nominations we received and to choose the members of the Academic Core Curriculum committee.

The Executive Committee sought to ensure broad representation from all quarters of the campus in forming the 13 member committee, which includes 9 members from the Cook-Cole College of Arts and Sciences, 2 members from the College of Business and Economics, and 2 members from the College of Education and Human Services. We received 44 nominations from across all three colleges, and we praise the outstanding pool of candidates who offered to serve Longwood in this important task. This group of nominees made our job of creating this committee quite challenging and demonstrated once again what a dedicated and talented faculty we have.

Following standard procedures and guidelines, the Executive Committee discussed the nominations and then chose the members of the Committee listed below. We voted by written ballot to select the Chairperson and Vice-Chair of the committee. Please join us in thanking these individuals for agreeing to serve. We encourage all faculty to help the members of this committee over the long process of general education reform.

**CCCAS**

Lee Bidwell

Sarai Blincoe

Wade Edwards

Sharon Emerson-Stonnell, Chair

Lara Ferguson, Vice Chair

Heather Lettner-Rust

Pam McDermott

Melissa Rhoten

David Shoenthal

**CBE**

Cheryl Adkins

David Lehr

**CEHS**

David Locasio

Sharon Menegoni

Sincerely,

The Faculty Senate Executive Committee

David Lehr, Chair

David Magill, Vice-Chair

Ruth Meese

Leah Shilling-Traina

Phillip Cantrell

### **General Education and Assessment History at Longwood University**

1. In the 1990-91 undergraduate catalog, General Education was updated to include 10 Goals requiring 33 credits total. LSEM was required of all entering freshmen but was not part of General Education.
2. In the 2001-02 undergraduate catalog, General Education was updated to include 15 Goals requiring 41 credits total. LSEM was added to General Education as Goal 1.
3. In the 2004-05 academic year, each academic department had a speaking intensive and writing intensive policy. In the 2004-05 undergraduate catalog, each major was revised to include two speaking intensive courses and two writing intensive courses.
4. In the 2010-2011 undergraduate catalog, the general education Goals were lowered to 14 with a total of 38 credits total.
5. The six SCHEV core competencies were assessed gradually beginning with Quantitative Literacy in 2007-08 until all six competencies were assessed beginning in 2011-2012.

## Current General Education Program & Degree Requirements

For reference, the fourteen **General Education Goals** are presented in their brief version below. Each goal also has student learning outcomes (SLOs) associated with it. The full version of the goals and their outcomes is available at <http://www.longwood.edu/gened/goals.htm>.

1. To develop critical thinking and analysis skills necessary in college and in life
2. To learn to write and speak clearly and effectively
3. To understand our cultural heritage as revealed in literature
4. To understand our cultural heritage as expressed through the fine and performing arts
5. To understand mathematical thought and apply mathematical logic to problem solving
6. To apply the methods of science to the acquisition of knowledge
7. To explore the foundations and history of western civilization
8. To understand the forces shaping contemporary society
9. To understand the diversity of cultures and societies
10. To communicate and function in a globally interdependent world through foreign language study
11. To understand issues of physical and mental wellness
12. To learn how to make informed ethical choices and decisions
13. To learn how to communicate effectively as an active citizen leader and to participate in the written discourse of civic life
14. To apply knowledge and skills developed through the course of study to real world experiences

Each General Education course also fulfills nine **common General Education Course Criteria**. The criteria are as follows:

1. teach a disciplinary mode of inquiry (for example, literary analysis, statistical analysis, historical interpretation, philosophical reasoning, aesthetic judgment, the scientific method) and provide students with practice in applying their disciplinary mode of inquiry, critical thinking, or problem solving strategies.
2. provide examples of how disciplinary knowledge changes through creative applications of the chosen mode of inquiry.
3. consider questions of ethical values.
4. explore past, current, and future implications (for example, social, political, economic, psychological, technological, or philosophical) of disciplinary knowledge.
5. encourage consideration of course content from diverse perspectives.
6. provide opportunities for students to increase information literacy through contemporary techniques of gathering, manipulating, and analyzing information and data.
7. require at least one substantive written paper, oral report, or course journal and also require students to articulate information or ideas in their own words.

8. foster awareness of the common elements among disciplines and the interconnectedness of disciplines.

9. provide a rationale as to why knowledge of this discipline is important to the development of an educated citizen.

When proposing a new Gen Ed course, faculty have to demonstrate what component of the course fulfills each SLO for the goal and how they will assess each SLO. Faculty also have to submit a matrix that shows where in the course they will also address the nine General Education course criteria. The criteria are not assessed.

Assessment of Gen Ed courses is overseen by the General Education Committee, which is appointed by Faculty Senate. The Director of General Education, who chairs the committee, is appointed by the Provost/VPAA.

### **General Education Requirements tied to Institutional Mission (Goal 1 and Goal 13)**

The Gen Ed program explicitly relates to Longwood's institutional mission in two places. The first is the common freshman experience, a one-credit course called Longwood Seminar (LSEM), that fulfills Goal 1: "The knowledge and skills that lead to success in college, the ability to use critical thinking and analysis in all aspects of student life, and preparation for assuming the role of citizen leader working for the common good (one credit)." Students who transfer to Longwood with 25 credits or more earned on a college campus are exempted from this goal.

The goal outcomes include that students will

- understand the mission of Longwood University and how it applies to the college experience
- understand the application of critical thinking skills to multiple situations
- develop the knowledge and skills that lead to college success.

The second place where the institutional mission is reinforced is in Goal 13: "The ability to synthesize and critically analyze through written discourse and a common educational experience information pertaining to issues of citizen leadership (three credits)." Most students fulfill this goal by taking ENGL 400 (Active Citizenship: An Advanced Writing Seminar), although GNED 400 (Exploring Public Issues through Writing) and GNED 495 (Special Topics: General Education) also fulfill this goal.

The goal outcomes include that students will

- engage in the process of citizen leadership by investigating multiple perspectives on an important public issue
- understand the nature of public discourse/debate as determined by purpose, audience, and context
- choose appropriate formats in writing for a variety of purposes

- analyze the effectiveness of their own texts and processes for specific rhetorical situations
- understand how the knowledge, skills, and values learned in general education are interwoven, interrelated, and how they can contribute to the process of citizen leadership

### **Degree Requirements**

In order to graduate, Longwood students are also required to take two speaking-intensive courses and two writing-intensive courses beyond the courses required for General Education. Although these requirements are currently outside of the General Education program, they are tied to the SCHEV Core Competencies and so should be considered as part of the purview of this committee. The Writing Intensive and Speaking Intensive policies are reprinted below from the Undergraduate Catalog, 2013-2014 (pp. 52-53).

#### The Writing Intensive Course Policy

All students will earn a grade of "C-" or better in at least two writing-intensive courses beyond courses required for General Education in Goals 1-11 and 13. Writing-intensive courses shall be designated in the Catalog, in the registration schedule, and on the course syllabus. Each major discipline should offer at least one writing-intensive course each year. Class sizes normally should not be larger than 25 to 30 students for writing-intensive courses. Transfer courses do not normally satisfy writing intensive requirements.

To qualify as writing-intensive, a course must meet the following guidelines:

1. Writing-intensive courses should require at least 10 pages of formal writing from each student, typically distributed over three or more papers so students have an opportunity to apply faculty feedback to future written work. (This does not include essay examinations.)
2. Instructors in writing-intensive courses are encouraged to require informal writing (reading journals, brief in-class writings, pre-writing for formal papers) to lead students to explore and articulate course content. Students could use this informal writing to develop ideas for formal papers.
3. Students in writing-intensive courses should be assigned and instructed in specific forms and processes of writing used in professions related to the course discipline.
4. Instructors in writing-intensive courses should give explicit instruction in how to complete the required writing assignments. This explicit instruction must include giving detailed written assignment sheets and a scoring guide showing the explicit criteria, including grading scale, used to score the assignment. If possible, this information should be attached to the course syllabus. Other explicit instruction might include discussing procedures for gathering and organizing information, providing models of appropriate forms, assigning and responding to drafts, and encouraging revision and editing. Instructors must return graded work before the next paper is due, noting areas of strength and weakness on the scoring guide along with the overall grade.

5. Students who have problems with their writing assignments should be encouraged to seek assistance at the Writing Center as early in their writing process as possible.

6. The demonstrated ability to communicate content knowledge effectively through writing must be a factor in the grading for a writing intensive course. Students must earn a grade of "C-" or better in the course in order to apply it toward their writing intensive course requirement. A statement to this effect must be included on the syllabus.

#### The Speaking Intensive Course Policy

All students will earn a grade of "C-" or better in at least two speaking-intensive courses beyond courses required for General Education in Goals 1-11 and 13. Speaking-intensive courses shall be designated in the Catalog, in the registration schedule, and on the course syllabus.

To qualify as speaking-intensive, a course must meet the following guidelines:

1. Speaking-intensive courses should require at least one formal speaking occasion for each student.
2. Instructors in speaking-intensive courses are encouraged to require informal speaking opportunities to lead students to explore and articulate course content.
3. Instructors in speaking-intensive courses should give explicit instruction in how to complete the required assignments. This explicit instruction must include giving detailed assignments and a scoring guide showing the explicit criteria, including grading scale, used to score the assignment. If possible, this information should be attached to the course syllabus. Other explicit instruction might include discussing procedures for gathering and organizing information, providing models of appropriate forms, and encouraging rehearsal and revision.

Transfer courses do not normally satisfy speaking intensive requirements.

**Trends in General Education Goals Taken at Longwood University**

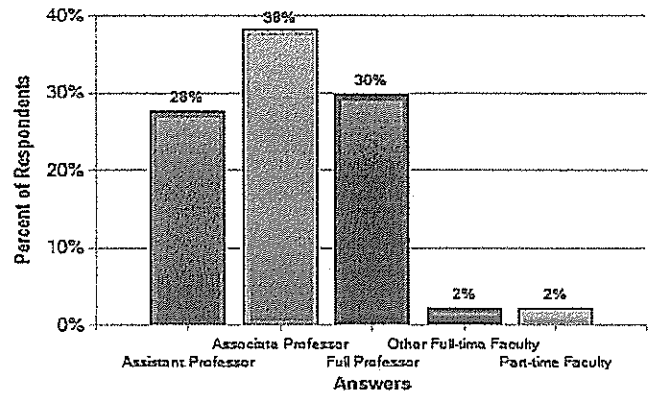
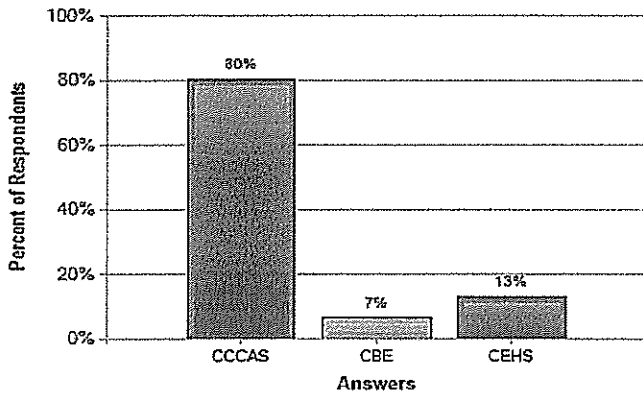
Data was collected from Longwood University Institutional Research about undergraduate students graduating in the academic years 2009 – 2013. The table below represents the percentage of students in each graduating class that completed the general education goal at Longwood University.

<b>Goal</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Goal 2	76.35%	67.31%	65.10%	65.14%
Goal 3	93.58%	88.58%	88.33%	87.62%
Goal 4	93.96%	91.74%	87.53%	89.90%
Goal 5	84.91%	79.83%	73.34%	77.76%
Goal 6	81.89%	80.56%	79.86%	80.65%
Goal 7	90.57%	89.79%	83.64%	88.34%
Goal 8	69.69%	62.45%	20.37%	61.18%
Goal 9	96.73%	95.87%	95.08%	93.03%
Goal 10	88.68%	89.79%	87.99%	86.90%
Goal 11	97.23%	96.23%	97.71%	97.72%
Goal 12	95.09%	95.99%	94.74%	95.91%



## Longwood University Faculty Survey

The Longwood University faculty were asked to complete an on-line survey about our current general education program. Forty-seven faculty members responded to the survey. Demographics are represented in the graphs below.



The survey consisted of seven questions about General Education. An overview of the results follow.

- What is the purpose of general education at Longwood University?

Common responses included:

- It should be a foundational experience for all students lending breadth and exposure to a variety of disciplines.
- It should hone critical thinking, writing/speaking ability, scientific and quantitative reasoning, and information literacy.
- It should create well-rounded, citizen leaders with a broad set of skills.
- It should "help students understand the need for multiple perspectives and the relationships and interconnectedness of all subjects when facing real world issues and challenges".
- It should stimulate students' intellectual curiosity and encourage them to become lifelong learners.

- List the top three strengths of our general education program.

Common responses included:

- Breadth of content areas from which to choose
- Wide variety of courses within a specific goal from which to choose (in most cases)
- Internship/research requirement

- List the top three elements you would like to see in our new general education program that our current program either does not have or needs to improve upon.

Common responses included:

- A more integrated and interdisciplinary program – “It would be nice to have an integrated GenEd curriculum such that all goal courses were woven together to address the same question. Example questions/topics might be "Addressing World Health Issues" or "Art in Society".
- A more unified approach to assessment; restructuring to align with SCHEV’s Core Competencies
- Inclusion of more writing and speaking intensive courses
- Smaller class sizes
- Removal of the “check box” mentality
- Address the accessibility of and place more emphasis on study abroad

➤ If you could change only ONE thing about our general education program, what would it be?

Common responses:

- A change to the foreign language requirement
- The creation of an integrated/interdisciplinary program
- More emphasis on writing, critical thinking, problem solving

➤ Currently general education is comprised of 38 credits. How many credits do you think our new general education curriculum should require?

Most responses indicated that a program comprised of 30-40 credits is appropriate.

**Longwood University Student Survey**

One on-campus English 400 section served as a pilot. Because of the length of time needed to complete the survey, it was divided into three different surveys. Each survey was administered among one-third of the remaining on-campus English 400 sections. Committee members attended English 400 courses and administered a 10 minute survey at the beginning of the course during the months of March and April. Only students present during the course were allowed to participate.

- The first survey was qualitative. Students were asked the following questions.

What 5 words/phrases would you use to describe the general education program to an interested high school student?

Positive words	Number of responses	Negative words	Number of responses
diverse/broad/well-rounded/extensive	85	long	15
useful/helpful/valuable/educational/worthwhile	51	boring/monotonous	14
eye-opening/insightful	27	not always relevant to major	13
challenging	15	time-consuming	11
rewarding	15	overkill	8

Of the 96 responses, positive terms were used more often than negative terms.

In your mind, what is the mission of Longwood University?

Of the 100 respondents, 45 students correctly named the mission.

Do you think the Longwood general education program (14 goals) supports the university's mission/values as you described them above? If yes, WHY? If no, WHY NOT?

Yes	Yes and no	no
64% well rounded; leadership skills	22% broad education Redundant; too easy; not related to my interests; poorly taught	13% not about leadership; lack of rigor or diversity; disconnection

These results are only from the 45 students who correctly named the mission.

If you could keep one thing about the Longwood University general education program, what would it be?

Description	Number of responses
listed specific courses	47

variety of choices	29
required	3
Small classes	2
Diversity goal	2

Of those mentioning specific courses, the following courses were mentioned more than once.

course	Foreign language	Writing	Internship	PHED	LSEM
Number of responses	12	7	5	3	2

If you could change one thing about the Longwood University general education program, what would it be?

Description	Number of responses
add more choices	22
change foreign language requirement	20
add/remove specific courses	16
make general education courses relate to major	12
add career focus	11
issues related to teaching of courses	10
require less goals	9
don't change anything	6
too much work	5
remove it or test out of it	3

- The second survey has a quantitative survey. 103 students responded to this survey. The following statements were rated using a 0-3 scale. The statements were taken directly from the current Longwood University general education goals.

The general education courses allowed me to...

Statement	Mean score
get exposed to a variety of subjects	2.5728
develop an ability to get along with and work with people different from oneself	2.4272
apply independent thinking skills	2.3592
develop project management skills, including work habits, self-discipline	2.2621
locate, screen, and organize information	2.2427
appreciate the University's mission and values	2.2233
learn to write clearly and effectively	2.2136
learn how to communicate effectively as an active citizen leader	2.1262
understand the diversity of cultures and societies	2.1068
understand the forces shaping today's society	2.0388

develop critical thinking and analysis skills necessary in life	2.0194
understand issues of physical and mental wellness	2.0097
live as a citizen leader in civic life	1.9709
apply the methods of science to the acquisition of knowledge	1.9709
make informed ethical decisions	1.9515
learn to speak clearly and effectively	1.9417
understand cultural change as related to literature	1.9320
explore the history of western civilization	1.9223
understand and apply mathematical logic in order to solve problems	1.8447
participate in a written discourse of civic life	1.8155
understand cultural change as expressed through the fine and performing arts	1.7184
communicate and function in a globally interdependent world through foreign language study	1.6667

The scale used is: 3 = strongly agree; 2 = agree; 1 = disagree; 0 = strongly disagree

Students were then asked to rate statements on a 0-4 scale. The statements were chosen to determine common beliefs about general education.

Positive statements	Mean score
During registration, I had a reasonable number of classes to pick from to meet my general education requirements.	2.8432
I was able to connect information learned in one general education class with information learned in another general education class.	2.4412
I was able to connect information learned in one general education class with information learned in my major-specific courses.	2.2451
I found myself enjoying general education courses.	2.1569

Negative statements	Mean score
General education courses were too big; they have too many students in them.	1.2745
Because of how many courses there are in general education, I found it challenging to graduate in 4 years.	1.5196
As I was choosing my general education courses, I was not interested in the general education areas.	2.3725

The scale used is: 4 = very frequently; 3 = frequently; 2 = occasionally; 1 = rarely; 0 = never

- The third survey was a qualitative survey.

Each group had students stated which general education courses, SCHEV core competencies were met. The six core competencies (Scientific Literacy, Oral Communication, Written Communication, Ethical Decision-Making, Problem-Solving, Appreciation of Diversity) were divided into three groups of two competencies each. Each group was given to three English 400 sections.

Instructions for students:

Below are two of the core areas that the Longwood General Education Program is designed to help students grow in. In the **first column** of each table, list any general education courses that you *personally took* (if any) that helped you to grow in that particular area. In the **second column** describe a specific experience from that course (project, reading, assignment, etc) that helped you grow in that area. In the **third column**, tell us briefly how you grew from that specific experience.

The most stated goals were goal 8 (46 responses), goal 13 (37 responses), and goal 12 (36 responses). Goals 1 and 14 were never mentioned.

The following activities were mentioned the most throughout the survey: whole class, project/paper/presentation, lab/activity, reading.

<b>Core Competency</b>	<b>Most common activity stated</b>
Scientific Literacy	Lab/activity; whole class
Oral Communication	Formal speaking
Written Communication	Final paper or proposal
Ethical Decision-Making	Whole class
Problem-Solving	Whole class
Appreciation of Diversity	Whole class

Most common outcomes listed by core competencies.

<b>Core Competency</b>	<b>Most common outcomes</b>
Scientific Literacy	Evidence gathering/interpretation/analysis, critical thinking
Oral Communication	Formal/public speaking
Written Communication	General writing improvement
Ethical Decision-Making	changed/created views, perspectives AND appreciation/awareness
Problem-Solving	general process AND specific process
Appreciation of Diversity	awareness/understanding

## Employer Needs

Four national studies were researched.

- Are they Really Ready to Work? was conducted by the Conference Board, Partnership for 21<sup>st</sup> Century Skills, Corporate Voices for Working Families, Society for Human Resource Management in 2006.

Are You Ready to Work? (AYRW) contained a survey of employers assessing employers' perceptions of:

- Skill level of new graduates
- What basic skills and applied skills they considered "very important," "important," or "not important"
- How the importance of those skills may change over the next five years
- Emerging content areas considered critical over the next five years

AYRW results showed the following basic knowledge and skills rated as "Very Important" by employers for four-year college graduates.

Rank	Basic Knowledge/Skills	Percent
1	Writing in English	89.7
2	English Language	88.0
3	Reading Comprehension	87.0
4	Mathematics	64.2
5	Science	33.4
6	Foreign Languages	21.0
7	Government/Economics	19.8
8	History/Geography	14.1
9	Humanities/Arts	13.2

Number of respondents varied for each question, ranging from 382 to 409.

AYRW results showed the following applied skills rated as "Most Important" by employers for four-year college graduates.

Rank	Applied Skills	Percent
1	Oral Communications	95.4
2	Teamwork/Collaboration	94.4
3	Professionalism/Work Ethic	93.8
4	Written Communications	93.1
5	Critical Thinking/Problem Solving	92.1
6	Ethics/Social Responsibility	85.6
7	Leadership	81.8

8	Information Technology Application	81.0
9	Creativity/Innovation	81.0
10	Lifelong Learning/Self Direction	78.3
11	Diversity	71.8
Number of respondents varied for each question, ranging from 402 to 409.		

AYRW results showed the following emerging content areas identified as Most Critical.

Content Area	Percent
Make appropriate choices concerning health and wellness, e.g., nutrition, exercise, stress reduction, work-life effectiveness	76.1
Exercise personal financial responsibility, e.g., balancing a checkbook, budgeting skills, retirement planning	71.5
Use entrepreneurial skills to enhance workplace productivity and career options	70.5
Understand economic issues and the role of business in the U.S. and global economy	60.6
Demonstrate understanding of global markets and the economic and cultural effects of globalization	52.9
Participate effectively in community and government as an informed citizen	51.0
Use non-English languages as a tool for understanding other nations, markets, and cultures	49.7
N=431 *Note: For all new graduates (includes high school, two-year college, and four-year college)	

- It Takes More Than a Major: Employer Priorities for College Learning and Student Success conducted by Hart Associates for the American Association of Colleges and Universities (2013)

It Takes More Than a Major: Employer Priorities for College Learning and Student Success (ITMM) is a survey of 318 employers who employ at least 25 employees and report that 25% or more of their new hires hold an associate degree or Bachelor's degree. The survey Examined employers' perceptions of kinds of learning college graduates need for success in today's economy.

ITMM results show that majorities of employers would like higher education institutions to increase their level of emphasis in these areas:



Area	More %	Less %	Same %
Critical thinking and analytical reasoning skills	82	7	11
The ability to analyze and solve complex problems	81	6	13
The ability to effectively communicate in writing	80	8	12
The ability to locate, organize, and evaluate information from multiple sources	72	9	19
The ability to innovate and be creative	71	9	20
Teamwork skills and the ability to collaborate with others in diverse group settings	67	11	22
The ability to connect choices and actions to ethical decisions	64	9	27
Knowledge about science and technology	56	9	35
The ability to work with numbers and understand statistics	55	10	35
Proficiency in a language other than English	43	18	39
Knowledge about global issues and developments and their implications for the future	40	15	45
Knowledge about the role of the United States in the world	35	18	47
Knowledge about cultural diversity in America and other countries	33	22	45
Civic knowledge, civic participation, and community engagement	30	18	52
Knowledge about democratic institutions and values	27	20	53

- The Role of Higher Education in Career Development: Employer Perceptions was conducted by Maguire Associates for The Chronicle of Higher Education and American Public Media's Marketplace in 2012.

The Role of Higher Education in Career Development: Employer Perceptions (RHECD) surveyed employers who hired recent college graduates. Questions examined included:

- What skills should college graduates possess?
- What skills are higher education responsible for developing?

RHECD results showed the top skill areas identified by employers as the following. (Employers asked to identify top five; multiple response)

	Recent College Graduates Need for Success		Colleges and Universities Responsible for Developing	
Knowledge of a content area associated with the job	298	42.5%	315	45.3%
Technical skills associated with the job	319	45.4%	350	50.3%
Written and oral communications skills	553	78.8%	575	82.6%
Leading teams	60	8.5%	83	11.9%
Collaborating with others	369	52.6%	273	39.2%
Working with diverse groups of people	281	40.0%	243	34.9%
Adaptability/managing multiple priorities	455	64.8%	291	41.8%
Analytical/research skills	224	31.9%	409	58.8%
Planning/organizational skills	335	47.7%	355	51.0%
Making decisions/solving problems	416	59.3%	375	53.9%
None of the above	0	0.0%	2	0.3%
Other (Please specify):	36	5.1%	13	1.9%

➤ National Association of Colleges and Employers (NACE) Job Outlook, 2014

NACE results of employers rated the importance of candidate skills/qualities as the following.

Skill/Quality	Weighted average rating*
Ability to work in team structure	4.55
Ability to make decisions and solve problems	4.50
Ability to plan, organize, and prioritize work	4.48
Ability to verbally communicate with persons inside and outside the organization	4.48
Ability to obtain and process information	4.37
Ability to analyze quantitative data	4.25
Technical knowledge related to the job	4.01

Proficiency with computer software programs	3.94
Ability to create and/or edit written reports	3.62
Ability to sell or influence others	3.54

\*5-point scale, where 1 = Not at all important; 2 = Not very important; 3 = Somewhat important; 4 = Very important; 5 = Extremely important

**National General Education Structures and Models**

Most general education and academic core programs are best described in one of five categories. Longwood’s current structure falls into the distributive category.

<b>Category</b>	<b>Description</b>
True Core	Common classes
Distributive	Cafeteria style
Two-Pronged	competencies/exploratory
Tiered or Progressive	introductory/intermediate/advanced
Thematic	alternative groupings of classes

Four examples of the other types of categories are given below.

- Butler University

**Key Components of the Core**

<b>First Year Seminar:</b>	Self, Community and the World	6 credit hours
	Global and Historical Studies	6 credit hours
<b><i>Areas of inquiry</i></b>	1. Analytic Reasoning	3 credit hours
	2. The Natural World	5 credit hours
	3. Perspectives in the Creative Arts	3 credit hours
	4. Physical Well-Being	1 credit hour
	5. The Social World	3 credit hours
	6. Texts and Ideas	3 credit hours
<b>Butler Cultural Requirement</b>		8 events required for graduation
<b>Indianapolis Community Requirement</b>		1 course
<b>Speaking Across the Curriculum</b>		3 credit hours at the 300- or 400-level
<b>Writing Across the Curriculum</b>		3 credit hours at the 300- or 400-level

- Elon University

Intellectual Theme: Diversity & Global Engagement

Core Curriculum Divided into 6 Parts:

- I. First Year Foundations
    - a. COR 110: The Global Experience
    - b. ENGL 110: Writing: Argument and Inquiry
    - c. Math 110: General Statistics
  
  - II. Experiential Learning Requirement (ELR)
    - a. Students may intern, study abroad, conduct independent research, participate in service-learning project, or hold a leadership position
  
  - III. World Languages
  
  - IV. Studies in Arts and Sciences (8 hours in each of 4 categories)
    - a. Expression (literature, philosophy & fine arts--art, music, dance, theatre); at least 1 must be literature. Must choose from at least 2 areas
    - b. Civilization (history, foreign language, religious studies); chosen from at least 2 areas
    - c. Society (economics, geography, political science, psychology, human services, sociology, anthropology); chosen from at least 2 areas
    - d. Science (Math, Science, CMSC) (at least 1 must be lab science)
  
  - V. Advanced Studies
    - a. 8 hours of 300-400 level courses outside major in Arts/Sciences
  
  - VI. Interdisciplinary Capstone
    - a. 300-400 Level Elon COR class outside major as Junior/Sr (recent seminar topics include "The Future Now," "Human Sexuality," "Media and the Middle East," "Technology and Society," "Africa's People and Environments," "Wealth and Poverty," "Permaculture: Food, Culture and Sustainability," "Coming Home: The impact of Studying Abroad," "Science in the Media: Exploring Current Science Issues," "A Liberal Education—What is it good for anyway?"
- This curriculum has elements of distribution model, core curriculum, upper-level requirements, is thematic, and is progressive with a capstone.

➤ Rollins University

10 requirements:

- 1 RCC course, an interactive seminar class based on a broad range of topics.

During their first fall semester at Rollins, all first-year students are enrolled in an RCC. As part of the course, most students live in a residence hall with their RCC classmates as part of the Living Learning Community program. Throughout the semester, students—joined by the RCC faculty—participate in educational activities

and co-curricular experiences that supplement and enhance the course. Upper-class peer mentors assist in the RCC and help first-year students with the transition to academics and life at the College.

- 4 **competencies** courses (One (1) in each area for foreign languages, health and wellness, mathematical thinking, and writing)
- 5 courses within one **neighborhood**

To be eligible for a Bachelor of Arts degree, students must complete five (5) courses from one (1) specific neighborhood (see descriptions below). Neighborhood courses are designated in the course schedule published each semester by the Office of Student Records.

Students may take one neighborhood course from a different neighborhood—except the neighborhood capstone, which must be taken in their neighborhood. Students may double-count one neighborhood course toward their major.

Students may complete neighborhood courses and advance within their neighborhood by achieving a C- or better in neighborhood courses. The rFLA director may approve courses taken at regionally accredited institutions of higher education other than Rollins for neighborhood credit.

Students will select their neighborhood during the fall semester of their first year. In the spring of their first year, they will take their first neighborhood class at the 100-level. Subsequently, students must take:

- three (3) classes at the intermediate level, with at least one (1) class at the 150-level,
- one (1) class at the 200-level, and
- one (1) capstone course in their neighborhood at the 300-level.

**All competencies must be completed BEFORE the student enrolls in the capstone.**

➤ Western Kentucky University

## Parameters Of General Education Reform

### A. SCHEV Core Competencies

The State Council of Higher Education in Virginia (SCHEV) requires all institutions of higher education in the Commonwealth to ensure their students acquire six core competencies. These competencies were first articulated by the Governor's Blue Ribbon Commission on Higher Education in 1999 (<http://www.longwood.edu/assessment/17540.htm>). Faculty teams, supported by the Office of Assessment and Institutional Research (OAIR), are in charge of assessing these competencies using a variety of measures and methods. Currently, the SCHEV Core Competencies are not integrated into the General Education program.

Longwood's identified competencies are:

Quantitative Reasoning Competency (QRC)

Written Communication Competency (WCC)

Scientific Reasoning Competency (SRC)

Critical Thinking Competency (CTC)

Oral Communication Competency (OCC)

Information Literacy Competency (ILC)

### B. SACSCOC Standards relating to General Education

**Core Requirement 2.7.3** states that "the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale" (*SACS-COC Resource Manual for the Principles of Accreditation: Foundations for 2-Quality Enhancement*, pp. 20-21, <http://www.sacscoc.org/pdf/Resource%20Manual.pdf>). SACS requires that a minimum of 30 semester hours be devoted to the general education component. The standard reads, "These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession."

SACS does allow for interdisciplinary courses to be included in the general education program, but "courses in basic composition that do not contain a literature component, courses in oral communication, and introductory foreign language courses are skill courses and not pure humanities courses. Therefore, for purposes of meeting this standard, none of the above may be the one course designated to fulfill the humanities/fine arts requirement in CR 2.7.3. (Interpretation adopted by the Executive Council February 2010)"

Moreover, institutions must have a rationale and procedure for including selected courses in its general education program. Institutions must designate general education courses clearly in its publications and also create clear pathways for the students to select general education courses as described in its publications.

**Comprehensive Standard 3.5.1** states that “the institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)” (SACSCOC *Resource Manual*, pp. 65-66). The rationale for the standard explains that “the institution will define specifically which competencies are appropriate to the goals of its general education program and consistent with principles of good practice. The institution is responsible for identifying measures to determine the extent to which students have attained those competencies during their course of study as well as the extent to which students have actually attained those competencies.” This standard does not require that a specific course address each competency, and “there is no requirement regarding when the institution must determine student attainment of competencies.” In addressing the standard, institutions have to define how they determine that the competencies are “college-level.”

#### **C. R.E.A.L. Inquiry: Longwood’s Quality Enhancement Plan (QEP)**

According to Longwood’s website, “R.E.A.L. Inquiry uses the development of research skills and the practice of research as a vehicle for improving students’ critical thinking, information literacy, and communication skills” (<http://longwood.edu/realinquiry/index.html>). There are three goals:

Goal 1: To improve students’ learning by promoting their discovery of new knowledge through research.

Goal 2: To improve students’ learning by facilitating student-faculty collaboration in research.

Goal 3: To improve students’ learning by advancing an understanding of the importance of disseminating the results of research in academic and civic communities.

In order to implement Goal 1, Action 1.1. calls for the identification or development of courses to be enhanced for research skills development and prepare faculty through development grants and workshops to offer these courses. Strategy 1.1.1. emphasizes “academic inquiry skills development in English 150”; Strategy 1.1.2 calls for “identifying, enhancing, and/or developing s series of twelve disciplinary research-focused courses that focus on discipline-specific research and academic skills development”; and Strategy 1.1.3 will use the “upper-level, QEP-associated disciplinary courses designated as 490, 498, 499, and CHEM/PHYS 496 as a means of enabling top-tier undergraduate scholars to participate in and produce new contributions within their disciplines” (R.E.A.L. Inquiry Report, February 2013, pp. 35-37 <http://longwood.edu/realinquiry/report.htm>).

Strategy 1.1.1 involves General Education Goal 2: ENGL 150. The following is excerpted from the R.E.A.L. Inquiry Report:



“English 150 is a course required as part of the general education program and is the introduction to writing in the academy for many, though not all, incoming undergraduates. The number of students taking English 150 each semester allows Longwood to reach a targeted percentage of its students as they begin their academic career.

“In Year 0 (2013–14), a pilot course will run to improve research and academic inquiry enhancements to English 150 to fit within the R.E.A.L. Inquiry framework. For example, students will be introduced to the research methods, evidentiary standards, and argumentative techniques of five different disciplines (broadly defined): the natural sciences, business and economics, the social sciences (including education and religious studies), history, and literature. In each unit, students will study the academic conventions and methodology of the discipline and read examples of writing in the discipline. At the end of each unit, each student will write and present a brief reflection summing up the methods of research, types of evidence, and argumentative strategies accepted in this discipline. Longwood will compensate the pilot course faculty member with a \$3,500 stipend to enhance and teach his/her English 150 sections and the Composition Coordinator \$3,500 yearly to oversee the introduction of the enhancement and the continued growth of QEP enhancements to the freshmen composition curriculum.

“In Year 1 (2014–15), Longwood will provide a stipend to three faculty members to make R.E.A.L. Inquiry-associated research and inquiry enhancements to three English 150 sections. Again, as an incentive to generate faculty participation, we will offer the selected faculty members a \$3,500 stipend to enhance their sections to include the aforementioned methodologies of academic research and inquiry in various disciplines.

“In Years 2–5 (2015–19), in consultation with the Composition Coordinator and based on the results of the pilot and three enhanced sections, selected enhancements will be made to the English 150 course curriculum in order to accommodate QEP expansion at this introductory level.”

Strategy 1.1.3 involves General Education Goal 14, which is the internship or directed study goal. Most majors require an internship or directed study and are therefore “exempt” from this goal. The following is an excerpt from the R.E.A.L. Inquiry report describing the strategy:

“Based on the increased exposure to research/academic inquiry in English 150 and disciplinary research-focused courses, we anticipate a growth in the number of students seeking to participate in an advanced research and/or academic inquiry experience within their discipline or in an interdisciplinary manner. It should be noted that courses designated as 490, 498, 499, and Longwood University CHEM/PHYS 496 satisfy Longwood University’s General Education Goal 14: The application of knowledge and skills developed in the student’s course of study through completion of an internship, guided field experience, or directed research.

“Beginning during Year 0 (2013–14), and continuing throughout the QEP implementation, regular announcements will be made to the faculty regarding the option of participating in R.E.A.L. Inquiry on a one-on-one basis with students via courses designated 490, 498, and/or 499.

“During Years 1–5 (2014–19), faculty members will be invited to submit an application. The offering of the enhanced disciplinary courses designated as 490, 498, and/or 499 by the selected faculty members will begin in Year 2. Expanding on the QEP-associated 490, 498, and/or 499 course offerings will be the primary goal during Years 3–5. (Please refer to Section VII, Timeline.)

“R.E.A.L. Inquiry-associated 490, 498, and/or 499 disciplinary courses will be further developed as directed research/academic inquiry courses. Individual course syllabi will be required and approved by the Director of QEP to ensure that they align with QEP student outcomes. The Director of QEP will work with the selected faculty members to ensure the assessment of these courses is formalized. Faculty will identify the methodologies and outcomes used in the courses to ensure alignment with QEP student outcomes. Tracking the assessment figures and recording student development over a series of years (during the QEP implementation and evaluation) will be coordinated by the director.”



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*Inside Higher Ed*

**Biographical Information**

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**Doug Lederman** is one of the three founders of *Inside Higher Ed*. With Scott Jaschik, he leads the site's editorial operations, overseeing news content, opinion pieces, career advice, blogs and other features. Doug speaks widely about higher education, including on C-Span and National Public Radio and at meetings around the country, and his work has appeared in *The New York Times* and *USA Today*, among other publications. Doug was managing editor of *The Chronicle of Higher Education* from 1999 to 2003. Before that, Doug had worked at *The Chronicle* since 1986 in a variety of roles, first as an athletics reporter and editor. He has won three National Awards for Education Reporting from the Education Writers Association, including one in 2009 for a series of *Inside Higher Ed* articles he co-wrote on college rankings. He began his career as a news clerk at *The New York Times*. He grew up in Shaker Heights, Ohio, and graduated in 1984 from Princeton University. Doug lives with his family in Bethesda, Md.