
LONGWOOD
UNIVERSITY

BOARD OF VISITORS



SEPTEMBER 13-15, 2018



**BOARD OF VISITORS
September 2018**

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BOARD OF VISITORS
September 2018

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

Thursday, September 13

- | | |
|------------------|--|
| 12:00pm – 3:00pm | Executive Committee Meeting, <i>Longwood House</i> |
| 3:15pm – 4:00pm | Robing for Convocation, <i>Willett Hall Administrative Offices</i> |
| 4:00pm – 5:00pm | Convocation Ceremony, <i>Willett Hall</i> |
| 6:00pm – 6:45pm | Cocktails, <i>Catbird Roof-top Bar, Weyanoke Hotel</i> |
| 7:00pm—9:00pm | Dinner, <i>Campagna, Weyanoke Hotel</i> |

Friday, September 14

- | | |
|----------------------|---|
| 8:30am – 9:00am | Continental Breakfast |
| 9:00am – 9:30am | Rector's Welcome and Consent Agenda |
| 9:30am – 11:30am | President's Report and Discussion |
| 11:30am – 12:00 noon | Reports of Representatives to the Board |
| 12:00pm – 1:00 pm | Dedication Ceremony, <i>Site of Admissions Building</i> |
| 1:00 pm – 2:15pm | Board Tour and Working Lunch, <i>Upchurch University Center</i> |
| 2:30pm – 4:00pm | Executive Session |
| 6:00pm – 7:00pm | Family Weekend Welcome Reception, <i>Brock Hall</i> |
| 7:15pm – 9:00pm | Cocktails and Dinner, <i>Longwood House</i> |

Saturday, September 15

- | | |
|------------------|---|
| 8:30am – 9:00am | Continental Breakfast, <i>French Hall</i> |
| 9:00am – 11:00am | Board Conversation on Hull Springs Farm, <i>French Hall</i> |



Overview Message from the President

copy follows in this tab, as distributed September 6, 2018

From: Reveley IV, Taylor
Sent: Thursday, September 6, 2018 12:19 PM
To: BOV
Subject: Longwood BOV Meeting

Friends,

We're looking forward to seeing you next week, and Kay will be distributing your briefing materials electronically and in hard copy by overnight delivery.

As we move through the beginning of this new school year, campus truly is alive with progress. The Weyanoke is in full cry. The Upchurch University Center is almost there. And the Civitae Core Curriculum is welcoming a particularly strong class of freshmen. The endowment held by the Longwood University Foundation also is within striking distance of the milestone of \$100M in total assets, perhaps as soon as this year.

In a divided time nationally, our community will also come together next Friday over the days of the BOV meeting to dedicate the new monument created by the University across from the Rotunda, which celebrates Farmville's role as a crossroads of history.

And in this divided time nationally, higher education is certainly under intense scrutiny. In that regard, your briefing materials will include an insightful (and on balance encouraging) report from the higher education association AAC&U concerning employers' current impressions of colleges and universities. Similarly, these challenging times also make Longwood's progress all the more notable.

Lastly, the key to momentum of course is to always keep thinking ahead. Among the items for focused prospective thought next week is Hull Springs Farm. We'll spend Saturday morning's session discussing plans and ideas regarding Hull Springs, which is a great gem for Longwood.

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

LONGWOOD UNIVERSITY
BOARD OF VISITORS
June 8-9, 2018
Minutes

***** DRAFT *****

Call to Order

The Longwood University Board of Visitors met on Friday, June 8, 2018 at the Williamsburg Lodge. The meeting was called to order at 9:10 a.m. by Rector Marianne Radcliff.

Members present:

Mrs. Eileen M. Anderson '83
Mr. Michael Evans
Mr. David Hallock
Mrs. Marianne M. Radcliff '92
Mrs. Ricshawn Adkins Roane
Ms. Pia Trigiani
Mrs. Nadine Marsh-Carter
Mrs. Polly Raible '91
Mrs. Colleen Margiloff '97
Ms. Katherine Busser

Members absent:

Mr. Steven Gould
Ms. Katharine McKeown Bond '98
Mr. Eric Hansen

Also present:

President W. Taylor Reveley IV
Dr. Lara Fergeson, Interim 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
Ms. Courtney Hodges, Vice President for Institutional Advancement
Mr. Troy Austin, Director of Athletics
Mr. Justin Pope, Vice President and Chief of Staff
Mrs. Kay Stokes, Executive Assistant
Mr. Mike Ellis, Longwood University Foundation
Mr. Bill Walsh, Longwood University Real Estate Foundation
Ms. Tammy Jones '81, Alumni Board
Dr. Lissa Power-deFur, Faculty Representative
Mr. Cameron O'Brion, Office of the Attorney General

Rector's Welcome and Approval of Minutes and Consent Agenda

The rector called the meeting to order and welcomed members of the Board and others in attendance. She commended the university community on its spirit and attitude during Commencement. She said she had heard more positive comments about this year's memorable events than in any previous year.

The rector welcomed Farmville native Sen. Monty Mason, who also extended his welcome to the group to Williamsburg, highlighting new sites celebrating and honoring the area's history. He celebrated the signing this week of the state budget and commended Longwood's Board and leadership team, adding he was extremely excited about new developments in Farmville.

The rector also expressed her appreciation for the passage of the state budget. She asked for a motion to approve the Consent Agenda, including the minutes of the March and May meetings. Mr. Hallock seconded, Mrs. Raible seconded and the motion was approved unanimously.

President's Welcome

President Reveley also expressed his welcome. Regarding budgeting, he said the categories of funding including philanthropy, capital funding and grants (i.e. categories other than the principal streams of tuition and state support for operations) this year crossed the \$100 million mark in aggregate during his five years as president. Approximately half of that is General Assembly capital appropriation, the fruits of which are steadily becoming more visible around campus. President Reveley said he looked forward to welcoming the two new basketball coaches to the day's luncheon, noting that college athletics is an important part of the "special sauce" of American higher education, which among other virtues plays an important role in connecting higher education with the general public. He said Ken Copeland would provide a budget overview later, noting the intrinsically central role of people and thus personnel costs in higher education, which makes it different from other industries. The president noted Longwood will this year for the first time spend more than \$10 million on health insurance. He said the year now coming to a close has been a long one, but he is excited for 2018-19 when many of the efforts of recent years including new buildings and the new Civitae curriculum will be in full swing.

Vice Presidents' Reports

Mr. Austin said both new basketball coaches, Griff Aldrich and Rebecca Tillett, each with William & Mary ties, were pleased to be joining the Board meeting. He said the trend of greater use of Longwood gear is showing up in increased licensing revenue. An original goal of \$50,000 in licensing sales has been surpassed, and at \$64,000 the department is approaching its new goal of \$70,000. He said the year has seen increased efforts in academic support, and the department continues to hit high marks in academic success metrics, including graduation rate and the Academic Progress rate, where Longwood is near the top of the Big South conference. He said the NCAA is implementing financial rewards for academic success, not just success in the NCAA Basketball Tournament, that starting in 2019-20 has the potential to increase Longwood's revenue distribution. President Reveley offered further detail on this transition and its potential

benefits for institutions with strong academic success rates like Longwood. Mr. Austin also provided an update on matters related to the Big South Network, and thanked President Reveley for his impactful leadership of the conference.

Ms. Kindon reported it has been an exceptionally busy spring. Staff have moved into Brock Hall this week, in time for orientation, which will mark the beginning of a new coaching model and the infusion of Civitae into the experience of the incoming freshman class. She provided an update on the vision and design of the Admissions Building, which will also serve as a welcoming space for the entire community. She provided an overview of marketing and advertising initiatives, and plans going forward to provide top-level marketing to important initiatives including Civitae and the Brock Experiences.

Mr. Copeland provided an update on the recent restructuring of the Lancer Card operation to improve efficiency and service. He provided updates on each of the several campus construction projects, including timelines. Mr. Evans offered commendation on the overall quality of the new buildings that have come online during his time on the Board. Mr. Copeland commended Bob Chambers on his exceptional work guiding Brock Hall to completion despite substantial challenges posed by the contractor. He provided an update on the work of the campus-wide parking group, including faculty, staff and students, on a parking assessment that concluded there is ample parking supply on campus but made suggestions for reallocation to make more efficient use of current spaces. Regarding a question from Mrs. Margiloff expressing concerns about commuting students, Mr. Copeland said the situation for commuting students has been front and center during the recent parking study. Mrs. Raible requested the use of a map the Board can consult during future meetings to consult during campus and construction updates. There was general discussion regarding possible future uses of the federal building, and planning for future uses of Lankford, including as a possible future home for campus police and other non-auxilliary services.

Dr. Fergeson gave an update on implementation of Civitae. Registration of incoming students is underway. Longwood hosted a highly successful Teaching and Learning Institute in May to prepare for developing perspectives level courses next year. She noted that while many universities are working to improve their curricula, the process and substance of the development of Longwood's new curriculum have been uniquely powerful. She noted a number of major recent events and activities that have kept faculty busy, including the highly successful Virginia Junior Academy of Science meeting, which brought more than 600 high-achieving school students to campus. Brock Experiences pilots are underway. She reported Longwood students will be studying in 11 different countries this year. She provided an update on leadership transitions, with Prof. Wade Edwards replacing the retiring Joanna Baker as associate dean in the Cook-Cole College of Arts and Sciences, with Prof. Sarai Blincoe serving in an assistant role. Charles White will take on such duties in the dean's office of the College of Business and Economics. There are approximately 34 new faculty arriving in the fall, and she said the cohort is excellent. She commended an exciting folk art exhibition coming to Longwood. She described the process by which Moton has been invited to join in a group nomination of U.S. civil rights sites for consideration by UNESCO's World Heritage site committee. The only other sites in

Virginia recognized by UNESCO are the University of Virginia and Monticello. Ms. Trigiani also commended the faculty on their enthusiastic participation in the Commencement ceremony. President Reveley also echoed that commendation to the faculty, especially in light of the rain. Dr. Power-deFur noted other examples of faculty stepping up to help the ceremony continue smoothly.

Ms. Hodges commended the work of Conferences and Events Services, noting the growing pool of revenue the department receives supports projects across the university. She provided an update on progress toward achieving the goals of the 2014 Campus Master Plan, with annual giving up from about \$900,000 to \$1.8 million. The national average of alumni participation at public institutions at 5 percent; from 2014-2018 Longwood has maintained 10 percent alumni percentage participation.

She reported that late last year, an anonymous donor had offered a \$5 million matching offer if the university could raise, during the remaining six months of the year, another \$5 million on its own. In past years, Longwood has typically raised about \$1 million for scholarships in any given full year, so the challenge has been substantial. She announced that with several weeks to go the university just crossed the threshold and has raised \$5.8 million, successfully meeting the challenge that will trigger the additional matching gift, for a total of \$10.8 million and still growing. She said the donor has given permission for her identity to be revealed, and revealed to the Board to sustained applause that it is Joan Brock '64. President Reveley commended the Advancement Office on the achievement. President Reveley also announced and thanked Bill Walsh for a \$250,000 scholarship gift in honor of his mother. Mrs. Raible commended Ms. Hodges on the personal touch she provides to donors.

Dr. Pierson commended the most recent cohort of student leadership, as well as the housing staff on accommodating students successfully during the Curry-Frazer construction. Longwood continues to face record numbers of students requiring counseling or other assistance. He noted the challenges of recruiting and hiring counselors, and said his division has been working with Administration and Finance to make adjustments to help. He said the Student Affairs department appreciates the clear concerns of the Board to the student experience and their needs. He also noted the Campus Health and Recreation Center was recently recognized as one of the top 50 campus recreation centers in the country, joining only VCU among schools in Virginia. He also commended the club baseball team on its successful run to and in the College World Series in Kansas, taking third place there after winning state and regional competitions. He shared a note from parents thanking Longwood for their support.

Ms. Busser said that in her long experience serving on many boards, Longwood's current group of vice presidents is the most impressive she has encountered both in terms of their work and commitment to the university, and several Board members expressed their appreciation for the level of personal attention the institution provides students.

Operating Budget

Mr. Copeland gave an overview of the proposed operating and capital budgets for the coming year. He noted the budget is based on conservative assumptions about credit hour production and does not factor in some additional state funding that materialized in the delayed state budget and which will be helpful. Ms. Kindon noted that with the economy doing well community college enrollment has declined substantially and that has put downward pressure statewide on transfer numbers. Mr. Copeland said in light of statewide trends he feels very positive about the incoming freshman class and especially the low melt numbers materializing. He noted the line items of additional support that are new to this year's budget are Civitae funding, with just under \$900,000 allocated, with smaller infusions for data analytics and also incremental salary adjustments for faculty by virtue of promotion. He highlighted and explained other elements of the budget. For the 2017-18 budget year now winding down, he said he expects Longwood to end up just over \$1 million in E&G surplus. In response to questions from Ms. Busser, Mr. Copeland described the process of prioritizing capital projects based on need, with life and safety issues rising to the top of the list. There was discussion regarding Dorrill Dining Hall and long-term plans to potentially address improvements in the years ahead, as well as the long-term vision for improving Beale Plaza. Regarding the new Joan of Arc statue, Mr. Copeland said work is underway on site preparation.

The rector asked for a motion to approve the capital and operating budgets as presented. Ms. Busser so moved, Mrs. Anderson seconded, and the motion was approved unanimously.

Reports of the Representatives of the Board

Mr. Walsh expressed his admiration for the work of the Advancement Office during the recent scholarship fundraising campaign, and also commended Louise Waller. He described efforts of the Hull Springs stakeholders group led by Sherry Swinson that will ensure eventual plans for Hull Springs have strong community buy-in.

Mr. Ellis noted this will be his final Board of Visitors meeting but noted as past president he will remain on the Foundation Board. He noted there has been significant transition at the staff level and thanked Mr. Copeland for his support in shepherding through a period of transition to new leadership. He said he believes the Foundation is now on the right track, and said he was pleased to report the Foundation has hired an executive director. On a personal note, Mr. Ellis said he was the first in his family to go to college, and said he would not be where he is today without Longwood, and that he is extremely proud of how it serves students today. He thanked the Board of Visitors for their service. The Rector and Board members thanked him with applause.

Mrs. Jones echoed Mr. Ellis' comments and gave an overview of alumni activities, including a report on the second annual Mega-Reunion, where 270 Longwood seniors registered and participated, joining alumni, as well as the debut of the Longwood Circles networking program and other Alumni Association programming over the weekend. She said she was especially impressed with the variety of activities over the course of the weekend.

The rector thanked Dr. Power-deFur for her service on the occasion of her last meeting as faculty representative. Dr. Power-deFur thanked the Board for their interest in faculty activities and attentiveness for faculty concerns during her tenure as representative. She said the faculty appreciated that concerns about departmental budgets had been addressed and is eager to ensure funding for future years. She also appreciated that the faculty had been consulted on the naming of Civitae and desired to be involved in the selection of a permanent provost and vice president of academic affairs.

She commended the joint work of faculty and Student Affairs with students who may be food insecure. She provided a brief reporting highlighting recent activities and achievements of the faculty (included as Appendix 1).

Mr. Austin introduced Griff Aldrich and Rebecca Tillett, the new men's and women's basketball coaches, who each spoke briefly, expressing gratitude for their warm welcome to Farmville and giving an overview of their developments thus far and vision for their programs. The coaches joined Board members for lunch.

Annual Elections

After returning from lunch, President Reveley asked Mr. Hallock, chair of the nominating committee, to report to the Board. Mr. Hallock said the nominating committee recommended the following slate of officers for the 2018-19 year: Marianne Radcliff as rector, Eric Hansen as vice rector, Pia Trigiani as secretary and Michael Evans as member at large of the executive committee. Mr. Hallock moved that the slate be approved, Mrs. Margiloff seconded, and the slate was approved unanimously.

Ms. Trigiani offered a motion to go into Closed Session under Section 2.2-3711(A)(1) and (9) of the Code of Virginia to discuss matters pertaining to personnel and philanthropy. Mrs. Margiloff so moved, Mr. Hallock seconded and the motion was approved unanimously.

A motion was offered by Ms. Margiloff to return to open session. The motion was seconded by Mr. Evans and approved by the Board. In compliance with the provisions of the Freedom of Information Act, the Board returned to Open Session. Ms. Radcliff moved to certify that the discussion in Closed Session was in accordance with the Code of Virginia. Ms. Busser seconded. All members then in attendance voted to confirm: Mrs. Anderson, Mr. Evans, Mr. Hallock, Mr. Mrs. Radcliff, Mrs. Marsh-Carter, Ms. Trigiani, Mrs Roane and Mrs. Raible.

The Board strongly commended President Reveley on his leadership of the University during the 2017-18 fiscal year.

Adjournment

There being no further business, the meeting was adjourned at approximately 4 p.m. Members had dinner together at the Williamsburg Lodge. On Saturday morning they visited the William & Mary President's House for coffee as guests of President W. Taylor Reveley III and Mrs. Helen

Reveley, as they entered the final weeks of their service as President and First Lady of William & Mary.



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

This section includes standard edits, updates, and amendments to policies and procedures, including: a resolution in honor of former Board Member Katherine Busser; naming resolutions for rooms in the new Upchurch University Center; approval of a course fee for 2018; resolutions granting the necessary authorities to the university related for bond issues related to 1) funding the auxiliary portion of expenses for a steam tunnel repair project under Wheeler Mall (the remainder is funded by the Commonwealth) and 2) a reissuance by the Longwood Real Estate Foundation of \$109 million of debt associated with Midtown Landings, Longwood Village and Lancer Park, in order to capture interest rate savings and diversify its bond holdings; approval of a succession plan regarding key personnel, executive positions and employees nearing retirement for submission to the Department of Human Resources Management (DHRM) as newly required under Virginia Code for all Executive Branch agencies; approval of the regularly updated Six-Year Plan as required by SCHEV; routine updates and revisions to the Faculty Senate bylaws; approval of a revised Strategic Plan for the Longwood Center for the Visual Arts; and approval of routine revisions to the by-laws of the LCVA.

LONGWOOD UNIVERSITY
RESOLUTION IN HONOR OF
Katherine E. Busser

WHEREAS, Katherine E. Busser
served with distinction on the Longwood University Board of Visitors
from July 1, 2014 to June 30, 2018; and

WHEREAS, as a committed and loyal member of the Board of Visitors, brought to bear
in her service her experience and wisdom as a Prince Edward County native, parent of
Keaton Busser '18, and highly accomplished leader in the Commonwealth's Business and
Non-profit communities, and has challenged Longwood to strive toward constant
improvement in service of its mission, and as an institution of higher learning, a
community, and a workplace, and who herself embodies the ideals of citizen leadership,

BE IT RESOLVED THAT

The Board of Visitors and the entire Longwood University community extend to

KATHERINE E. BUSSER

our most heartfelt appreciation for his devoted service
and our best wishes for the future.

MARIANNE RADCLIFF '92
RECTOR OF THE LONGWOOD UNIVERSITY BOARD OF VISITORS

W. TAYLOR REVELEY IV
PRESIDENT OF LONGWOOD UNIVERSITY

LONGWOOD UNIVERSITY
NAMING OF ROOMS WITHIN
NORMAN H. AND ELSIE STOSSEL UPCHURCH '43
UNIVERSITY CENTER

The Board of Visitors of Longwood University approved the naming of rooms within the NORMAN H. AND ELSIE STOSSEL UPCHURCH '43 UNIVERSITY CENTER on this 14th day of September in the year Two Thousand and Eighteen in the one hundred and eightieth year of Longwood University.

Ballroom
SOZA BALLROOM
William and Susan Eddy Soza '62

SGA Chamber
WILSON CHAMBER
John D. and Jean Cunningham Wilson '51

Room 212
SPRAGUE ROOM
Dr. Rosemary Sprague

Room 306
HOLLAND ROOM
Clinton E. and Margaret Murry Holland '34

Room 213
ERICKSON ROOM
Ira H. and Virginia Gee Erickson '32

Room 307
ELLIOTT ROOM
George P. Elliott '56

Room 301 (SGA Office Suite)
POLLARD SUITE
Marvin L. and Lelia Wingfield Pollard '53

Room 310
COENEN ROOM
Jon D. and Catherine Phillips Coenen '41

Room 301B (SGA Conference Room)
GRAY ROOM
Elmon T. and Pamela Burnside Gray

Room 313
SIMPSON ROOM
Murray S. and Cora Straughan Simpson '61

Room 302
HOUSE ROOM
Mildred Davis House '37

Room 312
KRAEMER ROOM
Richard C. and Carole Dawson Kraemer '67

Room 304
GRANT ROOM
E. Madison and Anne Deffenbaugh Grant '28

Room 314
ELDER ROOM
A. C. and Martha Cooke Elder '28

Longwood University

Course Fees

	2017-2018	2018-2019	Increase
Professional Certification Seminar (KINS484)*	\$175	\$0	
Practicum in Speech-Language, Hearing and/or Dysphagia (CSDS680)**	\$50	\$50	\$0

*Retro active for Fall 2018 - Inadvertently excluded in May 2018

** Retro active for Fall 2018 - This fee was mistakenly removed in March 2018

**RESOLUTION OF THE BOARD OF VISITORS OF
LONGWOOD UNIVERSITY
VIRGINIA COLLEGE BUILDING AUTHORITY FINANCING AUTHORIZATION**

WHEREAS, pursuant to and in furtherance of Chapter 12, Title 23.1 of the Code of Virginia of 1950, as amended (the "Act"), the Virginia College Building Authority (the "Authority") developed a program (the "Program") to purchase debt instruments issued by public institutions of higher education in the Commonwealth of Virginia ("Participating Institutions" and each a "Participating Institution") to finance or refinance projects of capital improvement ("Capital Projects" and each a "Capital Project") included in a bill passed by a majority of each house of the General Assembly of Virginia (the "General Assembly");

WHEREAS, under the Program the Authority from time to time issues its Educational Facilities Revenue Bonds (Public Higher Education Financing Program) ("Pooled Bonds") to finance the purchase or refunding of debt instruments issued by Participating Institutions to finance or refinance Capital Projects;

WHEREAS, if a Participating Institution desires to finance or refinance a Capital Project through the Program it must enter into a loan agreement with the Authority, under which: (i) the Participating Institution will issue its promissory note pursuant to Chapter 1208, Title 23.1 of the Code of Virginia of 1950, as amended, to evidence a loan to it by the Authority; (ii) the Authority will agree to issue Pooled Bonds and use proceeds thereof to purchase the promissory note; (iii) the Participating Institution will agree to use proceeds of Pooled Bonds, loaned to it and received in exchange for its promissory note, to finance or refinance the Capital Project and to not take actions that may jeopardize any federal tax-exempt status of interest on Pooled Bonds allocable to financing or refinancing the Capital Project; and (iv) the Participating Institution will agree to make payments under the promissory note in sums sufficient to pay, together with certain administrative and arbitrage rebate payments, the principal of, premium, if any, and interest due on such Pooled Bonds;

WHEREAS, the Board of Visitors (the "Board") of **LONGWOOD UNIVERSITY** (the "Institution") from time to time desires to finance or refinance Capital Projects for the Institution as a Participating Institution under the Program, and now proposes that the Institution issue its promissory note or notes (collectively, the "Note") to be sold to the Authority in accordance with a loan agreement or loan agreements between the Institution and the Authority (collectively, the "Loan Agreement"), under which proceeds of Pooled Bonds will be loaned to and received by the Institution in exchange for the Note, to finance or refinance costs of the following Capital Projects authorized for bond financing by the General Assembly: the **Replace Steam Distribution System Wheeler Mall** (Project Code 18271) (collectively, the "Project"); and

WHEREAS the Board desires to designate certain Institution officers (i) delegated the authority to approve the forms of and to execute and deliver the Loan Agreement, the Note and any amendments thereto, and any other documents necessary or desirable in connection with financing or refinancing costs of the Project through and participation in the

Program; and (ii) responsible for monitoring post-issuance compliance with covenants of the Institution related to maintaining any federal tax-exempt status of interest on Pooled Bonds.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD:

Section 1. The Project is hereby designated to be undertaken and financed or refinanced by the Authority and, accordingly, the **President and Vice President for Administration and Finance** (the "Authorized Officers") are each hereby delegated and invested with full power and authority to approve the forms of the Loan Agreement, the Note and any amendments thereto (in connection with any refunding of Pooled Bonds financing or refinancing the Project or otherwise), and any pledge to the payment of the Note and any amendment thereto of total gross university sponsored overhead, unrestricted endowment income, tuition and fees, indirect cost recoveries, auxiliary enterprise revenues, general and nongeneral fund appropriations and other revenues not required by law or previous binding contract to be devoted to some other purpose, restricted by a gift instrument for another purpose or excluded from such pledge as provided in the Loan Agreement, subject to the provisions of Section 3 hereof.

Section 2. Subject to the provisions of Section 3 hereof, the Authorized Officers are each hereby delegated and invested with full power and authority to execute, deliver and issue, on behalf of the Institution, (a) the Loan Agreement, the Note and any amendments thereto (in connection with any refunding of Pooled Bonds financing or refinancing the Project or otherwise), with approval of such documents in accordance with Section 1 hereof evidenced conclusively by the execution and delivery of the respective document, and (b) any other documents, instruments or certificates as may be deemed necessary or desirable to finance or refinance costs of the Project through and participate in the Program, and to further carry out the purposes and intent of this resolution. The Authorized Officers are authorized and directed to take such steps and deliver such certificates in connection with delivery of the Note, and any amendment thereto, as may be required under any existing obligations, including bond resolutions relating to any outstanding general revenue pledge bonds, and to notify Virginia Department of Treasury representatives serving as Authority staff at least 60 days in advance of a pledge of any amounts pledged to the payment of the Note in accordance with Section 1 hereof to, or as security for, the payment of any other Institution obligations issued or entered into after the date hereof for so long as the Note and any amendments thereto remain outstanding.

Section 3. The authorizations given above as to the approval, execution, delivery and issuance of the Loan Agreement, the Note and any amendments thereto (in connection with any refunding of Pooled Bonds financing or refinancing the Project or otherwise) are subject to the following parameters: (a) the principal amount to be paid under the Note allocable to any component of the Project, together with the principal amount of any other indebtedness with respect to such component, shall not be greater than the amount authorized for such component by the General Assembly plus amounts needed to fund issuance costs, original issue discount, other financing (including without limitation refunding) expenses and any other increase permitted by law; (b) the aggregate principal amount of the Note shall in no event exceed \$ **3,192,000** as the same may be so increased; (c) the aggregate interest rate payable (i) under a tax-exempt Note shall not exceed a "true" or "Canadian" interest cost more than 50 basis points higher than the interest rate for "AA" rated securities with comparable maturities, as

reported by Thomson Municipal Market Data (MMD) or another comparable service or index for tax-exempt yields, as of the date that the interest rates are determined, taking into account any original issue discount or premium and (ii) under a taxable Note shall not exceed a “true” or “Canadian” interest cost more than 50 basis points higher than the interest rate for “AA rated securities with comparable maturities, as reported by MMD or another comparable service or index for taxable yields, as of the date that the interest rates are determined; (d) the weighted average maturity of the principal payments due under the Note shall not exceed 20 years after the original issue date of the Note; (e) the last principal payment date under the Note shall not extend beyond the reasonably expected weighted economic life of the Project; and (f) subject to the foregoing, the actual amount, interest rates, principal maturities, and date of the Note shall be approved by an Authorized Officer, as evidenced by the execution thereof.

Section 4. The Board acknowledges that if there is a failure to make, as and when due, any payment of the principal of, premium, if any, and interest on any promissory note issued by the Institution as a Participating Institution to the Authority under the Program, including without limitation the Note and any amendments thereto, the State Comptroller is authorized under the Program and Section 23.1-1211 of the Code of Virginia of 1950, as amended, to charge against appropriations available to the Institution all future payments of principal of, premium, if any, and interest on such promissory note when due and payable and to make such payments to the Authority or its designee, so as to ensure that no future default will occur on such promissory note.

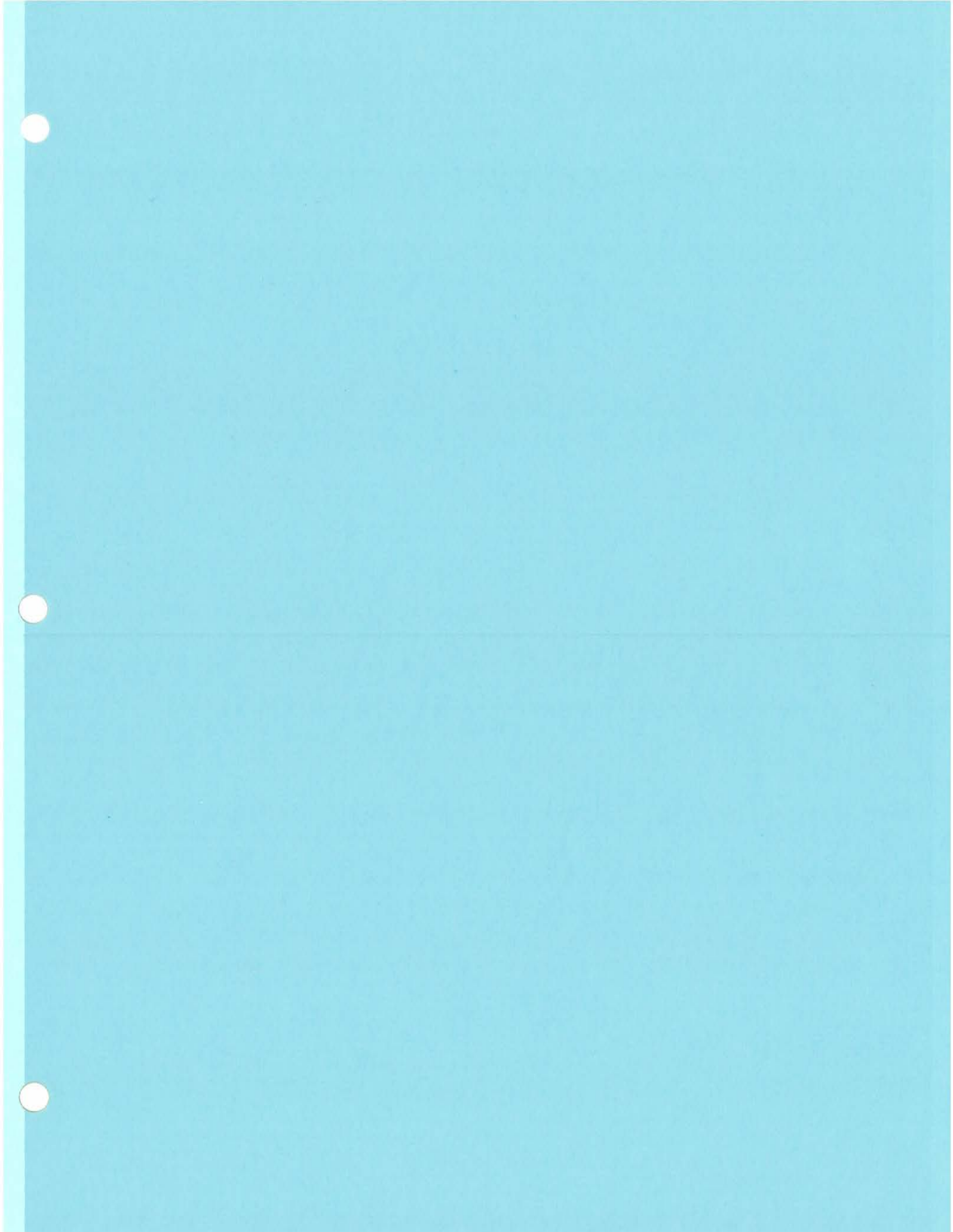
Section 5. The Board agrees that if the Authority determines the Institution as a Participating Institution shall be subject to continuing disclosure obligations under Rule 15c2-12 of the federal Securities and Exchange Commission with respect to any Pooled Bonds, (a) an Authorized Officer shall, and is hereby authorized and directed to, enter into a continuing disclosure undertaking in form and substance reasonably satisfactory to the Authority, and (b) the Institution will comply with the provisions and disclosure obligations contained therein.

Section 6. The Board designates the **Vice President for Administration and Finance** to be responsible for implementing procedures to monitor post-issuance compliance with covenants in any loan agreement between the Institution as a Participating Institution and the Authority, including the Loan Agreement and any amendments thereto, related to maintaining tax-exempt status for federal income tax purposes of interest on any Pooled Bonds, including without limitation monitoring the use of any portion of all Capital Projects for the Institution financed or refinanced with such Pooled Bonds and compliance with any applicable federal income tax remedial action requirements in connection with certain changes in such use. Such officer shall review such post-issuance compliance at least annually for so long as such Pooled Bonds remain outstanding.

Section 7. This resolution shall take effect immediately upon its adoption.

Adopted: _____, 20__

_____, Secretary
**BOARD OF VISITORS OF
LONGWOOD UNIVERSITY**



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

WHEREAS, the Board of Visitors of Longwood University (the "Board") is supportive of and committed to the development, redevelopment, renovation, construction, management, support and success of needed student housing for the students of Longwood University (the "University") by Longwood University Real Estate Foundation, a Virginia nonstock corporation, and/or its affiliates (the "Foundation"), in and around the student housing facilities known as the Longwood Village Project, the Lancer Park Project, the North Campus Project and the Longwood (formerly known as Midtown) Landings Project, together with related facilities and appurtenances (collectively, the "Projects"), all in accordance with the University's Master Plan (the "Master Plan"); and,

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

WHEREAS, the University has entered into certain management agreements and other appropriate support agreements with the Foundation in connection with the Projects; and,

WHEREAS, the Foundation has indicated its intent to finance the costs of refinancing and refunding the existing bond indebtedness used to acquire, develop and finance the Projects (the "Series 2015 Bonds") through the issuance by the Industrial Development Authority of the Town of Farmville, Virginia (the "Issuer") of a new series of Educational Facilities Revenue and Refunding Bonds, Series 2018 (the "Series 2018 Bonds"); and,

WHEREAS, the University has previously provided, and now desires to provide, its continued support and management services for the Projects pursuant to a support agreement, including any amendments thereto (the "Support Agreement") and a management agreement, including any amendments thereto (the "Management Agreement" and together with the Support Agreement, the "Support Documents"), all between the University and the Foundation, by the terms of which the University will agree, among other things, to support the Foundation's efforts to acquire, construct, renovate, redevelop, reconstruct, alter, equip, and operate, as applicable, the Projects and to finance the costs of refinancing and refunding the Series 2015 Bonds through the Issuer's issuance of the Series 2018 Bonds; and

WHEREAS, the Board desires to enter the Support Documents to support the Projects and to facilitate the issuance of the Series 2018 Bonds;

THEREFORE, BE IT RESOLVED as follows:

1. The Board confirms and reaffirms its approval and support of the Projects.
2. The Board authorizes and approves the execution and delivery of the Support Documents in form and substance satisfactory to W. Taylor Reveley, IV or another University representative as may be designated by Mr. Reveley, in writing, either of whom may act independently (the "Authorized Representatives"), upon the terms consistent with these resolutions, which shall be in substantially the same form presented to this meeting with such changes, insertions, modifications and/or deletions as may be approved by the Authorized Representatives.
3. The Board authorizes and directs the Authorized Representatives to execute and deliver such agreements, documents and certificates and to take such other action as they deem necessary or desirable to consummate the transactions contemplated by these resolutions, with such necessity and desirability being conclusively evidenced by the execution and delivery of such Support Documents, agreement, document or certificate, or the taking of such actions.
4. All other acts of the officers of the University that are in conformity with the purposes and intent of these resolutions and in furtherance of the Projects as described in these resolutions are hereby approved, ratified and confirmed.

CERTIFICATE

The undersigned, being the Secretary to the Board of Visitors of Longwood University, does hereby certify:

1. That attached as Exhibit A hereto is a true and complete copy of a resolution entitled "Resolution of the Board of Visitors of Longwood University Regarding Authorization and Approval of Certain Real Estate Instruments Necessary for Financing of Longwood University Student Housing Projects" which was adopted by the Board of Visitors of Longwood University, on September ____, 2018. Such Resolution has not been repealed, revoked, rescinded or amended, and is in full force and effect on the date hereof.

IN WITNESS WHEREOF, I set my hand this ____ day of September, 2018.

Lucia Anna Trigani
Secretary to the Board of Visitors

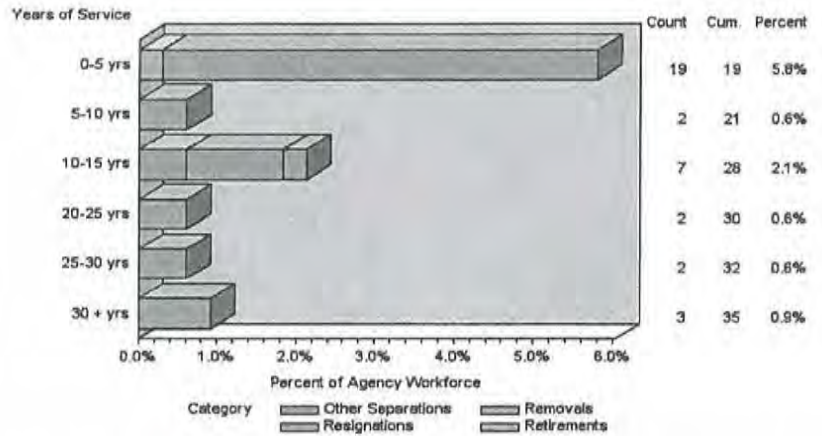


Key Observations

- 38.1% of service/maintenance employees and 26.3% of skilled craft workers are eligible to retire in the next five years.
- For fiscal year 2018, the highest percentage of turnover, 5.8%, is with classified staff who have less than 5 years of service.

FY18 Classified Turnover per Virginia Department of Human Resource Mgmt.

Longwood University
TURNOVER



Skilled/Craft Retirement Eligibility (classified)

Skilled Craft Workers (HVAC, Electrical, Plumbing)

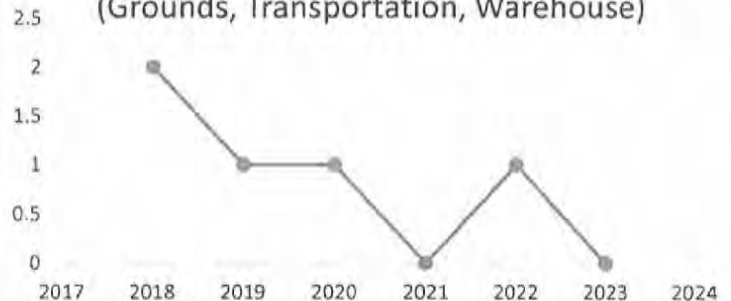


2018 2019 2020 2021 2022 2023



Service/Maintenance Retirement Eligibility (classified)

Service/Maintenance Workers (Grounds, Transportation, Warehouse)



Action Plans

- Continue to identify skill set risks in current staffing that is needed to fill Workforce Planning (WFP) Critical Positions as they become vacant. Use recruiting strategies to develop strong candidate pools for open positions and select new employees with development potential.
- Continue to cross-train employees within departments to enhance employee skill sets.
- Plan for knowledge transfer by identifying what skills and competencies are needed for employees to function well in WFP Critical Positions. Most important is to document or share institutional knowledge to ensure it is shared with future employees.



Action Plans (Continued)

- Identify high potential and high performing individuals that can fill WFP Critical Positions and reward these individuals through retention strategies.
- Develop with Graduate and Professional Studies a workforce development/leadership program to ensure employees are ready to assume responsibility for WFP Critical Positions.
- Develop within Facilities an apprenticeship position(s) and partner with Southside Virginia Community College to tap students who are in those programs to ensure succession in our trades positions.



Signatures

SUCCESSION PLAN

§ 2.2-1209. POLICY OF THE COMMONWEALTH REGARDING WORKFORCE PLANNING ISSUES WITH A SUBMISSION OF A SUCCESSION PLAN FOR THE AGENCY/INSTITUTION IN ALIGNMENT OUR ANNUAL STRATEGIC PLANNING CYCLE

To ensure that workforce planning is occurring in tandem with agency strategic planning, and to support the acquisition and sustainment of a resilient workforce, agencies and institutions of higher education must execute, continuously evaluate, and submit an annual succession plan to executive leadership. The plan template was designed by the Department of Human Resource Management and vetted by a state human resources advisory committee. As directed by the legislative mandate, the plan has a threefold focus: mission critical positions; employees nearing retirement; and executive positions.

This Succession Plan serves as the foundation for the continual assessment of workforce risks and accomplishments, and will enable informed executive-level workforce decisions. Plans must be submitted to an agency's Cabinet Secretary or Board of Visitors annually, no later than June 30th of each year.

STATEMENT OF COMMITMENT

Longwood University is committed to the Commonwealth's policy and its efforts to submit a succession plan annually to ensure adequate workforce planning in alignment with the agency or institutions strategic plans.

Agency Head Signature

Human Resource Director

Succession Planning Lead, DHRM

Longwood University

2018 SIX-YEAR PLAN

Part II (Narrative)

Part II (Narrative) of the Six-Year Plan contains the following sections. Please be as concise as possible with responses.

- A. **Institutional Mission** – Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period. Any changes to institutional mission must be formally submitted to SCHEV for review and approval.

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

Approved by the Longwood University Board of Visitors, July 1997.

The Longwood University Board of Visitors approved a new strategic plan in 2014. Among its key principles and priorities: transforming lives, improving retention and graduation, a cutting-edge curriculum, regional prosperity and improved organization, structure, and governance.

- B. **Strategies** – Describe in more detail the strategies proposed in the spreadsheet. Identify each strategy with the title used in the spreadsheet. **Institutions seeking to pursue grants from the Virginia Research Investment Fund should include strategies related to their research efforts in the Academic Plan.**

- 1) **Improved Retention and Graduation Rates**

Objective 2 – Optimize Student Success for Work and Life

Improving retention and graduation rates remains the top strategic priority for Longwood University. Longwood is well-positioned to take the next steps in these efforts with new and expanded initiatives over the next two years, as we have repurposed five positions at the university for a renewed strategic focus on student success. We are developing a strategic retention plan to ensure that we are providing the most effective support possible to help students succeed and graduate. We continue to utilize predictive model analysis and best practices in the industry. We are also forging partnerships with other university divisions, so that ultimately the entire campus moves as one in our efforts to maximize student success.

Our efforts will be boosted by the opening of the new Student Success Center, Brock Hall, in 2018. Brock Hall will be a "one-stop shop" that brings student academic support services together under one roof. The clustering of these services will create a single destination

where students can find academic support, answers and referrals, thus creating a better learning environment and increasing the potential for students' long-term academic success. We appreciate the Governor and General Assembly's support for this critical capital project.

The following initiatives will be a particular focus for Longwood:

- **Seamless transition for Transfer Students:** A new director of strategic initiatives for enrollment management is undertaking a fresh look at Longwood's community college partnerships, including an analysis of current articulation agreements to find ways we can build better pathways for transfer students and improve the overall transfer process. Longwood was recently awarded a National Science Foundation grant to partner with five Southside Virginia community colleges to increase the number of students who transfer into Longwood's mathematics and science teacher education programs.
- **Early Alert Program Expansion:** Longwood's Early Alert Program, piloted in fall 2016, was expanded in 2017-18. The system, described in greater detail in Section D, enables faculty to alert Student Success staff well before the traditional mid-semester grading period if a student appears to be experiencing academic or personal challenges. Staff can then provide the student with the appropriate services to meet his or her needs and, if necessary, undertake an intervention. Longwood will be expanding the program with a more comprehensive and systematic approach to identifying student needs, both through improved use of data and input from faculty, peer mentors, resident assistants and even the students themselves. One unique feature is an emphasis on fostering a student growth mind-set, which has proven to be an effective practice for increasing retention and student success at other universities. We are undertaking deep-dive analysis of the factors associated with poor academic performance, as well as those with persistence, to identify and target strategies for improvement, including faculty training, curricular re-design and additional support services for students in certain courses.
- **Student Success Initiatives for First-Generation and Pell-Eligible Students:** An analysis of student success trends has revealed that students at Longwood who are most at-risk of not completing their degrees are both first-generation college students and Pell-eligible. Longwood has been focusing on this particular population of students for the past year. A Longwood Seminar (LSEM) section specifically for first-generation students to address their unique transition and support needs was piloted in fall 2016. We have also met with Secretary of Education Dietra Trent and SCHEV to discuss ways to improve retention and graduation rates for students who are Pell-eligible.

During the fall of 2017, Longwood began a targeted initiative to increase success among first-generation and Pell-eligible students. The students were assigned to special advisors trained in "intrusive advising" techniques and to special sections of an English course with faculty specifically trained to work with this population. Approximately 200 students received some kind of special intervention, whether in a learning community, a mentorship opportunity, or a specially designed section of LSEM or freshman composition.

2) A new Core Curriculum

Objective 2 – Optimize Student Success for Work and Life

Objective 3 – Drive Change and Improvement through Innovation and Investment

Longwood has been engaged in a multi-year process to develop a new General Education or “Core” Curriculum that is tied more closely to Longwood’s mission of transforming students into citizen leaders who will lead successful and fulfilling lives. The new Core Curriculum will be a centerpiece of a Longwood education, providing students with a strong foundation in the liberal arts and sciences, while preparing them for professional opportunities in a range of disciplines. Students will learn civil discourse, quantitative, scientific, and ethical reasoning, and critical thinking skills. Writing and speaking will be emphasized throughout the Core.

The new Core Curriculum will also better align student learning with the learning goals of the Commonwealth and the workforce needs of the 21st century. The Core was developed in close consultation with SCHEV’s learning goals with an eye to the student success initiatives described above in Strategy 1. Under the existing general education program, students have been unable to count courses toward both a major and a general education requirement. Under the new Core, students may count up to three Core classes toward a major or minor. This change will help students graduate on time and will enable them to better understand the connection between the Core and their degree program. In addition, the new curriculum will provide students with expanded opportunities to pursue minors or double majors. The Core was designed to be flexible, providing more options for students who transfer in to Longwood from another institution, and for students who choose pre-professional programs, such as nursing. We expect the core not only to better prepare students for citizenship and the workforce, but through these efficiencies to improve student retention and lower student debt upon graduation.

The Core consists of three “levels”: The Foundations level will focus on effective communication, fundamental knowledge and informed citizenship. Perspectives level courses will be designed to encourage students to integrate knowledge across courses, fields, and disciplines, as well as considering its application beyond the classroom. At the Symposium level, students will be prepared to serve the common good by applying their cumulative knowledge, skills and perspectives from their Longwood experience. The Symposium will encourage students from different disciplines to collaborate with one another on solving complex, multi-disciplinary problems of the kind they are likely to encounter in the workforce and in democratic society more broadly.

Core classes will be kept relatively small to maximize opportunities for classroom interaction. Creativity and innovation will be important in teaching the courses. Faculty development resources will be used to assist faculty in gaining the expertise they will need in order to effectively guide students through the Core. Our faculty has responded enthusiastically, submitting 29 different pilot course proposals that have been approved. Nine courses were piloted in fall 2017, and 20 courses were piloted in spring 2018.

3) Strengthening the Commonwealth and Region

Objective 1 – Provide Affordable Access for All

Objective 2 – Optimize Student Success for Work and Life

Objective 4 – Advance the Economic and Cultural Prosperity of the Commonwealth and Its Regions

As the only public four-year university in Southside Virginia, serving our community and the greater Southside region has always been an important priority for Longwood. We are also working to align our undergraduate and graduate programs with the workforce needs of the region and the Commonwealth, with a particular focus on STEM-H and other high-demand fields.

- **Early Childhood Education.**

Objectives 1 and 4

Our region faces a critical shortage of early childhood education providers and facilities. This growing problem affects the recruitment of Longwood faculty and staff as well as other professionals to the region. Most importantly, it harms the growth and development of the children in our region, particularly those from low income families, given the critical importance of quality early childhood education in preparing students to learn. It is also an economic obstacle to families more broadly, by preventing some parents from joining the workforce.

For the past several years, Longwood has been developing a three-pronged early childhood development initiative. The initiative will provide physical space for the education of preschool children, as well as professional development and “upskilling” opportunities for providers and educators working with children from ages birth through eight years old. Additionally, Longwood will create an early childhood degree program to train our students in a growing and much-needed field and in turn, create an early childhood education workforce for our region and the Commonwealth.

Thanks to a generous gift from an alumna, Longwood opened the Andy Taylor Center for Early Childhood Development in a newly-renovated space in Farmville in fall 2017. The Center is educating preschool age children from Prince Edward County and the surrounding community and will offer internships and other opportunities for Longwood students to gain first-hand experience working with preschoolers.

Longwood is focused on creating a pathway for students to earn a bachelor's degree in early childhood education through a “Plus Two” program. Many public preschool programs now require that their teachers hold bachelor's degrees. Currently, there are few opportunities for students with an associate's degree in early childhood education to earn a bachelor's degree that includes teacher licensure in this field, unless they begin anew in a four-year teacher training program. Longwood is one of a handful of four-year institutions in Virginia working on an articulation agreement with six community colleges – including Patrick Henry Community College in Martinsville.

Our faculty has been working with the other institutions to refine the associate's degree in early childhood education that is currently offered by the six

participating community colleges. The next step is the development of the bachelor's degree program – the "Plus Two". This will enable community college students who have earned their associate's degree to transfer into Longwood, complete their final two years of study and earn their teacher licensure in a timely manner. In the future, we would like to support expanding dual enrollment courses in early childhood education to local high schools.

- **Expanded STEM and Health Professions Degrees :**

Objectives 2 and 4

Longwood continues to look for opportunities to expand capacity in some of our most successful STEM-H programs. This initiative will be aided through a National Science Foundation grant we recently received (described in more detail in Section D), which will provide academic and scholarship support for talented students from underrepresented populations who are pursuing degrees in mathematics and science disciplines, thus increasing the numbers of students in STEM-H fields.

We recently completed the second year of our RN-to-BSN program, designed for working nurses who want to increase their salaries and advance in their field by completing a BSN. The program is very flexible so that nurses with varying work schedules can enroll. There are in-person classes, as well as live-streaming and recorded classes. The students who are enrolled in the program are employed at regional hospitals or clinics, so the graduates will contribute their knowledge and expertise in our region. With additional resources, we would be interested in expanding this program.

Longwood's campus master plan also includes a future project to expand and renovate Willett Hall, which is home to several growing programs, including Health and Athletic Training and Kinesiology.

- **Cyber-Security Initiative:**

Objectives 2 and 4

We are seeing growth in enrollment in our cyber security program. Since 2012, enrollment in the Information Systems and Cyber Security program has doubled. Longwood established the Center for Cyber Security within the College of Business and Economics in 2012, before most universities had recognized the future growth in the cyber field. Virginia cannot currently meet the demand for cyber security graduates, and there are thousands of unfilled jobs in the Commonwealth. Longwood is unique compared to many of our peers, in that we can offer the technical skills cyber graduates will need in the workforce, but also a traditional liberal arts education that emphasizes critical thinking and effective communication skills.

Cyber security faculty at Longwood are working with faculty from computer science and other departments to bring a more collaborative, interdisciplinary

approach to the program. We are broadening our curriculum to ensure that students have the strong fundamentals needed to succeed as cyber security professionals. We are also removing bureaucratic barriers that will open the door for more students to enroll in cyber courses and to pursue a major or minor in cyber security. Renovation of Coyner Hall, a top priority in Longwood's capital outlay plan, will provide specialized lab space for an expanded Cyber Security Center.

Longwood is pursuing certification with the National Security Agency and the Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense.

Two Longwood faculty/staff members serve on the Executive Steering Committee of the Virginia Cyber Range, the statewide initiative to enhance cybersecurity education in Virginia's high schools, colleges and universities.

- **Expanded outreach to Southside:**

Objectives 1 and 4

As the only four-year public institution of higher education in Southside Virginia, Longwood serves as a catalyst for regional prosperity and advancement. To serve the needs of the region, Longwood provides place-based educational opportunities to meet local employment needs in underserved areas, and supports small business, economic development and community redevelopment throughout Southside.

Longwood has important and long-standing relationships with two of the higher education centers in Virginia: the Southern Virginia Higher Education Center in South Boston, and New College Institute in Martinsville. Due to lack of demand for the program, Longwood will close the instructional site at the Southside Virginia Education Center in Emporia in 2019 after teaching out the students who are currently enrolled in the Liberal Studies with Elementary School Licensure program.

Fifteen students were enrolled in Longwood's Educational Leadership endorsement program at SVHEC in South Boston in 2017. Longwood continues to support the Institute for Teaching through Technology and Innovative Practices (ITTIP), which provides professional development for PK-12 teachers in best practices for teaching and incorporating technology, including on the integration of science, technology, engineering, and mathematics in the classroom.

At NCI, Longwood offers two degree programs: Liberal Studies Elementary Education and Social Work. Twenty-six students were enrolled during the 2016-17 academic year in the Liberal Studies Elementary Education program. (A formal assessment of need conducted in May 2016 revealed 85 vacant Virginia elementary teaching positions within a 25-mile radius.) Fourteen students were enrolled in the Social Work program. Students enter these

programs with an associate's degree and/or have completed all lower-level general education requirements at a community college or other institution.

Over the past several years at NCI, enrollment and revenues have risen and degree completion is up. Longwood's ongoing commitment to furthering the educational attainment level of the region is demonstrated through financial support (internal plus externally secured funding), administrative and logistical support from Farmville and full-time off-site directors, strong partnerships with the local community colleges and school divisions, intentional community outreach, expansion of program offerings, and continuous strategic improvements. Our College of Graduate and Professional Studies devotes .65 FTE staff to supporting off-site locations, with additional substantial support from the offices of admissions, the registrar and financial aid.

Another critical pillar of support in our region is Longwood's Small Business Development Center, discussed in greater detail in Part F of this report. The SBDC serves 26 localities in Southern Virginia and operates office locations in South Boston and Martinsville as well as Farmville and Petersburg. Longwood's associate vice president for community and economic development leads economic development outreach and serves as the executive director of the SBDC program. Longwood and participating localities also provide funding that is matched by a grant from the Small Business Administration. The SBDC had a successful year in 2017, serving 462 potential and existing businesses, securing \$9 million in new capital for business development, and creating or retaining 99 jobs as a result of consulting services. The SBDC also hosts four to five student interns each semester who gain real-world experience working with businesses.

Longwood is an active partner in the Go Virginia initiative, serving on advisory committees and providing research and information support to the Go Virginia Region 3 Council. Longwood connected Region 3 staff to the SBDC Peer to Peer program, which consists of key small business owners in the region, to survey and gather input for the regional planning process. Longwood's SBDC also provided research reports that were utilized for Virginia's Growth Alliance (VGA). This data focused on the needs of entrepreneurs in the VGA region, which covers a substantial portion of GO Virginia Region 3. The Longwood University Real Estate Foundation plays an active role in community revitalization in Farmville and has recently been involved in the development of several transformative projects, described in Part F.

4) Undergraduate Research Initiative

Objective 2 – Optimize Student Success for Work and Life

Longwood is committed to providing high-level research opportunities for undergraduate students. The development of research skills has been shown to improve students' critical thinking, information literacy and communication skills. Providing research opportunities for undergraduate students is a key focus of Longwood's Quality Enhancement Plan (QEP), a five-year plan to prepare students for civic life and the workforce that is required by our accrediting body. The number of new QEP Disciplinary Courses funded for the 2017-18

academic year has been increased from three to six, thereby providing more students with opportunities to participate in research-based courses tailored to the QEP's student learning outcomes.

Longwood sponsors two important summer research programs. Perspectives on Research in Science and Mathematics (PRISM), a highly successful program, began in 2013 and is focused on students in the STEM disciplines. During the summer of 2016, Longwood launched a second program, Summer Undergraduate Research and Inquiry (SURI), which pairs students studying the humanities with faculty in an eight-week intensive partnership. Half of the students' time is spent on their own research, and the other half is focused on the faculty member's research. Five students, along with three faculty mentors, conducted research in the SURI pilot program. During the summer of 2017, we expanded the program to accommodate up to 11 students and 11 faculty members, and we hope to accommodate even more students and faculty next year.

Students in both PRISM and SURI receive a stipend in addition to room and board for the eight weeks they are participating in the programs, which can help defray costs for students and potentially lessen debt after graduation.

Our efforts to maximize student engagement in the research process will also be strengthened with the rollout of the new Core Curriculum, which incorporates research throughout the curriculum and highlights the deliberate and systematic inquiry that lies at the heart of citizen leadership.

5) Faculty equity, retention and promotion pool

Objective 3 – Drive Change and Improvement Through Innovation and Investment

Attracting and retaining the most skilled and capable faculty is essential to Longwood's success and remains a top priority for the university. Faculty salaries at Longwood significantly lag salaries at similar institutions, according to the 2013 JLARC Report on Academic Spending and Workload, the AAUP faculty survey for 2015-16, and a Compensation Report commissioned by Longwood's Board of Visitors in 2012. Despite carrying among the heaviest teaching workloads in the Commonwealth, the average salary for full and associate professors at Longwood was the second-lowest for public universities in the Commonwealth, according to last year's AAUP survey. Additionally, 94.2% of full-time Teaching and Research faculty at Longwood ranked their salary as "not competitive" in JLARC's 2013 staff survey of Virginia faculty, compared to a statewide average of 71.2% for public colleges and universities.

Longwood has internally funded merit-based pay increases to the faculty equity, retention and promotion pool for several years. These targeted increases have encouraged high-performing faculty to remain at Longwood, improved morale, and helped to address salary compression. The increases have also begun to close the pay gap that currently exists between Longwood and most other four-year public institutions in Virginia. Longwood plans to continue to provide funding for the pool when possible, while continuing to keep tuition and fee increases low. We recently began to participate in the Delaware Cost Study and will continue to do so. This will allow some benchmarking related to faculty compensation by discipline and type of institution.

- C. **Financial Aid** – TJ21 requires “plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans.” Virginia’s definitions of low- and middle-income under TJ21 are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

Objective 1 – Provide Affordable Access for All

About one quarter of Longwood’s student body is made up of the neediest students – those who are eligible to receive a Pell Grant. About 71 percent of all Longwood students receive some form of financial aid to help them pay for college. However, according to SCHEV’s Partnership Model for disbursing state-funded financial aid, Longwood and one other four-year institution receive a smaller percentage of total needed aid than all other institutions. We greatly appreciate the additional \$961,341 for in-state undergraduate financial aid that the Governor and General Assembly appropriated to Longwood over the 2018-20 biennium. Longwood will also continue to set aside 5%-7% of total tuition revenue for financial aid.

During the 2017-18 academic year, the Longwood University Foundation has shifted its primary emphasis to fundraising for student financial aid. The Foundation is funding \$380,768 of scholarships in FY19 that had been funded by the University in FY18. The Foundation is also funding an additional \$200,000 in Honors scholarships in FY19. As a result, the University will be using a smaller percentage of tuition revenue for financial aid than we had initially planned. In addition, Longwood recently concluded a six-month fundraising campaign that raised \$11 million for financial aid.

- D. **Evaluation of Previous Six-Year Plan** – Summarize progress made in strategies identified in 2015-16 Six Year Plan. Note how additional General Fund support, savings and reallocations were used to further the strategies.

Improved Retention and Graduation Rates

Longwood’s four-year graduation rate has improved to above 50% for the first time in decades, with the entering cohorts of both 2012 and 2013 achieving that mark. According to federal IPEDS data, fewer than one in 10 of the more than 700 public four-year institutions in America have a four-year graduation rate at or above 50% for their full-time first-time students, so we are very proud to have surpassed the 50% mark.

Since 2013, Longwood has been utilizing technological tools and predictive modeling to develop a stronger understanding of factors related to student success and risk and to reach out to students who are most at-risk of not completing their degree. While the full fruits of these efforts will take some time to appear and measure, we are making headway improving retention and graduation rates, primarily through reallocation of existing resources, as well as additional general fund support.

- Summer bridge program for at-risk students: Longwood was awarded a National Science Foundation S-STEM grant that will provide support for at-risk students who are drawn from underrepresented populations. This program, which includes a strong mentorship component that extends throughout the students' time at Longwood, was implemented during the summer of 2017.
- Early Alert Program: Student Success staff worked with faculty to implement an early alert system that helps faculty identify students exhibiting behavior consistent with poor academic performance. The program was piloted in the fall of 2016 with a few courses that have higher-than-average non-completion rates. Faculty encouraged students to take advantage of Academic Success resources, resulting in a 6% increase in pass rates in these targeted courses. Student Success staff have also trained faculty teaching high freshman enrollment courses to help them identify early signs of risk that are not as obvious as missed class or missed assignments.
- Enhanced advising program: An "intrusive advising" program, first piloted in the spring of 2014 with students on academic probation at the end of their first semester, has expanded. Over the past several years, first-year students who participate in the program are 23% more likely to be retained on average than students who do not participate.
- Targeted outreach to at-risk students: Longwood has initiated special outreach efforts to students identified as moderate to high-risk, including a welcome note from Academic Success highlighting support services; a communication in the second week focused on the Writing Center and tutoring availability; coordination of outreach efforts with Residence and Commuter Life in residence halls where there are "clusters" of at-risk students; and collaboration with advisors following add/drop to garner their support in connecting most-at-risk students to support services.
- Use of "Big Data": Predictive modeling is underway to identify students most at-risk in their first semester with respect to performance in English courses.
- Investments in the Writing Center: Longwood hired a new Writing Center director in 2015. Instead of relying solely on referrals, the director and staff collaborated with faculty to design and implement successful writing-support programming specific to courses and disciplines. We are now embarking on an initiative to embed Writing Center consultants within three English courses for students identified as the most-at-risk in writing performance. In just the first year of the retooled Writing Center, Longwood's efforts to improve tutor training and the overall experience for students resulted in an 82 percent usage increase over the previous year, as well as the highest usage of the Writing Center in the past five years. The data analysis shows that at-risk student populations are using the Writing Center more frequently than their less at-risk peers. 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.

- Changes to Course Registration Process – Longwood implemented changes to the course registration process for new students in the fall of 2016. Students now share their course interests, strengths and challenges during the orientation registration process. This insight, along with recommendations from faculty, is used to create the optimal first semester schedule for students, by taking into account their course needs for progress toward graduation, their interests and their strengths, which should lead to improved academic performance in the first semester.
- Enhanced Degree Audit: Longwood has been utilizing an enhanced degree audit unit within the Registrar's Office to help faculty advisors and students identify opportunities for students to make small adjustments in their course schedules to promote on-time degree completion. In addition, department chairs moved the deadline for the graduation application earlier in the junior year. Prior to these changes, some students may not have known until well into their senior year what their remaining requirements were for degree completion, limiting their ability to graduate on-time.
- Combine University Career Services and Alumni Affairs: Longwood recently merged the office of Alumni Affairs with the Office of Career Services, thereby strengthening connections with current job-seeking students and active alumni. The new combined office works closely with alumni to help students make connections and build their network, as well as identifying job and internship opportunities. There has been a remarkable surge in one-on-one appointments with undergraduate students in University Career Services. We saw an increase of 700 appointments during the 2016-17 year over the previous year.

A new Core Curriculum

(Referred to as "New General Education Curriculum" in previous plan)

Longwood has been developing a new Core Curriculum to replace the current general education program. A committee of faculty members has studied the University's current program, its history and assessment, the current research on general education, and other universities' programs, and workforce needs, all while seeking input from faculty, staff, students and others. Multiple workshops were held over the course of the past several years.

Longwood's Board of Visitors approved the new Core Curriculum in December 2016, and the faculty immediately began working on creating new and revising existing courses. Seven faculty workshops occurred in spring 2017, resulting in the development of student learning outcomes for courses that will provide the foundation of the new Core Curriculum. Faculty in over 20 different disciplines submitted 29 different proposals for pilot courses that were approved. Nine courses were piloted in fall 2017, and 20 courses were piloted in spring 2018.

Strengthen the Commonwealth and Region

- **Early Childhood Education:** In partnership with the National Academy of Medicine, the Virginia Early Childhood Foundation and other key stakeholders in the Commonwealth, Longwood faculty participated in the drafting and publication of a discussion paper on “upskilling” Virginia’s early childhood educator workforce. Longwood is also expanding professional development opportunities for individuals in the Southside region who work with children, both in Farmville and Martinsville. Longwood faculty are also working with education organizations and identifying potential funding streams and grant opportunities.
- **Early Childhood Education:** The Andy Taylor Scholarship Fund has been established and will enable families and children with limited means to have access to the benefits of the Reggio-inspired early childhood education at the Andy Taylor Center for Early Childhood Development.
- **STEM-H and Health Professions:** Longwood’s nursing program continues to excel. Every member of the 2016 graduating class of nurses passed the NCLEX exam, the national licensing exam that all nurses must pass to practice. More honors students than ever before are enrolled in the program. Longwood also recently completed the second year of the RN-to-BSN program. More than 50 local nurses have entered the program since its inception.
- **Cyber Security:** Cyber security faculty recently initiated an outreach program to high schools in Virginia, reviewing cyber-related high school curricula and teaching courses to high school students in the fall of 2016 and spring of 2017. The program is designed to make students aware of career opportunities in cyber security. Longwood held a Cyber Security Summit in September 2016 that featured four of the most well-respected leaders in the field of cyber security. Additionally, two Longwood students were among the 15 undergraduate students in Virginia who received the newly created Virginia Cyber Security Public Service Scholarship for the 2016-17 academic year.
- **Expand Outreach in Southside:** Longwood values its partnerships with SVHEC in South Boston and NCI in Martinsville, and we are proud that we have educated dozens of students in underserved areas of Southside, enabling them to earn a bachelor’s degree and a path to a rewarding career. Longwood has undertaken several initiatives to strengthen our program offerings at NCI and our relationship with the community, including joining the Martinsville/Henry County Chamber of Commerce; joining the Patrick Henry Community College Advisory Board; and most recently adding Virginia Communication and Literacy Assessment (VCLA) tutoring.
- **Expand Outreach in Southside:** Longwood supports an office of community and economic development and an associated Small Business Development Center (SBDC) to facilitate, support and enhance regional economic development efforts. The SBDC’s accomplishments in 2017 are described in Part F.

Undergraduate Research Initiative:

Longwood provided an opportunity for hundreds of students to share their research this year when the university hosted its second Student Research Showcase and Assessment Day in April. The projects included class-based inquiry activities as well as individual student research projects mentored by faculty. In 2017, Sixty-eight students participated in SPUR: Spring Presentation of Undergraduate Research, which coincided with the other research and assessment day activities across campus. SPUR presentations were viewed 3695 times on SlideShare, an online slide-hosting platform.

- Enrollment in Quality Enhancement Plan courses in Spring 2017 was 129, and that number is expected to increase as both faculty and student interest in conducting course-based research grows.
- The Office of Student Research has also increased the number of student research and travel awards, awarding 26 research awards and 42 travel awards. Progress in undergraduate research initiatives has been achieved through reallocation of existing resources.

Faculty and Staff Equity, Retention and Promotion Pool

Longwood implemented targeted, performance-based pay increases for eligible faculty and staff in FY17. The increases averaged 3% for Teaching and Research Faculty and Administrative/Professional Faculty. Classified employees received 3% bonuses. Longwood implemented the state mandated and partially-state funded 2% salary increases for faculty and 3% salary increases for classified staff in FY18. Progress has been achieved through reallocation of existing resources as well as General Fund support.

E. Tuition Rate Increases - If your institution had higher Tuition and E&G Fees and/or Non-E&G Fees rate increase(s) for 2018-19 for in-state undergraduate students than was/were projected in its 2017 plan, please provide an explanation regarding the need for the increase(s) and the specific use(s) of the additional revenue.

Longwood University's Board of Visitors approved tuition and fee increases of 4.9% for in-state undergraduate students for the 2018-19 academic year, including a new financial incentive that will reward students for taking a full course load – a national best practice that has been shown to improve academic outcomes including time-to-degree and graduation rates.

Longwood's tuition increase of 4.2% is just slightly higher than our 2017 estimate of 3.9%. The additional increase is driven by increased costs for employee benefits, as well as merit-based salary increases.

Longwood's mandatory non E&G fee increase of 5.9% compares to an earlier estimate of a 3.5% increase - or an additional \$120 per in-state undergraduate. A substantial portion of this unanticipated increase is driven by an investment Longwood is making in student health services. After discussions over the past year with the Board of Visitors and the

Student Government Association, Longwood will be increasing funding for Student Health by \$610,014 in FY19.

According to research by the Education Advisory Board (EAB), utilization of college counseling services has grown by five times the rate of college enrollment. This nationwide trend is evident at Longwood, where there has been a 57% increase in students served at Longwood's Counseling and Psychological Services (CAPS) over the past five years. In addition, there is limited availability of local treatment referral options in the Farmville area.

Longwood students advocated for better access to student health services – including mental health services – during the 2017-18 academic year. The increased funding for Student Health will include funding for additional counselors.

Other mandatory non-E&G fee cost drivers include debt service on the previously-approved University Center project, and the continuation of FY18 mandated salary and health insurance increases. Longwood's mandatory non-E&G fee increase would have been in the 2%-3% range had it not been for the increased costs associated with student health, debt service and mandated salary and benefit increases.

- F. **Contributions to Economic Development** – Describe the institution's contributions to stimulate the economic development of the Commonwealth and/or area in which the institution is located. *If applicable*, the information should include:
- a. **University-led or public-private partnerships in real estate and/or community redevelopment.**
 - b. **State industries to which the institution's research efforts have direct relevance.**
 - c. **High-impact programs designed to meet the needs of local families, community partners, and businesses.**
 - d. **Business management/consulting assistance.**

Objectives: 3 and 4

Longwood University supports an office of community and economic development and an associated Small Business Development Center to provide support to new and existing small businesses and to grow, support and enhance regional economic development efforts. Longwood and our affiliated real estate foundation are also very active in community redevelopment efforts.

- **Community Redevelopment:** The Longwood University Real Estate Foundation has undertaken some significant redevelopment projects in downtown Farmville.
 - In the fall of 2017, Longwood opened its new bookstore location in the heart of Downtown Farmville. The Bookstore resides in a prominent location at the main intersection of the community. In a previous life, the property served as the First National Bank Building; however, the building had been unused for a number of years, despite its prominent location in the middle of Main Street. The Farmville Downtown Partnership received \$35,000 in grant funds from the Virginia Department of Housing and Community

Development to explore potential uses and ways to revitalize the property. As a result of the study, a local developer purchased the property. The Longwood Bookstore will be the anchor tenant, and upper floors contain loft apartments.

- The Longwood University Real Estate Foundation and the Longwood University Foundation were also involved in the restoration of the Weyanoke Hotel, an historic renovation of a 70-room boutique hotel right on the edge of campus. The \$12.2 million project, which was developed with the help of historic tax credits and Virginia Tourism Development Financing Program (TDFP) assistance, created 76 new jobs.
 - The Longwood University Real Estate Foundation led the development of the Andy Taylor Center for Early Childhood Development, which provides much-needed childcare for the local residents.
- **Small Business Development Center:** The cornerstone of regional outreach is the Small Business Development Center. The SBDC serves 26 localities in Southern Virginia through several office locations – Farmville (Lead Office), Petersburg (Crater SBDC, in partnership with Crater PDC), South Boston (In partnership with The Southern Virginia Higher Education Center), Danville (In partnership with Danville Community College), and Martinsville (In partnership with New College Institute). The SBDC mission is to grow the local economy, and consequently the tax base, through support to new and existing small businesses.

Longwood funds the position of associate vice president for community and economic development, which leads economic development outreach and serves as executive director of the SBDC. The SBDC staff also includes an associate director, two regional directors, a full time business analyst and a cadre of independent contractors skilled in various aspects of entrepreneurship. The SBDC hosts four or five student interns each semester who work with various real life business case studies. Longwood and the localities served by the SBDC provide funding annually for the SBDC network, which is matched by an annual Small Business Administration grant for operations.

Capital invested and jobs created by the SBDC client base are the measurements of success. In calendar year 2017, the SBDC accomplished the following activities and related successes region-wide:

- 462 clients - potential and existing entrepreneurs (60% existing businesses), including 128 in Halifax, Danville and Martinsville
- 35 seminars for a total of 259 attendees
- \$9 million in new capital for business development, including \$2.8 million in Danville and \$1.1 million in Halifax
- 99 jobs created or retained as a result of consulting services
 - The SBDC assisted Destination Downtown South Boston with a Community Business Launch Program in 2017 in partnership with the Virginia Department of Housing and Community Development. This partnership led to the establishment of five new small businesses in downtown South Boston. SBDC provided a six-week educational program and assisted in the evaluation and judging process. As a result of the success with this program, SBDC partnered with Virginia's Growth Alliance

and DHCD in 2018 to deliver the Community Business Launch Program covering Emporia, South Hill and Clarksville leading to the expansion or establishment of three new small businesses. Plans are currently underway to partner with Danville's River District Association to host a Community Business Launch in 2019.

- **Regional Economic Development Collaborative:** Longwood's Office of Community and Economic development takes the SBDC activities to a broader level in support of regional economic development. During the 2016-17 year, the office led efforts to research outstanding models of regional university engagement as it relates specifically to economic development. In March 2016, Longwood officials and local leaders, including the mayor and county administrator, traveled to McNeese State University in Lake Charles, Louisiana to study how McNeese State has successfully facilitated and supported a model of regional partnerships in response to economic hardships following Hurricane Rita. McNeese State partnered with The Southwest Louisiana Economic Development Alliance (SWLA EDA) to create a hub supporting the economic recovery and development of a five parish region. McNeese State, together with the SWLA EDA, the regional planning commission, the Chamber of Commerce, and others, established the Southwest Louisiana Economic and Entrepreneurship Development Center (SEED Center). This "one-stop" development center houses the SWLA EDA, Chamber of Commerce, SWLA Foundation, and the planning district commission. McNeese State operations housed there include their Small Business Development Center, Continuing and Professional Studies, as well as an incubator for new and expanding businesses. The university supplies an administrative manager to direct clients to appropriate resources within the facility.

The facilities at the SEED Center are impressive. However, the more important aspect of this case study is reflected in how the partners came together, continue to regularly meet and plan together and share resources. Facilitating and supporting a model of shared resources and joint planning activities would greatly benefit our rural region, and is a role Longwood University is exploring with local partners.

Upon return from Louisiana, the group, which we are calling our Regional Economic Development Collaborative, met to determine the first joint project that would showcase our region and bring visitors and others to the area. We decided to develop a regional website focused on the assets and tourism potential of our area. The result is www.visitfarmville.com, our area's first jointly developed visitor portal. The web and social media campaigns have reached over 2.5 million people, with 159,647 becoming actively engaged on the site since the launch in September 2016.

- **Community Engagement:** The Regional Economic Development Collaborative continues to mine ideas for university, county and town engagement, growing to include the president of neighboring Hampden-Sydney College. In May 2017, the SBDC worked with the Collaborative to facilitate a community workshop to gather ideas on creating and sustaining an entrepreneurial and innovative economy here in Farmville. Dr. Angeline Godwin, President of Patrick Henry Community College and the founder of the IDEA Center at PHCC, led a very interactive group session on evaluating and working with our existing community assets. Thirty-eight

leaders, business owners and educators gathered for this workshop. The group was surveyed prior to the workshop to help develop a list of assets. Dr. Godwin used a five-principle approach to encourage the group to narrow the focus to two or three themes to form the basis of a working plan. Three themes were:

- Retaining our untapped workforce from our institutions of higher learning. This would include current students as well as alumni.
- Developing and connecting our "Destination Assets" - High Bridge, the Appomattox River, Green Front Furniture, Moton Museum, and others.
- Developing and connecting our arts niche – performing arts in particular.

Working groups are moving forward with plans and groups have grown to include one focused on enhancing career and technical education opportunities and training and one exploring entrepreneurial support/ecosystem enhancements.

Longwood is also serving on advisory committees and providing research and information support to the GO Virginia initiative.

- **Commonwealth Regional Council:** The Commonwealth Regional Council serves as our local regional planning district commission, serving Prince Edward, Buckingham, Amelia, Charlotte and Lunenburg. Longwood has recently been invited to have a non-voting seat on the board in order to evaluate future potential partnerships. The CRC is in the process of re-applying for certification as an Economic Development District, leading to access to Federal Economic Development Administration (EDA) funding. As the first step in the process, the CRC has applied for EDA funding to conduct an initial Comprehensive Economic Development Strategy (CEDS). An outside consultant has been hired to conduct the process, and Longwood will be supporting this effort with staff assistance utilizing research databases such as ESRI and JobsEQ as well as the talent of our student interns at OCED and the SBDC.

G. Capital Outlay – Note any capital outlay projects that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, or student charges. Do not provide a complete list of capital projects, only those projects that would be a top priority and impact E&G and NGF costs.

The capital projects listed below are top priorities for Longwood in 2018-19 and impact E&G and/or NGF costs.

Construct New Academic Building - Equipment

Objectives 2 and 3

The New Academic Building is a pool project that has been approved through construction (Chapter 759/769). Funding in the amount of \$2.488 million to purchase furniture, fixtures, and equipment was approved by the General Assembly in 2018.

1. **Renovate and Expand Environmental Health and Safety and Facilities Annex Building**

Objectives 3 and 4

This project will renovate and expand the Facilities Annex Building to replace the current small and outdated Bristow Building for the Facilities Management and Operations, Campus Planning and Construction, and Environmental Health and Safety organizations. In the 45 years since the Bristow Building was built, enrollment has more than doubled, as has Longwood's building infrastructure, and the current facility no longer meets the functional needs of the Facilities organizations.

The 2018 General Assembly authorized Longwood to use higher education non-general funds to complete the design phase of the project through working drawings. Longwood will be reimbursed for all non-general funds used when the project is funded for construction.

2. **Replace Wygal Hall**

Objectives 2, 3, and 4

This project will construct a replacement for Wygal Hall, Longwood's current music education and performance venue. Wygal Hall was constructed in 1971 and has not undergone a significant renovation since then. The building is in poor physical condition. These physical problems were cited in a 2016 report by Longwood's accrediting agency for music education. A 2017 architectural and engineering study of alternatives for Wygal Hall concluded that it would be more cost-effective to replace Wygal Hall rather than renovate it.

The replacement facility will contain modern music education and music performance development spaces. The facility will also contain classrooms that can be used for Longwood's teacher preparation programs.

3. **Renovate Coyner Hall**

Objectives 2, 3, and 4

This project will renovate Coyner Hall and a small portion of the connected Hiner Hall to remedy serious building and programmatic deficiencies.

The project will enable the co-location of the Math and Computer Science Department and the Center for Cyber Security (a program of the College of Business and Economics). Since 2012, enrollment in the Cyber Security program has doubled, and Computer Science enrollment has increased by nearly 20%. Math and Computer Science and Cyber Security courses and programs have become more intertwined and collaborative recently.

Students from both disciplines are taking courses from the other, so co-location of both organizations will enhance academic collaboration and space efficiency.

Coyner Hall is located in the central area of campus and is physically connected to Hiner Hall, home of the Cyber Security Center. It can be renovated for a reasonable cost. The size, location, and financial efficiency of this renovation projects make it an ideal home for the Math and Computer Science Department and the Cyber Security Center.

4. Renovate Lankford Hall

Objectives 2 and 3

This project will renovate Lankford Hall to remedy serious building and programmatic deficiencies. The project will provide space for the Longwood University Police Department, Office of Emergency Management, and several significant new academic programs.

The University Police Department is currently located in several tiny locations dispersed around campus, an arrangement that severely hinders the effective provision of safety and protection services to the University community. In addition, Longwood has recently initiated two academic programs, including the Core Curriculum, that will significantly enhance learning and the academic growth of our students. Renovating Lankford Hall will provide a space-effective and cost-efficient solution to vital safety and academic requirements.

H. Restructuring – *This section pertains to Level II and Level III institutions: Please list areas, issues, or specific items of additional authority that you would request through legislation and/or renegotiated management agreements.*

the 1990s, the number of people in the world who are illiterate has increased from 1.1 billion to 1.2 billion (UNESCO 2003).

There are a number of reasons for this increase. First, the population of the world has increased from 5 billion in 1987 to 6 billion in 2003. Second, the number of people who are illiterate in the world has increased from 1.1 billion in 1987 to 1.2 billion in 2003. Third, the number of people who are illiterate in the world has increased from 1.1 billion in 1987 to 1.2 billion in 2003. Fourth, the number of people who are illiterate in the world has increased from 1.1 billion in 1987 to 1.2 billion in 2003. Fifth, the number of people who are illiterate in the world has increased from 1.1 billion in 1987 to 1.2 billion in 2003.

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BOARD OF VISITORS
ACADEMIC AFFAIRS

Approval of Revisions to By-laws of the Faculty Senate

The Faculty Senate by-laws appear in the Faculty Policies and Procedures Manual (FPPM). The faculty approved the revisions below to the Faculty Senate's by-laws at their August general meeting. The proposed revisions make explicit what is currently practiced, namely, ensuring that the chair and vice chair of the Faculty Senate, as well as the Faculty Representative to the Board of Visitors, are faculty who have tenure. The proposed revisions also extend the term of the Faculty Representative from one to two years and move the election date of the Faculty Representative from August to March to achieve a smoother transition between Faculty Representatives to the Board.

ARTICLE IV -- OFFICERS

Section 1. The voting members of the Senate shall elect from their ranks a chair, ~~deputy vice~~ chair, and three members who, along with the Provost and Vice President for Academic Affairs, shall serve as the Executive Committee of the Senate. This Executive Committee must have at least one member from each of the three academic colleges. **The chair and vice chair must be tenured faculty. The other members of the Executive Committee will preferably be tenured faculty.**

Article XVI – FACULTY REPRESENTATIVE TO THE BOARD OF VISITORS

Section 1. The Faculty Representative to the Board of Visitors shall be **a tenured member of the faculty who shall** represent the faculty before the Board and shall also attend meetings of the general faculty, the Executive Committee when it meets with the President, and the Senate in order to hear faculty concerns.

Section 2. The member of the faculty shall be elected by the voting members of the general faculty at the first meeting of that body at the ~~start of the academic year~~ **spring meeting. The term shall begin with the following academic year.**

Section 3. The term of office shall be for ~~one year~~ **two years, beginning with the academic year following election**, with eligibility for re-election. **Any person who serves two consecutive terms must be out of the position for a year before serving another term.**

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

There are a number of reasons why the world's population is growing so rapidly. One of the main reasons is that the number of children born to each woman has increased. This is due to a number of factors, including the fact that women are now having children at a younger age, and that there are more children surviving to adulthood.

Another reason why the world's population is growing so rapidly is that the number of people who are surviving to old age has increased. This is due to a number of factors, including the fact that people are now living longer, and that there are more people surviving to old age.

There are a number of other reasons why the world's population is growing so rapidly. One of the main reasons is that the number of people who are migrating to other parts of the world has increased. This is due to a number of factors, including the fact that people are now moving to other parts of the world in search of better opportunities.

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BOARD OF VISITORS

ACADEMIC AFFAIRS

Approval of Strategic Plan of the Longwood Center for the Visual Arts (LCVA)

The last LCVA strategic plan was developed and approved in 2010. This revised strategic plan aligns the LCVA more closely with University strategic priorities. The LCVA staff and Advisory Board members are working on action items to accompany this strategic vision.

STRATEGIC PLAN LONGWOOD CENTER FOR THE VISUAL ARTS, 2018-2023

Approved by the LCVA Advisory Board June 22, 2018

Our Mission

The Longwood Center for the Visual Arts is a collaborative forum for students and faculty of Longwood University and the people of South Central Virginia to explore visual art and its relevance to everyday life. The LCVA fosters creativity, intellectual curiosity, and involvement in the visual arts through its exhibitions, educational programs, permanent collection, and volunteer and internship programs. The LCVA is committed to improving the quality of life in the region by providing full access to the visual arts and to the ways art exemplifies beauty, hope, and the power of human imagination.

Our Opportunity

Serve as a catalyst for community collaboration, engagement, and creative growth

Our Principal Values

The Centrality of Art to Individual and Community Life

Works of art are essential records of human history and can influence and enrich every aspect of living. Art can inspire people to lead more hopeful, creative and participatory lives within the community for the greater good. With these convictions in mind, the LCVA treats all visitors in a welcoming and inclusive manner while fostering an aesthetic appreciation of diverse experiences, forms, media and content. The LCVA encourages participation in the creative process regardless of age, training, or ability. The LCVA designs exhibitions, educational volunteer programs, and internships to spark community interaction and development.

Artistic Integrity

The LCVA is an advocate for artists by insisting on fair, respectful, and professional treatment of artists within our institution as well as in the community-at-large. The LCVA fully accepts the role of steward for art in its possession and commits itself to preserving the original intent of the artist. The LCVA dedicates itself to presenting compelling examples of exemplary artistic vision and craftsmanship.

Professionalism

In the conduct of its business and in the exhibition, collection, preservation, and maintenance of works of art, the LCVA adheres to the highest professional standards and ethical considerations as outlined by the American Alliance of Museums, the Commonwealth of Virginia and Longwood University.

Our Priorities

- Ensure equity and access in every facet of our activity
- Enhance our human and physical infrastructure in order to maintain our commitment to professional best practices in all areas and to advance our mission
- Foster interdisciplinary connections between university and community
- Engage our community through collections and programs that inspire creative inquiry, foster dialogue, and strengthen our connections with one another
- Expand our reach and relevance among our peer institutions

Measuring Progress

LCVA will assess progress semi-annually and revise its action plan as appropriate. Additional benchmarks will include:

- Participation numbers both onsite and offsite
- Annual and campaign-specific donor giving
- Increased attention to inclusive practices
- Increased partnership and interaction with our professional museum peers

the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion (United Nations 2002).

There are a number of reasons why the number of children in the world has increased. One of the main reasons is that the number of children who survive to the age of 5 has increased significantly. In 1990, 10 million children died before the age of 5, but by 2000, this number had fallen to 7 million (United Nations 2002).

Another reason is that the number of children who are born has increased. In 1990, there were 1.1 billion children in the world, but by 2000, this number had increased to 1.5 billion (United Nations 2002). This is due to a number of factors, including a decline in the number of children who die before the age of 5, and an increase in the number of children who are born.

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Longwood Center for the Visual Arts
Longwood University
Advisory Board Guidelines
Approved by LCVA Advisory Board 2017

MISSION

The Longwood Center for the Visual Arts (LCVA) is a collaborative forum for students and faculty of Longwood University and the people of South Central Virginia to explore visual art and its relevance to everyday life. The LCVA fosters creativity, intellectual curiosity, and involvement in the visual arts through its exhibitions, educational programs, permanent collection, and volunteer and internship programs. The LCVA is committed to improving the quality of life in the region by providing full access to the visual arts and to the ways art exemplifies beauty, hope, and the power of human imagination.

DEFINITIONS OF AUTHORITY AND AFFILIATIONS

The LCVA is a program of Longwood University. Longwood University supervises, evaluates, and determines appropriate compensation for the staff and ensures that the LCVA is fair and inclusive in its employment policies. The LCVA is housed in a permanent facility located at 129 North Main Street in downtown Farmville, Virginia. Longwood University supervises allocation and expenditure of financial resources from the University and ensures compliance with state and federal laws. The Longwood University Foundation, Inc. owns assets of the LCVA, monitors donor stewardship requirements, manages financial investments, determines distribution of earnings from endowment accounts, and ensures compliance with state and federal laws for private monetary and in-kind contributions. The art collection is owned by the Foundation, lent to the University, and managed by the LCVA. The University through the Commonwealth of Virginia is responsible for insuring the art collection. The LCVA Executive Director is responsible for the day-to-day operations of the LCVA, including personnel, budget, programs, collections, development, facilities, planning, and general administration.

The purpose of the LCVA Advisory Board (Advisory Board) is to assist the Executive Director in the management of the LCVA by providing professional expertise and guidance in the development and use of its mission, policies, procedures, plans, and resources. The Advisory Board will adhere to all approved documents outlining member roles and responsibilities, committee roles and responsibilities, and philosophy and value statements. The Advisory Board is responsible for reviewing, recommending, and adhering to the policies of the LCVA.

These Guidelines have been adopted by the Advisory Board as a managing document.

I. MEMBERSHIP

The Advisory Board will consist of no more than twenty-three (23) individuals, each serving as ~~either an ex-officio member or an appointed member.~~ Additional persons may be designated

as consulting members.

A. Ex-Officio Members

Ex-officio members of the Advisory Board shall have all the privileges of Board membership except the right to hold office and to vote. ~~There will be nine (9) ex-officio members, seven (7) non-voting and two (2) voting.~~

The non-voting ex-officio members will be (i) the President of Longwood University or designee; (ii) the Vice President for Commonwealth Relations of Longwood University or designee; (iii) the ~~Executive Director~~ **Chief Financial Officer** of Longwood University Foundation, Inc. or designee; (iv) the Provost/Vice President for Academic Affairs of Longwood University or designee; (v) the Vice President for Strategic Operations of Longwood University or designee; (vi) Chair for the Department of Theatre, Art, and Graphic and Animation Design of Longwood University or designee; and (vii) the Executive Director for LCVA.

~~The voting ex-officio members will be (i) the president of the Folk Art Society of America (FASA@LCVA) and (ii) an additional member of FASA @ LCVA appointed by the FASA@LCVA president.~~

B. Appointed Members

The Executive Committee shall make recommendations for up to eight (8) appointments annually. The Advisory Board shall ratify these recommendations and propose them to the Executive Director for consideration. Appointments shall be approved by the Executive Director, Provost/Vice President for Academic Affairs, and the Vice President for Commonwealth Relations, and appointed by the President of Longwood University.

There will be no more than twenty-three (23) appointed members who will fill staggered terms. There will be three classes of appointed members with a maximum of eight (8) members in each class. Appointed members will serve for a term of three (3) years. Appointed members may not serve on the Advisory Board for more than two (2) consecutive terms. Under unusual circumstances, recommendations may be made by the Executive Director to the Advisory Board President for exceptions to this rule.

C. Consulting Members

Each of the committees of the Advisory Board, with the exception of the Executive Committee, may include up to ~~four (4)~~ **six (6)** consulting members who have relevant expertise and who represent the interests of the LCVA constituents. Consulting members serve without board privileges and are not required to attend regular meetings of the Advisory Board. Their expertise and expressed opinions will be sought and taken into consideration by appointed members before official votes are taken. Consulting members are nominated by the Chair of a Committee in consultation with the Executive Director, ratified by the Advisory Board, and appointed by its President. Consulting members so approved shall be appointed for one (1) term of three (3) years. Under unusual circumstances, recommendation may

be made by the Executive Committee to the Advisory Board President for exception to this rule.

D. Qualifications and Responsibilities

Members (including ex officio and ~~at-large~~ consulting) of the Advisory Board shall be individuals known to have consideration for the LCVA, including the missions and purposes of the LCVA and Longwood University. Members (including ex officio and consulting) must advocate for the LCVA in word and through financial and/or in-kind contributions. They must demonstrate respect for the LCVA's constituencies regardless of gender, race, religious beliefs, sexual orientation, political affiliation, or socioeconomic status; champion artists' rights to free speech; advocate for the preservation of art objects; and encourage art appreciation.

F. Participation

Participation in LCVA programs and activities is a hallmark of support of the LCVA. Members (~~including ex officio~~) are expected to attend a majority of scheduled meetings of the Advisory Board and committee meetings as assigned. Consulting members are not required to attend the regular meetings of the Advisory Board but are expected to attend a majority of scheduled meetings of their committee. All members (~~including ex officio and consulting~~) are expected to participate in the programs and events organized by the LCVA. If a member (including consulting) does not attend any meetings over a two-year period, that member may be asked to step off the board.

II. OFFICERS

The Advisory Board shall be managed by officers elected from among its appointed members.

A. Election of Officers

Candidates for officers of the Advisory Board, with the exception of the Advisory Board President, shall be proposed to the Advisory Board by the Advisory Board President. The President of the Advisory Board shall be nominated by the Executive Director of the LCVA and appointed by the President of Longwood University.

B. Officers

1. President

The President provides general supervision, direction, and control to the Advisory Board; shall preside at regular and special meetings of the Advisory Board; shall serve as Chair of the Executive Committee; shall represent the Advisory Board to the President of Longwood University; upon invitation shall attend the Longwood University Board of Visitors and the Longwood University Foundation, Inc. Board of Directors meetings; shall, with Advisory Board approval, make appointments to Standing and Special Committees; and

shall serve as ex officio member of all Standing Committees. The President shall designate an officer to serve in the President's absence.

2. Vice President for Resource Development

The Vice President for Resource Development serves as the Chair of the Resource Development Committee.

3. Vice President for Marketing

The Vice President for Marketing serves as the Chair of the Marketing Committee.

4. Vice President for Collections

The Vice President for Collections serves as the Chair of the Collections Committee.

5. Vice President for Programming

The Vice President for Programming serves as Chair of the Programming Committee.

6. Secretary

The Executive Director of the LCVA or designee serves as Secretary of the Advisory Board. The Secretary shall distribute the minutes of each regular and special meeting of the Advisory Board two (2) weeks prior to the following meeting and shall communicate with members of the Advisory Board regarding notification of and agendas for regular meetings at least one (1) week prior to such meetings. Upon invitation, the Secretary shall make formal reports to the Longwood University Board of Visitors and the Longwood University Foundation, Inc. Board of Directors.

C. Terms of Offices

Officers shall serve for a term of one year, and are eligible for reappointment. Any officer elected or appointed by the Advisory Board may be removed by the Advisory Board when such action is deemed to be in the best interests of the LCVA. Such removal must be approved by the LCVA Executive Director, Provost/Vice President for Academic Affairs, Vice President for Commonwealth Relations, and Longwood University President, and shall be without prejudice to any contract rights of the officer removed.

III. COMMITTEES

The Advisory Board shall be served by an Executive Committee, four (4) Standing Committees, and other Special Committees that the Advisory Board may deem to be appropriate and necessary.

A. Executive Committee

The Executive Committee shall oversee the general policy and management affairs of the Advisory Board; shall oversee the rules of operation of the Advisory Board, including the recommendation of amendments to these Guidelines and of other standing rules of the Advisory Board; shall solicit suggestions of individuals to serve on the Advisory Board; shall select from among such suggestions, whether from its own members or others, a number of individuals equivalent to the number of expiring terms, such selection to include contact with those individuals to determine their willingness to serve; and shall forward to the Advisory Board its recommendations for appointment to the Advisory Board. The Chair of the Executive Committee shall be the President of the Advisory Board. The Executive Committee shall be composed of the officers of the Advisory Board. The *ex officio* members of the Executive Committee shall be the Longwood University President or designee, the Provost/Vice President for Academic Affairs or designee, and the Executive Director of the LCVA.

B. Standing Committees

The Standing Committees of the Advisory Board and their purposes shall be as set forth below. Each Standing Committee shall consist of at least three (3) members appointed by the President and ratified by the Advisory Board, plus such *ex officio* members as prescribed for each committee below. Membership of the Resource Development, Marketing, Collections, and Programming Committees may include *ex officio* Advisory Board members and consulting members, provided that consulting members are nominated by the Chair of the Committee in consultation with the Executive Director, ratified by the Advisory Board, and appointed by its President.

1. Resource Development Committee

The Resource Development Committee shall oversee Advisory Board responsibilities relating to fundraising activities and auxiliary organizations. The Chair of the Resource Development Committee shall be the Vice President for Resource Development of the Board. The *ex officio* members of the Resource Development Committee shall be the President of the Advisory Board, the Vice President for University Advancement Commonwealth Relations or designee, and the Executive Director of the LCVA Center for the Visual Arts.

2. Marketing Committee

The Marketing Committee shall oversee Advisory Board responsibilities relating to the advancement of marketing initiatives. The Chair of the Marketing Committee shall be the Vice President for Marketing of the Board. The *ex*

officio members of the Marketing Committee shall be the President of the Advisory Board, the Vice President for Strategic Operations or designee, and the Executive Director of the LCVA.

3. Collections Committee

The Collections Committee shall oversee Advisory Board responsibilities relating to the permanent Collections, including accession and deaccession of works of art. The Chair of the Collections Committee shall be the Vice President for Collections. The ex officio members of the Collections Committee shall include the President of the Advisory Board, the ~~Executive Director~~ **Chief Financial Officer** of the Longwood University Foundation, Inc., the Chair of the Department of Theatre, Art, and Graphic and Animation Design or designee, and the Executive Director of the LCVA.

4. Programming Committee

The purpose of the Programming Committee is to assist the Advisory Board in fulfilling the exhibition programming and educational outreach role of the LCVA, especially in reference to its objectives pertaining to the mission and strategic plan of Longwood University. The Programming Committee shall meet at least twice a year with the Executive Director of the LCVA, who has been delegated responsibility by Longwood University and Longwood University Foundation, Inc. to carry out the policies and objectives outlined for the LCVA. The ex officio members of the Programming Committee shall include the Provost/Vice President for Academic Affairs or designee, the Chair of the Department of Art or designee and the Executive Director of the LCVA.

C. Special Committees

Special Committees of the Advisory Board may from time to time be created by the Advisory Board as deemed necessary and appropriate. Members of such Special Committees shall be appointed by the President of the Advisory Board with ratification by The Advisory Board and may include ex officio members and consulting members. Such Special Committees may be constituted for no more than two (2) years unless specifically extended on a year-to-year basis by the Advisory Board.

IV. MEETINGS

A majority of the appointed membership of the Advisory Board shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the Advisory Board. A majority of the members of a committee shall constitute a quorum, and the act of a majority of the members present at a committee meeting at which a quorum is present shall be the act of the committee. In the event that less than a majority of the Advisory Board membership is present at a meeting of the Advisory Board, upon concurrence by a majority of those members present, business may be conducted by the vote of

those present as supplemented by telephone, facsimile, or electronic ballot of those members not present. Voting conducted by telephone, facsimile, or electronic ballot shall be confirmed in writing by the member(s) so voting, and such written confirmation filed with the minutes of the proceedings of the Advisory Board. The number of members so voting shall be included in determining whether quorum requirements are satisfied with respect to the specific action taken.

A. Regular Meetings of the Board

The Advisory Board shall meet three (3) times during the University's fiscal year, normally in the months of October or November, February or March, and June. The June meeting shall be designated as an annual meeting for the purpose of ratification of nominations for appointment to the Advisory Board and for election of officers of the Advisory Board.

B. Meetings of Standing Committees and Special Committees

The Standing Committees and any Special Committees shall each determine the frequency and schedule of their meetings.

C. Special Meetings of the Advisory Board

Special meetings of the Advisory Board may be called from time to time by the Advisory Board President with the approval of the Executive Committee. Notice of such special meetings is to be communicated in writing to the members of the Advisory Board at least ten (10) days prior to the date of such meetings.

V. ETHICAL STANDARDS

A. Conflict of Interest

Members of the Advisory Board (including ex officio and ~~at-large~~ **consulting**) must not engage in business that would constitute a conflict of interest, including but not limited to: serving as art appraisers for works being considered for the permanent collection or works currently in the collection, purchasing art work deaccessioned by the LCVA, and entering into contracts for hire related to the business of the LCVA either personally or through businesses in which the member or member's immediate family may have a financial or political stake. Additionally, The LCVA cannot purchase art from artists, collectors, dealers or buyers who are current members of the Advisory Board.

Members of the Advisory Board (including ex officio and consulting) shall declare themselves as "abstaining" from vote and/or discussion on any matter in which said members (including ex officio and at-large) may be considered to have a conflict of interest. Such abstaining declaration shall be made for the record at the beginning of any such motion or discussion and shall be recorded in the official minutes of the meeting. Conflict of interest procedures apply to any member (including ex officio

and consulting).

B. Compensation

All Board members (including consulting members) are volunteers. Work conducted on behalf of the LCVA cannot be financially compensated except under circumstances whereby the board member may incur costs for hosting an event or attending a conference as a representative of the LCVA. Under these exceptions all expenditures must be pre-approved by the Executive Director, and Longwood University and/or Foundation guidelines for reimbursement and purchases must be observed.

VI. AMENDMENTS

The Advisory Board may initiate amendments to these Guidelines. Such amendments shall not contradict or eliminate Longwood University or Longwood University Foundation, Inc. documents pertaining to LCVA operations or LCVA's advisory board, and university policies. Amendments are to be proposed to members of the Advisory Board in writing at least ten (10) days prior to the date of the meeting at which they will be considered. Adoption of such amendments will be by a majority vote of the Advisory Board, such majority to include the votes of at least one-half of the appointed members. All amendments and revisions of the Advisory Board Guidelines must be approved by the Longwood University Board of Visitors and Longwood University Foundation, Inc. Board of Directors.



Academic Affairs

Larissa Smith Ferguson, Provost & Vice President

Highlights

- Civitae Core Curriculum rolls out for first-year students
- Cormier Honors College recruits its largest class ever – 141 students
- Brock Experiences coming to life
- Prominent early American Art exhibition, *A Shared Legacy: Folk Art in America*, opens at the Longwood Center for the Visual Arts

Civitae Core Curriculum

The Civitae Core Curriculum welcomed its first class as of August 20, 2018! For the fall semester all freshmen students are enrolled in a first year course (either ENGL 165, ENGL 265, or CTZN 110) as well as additional Civitae Foundation, or possibly Perspectives, courses. This was a tremendous effort on the part of Dr. Melissa Rhoten, director of Civitae, as well as deans, department chairs, Dr. Jennifer Green, and the staff in Student Success and the Registrar's Office. At the Foundation level a total of 6,321 seats are occupied by students, who are taking the courses for both Civitae and the old General Education program. This represents 71 unique courses that span disciplines across the university. Dr. Leah Shilling, who specializes in mathematics education, will be leading the development of a Quantitative Reasoning Center to support our students in the new curriculum. This coming year, the faculty and the Civitae Core Curriculum committee will be focused on crafting, piloting, and approving Perspectives-level courses, which will be implemented in Fall 2019. Some exciting co-taught courses are already in development.

Brock Experience for Transformational Learning

Four Brock fellows piloted their courses this summer. Dr. Melissa Rhoten (CHEM) and Dr. Mark Fink (BIOL) took four students to the Chesapeake Bay to explore what is a citizen's responsibility to the environment by investigating the menhaden, crab, and oyster industries. The Borderlines experience, led by Dr. Renee Gúterrez (SPAN) and Dr. Connie Koski (SOCL), took eight students to Richmond and Arizona to explore who comes to the United States. Both experiences had an interdisciplinary team of faculty and staff who accompanied them. The

established Brock Experiences – Yellowstone and Arctic Circle – led by Dr. Alix Fink, Dr. Ed Kinman, Dr. Phillip Poplin and Dr. JoEllen Pederson also had successful experiences. New Brock fellows Mr. Michael Mergen (ART) and Dr. Shawn Smith (ENGL) participated in the Yellowstone experience and are working on planning their pilot courses that will run next summer.

Cook-Cole College of Arts and Sciences

The College has seen a number of initiatives come to fruition over the past summer. All “brand new” tenure-track faculty who began in fall 2017 received a summer stipend to provide support for developing their scholarship initiatives at Longwood. In addition, they each are receiving or will receive a course release during this coming fall or spring semester, again to provide some time for them to devote to their own research or creative endeavors. This “early start” program is coupled with ensuring that start-up equipment and supplies are made available to these faculty as early as possible, so as not to impede their progress in getting their scholarship programs up and running; this is particularly important in the sciences and the visual arts. The same initiative is in place for our entering class of tenure-track faculty for fall 2018. For the second year in a row, the College has been successful in hiring all our first-choice candidates into tenure-track lines, and this initiative has, in some cases, proven to be the tipping factor in closing the deal on attracting highly talented new faculty.

In a second initiative aimed at encouraging faculty to seek outside funding to support their scholarship, the College provided a summer stipend to nine faculty, representing disciplines in the humanities and the sciences, to work on producing and submitting grant applications to federal agencies and foundations. The eight submissions, if successful, would amount to over \$1.2 million in support for faculty scholarship.

In Nursing, we again have 100 percent passage rate so far on the NCLEX exam, the licensure exam for our recent nursing graduates. One talented student remains who has yet to take the exam...no pressure. We also welcome our new chair and director of nursing, Dr. Kim Little, who comes to us from Liberty University where she held a number of administrative positions. Also in Nursing, Lisa Minor and Cindy Crews presented at the Summer Institute for School Nurses, attended by school nurses throughout the state of Virginia and held here at Longwood University in July. It was a three-hour presentation on physical assessment in the school-aged child one day of the conference; the second day they were the keynote speakers for the conference, presenting on GI issues in the school-aged child; the presentation was titled “My Tummy Hurts.”

Communication Studies faculty member Dr. Alec Hosterman presented a photography exhibit focusing on the visual rhetoric of protest during the Charlottesville Unite the Right rally last year. The exhibit, entitled “There’s Just Us,” is currently on display at the Virginia Holocaust Museum. Dr. Hosterman was interviewed by NPR and WRIC related to the exhibit.

History faculty served as faculty for teacher institutes sponsored by museums in Richmond. Assistant professor Melissa Kravetz continued her partnership with the Virginia Holocaust Museum to teach in their Alexander Lebenstein Teacher Education Institute, two ten-day institutes for middle and high school teachers. Professors David Coles and Larissa Smith Ferguson partnered with the Virginia Museum of History and Culture to teach in their Weinstein Properties Story of Virginia Teachers Institute for two one-week sessions. The teachers traveled

to Farmville and spent one day at the Moton Museum as part of the Institute. These partnerships are made possible through an MOU with each museum, facilitated by Longwood's Office of Professional Studies, which handles all of the registration and mechanics of the institutes for each museum.

Mathematics and Computer Science faculty were active in conference attendance this past summer, with Leigh Lunsford, Phil Poplin, Robert Marmorstein, Virginia Lewis, and Maria Timmerman all either presenting or participating in panel presentations. Psychology faculty Chris Bjornson, Max Hennings, Tim Ritzert and Catherine Franssen all presented their work, along with student co-authors, at conferences this summer.

College of Business and Economics

The College of Business and Economics has had several personnel changes at the administrative level.

- Dr. Bennie Waller has taken a sabbatical for the 2018-2019 academic year and is a visiting professor at the University of Mississippi. He resigned as chair of the Department of Accounting, Economics, Finance, Real Estate and Information Systems & Cyber Security (AEFREISCS).
- Dr. David Lehr has been appointed Chair of the Department of AEFREISCS for a three-year term. As a result of his new position, he will no longer serve in his Associate Provost position but will continue to serve as Director of Institutional Research.
- Dr. Charles White resigned as Associate Dean and has accepted the role of Director of the MBA Program.
- Dr. Cheryl Adkins is serving as Associate Dean following the completion of an internal selection process to replace Dr. White.

The College of Business and Economics has begun a pilot program in partnership with the Registrar's Office. The two-year program will have all pre-business students assigned advisors in the Registrar's Office. In the past, all pre-business students had been advised by staff in the McGaughy Internship and Career Development Center. The pilot has two objectives:

1. To ensure the best possible advising experience for students during the initial years of the Civitae Core Curriculum.
2. To assess the long-term viability of a professional advising model for pre-business students and the degree to which such a model will allow a transition to professional mentorship for faculty within the College of Business and Economics.

College of Education and Human Services

The College's report highlights faculty scholarship over the summer.

For the past three years, Dr. Sara Miller has been working with a group of literacy researchers from across the United States. They will present their research findings at the Literacy Research Association's 68th Annual Conference, which will be held November 28 - December 1, 2018. They have also completed a manuscript, *Breaking Through the Noise: Literacy Leaders in the*

Face of Accountability, Evaluation, and Reform and are presently submitting a publication to the *American Journal of Education*.

Dr. Ang Blanchette has revised a conference paper into a manuscript for publication as well as started working on book revisions with Gary Borich for his text, *Effective Teaching Methods*. The collaboration is significant enough that she will be named a co-author on this next edition.

Dr. Tammy Parlier has worked in the area of English Learners, reviewing new texts to include in our READ 520 course and developing new course work to be offered through professional studies to support educators in pursuing their endorsement in English Language Learning.

Dr. Kevin Doyle has spent the summer using a Longwood Faculty Development Research Grant, sponsored by the Office of Academic Affairs, to study the opioid crisis currently facing the United States, with a focus on potential solutions, such as state prescription drug monitoring programs, medication-assisted treatment, and innovations in traditional addiction treatment settings. He has visited several treatment programs, interviewed staff, and visited Virginia's innovative monitoring program. He will present on a nationwide webinar in the fall and has two active conference presentation proposals in submission.

Dr. Karla Collins and Dr. Sarah Tanner-Anderson presented at the Virginia Association of Secondary School Principals in June and wrote an article "Supporting Life Ready Students through the School Library" that has been accepted by VASCD for their fall journal.

Dr. Tanner-Anderson presented and submitted a manuscript ("Reinventing the Wheel: Challenging Traditions of the Past to Equip Leaders for the Future") detailing our educational leadership master's program redevelopment for International Council of Professors of Educational Leadership (ICPEL) with Jack McKinley. Also, she and Corrie Kelly (Elementary Education) co-authored an article entitled "Integrating UDL into Secondary Writing Instruction to Promote Accessibility and Equity" that has been published in the summer 2018 *Virginia English Journal*.

Dr. Karla Collins and Ms. Jen Spisak wrote an article that will be published in the November/December issue of *Knowledge Quest*: "They Let Us Teach Grown-Ups? Making the Leap from PK-12 to Higher Ed."

Dr. Karen Feathers submitted a manuscript based on her dissertation study to the *Journal of the American Academy of Special Education Professionals* entitled "Transition Programs for Individuals with Disabilities: A Post-Secondary College Experience Leading to Greater Independence in Life and Work," in late July. This is a quality of life study from the perspectives of the Longwood LIFE students.

Along with a group of colleagues, Dr. Kat Alves had a manuscript accepted "Exploring Upper Elementary Reading Instruction Delivered by Special Education Teachers in High-needs Schools" (in press) with *Learning Disabilities Quarterly*. She was invited (with a colleague) to contribute to an article in a special issue of *Intervention in School and Clinic*. The special issue is "Technology Innovations for Students with LD, EBD, and Autism" and will come out next year.

In the Department of Health, Athletic Training, Recreation and Kinesiology (HARK), Dr. Troy Purdom completed manuscripts with two students, assisted three students with their senior honor thesis projects, and was involved in a number of other grant-funded research projects. Dr. Laura

Jimenez presented at the American College of Sports Medicine (ACSM) Annual Meeting early this summer in Minneapolis, MN. Dr. Susan Lynch and Ms. Kirstin Whitely have been working the last two years gathering data for a cortisol study. Along with another colleague on campus, they have manuscripts and presentations lined up for the upcoming year based off this study. Dr. Matt Lucas had four national presentations accepted and submitted two manuscripts for review. Dr. Lindsey Stokes presented at the Mid-Atlantic Athletic Trainers' Association district meeting in Ocean City, Maryland, and has multiple manuscripts under review. Dr. Jenn Cuchna had one manuscript accepted and others under review. Dr. Ann Bailey is in the middle of one research study with manuscripts to follow. Dr. Kari Hampton has one manuscript under review with others to follow.

In the Department of Social Work and Communication Sciences and Disorders, Ian Danielsen, assistant professor of Social Work, wrote an opinion piece on the U.S. Executive Branch's policy of separating asylum-seeking children from their parents published in salon.com.

<https://www.salon.com/2018/06/21/donald-trump-backs-down-on-family-separation-but-the-trauma-could-last-a-lifetime/>

One of the graduates of Longwood's Social Work program at New College Institute was highlighted in the Martinsville paper for his work to secure bicycles for probationers.

https://www.martinsvillebulletin.com/news/a-step-to-re-entry-nonprofit-helps-former-inmates-find/article_3ee65ed2-85bf-5666-b4cd-da0391a48215.html?utm_medium=social&utm_source=email&utm_campaign=user-share

Drs. Mani Aguilar and Lissa Power-deFur were presenters at the Virginia Department of Education's School Nurse Institute held at Longwood in July on the topics of hearing screenings and feeding and swallowing disorders.

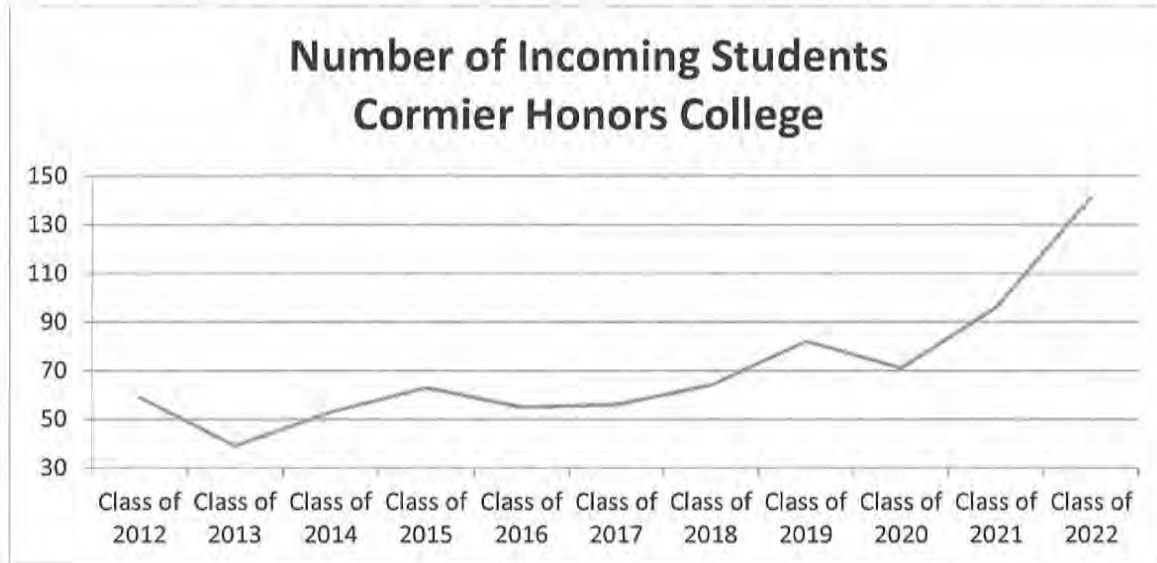
College of Graduate and Professional Studies

Thirty-five graduate students will be serving in Graduate Assistantships this year in both part-time and full-time roles. Our graduate faculty offered 77 graduate courses this summer in addition to presenting at professional conferences, providing professional development, organizing workshops and institutes, and continuing their research. We are proud to share that six poster presentations were given at the Speech Language Hearing Association of Virginia Conference in March and graduate students Leah Horton, Sera Chabinec and Jalyn Taylor won 1st place out of 22 masters and doctoral level presentations from CSD programs across Virginia.

This summer Longwood's Continuing Education and Professional Studies office was busy. Forty-one credit bearing courses were offered including MBA prerequisite courses, provisional licensure courses for teachers, and the final set of courses for the second cohort of 129 students completing their Educational Leadership Endorsement requirements. Also offered were five non-credit classes to 65 students on topics such as Children's Literature, Problem-Based Assessment, and Public Speaking. Longwood's partnership with the Virginia Holocaust Museum (VHM) saw its fourth year with 52 teachers participating in the two-week class based at the VHM and a brand new partnership with the Virginia Museum of History and Culture was launched with 19 teachers participating. Longwood also hosted nearly 200 Region 8 teachers for two days of professional development in balanced literacy, word study, and problem-based assessment.

Cormier Honors College for Citizen Scholars

The Class of 2022 is the largest ever, and it continues a pattern of growth for the Honors College, as demonstrated in the table below.



Two weeks prior to the start of fall term classes, the second cohort of 16 LIFE STEM Scholars arrived on campus. This National Science Foundation-funded program provides financial and wrap-around academic support to a cohort of students in biology, chemistry, environmental sciences, and physics. The program is a partnership among the Cormier Honors College, the Cook-Cole College of Arts and Sciences, the Department of Biological and Environmental Sciences, and the Department of Chemistry and Physics. Of the 12 LIFE STEM Scholars in the first cohort (Class of 2021), 11 returned to Longwood for the sophomore year.

The LIFE STEM Scholars spent the first week of their Longwood careers in the field, exploring the complex stewardship issues of the Chesapeake Bay with a cadre of exceptional faculty. On the Bay, they were joined by six LIFE STEM Mentors from the first cohort (and two additional LIFE STEM Mentors for the second week on campus).

One week later, the Cormier Honors College's incoming class joined them on campus, and the full group – 211 students strong (141 Honors first-years, nine of whom are also LIFE STEM Scholars; the 7 additional LIFE STEM Scholars; and 63 Honors and LIFE STEM Mentors) – participated in the Honors Leadership Retreat. Highlights from this year's four-day program include:

- Place-as-Text explorations of the Science Museum of Virginia (with faculty facilitator Dr. Walter Witschey), the Virginia Museum of Fine Arts (with faculty facilitator Dr. Shawn Smith), Thomas Jefferson's Poplar Forest (with faculty facilitator Dr. Edward

Kinman), and the R. R. Moton Museum (with campus partners Cameron Patterson and Cainan Townsend)

- On-campus academic sessions including a research poster session by upperclassmen
- Challenge course at Sandy River Adventure Park
- Professional networking dinner with faculty and staff
- Community service in Farmville
- Fun community-building activities, including zombie tag in Chichester and a special Longwood Traditions presentation in the Rotunda by Dean Larry Robertson and Ms. Paula Clay Prouty

Greenwood Library

Librarians have been very active in publishing articles and book chapters, as well as making presentations at professional conferences:

- Jennifer Beach, “Review of American Antiquarian Society (AAS) Historical Periodicals Collection.” *ccAdvisor* (April 2018).
- Jennifer Beach, “Review of Eighteenth Century Collections Online.” *ccAdvisor* (August 2018).
- Natalie Browning, “How Goal-Setting Can Make You a Better Information Professional.” Virginia Library Association Professional Associates Conference. May 2018.
- Natalie Browning and Vicki Palmer. “Teaching Information Literacy to SLACers.” The Innovative Learning Conference (TILC). May 2018.
- Vicki Palmer, “Hole in One: Library Services on the Green.” In Kylie Bailin, ed. *Planning Academic Library Orientations: Case Studies from Around the World*. Cambridge, MA: Chandos Publishing, 2018.
- Sarah Reynolds, “‘What Days Do They Have Free Popcorn? And I Have No Idea How to Find a Book’: Sticky Notes for Engagement and Assessment.” The Innovative Learning Conference (TILC). May 2018.

Several special events are planned for fall semester:

- *Student Art Awards Reception*: Tuesday 9/18, 6:30 pm – 8:00pm. Location: Greenwood Gallery
- *Scott McDarmont, Comic Books & Censorship*: Tuesday 9/25, 3:30 pm – 5:00 pm. Location: Greenwood Library 209
- *Jon Kukla, On Patrick Henry*: Tuesday October 2, 6:30 pm – 8:00 pm. Location: Blackwell Auditorium
- *Hamiltunes*: Friday October 5, 7:00 pm – 9:00 pm. Location: Moton Museum. This event is co-sponsored by the Longwood Center for Community Music and the Virginia Children’s Book Festival.

The Library is very excited for the National Endowment for the Arts (NEA) A Big Read: Heart of Virginia, a community reading program, which will take place in April 2019 focusing on the book *Burning Bright* by Ron Rash. In addition to a public program by the author, several events will address issues raised in the book, including the history, culture, music, and poetry of Appalachia. Key community partners include Hampden-Sydney College's Bortz Library, Prince Edward County Public Schools, the Virginia Children's Book Festival, and the Barbara Rose Johns Farmville Prince Edward Community Library.

Center for Global Engagement

As a result of research conducted among peer institutions and the awareness that "International Affairs" is an outdated label, the former Office of International Affairs has been renamed the "Center for Global Engagement (CGE)." The word "Center" will convey the idea of multiple functions related to global initiatives existing within one area: international admissions and recruitment, international student/scholar services, English Bridge Program, Study Abroad and Faculty Enrichment.

To further engage faculty and students in study abroad, in late May and early June, faculty in the College of Education and Human Services and the Cook Cole College of Liberal Arts and Sciences were invited to accompany CGE staff on university partner visits. Faculty had the opportunity to meet with officials and colleagues at Longwood's partners at Han University of Applied Sciences (Netherlands) and Plymouth University (England). New partnerships were explored at two campuses of the University of Wales, Trinity St. David. Faculty collaboration, visiting scholar exchange, and summer programs for U. S. students were considered. CGE staff expect that faculty who have visited partner institutions will be uniquely qualified to recruit students to study abroad by sharing firsthand knowledge and identifying students who should be encouraged to study abroad at a partner institution. CGE staff hope to continue this faculty engagement program in the future.

Although new international student enrollment for Fall 2018 was expected to drop due to an overall decrease in students seeking to study in the U.S., in August Longwood will welcome 22 new international students to campus. New countries represented include Kyrgyzstan and South Sudan. Fall recruitment efforts will focus on Asia, S. Asia, Africa, and S. America. Additionally, international students will be recruited from private high schools in the U.S. and U.S. community colleges. International student enrollment is important to the total number of non-Virginia residents studying at Longwood and a more aggressive recruitment campaign is scheduled for 2018-19.

Office of Accreditation and Compliance

Longwood's application for renewal of its NC-SARA membership was approved. Distance education data and completed internship data for 2017-18 were submitted as required by NC-SARA. Analysis of data is underway for a continuing teaching load study, the results of which are shared with the Provost and Vice President for Academic Affairs (PVPAA), Deans, and department chairs.

Civitae has prompted major programs to revise their degree requirements, especially the number of credit hours. These changes must be approved by SCHEV. The Office of Accreditation and Compliance has been working diligently on submissions for program changes, including Biology, Chemistry, Physics, Liberal Studies, English, and Nursing. The last two of these have already been officially approved by SCHEV. Additional major programs will submit their revisions this coming year, as the Perspectives level of Civitae is developed.

Hull Springs

The Hull Springs Farm Wetland Mitigation Bank saw final stabilization this past year with land disturbance completed, and the final 13 acres of wetlands and 14 acres of upland buffer graded and seeded with a mix of native grasses and wildflowers.

In July 2018, the regulatory agency overseeing Mitigation Banks in Virginia approved the expansion of the Hull Springs Farm service area, meaning that credits generated by the project will be available for purchase in a larger geographic area. This will result in a larger potential buyer pool for the site, and as a result, multiple new deals are currently in the works. Overall, credit sales are continuing to look promising within a quickly developing watershed, and the site is on a great trajectory to achieving the intended ecological uplift.

The third annual Longwood University Camp for Environmental Exploration (LUCCEE) was held for rising 4th and 5th graders from Westmoreland County Public Schools (WCPS). The experiential camp pairs Longwood students with certified teachers from WCPS in leading environmental-focused activities. A record 83 children registered for the two-week day camp, which featured hands-on activities, presentations, and games in the midst of Hull Springs' bounty of natural and cultural assets.

Longwood Center for Visual Arts

In the coming year, LCVA will develop and pursue strategies that ensure it remains at the forefront of responsive engagement with its ever-growing constituency and reflects best practices within the museum field. Its 2018-2019 season continues to emphasize inclusive community outreach programming, including the development of targeted interpretive programs (such as school field trips and outreach) that meaningfully explore and continue to foster and strengthen our connections to one another. Participation in LCVA programs since July 1, 2018 has been 2,947 visitors (On-site: 2611, Off-site: 336).

With the support of its community partners, the LCVA has become so much more than a museum that preserves the past – it is also a vibrant home to the conversations that shape the future. Since 2014, the LCVA has focused intently on developing and presenting programming that creates an attractive, exciting museum where the community feels at home. The success of this strategy is evident in the museum's vigorous growth in participation over the past three years. The most recent year (2017-2018) continued this trend as it welcomed nearly 15,500 to the downtown galleries, a dramatic increase in comparison to 5,734 in 2014-2015 (the year prior to the renewed focus on inclusive programming). While the museum projects event participation

numbers will remain strong, it is reducing the number of events in 2018-2019 and 2019-2020 to more effectively deploy its student worker and general operating budgets.

In the coming year, the LCVA will shift some of its focus from programming to strategies that enhance its human and physical infrastructure and support its commitment to professional best practices in all areas. This approach includes a comprehensive overhaul of its existing budgeting and financial reporting practices, as well as increased attention to fundraising.

The LCVA's programming is anchored each year in a vibrant season of rotating exhibitions. This season's highlights include:

- *LeUyen Pham: There's No Such Thing as Little* is presented in conjunction with the Virginia Children's Book Festival with support from the National Endowment for the Arts (NEA). Pham, who is based in Los Angeles, worked in animation before turning to children's books. She wrote and illustrated *Big Sister*, *Little Sister* and *The Bear Who Wasn't There*, and is the illustrator of numerous other picture books, including *Vamperina Ballerina*.
- *A Shared Legacy: Folk Art in America* offers a stunning presentation of American folk art made primarily in rural areas of New England, the Midwest, and the South between 1800 and 1920. More than sixty works of art, including still-life, landscape, allegorical, and portrait paintings, commercial and highly personal sculpture, and distinctive examples of art from the German-American community exemplify the breadth of American creative expression by individuals who did not always adhere to the academic models that established artistic taste in urban centers of the East Coast.
- *Rural Avant-Garde: Mountain Lake - Art in Locale*, organized by the LCVA, was recently awarded an Art Works grant by the NEA. This exhibition and publication showcase the collaborative creative works that emerged from four decades of the Mountain Lake Symposium and Workshop series, which focused on projects that engaged aspects of contemporary art, regional social and technological research communities, and traditional Appalachian culture. The exhibition and accompanying publication, produced by the LCVA and distributed by University of Virginia Press, provides an important record of these dynamic workshops, their interconnectedness, and their regional and national significance. The exhibition opened at the Gregg Museum at North Carolina State University in August 2018 and will travel to MICA (Baltimore) in 2019, and to LCVA in 2020.

Current Itineraries of Traveling Exhibitions

The LCVA is thrilled to have two exhibitions actively traveling this exhibition season. Both are complemented with publications.

Break Glass: VL Cox – A Conversation to End Hate

Rosa Parks Museum

Troy University

Montgomery, AL

April 16 – September 5, 2018

Rural Avant-Garde: The Mountain Lake Experience

Gregg Museum of Art and Design
North Carolina State University
Raleigh, NC
August 23 – December 23, 2018

Break Glass: VL Cox – A Conversation to End Hate

Virginia Holocaust Museum
Richmond, VA
September 2018-January 2019

Rural Avant-Garde: The Mountain Lake Experience

Pinkard Gallery
Maryland Institute College of Art
Baltimore, MD
November 16, 2019 – March 8, 2020

Moton Museum

Visitation for the 2018 calendar year remains active for the Moton Museum. We are making significant progress towards our engagement goal of 12,000 visitors for 2018. As of August 13, we have reached 9,077 individuals via on-site and off-site programming, an increase of almost 26% over the 2017 attendance number. Our visitors have come from 23 states and the District of Columbia. We have also had non-US visitors from Canada, the Netherlands, Germany, and the United Kingdom. In preparation for the Moton content inclusion in the Virginia Standards of Learning Revisions and the anticipated visitor increase it will bring for K-12 audiences, Moton will participate in the Visitor Counts Program sponsored by the American Association for State & Local History. This program will allow the museum to collect essential data insights and opinions from educators and students who visit the museum in order to make program improvements. Thanks to the generous support of Wells Fargo we will launch a Transportation Fund during the 2018-2019 school year that will provide financial assistance to Title I schools who visit the museum.

The summer months at Moton have yielded some successful education and public program offerings. Our summer started by welcoming the Honorable Henry L. Marsh to the museum for an author event featuring his newly released memoir. Moton, in partnership with colleagues at Longwood, has also been active in offering professional development programs to educators locally and across the Commonwealth. The Museum hosted a Region 8 teachers workshop that focused on implementation of project-based assessment for social studies educators, as well as a workshop for educators participating in the Virginia Museum of History & Culture's Stories of Virginia teachers institute. Additional professional development opportunities for educators will be facilitated this fall in partnership with the Virginia Holocaust Museum, Longwood Center for the Visual Arts, Henrico County Public Schools, and Chesterfield County Public Schools.

Cainan Townsend, Director of Education & Public Programs, had the opportunity to represent the Moton Museum at the Call Me Mister Leadership Institute in Clemson, South Carolina. This engagement opportunity allowed the museum to interact with 100 plus Misters from various

institutions including Longwood. Moton also shared the state with representatives from the Brown Foundation and the Benjamin E. Mays Institute. Moton also facilitated program opportunities with the John Deere Leadership Institute and Columbia Gas.

We are grateful that more individuals across the Commonwealth and the country are coming to know the Moton story. Mr. Ken Woodley, former editor of the Farmville Herald, wrote a feature article that appeared in the August 12, Sunday Travel Section of the Washington Post. The feature highlights Moton's involvement in the newly launched U.S. Civil Rights Trail. https://www.washingtonpost.com/lifestyle/travel/new-us-civil-rights-trail-leads-to-a-little-known-virginia-museum/2018/08/09/33f0c1be-90e5-11e8-8322-b5482bf5e0f5_story.html?utm_term=.d57d95f12de8

Office of Sponsored Programs and Research

Dr. Regina Maldve, founding director of the sponsored programs office, will be leaving Longwood to begin a new job at the College of Idaho. Dr. Roger Byrne, dean of the Cook-Cole College of Arts and Sciences, has agreed to pinch hit as acting director of the office this fall, until we begin a search for Dr. Maldve's replacement.

On August 28, Longwood University submitted a Track 1 Scholarships and Stipends proposal to the National Science Foundation's (NSF) Robert Noyce Teacher Scholarship program in partnership with four community colleges (John Tyler Community College, Southside Virginia Community College, Central Virginia Community College, Piedmont Virginia Community College) and six high-need local educational agencies (Appomattox, Buckingham, Charlotte, Cumberland, Lunenburg, and Nottoway counties). The project, entitled "Guiding Educational Transformation: Extending the Capacity to Improve Teacher Education (GET ExCITED)," leverages results learned from Longwood's 2017 Noyce Capacity Building grant.

This five-year Noyce grant will allow Longwood to: (1) increase enrollment in its secondary education programs for students earning a bachelor's degree in science (biology, chemistry, or physics) or mathematics; (2) provide scholarships to full-time juniors and seniors in these programs; and (3) develop and implement a STEM-specific teacher induction and support program for new graduates. The proposal will provide in excess of \$1.37 million dollars to support a total of 24 students over the five years of the program. The GET ExCITED team includes Leah Shilling (Math Education, Principal Investigator (PI)), Ben Campbell (Science Education, co-PI), Patricia Hastings (Education, co-PI), Melissa Rhoten (CHEM, senior personnel), Suzanne Donnelly (SCED, senior personnel), Mark Fink (BIOL, senior personnel), Sharon Emerson-Stonnell (MATH, senior personnel), and JoEllen Pederson (SOCL, program evaluator).

Office of Student Research

The Office of Student Research (OSR) embarks on the last year of the Quality Enhancement Program (QEP), which is required by SACS-COC. The office will be running a full slate of QEP initiatives as well as some new initiatives to ensure that all students benefit from student research as a high impact practice. In fall 2018, OSR will run two rounds of student funding to defray

costs for students for conference travel and research materials and solicit applications for the Collegiate Undergraduate Research and Inquiry Opportunities (CURIO) program, the spring research program where students are mentored on their own research projects by faculty members. In spring 2019, there will be another two rounds of student funding, and OSR will select ten faculty to receive Faculty Excellence in Mentoring Awards. OSR also plans to solicit a new cohort of students for the Collaborative Interdisciplinary Tutorials for Employment (CITE) Program, the fall research program designed for students with little or no research experience that develops highly-sought skills for jobs.

Participants in all research programs will submit related work to *Omnipedia Review*, OSR's online journal housed in Greenwood Library's Digital Commons (<https://digitalcommons.longwood.edu/>). Throughout the year, OSR will collect course-based student research to archive in Digital Commons as part of the Spring Presentation of Undergraduate Research (SPUR) initiative, which will culminate in an awards program in the spring, recognizing students with the most views and downloads of their work. We are also introducing a monthly newsletter, *work-in-progress*, which will keep faculty updated with OSR initiatives and spotlight individual student researchers.



Administration & Finance

Louise Waller, Interim Vice President

Highlights

- Design and Construction Projects
- Facilities Management Highlights
- Budget and HR Updates
- Community and Economic Development
- Lancer Card Office Updates

Louise Waller began her role starting Labor Day as Interim Vice President for Administration and Finance, as Ken Copeland began his transition to his new position at Hampden-Sydney College. Louise has been involved in intensive planning for the transition with her direct reports, the president's office and the other vice presidents. Tim Pierson is chairing the search committee for Ken's successor, which will include Louise, Chief of Staff Justin Pope, Athletics Director Troy Austin, Dean of Graduate Studies and Professional Education Jeannine Perry and Faculty Senate President Adam Franssen of the Department of Biology.

Design and Construction Projects

Brock Hall Student Success Center

Construction is complete. Brock Hall was dedicated on May 18, 2018, and the occupants moved in during the first week of June.

Upchurch University Center

Construction continues on schedule. The project is estimated to be completed by early fall 2018.

Admissions Building

Construction bids were received on April 11, 2018, and the construction contract was awarded to Jamerson-Lewis Construction, Inc. of Lynchburg, Virginia. Construction commenced in May 2018, and is expected to be completed in early fall 2019.

New Academic Building

Construction bids were received on June 5, 2018, and the construction contract was awarded to Jamerson-Lewis Construction, Inc. of Lynchburg, Virginia. Construction commenced in July 2018, and is expected to be completed in spring 2020. Funding for the building's furniture, fixtures, and equipment was approved by the 2018 General Assembly session.

Curry and Frazer Residence Halls Renovations

The Curry and Frazer Residence Halls renovation project has commenced with the renovation of Frazer Hall. The Commons Building has been demolished, along with most of the existing exterior and interior walls of Frazer Hall. Fabrication of the new exterior brick wall panels began in July and installation will start in October 2018.

Curry Hall will continue to be occupied during the 2018-19 academic year, and then will be vacated for renovations in May 2019. The renovated Frazer Hall will re-open for student occupancy in August 2019, and the total project will be completed in August 2020.

Academic Space Improvement Plan

Longwood University has partnered with Ayers Saint Gross (ASG), a nationally recognized firm specializing in space analytics, planning, architecture, and design for higher education institutions, to develop a vision and plan for improving our campus academic spaces. The Academic Space Improvement Plan will provide a framework to implement aspects of the master plan and to improve instructional space design, condition, and utilization.

The project kick-off was May 30th with projected completion in the spring of 2019. ASG will provide Longwood with a phased academic space improvement plan and associated costs.

Facilities Management Highlights

- Completed another very successful student move in with minimal issues.
- On Sunday, August 12th, Wheeler HVAC unit was damaged by an apparent lightning strike during a storm. The control boards and electronic circuitry took a severe hit rendering the entire unit inoperable. Due to the number of storms hitting the east coast recently, rental units were very hard to locate but after much searching, a unit was identified in Atlanta and transported to Longwood on Wednesday night August 15th. Our crew worked through the night and had the rental unit operational the next day. Repairs to the unit are being evaluated and arrangements are being made for completion.
- Boiler #8 is operational and has run several weeks to identify punch list items which are currently being completed. Stack testing for EPA and DEQ compliance is scheduled for November 1st.
- Tent anchors were installed in four locations on Brock Commons to facilitate long term tent usage.
- Worked with Capital Design & Construction to obtain annual permits for frequent temporary structures (tents and stages) used on campus.

- Lock-Out/Tag-Out program finalized.
- Longwood Village Apartment addition of interior horns resulted in a significant increase in participation during fire drills.
- Salvaged 1-year old Fire Alarm components from Frazer prior to renovation starting.
- During the State Fire Marshal reinspections of residence halls ~99% of items were closed out.
- Example boards of “can/can’t have” items created and used during move-in.
- Started testing of emergency lights in residence halls.
- TAGAD (Theater, Art, Graphic & Animation Design) safety initiative:
 - Theater Safety Rules version 1.0 finalized
 - Eyewash/Safety Shower inspections reinstated
 - Chemical Inventory entered in University database

Material Management and Financial Operations

Material Management

- Current Request for Proposals
 - Strategic Partnership for Marketing the MBA Program (committee evaluation phase)
 - Custodial Services (committee evaluation phase)
 - Dorrill Dining Hall Feasibility Study (committee evaluation phase)
 - A/E Services for Renovation/Expansion of the Environmental Health & Safety and facilities Annex Building (proposals received 8/28/2018, administrative review phase)
- Current Invitations for Bids
 - Greenwood Library Chiller Replacement (bids due 8/30/2018)
 - Bristow Hall Entrance Accessibility Improvements (bids due 9/5/2018)
 - Landscape & Grounds Annex Building – Asphalt Roof (bids due 9/25/2018)
- Small Purchase Charge Card Automated Reconciliation using Bank of America WORKS was deployed to a pilot group of cardholders June 2018. Additional cardholders will be added September 2018 with all cardholders transitioned by February 2019.

Accounts Payable

- Continued involvement in the DocFinity implementation, which is an enterprise content management solution that will not only permit electronic storage of documents but also the electronic submission of forms such as the Request for Travel Authorization form.
- Continuing to work with the Longwood University Foundation updated processes to transfer unrestricted and temporarily restricted dollars to the University.

Financial Reporting

FY 2018 Financial Statements are being compiled.

Budget and HR

Budget Office

The budget office has been updating the budget worksheets for new faculty and other position changes. We have completed and submitted the University Six-Year Plan to the Department of Planning and Budget (DPB). We performed a reviewed of capital projects and submitted it to DPB. Banner training has been provided to five new budget managers since July 1st.

Human Resources

- HCM Cardinal Project: Longwood has been asked to part of the Cardinal HCM Design Process.
- Docfinity – The project is moving forward for human resource to provide an electronic CSC form for the campus community.
- Processed classified salary increases effective 8/10/18.
- HR Director attended a Diversity Dialogue on June 21 hosted by Hampden Sydney.
- Succession Plan completed and submitted for the September BOV materials.
- Payroll and HR completed ARIMICS testing.

Office of Community and Economic Development

Regional Economic Development. Leaders of Longwood, Hampden-Sydney, the town and county continue to meet to discuss matters of mutual interest. The Office of Community and Economic Development has convened and continues to facilitate regional community working groups.

The innovation team connects 25 community leaders and individuals from Longwood, Hampden Sydney, Prince Edward Public Schools, Fuqua School, the town of Farmville and the county of Prince Edward as well as the Commonwealth Regional Council. This team is working on strategies to develop and keep entrepreneurial talent in our region. Exploring connections between assets and opportunities, the team came up with three distinct focus areas and divided into workgroups and pathfinder projects according to interest.

- Entrepreneurial programming and spaces – Working together to develop and deliver entrepreneurial training.
 - Pathfinder – The team is developing a database and connections between institutions, available training spaces, and programming needs in entrepreneurship.
- Talent retention – Attracting our workers to live here as well as work here.
 - Pathfinder – The team is providing structure and input to expand VisitFarmville.com to include a “Living in Farmville” section with appropriate marketing content.
- Career Pathways – Addressing workforce shortages in our economic base, particularly trades and technology.

- Pathfinder – Higher Education Summit with partners at SVCC titled “Building a Regional Workforce in a Changing Landscape” to be held October 4th at Longwood.

VisitFarmville.com – our area’s first jointly developed visitor portal. The web and social media campaigns, managed by DIA, have reached 2.5 million people since the launch in September 2016. The VisitFarmville.com Advisory Team consists of members from the Chamber, Virginia Tourism Corporation, Centra Health, Farmville Downtown Partnership, Town of Farmville, Prince Edward County, Greenfront Furniture, The Weyanoke, High Bridge Trail, and Third Street Brewing. The team met in April and again in August to provide input on a marketing plan for the site and for submission to Virginia Tourism Corporation for financial support.

Business Development

We continue to work closely with the Real Estate Foundation to encourage and support the successful development of a grocery store concept in the former Barnes and Noble location at Midtown Square.

We often serve as a first point of contact for developers who are interested in investing in the Farmville Community and redeveloping properties in the downtown district. There has been active interest in properties along Main Street.

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

SBDC accomplished the following activities and related successes region wide in 2017:

- **462 clients - potential and existing entrepreneurs (60% existing businesses)**
- **35 seminars for a total of 259 attendees**
- **\$9 million in new capital for business development**
- **99 jobs created or retained as a result of consulting services**

Lancer Card Office

Lancer Card Office highlights include:

- First Fall opening managing door access and room scheduling.
- Activated all student cards for move-in including early arrivals.
- Assigned access to students in various groups for extended/special access.
- Scheduled building locks and unlocks for move-in, Orientation, events and the Academic schedule.
- Created and loaded all new meal plans.

- Set up online management to allow Meal Exchange balances to be seen as well as add to receipt.
- Set up “To Go” management button at registers.
- Set up Micros registers, and reports, for Dhall (2 locations), Greens To Go, The Comma and Greenwood Library.
- Automated Commuter Meal Plan sales through lancercard.longwood.edu – real time meal plan purchases and changes.
- Installed and activated door access readers in Upchurch University Center.
- Configuring point-of-sale registers for four Dining locations in Upchurch.
- Provided Student Activities a “ticket” solution for the scarf giveaway at The G.A.M.E.
- Working on door access installation on new buildings: Curry/Frazer renovation, Admissions Building and new Academic building.
- Installing a door reader at Barlow for Athletic Tutoring.
- Researching access installation at Lankford, Iler, Willett and Wygal.
- Processing the paperwork to add The Weyanoke (Sassafras and Effinghams) to the Lancer CASH program.

Longwood University
Financial Overview
As of July 31, 2018

FY2018-19 Budget Dashboard YTD

E&G	BOV Budget	FY Estimate	YTD Actual	Percent	PY Percent
<i>Revenues</i>					
Tuition	40,664,501	40,661,501	2,415,906	5.94%	6.93%
Fees	1,342,711	1,342,711	439,382	32.72%	36.37%
General Fund	28,473,616	28,473,616	4,872,746	17.11%	16.77%
Federal Workstudy	50,000	50,000	0	0.00%	0.00%
Other	157,500	157,500	64,816	41.15%	31.75%
<i>Total Revenues</i>	<u>70,688,328</u>	<u>70,685,328</u>	<u>7,792,849</u>	<u>11.02%</u>	<u>11.51%</u>
<i>Expenditures</i>					
Instruction	37,249,231	37,180,120	4,019,241	10.81%	10.87%
Public Service	549,783	549,783	57,261	10.42%	10.50%
Academic Support	7,534,056	7,606,774	625,489	8.22%	8.24%
Student Services	4,882,142	4,837,393	533,574	11.03%	11.65%
Institutional Support	12,002,656	11,531,951	1,732,731	15.03%	13.99%
Facilities Operations	7,023,258	7,016,583	790,090	11.26%	9.44%
Scholarships	1,947,202	1,947,202	30,982	1.59%	0.34%
Salary Savings	(500,000)	(500,000)	(71,006)	14.20%	34.08%
<i>Total Expenditures</i>	<u>70,688,328</u>	<u>70,169,806</u>	<u>7,718,362</u>	<u>11.00%</u>	<u>10.50%</u>
TOTAL	0	515,522	74,487		

AUXILIARY

<i>Revenues</i>					
Housing	22,407,752	22,407,742	775,062	3.46%	5.68%
Dining	8,522,301	8,522,301	229,624	2.69%	4.91%
Comprehensive Fee/Other	26,796,607	26,808,763	2,139,386	7.98%	10.15%
Federal Workstudy	154,300	154,300	0	0.00%	0.00%
<i>Total Revenues</i>	<u>57,880,960</u>	<u>57,893,106</u>	<u>3,144,072</u>	<u>5.43%</u>	<u>7.61%</u>
<i>Expenditures</i>					
Housing	22,480,052	22,541,377	634,045	2.81%	2.70%
Dining	8,592,301	8,592,301	49,063	0.57%	0.38%
Athletics	8,480,492	8,509,952	796,776	9.36%	18.75%
Other Services	17,361,483	17,362,414	2,170,518	12.50%	31.73%
Salary Savings	0	0	(26,563)	0.00%	0.00%
<i>Total Expenditures</i>	<u>56,914,328</u>	<u>57,006,044</u>	<u>3,623,839</u>	<u>6.36%</u>	<u>13.24%</u>
TOTAL	966,632	887,062	(479,767)		

Cash & Investment Assets

Longwood University Auxiliary & Local	7,952,623
Longwood University Foundation	89,997,713
Longwood University Real Estate Foundation	19,034,042



Intercollegiate Athletics

Troy Austin, Director of Athletics

Highlights

- 2017-2018 Student-Athlete Academic Success
- Fall Sport Team Previews
- Van Wagner Sport & Entertainment Partnership
- NCAA Attendance Record at The Great Athletics March Ever (The G.A.M.E.) 9.0

2017-2018 Student-Athlete Academic Success

Longwood student-athletes continue to succeed in the classroom on a department-wide level and have begun the academic year propelled by an outstanding 2017-18 campaign in the classroom.

Last year, Longwood's 200-plus student-athletes produced a collective grade point average of 3.08 and finished the year with a 3.11 mark for the spring semester. Those numbers were an increase from the student-athletes' GPA of a 3.01 for the 2016-2017 academic year.

Additionally, 48 Lancer student-athletes earned Dean's List recognition with at least a 3.50 GPA, and 25 more received a spot on the President's List, holding perfect 4.0 GPA's.

The classroom performances by student-athletes led to a record-setting performance on the annual Big South Presidential Honor Roll where a Longwood-record 60.3 percent of student-athletes earned spots. This honor recognizes students who average a 3.0 GPA during the academic year, and 2017-18 marked the first time that Longwood has seen more than 60 percent of our student-athletes receive this recognition. Among that group, 14 were honored with the Commissioner's Award, which recognizes student-athletes who hold a perfect 4.0 grade point average for the entire academic year. It should be noted that Longwood field hockey, which competes in the Mid-American Conference, had an additional 21 student-athletes who finished the year with a 3.00 GPA or better, and these numbers were not counted in the Big South tally.

Three Programs Earn NCAA Public Recognition Awards for Graduation and Retention

Highlighted by the 2017 Big South Champion Longwood softball team, a school-record three Longwood athletics programs were honored by the NCAA this summer with Public Recognition Awards for their Academic Progress Rate (APR) scores from the 2016-17 academic year.

Joining Longwood softball on that list were women's cross country and women's golf, all of which earned the NCAA Public Recognition Award for earning APR scores ranked in the top 10 percent of their respective sports among all Division I teams.

The Longwood softball team's award came during the same season that the Lancers, under the leadership of two-time Big South Coach of the Year Kathy Riley, won their third straight Big South Championship.

The NCAA APR is a multi-year measurement of academic progress and an institution's retention of student-athletes. The metric is designed to track student-athletes who receive athletics financial aid and is based on two factors: eligibility and progress toward graduation, and retention. The most recent APRs are multi-year rates based on scores from the 2013-14, 2014-15, 2015-16 and 2016-17 academic years.

Longwood softball captured Big South Championships in the latter three years of that span and advanced to NCAA Regional Championship games twice.

To receive the NCAA Public Recognition Award, a team's APR score must rank among the top 10 percent of its sport-specific peers, which according to the NCAA release ranged from 985 to a perfect 1,000.

The three teams recognized tied for the most in a single year for Longwood since the Lancers were first eligible for the Division I honor in 2006-07. The Lancers have now had at least one team earn an NCAA Public Recognition Award for the eighth straight year and had multiple teams honored for the seventh time during that stretch, including 2011-12 when women's cross country, women's golf and softball received the honor together.

Longwood's women's cross-country program has led the Lancer charge during the school's Division I era, earning that honor for the eighth consecutive year. Meanwhile, Longwood women's golf earned the recognition for the seventh time, and Longwood softball earned its second award.

Longwood's award-winning teams were three of 28 in the Big South to receive Public Recognition Awards, also a record for the conference. Longwood softball was one of four Big South teams to receive the award while also winning a conference title in 2016-17, joining Campbell women's golf, High Point volleyball and UNC Asheville women's basketball.

Fall Sports

Men's and Women's Cross Country

In his first season at the helm of the Longwood men's and women's cross country teams, new head coach Daniel Wooten has appointed senior men's runner John Bapties and sophomore women's runner Casey Williams as team captains for the 2018 season.

Those two will take on a post of paramount importance for Longwood this season, as the Lancer roster receives an influx of new talent with 15 total newcomers, including eight on the men's side and seven on the women's side.

Bapties, a native of Cumberland, VA, and a local product of Cumberland High School, is the longest-tenured runner on this year's team, having run 17 races over the previous three seasons. He has missed just two races as a Lancer and last season experienced the biggest jump of his college career by finishing among Longwood's top three in every race, including two top-two finishes.

Williams, meanwhile, made an immediate impact as a freshman when she emerged as Longwood's top runner, finishing in Longwood's No. 1 spot in the final four races of the year. The Suffolk, VA, native set personal bests in five of her six races of 2017, including the 4K Hokie Open on Nov. 3 when she ran a 16:22.8 to clock the 10th-fastest 4K time in school history.

Men's and women's cross country's season-opening races takes place at Virginia Tech, Friday, August 31.

Field Hockey

The 2017 season was a breakout for Longwood field hockey, which went 11-6 overall and a program-best 4-2 mark in the Mid-American Conference. The season culminated in the MAC Championship, which Longwood reached for the second straight year by way of a third-place finish in the standings.

Entering his 11th season as the Lancer head coach, Iain Byers and his staff return 14 student-athletes while welcoming in a class of nine freshmen that adds immediate depth to an already talented roster. Headlining the returners are All-MAC performers Clara Meschini (defense), Leonie Verstraete (forward) and Katie Wyman (goalkeeper, team captain), who will look to lead their lines once again in 2018.

The field hockey team opened their season with a home 2-1 win over Bucknell University, which took place in front of an NCAA regular-season record crowd for field hockey of more than 2,000 people as part of Longwood's The Greatest Athletics March Ever (The G.A.M.E.) event.

Men's Soccer

A season after Longwood suffered a rash of injuries that hindered the men's soccer team's scoring ability en route to a one-win season, head coach Jon Atkinson and his new-look Lancer squad will look to surprise in the Big South this season after being pegged to finish tied for seventh in the league standings. The men's soccer roster is filled with 19 newcomers, including 16 freshmen. For experience, Longwood men's soccer will rely on the backs of its tri-captains Sherif Maalouf, Josh Hanratty and Willy Miezán, capable players that Atkinson hopes will provide a vocal presence on and off the field.

The team opened its season 1-1 after a season-opening win at VMI and a tough home loss versus UNC Greensboro. Two Lancers – freshman Josh Hanratty and Markus Gronli – have already earned Big South Player of the Week honors this season.

Women's Soccer

The Longwood women's soccer team was voted to finish second in the Big South Conference by member schools, the highest preseason ranking for head coach Todd Dyer's squad.

Additionally, senior defender Sydney Wallace, who was named Big South Defensive Player of the Year a year ago, was selected to repeat for the award in 2018.

Those lofty predictions come on the heels of a breakout 2017 campaign for the Lancers, who finished the season 13-5-3 under Dyer and stormed to the Big South Championship game for the first time in program history. The Lancers return all but three starters from that squad, including defensive anchor Wallace, All-Big South first-team forward Emilie Kupsov, second-team defender Taylor Alvey, honorable mention midfielder Kathryn Miller and reigning Big South Freshman of the Year Carrie Reaver. Kupsov, who led Longwood with seven goals as a sophomore, also received a pair of first-place votes in the Preseason Attacking Player of the Year voting to finish second behind Campbell's Alex Genas.

The 2018 season also holds major significance for the program as Dyer and the Lancers celebrate the 25th year of women's soccer at Longwood. Dyer, a 1993 Longwood graduate, founded the program and has amassed a 254-167-35 record in his 25 years at the helm.

Women's soccer has opened their season with a 1-2-1 mark during a challenging non-conference schedule, which has been highlighted by a 4-0 rout of Commonwealth rival Richmond and a 1-1 double-overtime draw at Towson.

Van Wagner Sports & Entertainment Partnership

In an effort to expand Longwood University's revenue generation capabilities, Longwood has partnered with Van Wagner Sports and Entertainment (VWSE), a distinguished sports marketing and media sales organization.

This new partnership will elevate Longwood athletics and Longwood University on many fronts, from generating revenue to increasing our exposure on a local and regional level. As part of the partnership, we are happy to welcome two new members to our athletics staff who, while joining us from VWSE, are very much a part of our team. Their focus will be on expanding existing corporate sponsorships and adding new sponsors, which is not only great in itself, but will also allow other members of our staff to better concentrate their energies on areas such as alumni outreach, fan engagement, fundraising and the student-athlete experience.

VWSE will help us accomplish those goals through their specialization in many areas, including property consulting and branding solutions, advertising and sponsorships sales, premium ticketing, technology design and integration, and in-venue content production. It is our hope that our partnership with VWSE will most importantly lead to enhancing the experience of our student-athletes and increase our department's ability to benefit Longwood as a whole.

The Greatest Athletics March Ever

For the past eight years, The Greatest Athletics March Ever – colloquially referred to on Longwood's campus as The G.A.M.E. – has signified the start to another academic and athletic year on the campus of Longwood University.

The annual university-wide event began in 2010 and has expanded over the past nine iterations to celebrate the upcoming year with a full day's worth of activities, including a pep rally, the unveiling of the annual Longwood scarf, a march through the Town of Farmville and finally a Longwood athletics showdown hosted by one of Longwood's fall sports.

And as big as The G.A.M.E. has become during that time, the ninth edition of the town and campus celebration brought a whole new meaning to 'Lancer Pride.'

In the culmination of this past Friday's The G.A.M.E. 9.0, the Longwood community set an NCAA Division I record by bringing 2,073 people to the field hockey team's thrilling 2-1 win over Bucknell, the highest recorded attendance in the nation for a regular season game since the NCAA began tracking such statistics in 2006. Elizabeth Burger Jackson Field, named for legendary Longwood field hockey player and faculty member Dr. Elizabeth "Libby" Burger Jackson, was the site of the historic outpouring of support, which saw Longwood shatter the previous regular-season field hockey attendance record of 1,788 set in a matchup between California and Pacific Oct. 4, 2008, nearly a full decade ago.

After confirming the record, the NCAA officially recognized the achievement in a tweet sent to its more than 40,000 "NCAA Stats" followers on Twitter (see screen grab that follows). As always, The G.A.M.E. is a campus-wide effort with help from numerous offices and volunteers around campus, not to mention the passionate show of support that our student body and Farmville community continue to show each year.

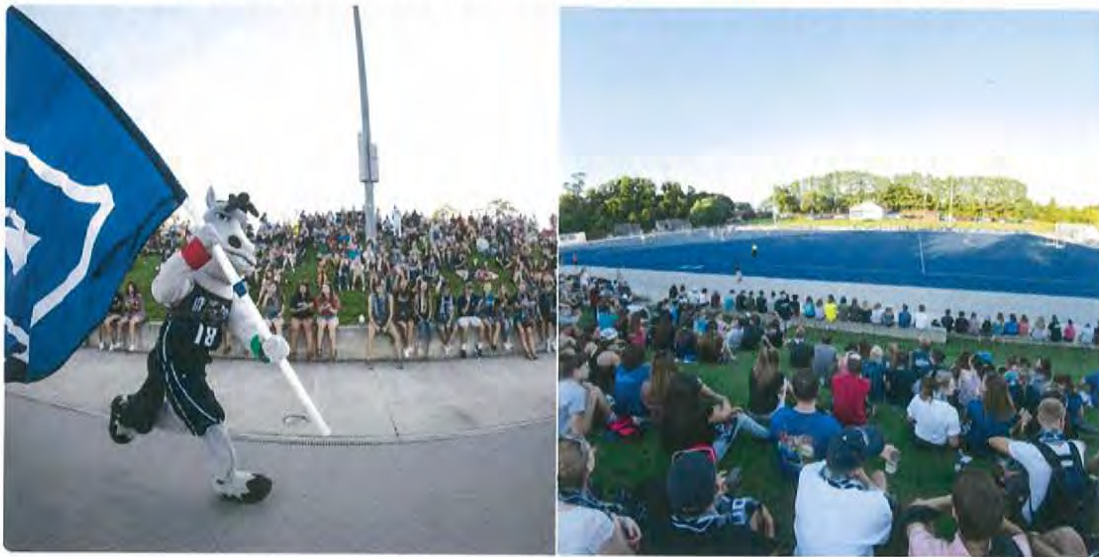


NCAA Stats ✓
@NCAASStats

Follow



Last Friday, [@LongwoodLancers](#) packed 2,073 fans into Elizabeth Burger Jackson Field for the most people to see a regular season field hockey game since we began collecting that data in 2006!!! [#NCAAFH](#)



12:42 PM - 29 Aug 2018

16 Retweets 22 Likes



1

16

22





Institutional Advancement *Courtney Hodges, Vice President*

Highlights

- Record year with \$12.4M in philanthropic giving
- Development Office piloting affinity giving initiatives
- Conference & Events Services moving to Lancaster Hall and re-named University Events and Ceremonies
- Campus welcomes 140 guests at the annual Community Breakfast

Development

Fiscal Year 2018

The fiscal year has come to a close and there is a lot to celebrate! Over 5,400 donors made gifts and commitments totaling \$12.4M. These figures include \$10.8M in new scholarship dollars raised as a result of the Brock Scholarship Challenge. During the six-month challenge, more than 35 new scholarship funds were endowed and 34 existing scholarship funds were increased. This was an incredible year at Longwood and our donors are to be applauded.

Longwood's alumni participation rate closed at 9.53 percent. The alumni participation rate is the percentage of undergraduate alumni that give to their alma mater. Increasing our alumni participation rate is critically important and will remain a top priority in fiscal year 2019. In fact, in fiscal year 2019 the Development Office will pilot two initiatives targeting alumni participation. Every gift, regardless of the size, makes a difference. Alumni giving helps ensure the continued excellence of the Longwood experience while sending a message to the world about the value of a Longwood degree. The alumni participation rate—rather than the size of gifts—is also used in calculating rankings by external evaluators and when corporations and foundations review funding requests.

1839 Society Event

The second 1839 Society event was held June 14, 2018 with cocktails in the Colonnades and dinner in French Lobby. Guests were welcomed and thanked by Katherine Bulifant, and Dr. Lara Smith Ferguson spoke eloquently about the future of Longwood University. Twenty-eight members of the 1839 Society attended the event, up from 22 last year.

Faculty/Staff Donor Appreciation Event

Fiscal year 2018 also celebrated an increase in philanthropic gifts from our faculty and staff members. In fact, nearly 60 percent of all faculty and staff made a gift to support Longwood during fiscal year 2018. To celebrate our faculty and staff donors, Longwood hosted the first Faculty/Staff stewardship event at 3rd Street Brewery in August. The celebration included beverages, light appetizers, and prizes for faculty and staff. The event was well attended by 85 guests.

Academic Works

During the summer, over 390 endowed scholarships were awarded to students, totaling over \$2 million in funds. At the time of this report, over 720 students have been awarded scholarships for FY 2018-19. The office is collecting student thank-you letters to send to donors along with their annual Endowment Reports in November. We are on track to open the Academic Works system to students beginning November 16th through February 1st to apply for scholarships. Once students have applied, faculty and staff will review applications to select the FY 2019-20 recipients. Longwood's annual Scholarship & Benefactor Dinner is scheduled for February 19, 2019.

Annual Giving

On the national level, and at Longwood, alumni participation rates are declining. More money is being raised from fewer donors. A generalized, one-size-fits-all approach to annual giving is no longer effective. The donors' mindset has shifted and our competition has strengthened. Research shows that donors want 1) engagement opportunities and 2) to invest in causes that resonate with their interest and passions.

In response, Advancement will pilot two affinity giving initiatives during FY19. Each affinity program will target specific audiences as well as offer engagement opportunities for the donors.

- **Performing Arts affinity program:** The primary goal for this affinity program is to inspire alumni and friends to become engaged and invested in Longwood's performing arts. The messaging will celebrate the accomplishments and contributions of Performing Arts at Longwood in an effort to compel those alumni and friends passionate about performing arts to give to Longwood's performing arts.
- **Women & Philanthropy affinity program:** The primary goal for this affinity program is to inspire Longwood alumnae to give to the university in an area most meaningful to them. The messaging will celebrate the accomplishments and contributions of women at Longwood for 180 years – as well as share the importance Longwood women have on Longwood's future.

Please Mark Your Calendars: Love Your Longwood Day – March 27, 2019

Government & Community Relations

Longwood welcomed a number of legislators and state officials to campus this summer. In June, nine members of the General Assembly traveled to Longwood to participate in Girls State. For the second year in a row, in partnership with the American Legion Auxiliary, we held a breakfast for the members in attendance, including four members who have not participated in Girls State

before. Earlier in June, the Virginia Rural Center held a roundtable discussion on housing at Longwood. This well-attended event brought in several legislators who serve on the Board of the Center for Rural Virginia. In July, we welcomed officials from SCHEV's finance team to campus for a tour and lunch discussion, and in August a newly-elected member of the General Assembly joined us for a tour and discussion. This fall, we will once again visit with key legislators and staff to discuss Longwood's priorities ahead of the 2019 General Assembly Session.

The Office of Local & Community Relations has continued to pursue new opportunities to partner with businesses and stakeholders in the community. Local businesses can now opt-in to receive a monthly email with important Longwood updates and events, the first email was sent in early August. Local businesses also had the opportunity to participate in the "Local Job and Internship Fair" on August 29th. The Community Breakfast was held on August 30 with more than 140 members of the local community on campus to hear remarks from President Reveley, with the Commonwealth's Secretary of Commerce and Trade Brian Ball also in attendance.

University Events and Ceremonies

Summer Conferences

Conference and Events successfully served the following conferences this season: Virginia Junior Academy of Science (VJAS), Virginia Department of Forestry, American Legion Auxiliary Virginia Girls State, Christian Family Conference (CFC), Summer Institute for School Nursing, Youth Alcohol and Drug Abuse Prevention Project (YADAPP), Summer Literacy Institute (SLI), Talented and Gifted (TAG), Call Me Mister, LU MBA, Softball Camp, Men's Baseball Camp, and Higher Achievement Partnership.

Hotel Weyanoke

C&ES continues to assist in the promotion and support of the newly renovated Hotel Weyanoke. As of August 28, Longwood has fulfilled 171 out of the 1,275 room nights Longwood University has guaranteed. Additionally, we have arranged for Longwood University to serve as a wedding & meeting location for any Hotel Weyanoke patrons who need ceremony or meeting space.

Campus Weddings

C&ES is currently scheduled to host, in addition to a number of corporate celebrations and social events, six weddings and receptions on campus this upcoming year with a number of contracts out for review.

Event Services

We are pleased to assist the Virginia Children's Book Festival returning for its 5th Anniversary October 17-19, 2018. This year's Festival will spread out over three days with a maximum of 2,250 registered guests per day, and was already near capacity by the end of August. The Festival could accommodate a total of 6,750 registered guests and a total capacity of 7,762 – a 15 percent increase over 2017.

25Live

The second phase of 25Live space management software training began earlier than anticipated with the staff in Wygal and the Library adopting the new procedures and implementing them with ease. We will continue the process with the Building Coordinators to encourage active use of the 25Live program for all meetings/events scheduling in their respective buildings.

New Name and New Location

Beginning September 4, 2018, the office previously known as Conference and Event Services (C&ES) relocated to the ground floor of Lancaster Hall (suite G05) and rebranded to operate as **University Events and Ceremonies**. This new title will better reflect the services offered within the department as we now offer event management in addition to conferences and scheduling details. We look forward to being a resource to all of our constituents in regard to event planning, university event protocol, and assisting in elevating the standard of event production across campus. As a department, we are excited about this move to main campus and look forward to being easily accessible to our community.

Also, beginning September 4, 2018, AV Services will be rebranded as **Event Production Services**. We are continuing to evaluate the current scope of work for the AV Services branch of C&ES as well as how current technology impacts the services provided. This evaluation will inform the best use of staff time as we serve our community.

**YTD Fiscal Year Comparison
Gifts through June 30, 2018**

Fiscal Year	Unrestricted	Operating Accounts	Total Annual Giving
2009	\$492,903.84	\$471,191.84	\$964,095.68
2010	\$491,379.34	\$638,311.72	\$1,129,691.06
2011	\$489,471.56	\$537,814.65	\$1,027,286.21
2012	\$406,512.09	\$579,775.63	\$986,287.72
2013	\$383,501.67	\$578,879.32	\$962,380.99
2014	\$344,445.78	\$620,892.93	\$965,338.71
2015	\$384,401.22	\$655,099.48	\$1,039,500.70
2016	\$415,737.67	\$798,951.53	\$1,214,689.20
2017	\$379,208.60	\$1,249,323.40	\$1,628,532.00
2018	\$336,340.32	\$1,635,557.68	\$1,971,898.00

Fiscal Year	TOTAL RAISED ¹
2009	\$5.69M
2010	\$5.42M
2011	\$5.77M
2012	\$5.52M
2013	\$9.43M
2014	\$2.82M
2015	\$7.94M
2016	\$4.18M
2017	\$11.18M
2018 YTD	\$12.41M

¹Total new funds received or pledged

Fiscal Year	Annual Giving	Grants & Special Initiatives	Endowment/ Capital	Bequests	Non-cash/ Gift-in-Kind	Total Cash Giving	Total	
							Donors	Alumni Participation *
2009	\$964,095.68	\$229,319.27	\$1,080,039.00		\$275,708.19	\$2,549,162.14	4,838	FY2009 13.12%
2010	\$1,129,691.06	\$396,332.69	\$3,387,364.57	\$154,000.00	\$179,641.32	\$5,247,029.64	5,471	FY2010 13.69%
2011	\$1,027,286.21	\$237,520.00	\$1,430,145.95	\$3,318,792.30	\$113,059.81	\$6,126,804.27	4,969	FY2011 11.41%
2012	\$986,287.72	\$249,539.00	\$1,144,626.24	\$182,021.26	\$761,078.67	\$3,323,552.89	4,486	FY2012 10.97%
2013	\$962,380.99	\$213,989.16	\$4,737,396.53	\$171,425.27	\$602,054.73	\$6,687,246.68	4,304	FY2013 10.15%
2014	\$965,338.71	\$266,197.38	\$1,231,753.73	\$2,159,039.55	\$51,277.57	\$4,673,606.94	3,962	FY2014 9.47%
2015	\$1,039,500.70	\$459,941.23	\$825,386.93	\$655,837.17	\$261,869.30	\$3,242,535.33	4,569	FY2015 10.94%
2016	\$1,214,689.20	\$338,771.89	\$759,050.21	\$527,702.17	\$121,838.78	\$2,962,052.25	5,700	FY2016 11.02%
2017	\$1,628,532.00	\$315,970.00	\$1,986,353.42	\$867,768.73	\$179,069.19	\$4,977,693.34	4,933	FY2017 10.07%
2018	\$1,971,898.00	\$331,865.00	\$8,949,687.57	\$1,565,755.60	\$157,385.90	\$12,976,592.07	5,465	FY2018 9.53%

* Alumni Participation reflects participation rates through the end of the fiscal year.



Strategic Operations

Victoria Kinson, Vice President and CIO

Highlights

- Civitae helps bolster average credit hours above 15 credits for freshmen
- Network redundancy achieved after years of effort
- More than 230 alumni participated in Class of 2018's "Welcome to the City" events
- Federal and state data reports automated
- #SnapSync video the most viewed and engaging Longwood video of all time

Enrollment Management and Student Success (EMSS)

Civitae helps freshmen average credit hours climb above 15 credits

There are tremendous financial and social benefits of graduating in four years. A key to timely graduation is beginning the road to 120 credits on pace. There have been a variety of programs at Longwood to encourage freshmen to begin their academic careers with at least 15 credits, but there was a fundamental challenge reaching that goal—the required 1-credit Longwood Seminar for Liberal Studies (LSEM) taken in the fall. Rather than promoting the habit of taking at least 15 credit hours per semester, this made their first semester choice either 13 or 16 credits, and many chose 13 to ease their way into their academic careers.

The Civitae 3-credit Foundation courses (CTZN 110: Inquiry into Citizenship and ENGL 165: Writing and Rhetoric) has changed that situation, and, as a result, average credit hours for freshmen topped 15 credits this fall.

	Fall of 2012	Fall of 2013	Fall of 2014	Fall of 2015	Fall of 2016	Fall of 2017	Fall of 2018
Freshman Average Credit Hours	14.56	14.86	14.16	14.54	14.23	14.56	15.18

Enrollment Management and Office of the Provost team up for planning workshops

On August 7, EMSS partnered with the Office of the Provost to host workshops aimed at strategic program development and student success. Representatives from the Educational Advisory Board (EAB), a research and consulting firm that assists institutions of higher education with decision-making and planning, met with Longwood representatives to discuss strategies to enroll, retain and graduate students who will find a home at Longwood, and then go on to benefit society with the knowledge and skills they gain. Specifically, discussions focused on how to use enrollment, labor market, competitor and other data to embrace more strategic marketing of existing and new programs, and on the role that faculty—as well as the curriculum they deliver, policies they implement and approaches they take such as advising—play in bringing about student success.

The first presentation, “Making the Academy Market-Smart,” focused on how academic leaders can use market and enrollment data to help inform the planning of academic programs.

The second presentation, “Defining the Faculty Role in Student Success,” focused on the multiple roles faculty play in fostering student success, and how academic leaders can use data to inform decisions they make about academic policies and curriculum changes.

One of the outcomes of these workshops was to establish a monthly working group between Strategic Operations and the Office of the Provost to begin to institutionalize some of the practices recommended by EAB. The working group will consist of VP for Strategic Operations Victoria Kindon, Associate Vice President for Enrollment Management and Student Success Jennifer Green, Provost Lara Ferguson and the academic deans. The focus will be in three specific areas: recruitment, student success and graduation; course scheduling and planning; and policies that ultimately hinder successful student progress.

Strategic Operations also continues to work closely with Student Affairs in conjunction with Academic Affairs on a broad range of initiatives and projects related to student success, admissions, marketing and communications and other areas.

New Orientation Strategies Pay Off

The shift of summer orientation to larger groups of students with all of the activity on the west end of Brock Commons allowed us to introduce Brock Hall as the first stop for their questions and as additional after-hours study space Sunday-Thursday from 5 -10 p.m. We received many accolades from students and families, and several parents shared with us they had been to several other college orientations with their other children and Longwood's was the best they had experienced.

Information Technology Services (ITS)

Network Redundancy Achieved After Years of Work

Over the past five years, ITS has been working on the arduous task of reducing the single points of failure in our network systems, which requires efficient and effective network redundancy. Basically if a critical network point fails, continuity would be maintained. The first milestone was to ensure the university web presence was not interrupted if service is lost on campus. This was successfully implemented in 2016 with a cloud-based presence. The second milestone was completed in August 2018 by removing the existing single network connection to the internet cloud and replacing it with two logically and physically separate connections to the cloud. This will ensure that if one connection gets damaged outside the campus path environment then another path of connection will exist.

Multifactor Authentication goes into test fall 2018

In order to decrease risk of security breaches, ITS has decided to implement an adaptive, multifactor authentication (MFA) for network access. A common example of an MFA is needing both a password and a PIN to access an online bank account. A product has been purchased (DUO) and the schedule is to have the product in test in October 2018 and in use by February 2019. In tandem with the implementation will be a communications plan to ease users into the new process.

Office of Alumni and Career Services (OACS)

Volunteer engagement program participation on the rise

Our second year of the 1 Hour a Month program closed with 362 active participants. Throughout the year, more than 1,300 hours of logged volunteer time were made on behalf of Longwood by alumni and friends—an increase of 23 percent program participation overall. On a monthly basis, 25 percent of active participants contribute 1 Hour a Month to Longwood. During FY19, OACS will continue to focus on increasing the volume of monthly participation.

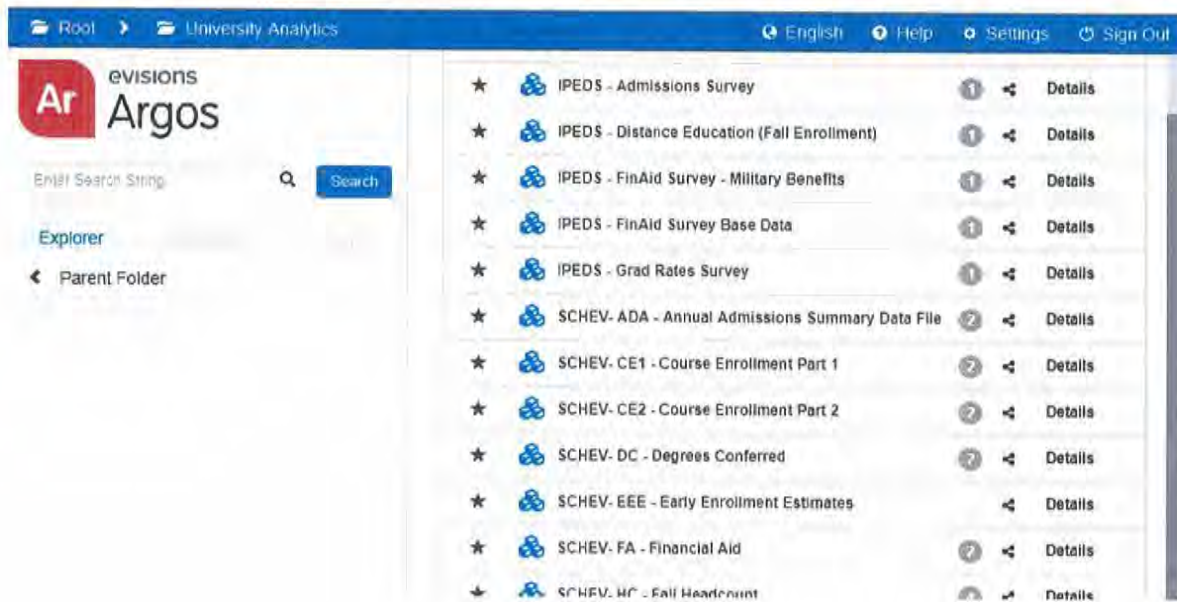
Class of 2018's "Welcome to the City" attendance increases

This August the Office of Alumni and Career Services hosted events in three of Virginia's metro regions offering opportunities for alumni to share local secrets with recent graduates moving to the area. More than 230 alumni participated—an increase year over year of more than 45 percent growth.

Office of University Analytics (OUA)

Federal and State Data Reports built for accuracy and replication

In addition to completing the annual cycle of required reporting to the federal Department of Education and SCHEV, OUA used the ARGOS reporting system to make these reports automated and reusable. This will not only save time on future required reporting and improve accuracy but also will make other, similar one-off and repeated requests for information from others easier to obtain. Over this next year, OUA will begin to automate other reports and surveys (for example, *U.S. News and World Report* and Common Data Set), which often ask for the same information, thereby making the process of survey submission more efficient.



University Marketing and Communications

#SnapSync Video Message from the Longwood Community to the Class of 2022 Makes History

Lancers near and far contributed to (what we believe is) the first-ever crowdsourced #SnapSync, a lip sync composed primarily of "snaps" through SnapChat. The video, a lip sync of Jason Mraz's hit song "Have it All" and dedicated to the Class of 2022, features Longwood's vice president for student affairs Tim Pierson and its dean of admissions Jason Faulk, along with a host of alumni, faculty, staff, community partners and, of course, current students—not to mention Jason Mraz himself (a former Longwood student). Jason Mraz's support was truly fabulous. Not only did he send in a snap himself, he allowed us use of this song royalty-free.

With more than 81,000 views and 7,000+ shares, reactions and comments, the video set off a huge wave of positive emotion in the Longwood community, with feelings of nostalgia and Lancer pride running high, as evidenced by the comments below.

The video has officially become the most viewed and engaging Longwood video of all time. It also ranks as our second-most shared social post of all time, eclipsed only by the VP debate announcement in September 2015.



Watch the video on Facebook:
<http://go.longwood.edu/snapsync>

Following is a sample of comments users posted:

- The amount of happiness that this video just brought me is unmeasurable ❤️❤️
- I love @longwoodu so, SO much. ❤️
- Idk if it Timmy P dressed up as @jason_mraz that got me, but I am in tears [crying emojis]
- I was already missing @longwoodu like mad and now they gotta go and do this? [crying emoji]
- Seeing everyone from all different class years, faculty/staff, alumni and more coming together to welcome in the new class of 2022 really shows just how amazing Longwood is and why so many love it!! ❤️❤️
- Just crying before 7am. You're going to have the best 4 years #Longwood22
- Really proud to be a Lancer, some of the best times of my life spent at a lot of these locations!
- Greatest school ever!
- I can't stop watching this little slice of awesome!
- I feel like my we've made a good choice for my daughter's future! #Longwood22
- Alma-mater ❤️❤️! So lucky to be a Longwood Lancer!
- This is why I love my alma mater. #LancersForever
- I love this! A 1970 graduate of Longwood, this video gives me a great tour of the campus, much of which has changed, but certain significant places remain. And then of course there's Jason Mraz! ❤️
- Ahhh!!! I love my alma mater!!!
- I teach in Suffolk and I am sending a couple of amazing former Students to you Longwood...Great way to welcome them!
- There is something special about this school!!
Welcome class of 2022 ❤️

Assessment of Longwood Magazine Underway

Communications staff launched an assessment of Longwood magazine consisting of several phases of input from the Longwood faculty, staff, alumni and friends. An online survey garnered more than 415 responses, providing valuable insight into audience needs and forming the foundation for an in-person focus group held in Richmond August 23. Assessment recommendations will be aligned to strategic priority of promoting positive alumni engagement with the university.

Longwood Magazine: Tell us what you think

1. Longwood x



Victoria Kindon readersurvey@longwood.edu via e2ma.net
to me

Mon, Aug 6, 2:39 PM



Dear Victoria,

Greetings from Farmville, where this month we are eagerly awaiting the arrival of students back to campus and the start of the new academic year.

You should have recently received the latest issue of Longwood magazine, our alumni publication. Because you are a valued friend of Longwood, we want your input to make sure the magazine is as informative, interesting and effective as it can be for you.

Your feedback is important to us. Please take a few moments to answer the **2018 Longwood magazine Reader Survey**. The survey is anonymous. We will only use the information gathered to improve the magazine for you, our readers!

Thank you for your insights and continued support of Longwood University.

Sincerely,

Victoria Kindon
Vice President for Strategic Operations and CIO



TAKE SURVEY NOW

Athletics Communications staff receive writing awards

For the fourth consecutive year, Longwood's athletics communications office received recognition in the annual Fred Stabley Sr. Writing Contest, a national writing competition that "recognizes excellence in feature writing, historical features, administrator/coach profiles and event coverage writing" among writers from all levels of college athletics. Longwood's athletics communications staff received first-place awards in District 3 (Florida, Georgia, North Carolina, South Carolina and Virginia) in the "Story with Video" and "Season Preview/Recap" categories and received runner-up honors in the "General Feature" and "Event Coverage" categories. All five members of the athletics communications staff received recognition.

Over the past four years, the department has won six first-place awards and three runner-up honors, including a national award in 2015.

2018 Longwood Awards in the Fred Stabley Sr. Writing Contest, District 3

1st Place

- Story with Video: "What Makes a Dynasty?" (story by Darius Thigpen, video by Christian Fox)
- Season Preview/Recap: "The Rise of Longwood Baseball" (story by Chris Cook)

2nd Place

- General Feature: "To Build a Program" (story by Derrick Bennington)
- Event Coverage: "Three-Peat! Longwood Softball Wins Third Straight Big South Crown" (story by Todd Lindenmuth)



Student Affairs
Tim Pierson, Vice President

Highlights

- **Upchurch University Center to Open**
- **The GAME Makes History**
- **Student Leadership Strategic Planning**

Fall semester 2018 will be marked by the opening of the Upchurch University Center and the implementation of Civitae. Planning for this transition is the focus of a number of departments across the campus. Programs, activities and retreats associated with the beginning of an academic year continue in a typical fashion. However, the impact of the opening of new buildings and curriculum changes is far from typical.

The G.A.M.E. 9.0 rewrote history as over 2000 students, staff and community members attended. The win over Bucknell set an NCAA Division I record for the largest attendance at a regular season field hockey game. The real success for Longwood is that the entire community contributed to introducing the new students to the spirit and pride we have as Lancers.

The introduction of Civitae presents a propitious opportunity to reflect on our approach to citizen leadership development. A committee of campus representatives has been assembled and will examine our shared mission and vision for student leadership, the core competencies, and the integration of the Leadership Studies Program with co-curricular programs.

Assistant Vice President for Student Affairs (AVPSA)

Professional Development:

With the rollout of the new Civitae Core and Coaching model, senior level leadership from Academic Affairs, Student Affairs, and Student Success came together to facilitate a collaborative workshop intended to: 1) renew campus-wide commitment to seamless student learning, development, and success through intentional and purposeful partnerships; 2) explore campus-wide opportunities to positively influence the transitions experienced by our first-year students; and, 3) discuss means by which faculty, staff, and students can capitalize on the

opportunities provided through our new spaces and buildings. Over 60 faculty and staff participated in the day-long workshop.

Assessment:

In early August, the results of the three 2017-18 EBI Skyfactor Assessments regarding Campus Recreation, Student Clubs and Organizations, and Fraternity and Sorority Life were received and individual work with departmental chairs on the creation of an Executive Summary of results and recommendations as well as an Action Plan began. The results for the parallel Faculty/Staff and Student Campus Climate, Safety, and Sexual Assault Assessments have also arrived and soon will be summarized and shared with the appropriate users of these data.

Student Conduct and Integrity

A small increase in disciplinary cases was seen for 2017-2018, when compared to the 2016-2017 academic year. There were a total of 225 cases, with 224 students and one recognized student organization charged with alleged violations, representing 4 percent percent of the student population. Three (3) students were suspended for 2017-18, compared to four in the previous academic year. Three students were expelled in 2017-2018, compared to zero in 2016-2017.

Ninety-one students were charged with violations of the alcohol policy including alcohol possession and alcohol paraphernalia. Their percentages of these students by class standing were: freshmen (49%), sophomores (31%), juniors (12%), and seniors (8%). Twenty-three students students were charged with violations of the drug policy including drug possession, drug distribution, and drug paraphernalia. The percentage by class standing: freshmen (62%), sophomores (17%), juniors (17%), and seniors (4%).

University Clery and Title IX

Title IX

In conjunction with Hampden-Sydney College, we hosted the Association for Title IX Administrators (ATIXA) to provide customized Title IX and Civil Rights Investigator training facilitated by ATIXA advisory board member, J. Scott Lewis, J.D. This training drew participants from across the Commonwealth, including investigators from Longwood University, Hampden-Sydney College, Christopher Newport University, Virginia State University, and representatives from Madeline's House (a local non-profit crisis agency that provides comprehensive services for individuals who have experiences domestic and sexual violence, with which Longwood maintains a cooperative agreement).

Online Title IX training has been developed for all University employees regarding their role as a Responsible Employee under Title IX and companion Commonwealth legislation. This training will ensure all Longwood employees, including those who work away from the main campus, receive the mandatory training.

Clery

A list of position descriptions, with job functions that indicate that the employee should be designated as a Campus Security Authority under the Clery Act, is being developed. This comprehensive project is being completed in close partnership with Human Resources and the Longwood University Police Department (LUPD).

Dean of Students

The Care Team completed the 2017-2018 academic year with 801 students referrals. The current academic year stands to see similar numbers with already 197 students referred before the first day of classes. Due to the increasing numbers and complexity of student cases, we have expanded outreach and training opportunities to include educating faculty, staff, and student staff on what trends we are seeing and how to effectively manage needs.

Office of Disability Resources:

This fall we are continuing to register high numbers of students with disabilities. It is anticipated that will service over 13 percent of the student body this year. It should be noted that a large number of the students registering have more than one diagnosis. Mental health concerns such as anxiety are increasing, as well as, chronic health conditions.

Student Engagement Unit

Transition is a major theme as we begin the new academic year. Particularly exciting is the move from the Lankford Student Union to the Upchurch University Center in late September—and what this will mean in terms of enhancing student learning and campus community. Student excitement is very strong about the new facility, including the dining opportunities that will be available at Starbucks, Au Bon Pain, Panda Express, and the Farm Grille.

The creation of a Student Leadership Development and Programs Strategic Planning Committee will provide an important opportunity in the year ahead for various campus representatives to review current student leadership programs and initiatives. Consideration of the tenets of Civitae will be included in the conversations.

Wellness Unit

University Health Center

Longwood University renegotiated our contract with Potomac Healthcare Solutions to expand the health care services provided to campus. The new contract involves having a full-time physician on-site, expanded services and increased ability to provide in-house screening and lab work, providing quicker results to our students. They will also be providing these services to faculty and staff to assist with work-place efficiency and decrease absenteeism related to travel to medical appointments. The University Health Center, located at 106 Midtown underwent an

expansion that nearly doubled the size of the clinic, with the entire space completed in late August 2018.

Campus Recreation

The new artificial turf field is one of two fields at the Lancer Park Sports Complex replaced this summer and is available for use fall semester. These fields support the intramural sports, sport clubs and informal needs of our campus as well as a few community leagues and events during the summer months.

Campus Police

The coming year will see expanded collaboration with campus colleagues to encourage community care events. This is an effort to create more transparency, and confidence in public safety effort as well as to encourage the continued strengthening of the campus climate around safety and security.

Also during this quarter a full review has been conducted to determine consolidation of overall LUPD operation to assure the most effective and efficient use of staff and finances. This will lead to proposals for improvement in these areas over this fiscal year.

Administrative Services

LUPD is moving forward with the new Records Management System/Computer Dispatch System. Data conversion is underway and training for all staff on the new system will be conducted this fall.

Office of Emergency Management

Emergency Management continues to prepare the Longwood community in the event of an emergency or incident, mitigate measures to reduce the loss of life and property, and respond to and recover from emergencies or incidents. Recent projects include, presentation of Code Red (Active Threat) Workshops and participated in the Department of Homeland Security regional tabletop exercise. The exercise focused on threats and hazards related to a soft target incident in which campus unrest was caused by a controversial speaker. Thirty-three colleges and universities participated in the exercise.

Office of Integrated Security Systems

This fall twenty-five additions cameras were installed in the Student Success Center, five more cameras in the Library, two cameras at Longwood house and 21 cameras for Upchurch University Center.

Occupancy Report

CURRENT OCCUPANCY

As of August 14, 2018, 2732 students are assigned to main campus residence halls (though Frazer is under renovation), Lancer Park, Longwood Landings, and Longwood Village.

<u>Category</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>
Continuing Students	1791	1663	1560 [†]
New First Time Freshmen	939	1072	1030
New Transfer Students	133	128	116
Readmitted Students	18	13	26
Total Residents	2881	2876	2732
On-Campus Residents	1517	1585	1411
Longwood Landings	404	386	397
Lancer Park	697	675	695
Longwood Village	263	230	229

CLASS DISTRIBUTION

Freshmen	1060
Sophomores	772
Juniors	475
Seniors	421
Exchange	4
Total	2732

GENDER DISTRIBUTION

Females	1818
% Female	66.5
Males	914
% Males	33.5
Total	2732

Occupancy Summary

- For fall 2017 the Longwood managed standard occupancy was 3158. In fall 2018 the standard occupancy is 2926. The decrease in standard occupancy is due to the Frazer Hall renovation.
- A total of 56 triple rooms (168 bed spaces) were utilized in Arc and Curry Hall to house new freshmen. These rooms are built to accommodate three students. This is not transitional housing. **84 percent** of new freshmen were assigned to double rooms.
- The current overall occupancy percentage is **93.0**. Last year at this time, the occupancy percentage was **91.0%**. The current University owned main campus residence hall occupancy percentage is **98%**. The current REF occupancy percentage is **90%**. The majority of current vacancies are at Longwood Village.
- The REF and RCL will be working closely together to determine ways to increase the overall occupancy and revenue at Longwood Village for the future.

Off Campus Intent Summary

- For fall 2018, **444** students submitted the intent form to live off-campus. Last year at this time, **470** students had decided to live off-campus with a private landlord. Therefore, the total number of students moving off-campus was reduced slightly this past year.



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.
Note: figures are those reported as of Aug. 15 each year

Undergraduate	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Applications Prior Year	4075	4167	4290	4576	5248	5847	6615	7026
Freshmen	1055	1007	1091	1102	1053	951	1070	1053
Sophomores	760	840	809	854	872	799	728	770
Juniors	710	687	774	745	798	782	718	655
Seniors	704	668	635	734	711	740	742	669
5 th year +	214	224	259	223	257	233	220	217
Transfers and Part-time	744	885	891	907	971	913	994	764

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

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Alumni of Record	30,360	30,024	30,868	27,197*	27,197*	27,894	28,691	29,522
Alumni Donors	3,465	3,293	3,133	2,575*	2,976*	3,126	2,890	2,813
% Rate	11.41%	10.97%	10.15%	9.47%	10.94%	11.2%	10.07%	9.53%

*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)

	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY 2017	FY 2018
	39,099	35,654	39,354	44,584	51,729	71,662	124,844*	138,126

*This number does not include foot traffic brought to campus by the Vice Presidential Debate

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.

	July 2011	July 2012	July 2013	July 2014	July 2015	July 2016	July 2017	July 2018
	39,184	39,258	39,168	38,925	37,626	38,078	38,009	38,280

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

*As of September 1, 2018

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

	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
Classified Staff	\$37,068	\$38,975	\$39,549	\$40,969	\$42,201	\$42,572	\$42,416	\$43,517
AP Staff	\$57,577	\$58,673	\$60,458	\$62,433	\$63,851	\$65,084	\$67,196	\$66,792
Professor	\$77,300	\$77,300	\$77,200	\$80,000	\$80,100	\$82,057	\$83,437	\$85,710
Associate Professor	\$63,000	\$61,400	\$64,300	\$65,800	\$67,100	\$69,146	\$69,921	\$71,555
Assistant Professor	\$53,800	\$55,100	\$57,100	\$59,600	\$59,200	\$62,622	\$65,056	\$65,821
Instructor	\$56,400	\$57,200	\$60,000	\$55,700	\$58,400	\$65,634	\$59,068	\$60,625
All Faculty	\$62,625	\$62,750	\$64,650	\$65,275	\$66,200	\$69,472	\$70,833	\$72,318

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

Principal Metric:
Composite Financial Index (CFI)

	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
	4.19	-1.14	3.98	3.55	2.57	N/A*	N/A*	N/A*

*Beginning with FY2016, the Commonwealth's APA includes the notional full value of the VRS obligation to Longwood employees as a liability on the University's balance sheet, making CFI comparisons inconsistent.

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

Longwood University Foundation Board Report

Board of Visitors Meeting

September 14, 2018

- Total assets of the Foundation at the end of FY18 were approximately \$94 million compared to \$83 million for ending FY17; Advancement success in fund-raising and Spider earnings were the main contributors in increased assets; investments with Spider were \$63 million versus \$55 million, respectively, with growth of nearly 8%; Spider recently announced a reduction in fees saving the Foundation approximately \$154,000 in FY19.

- Audit of financials for FY18 – the preliminary audit is complete with no significant issues; the staff worked very hard to complete the pre-audit work and to address follow-up questions to enable publication of statements on a timely basis and to help the University meet a critical deadline for reporting financials to the state.

- Foundation Board Endowment – in response to a \$50,000 matching challenge from four of our members, the entire Board responded to help create an endowment of \$105,000; operating funds of \$4,000 were also donated so that a scholarship could be given out this fall by the office of Financial Aid to a worthy student without waiting for the endowment to mature.

- Scholarships - \$1.7 million plus an additional \$500,000 for tuition assistance was paid out in FY18; it is anticipated that at least \$1.9 million in scholarships will be paid out during FY19.

- Staffing - has stabilized; our Interim Executive Director is doing an excellent job on a part-time basis and should be full-time by October 1st; our professional staff is working well as a team which has positively contributed to accurate and on-schedule accounting, financial analysis and overall responsiveness.

- Accounts Payable transition – is proceeding; handling and funding of many of the accounts has already been moved to the University; the change will allow the Foundation staff and Board to more fully focus on scholarships and ultimately become a resource for the entire campus; the University will have greater control over costs and use of funds.

- Recruitment - we are excited about new members who have joined our Board and we are being approached by excellent candidates who want to be part of helping Longwood students succeed via the Board; referrals from the Advancement group have brought forth individuals who have a passion for the school and will contribute to our goal of comprising a board rich with diverse life experiences.

- Board mindset – the Board has three fully engaged committees who meet regularly and are approaching their duties with a fresh look and challenging everything in how we operate; the end goal is to ensure we have a Board focused on increasing scholarship opportunities through asset management and working closely with Advancement on fund-raising.

Longwood University Real Estate Foundation

Hull Springs Farm

Pursuant to its development MOU with the Longwood University Foundation, REF has contracted with RiverLink Partners to develop a business development strategy that reflects the academic and environmental sensitivities of the Hull Springs property, while optimizing its revenue-generating potential and educational opportunities. This strategy will examine business opportunities and revenue potential coinciding with those identified in the 2018 Train Architects Lodging and Academic Facilities Study.

This plan for Hull Springs will define existing and future market potential, including an analysis of overall market opportunities and of competing venues. To date, the consultants have interviewed event planners and examined market conditions in the Northern Neck region. Hull Springs' existing infrastructure, including roads, technology, and restroom facilities limits its viability as a site for large public gatherings or visits from large school groups. Next steps include additional interviews and running models on potential business uses.

Reissuance of 2015 Series Bonds

REF is analyzing an opportunity to reissue approximately \$109 million of bond debt. This debt is associated with Midtown Landings, Longwood Village and Lancer Park, as well as Sharp and Register residence halls. The reissuance would allow REF to capture a lower interest rate, diversify its bond holders, and create an opportunity to access new money without increasing the amount of debt service payments. The par amount of the bonds is estimated to be \$125 million.

Report from the Faculty Representative to the Board of Visitors

I am excited to have the opportunity to serve as the Faculty's Representative to the Board of Visitors for the 2018-19 year. It will be a pleasure meeting with the Board during the coming year.

I have contacted the faculty to solicit information about their summer activities. I am continuing to receive their reports, but I am impressed by my colleagues' activities. In addition to teaching, Longwood faculty organized workshops, gave presentations at national and international conferences, mentored students in research and on educational trips around the country and across the world, published research articles and books, managed accreditation requirements, and completed SCHEV reports. I look forward to sharing examples with the Board at the meeting.

Respectfully submitted,

Jennifer M. Apperson, Ph.D.,
Professor, Counselor Education and Psychology

Alumni Board

Board members worked at the Food Pantry in Farmville early in the morning before their meeting on June 16, 2018. Two speakers presented at our meeting: Dean of Students, Larry Robertson, spoke about old and new traditions at Longwood, and Josh Blakely talked about the Brock Experiences.

The Board elected five new members. These members represent different decades. Other considerations given in selecting new board members include geographic region and engagement in current campus and regional events. In addition to committee work, Board members met in focus groups to discuss ideas and goals for the upcoming year.

The Alumni Board continues to support the regional and campus events planned by the Office of Alumni and Career Services through social media promotion and participation in the actual events. Summer regional events that were held included baseball games in Richmond, Salem, and Norfolk.

“Welcome to the City” events were held in August in Northern Virginia, Richmond, and Tidewater. These evenings gave alumni the chance to share with recent graduates what makes their city special.

The Alumni Charity Challenge is scheduled for September 12th at Hardywood Brewery in Richmond. Longwood alumni compete with alumni of other universities in donating canned goods and non-perishables for FeedMore.

The Joan of Arc Celebration will be on campus during the weekend of September 28-29th. This is an event for alumni who have already celebrated their 50th reunion.

The Office of Alumni and Career Services welcomed Kyle Hodges, Assistant Director of Career Services, this summer.

The Alumni Board will meet again during the weekend of September 21st-22nd. A few plans that are underway include volunteer opportunities for the Children’s Book Festival, a second ring ceremony in March, creating a slate of award recipients, and finding additional ways to become engaged with students.

Remember to visit the longwood.edu website to stay up to date on alumni related events and activities.

Tammy Jones
President- Alumni Board
August 28, 2018

President W. Taylor Reveley IV & Board of Visitors—

The Student Government Association is looking forward to finishing up a few projects from last year and moving forward with some new items.

Addressing last year's assignments, we have worked with Associate Vice President for Wellness and Auxiliary Services Matt McGregor to ensure that our parking proposal from last year is applied to this year. At this point in time, it appears the proposal will be kept moving forward. It will allow students to receive a discount on a parking ticket if that ticket is paid within 5 business days of issue. Also, from last year, the SGA looks forward to following up on our proposal to extend the add/drop deadline. Having presented late in Spring 2018, time ran short. This academic year, we have the goal of fruitful conversation with university administration on that topic of extending the add/drop deadline.

Going forward we are working on a few projects at this time. First, we are working to create a program that involves students having an educational enrichment opportunity with the Moton Museum. The Moton has put together a proposal that would educate Longwood students and allow them to serve as "Moton Ambassadors". Those students would be referred to as "Moss Scholars". Second, we are in the process of creating a Longwood Student Government Association affiliated Food Pantry for students. The Student Government Association is partnering with departments across campus to make that happen. We are planning to start small and build the program over the years, similar to what has happened with the Big Event. Third, we are excited to have a new committee at the Student Government Association Senate which is the Civic Engagement Committee. This year a focal point for The Student Government Association is student advocacy and the impact the voices of Longwood have on the world around them.

Last but not least, this year the Student Government Association has a focus on the involvement of Senators and Representatives as leaders of the SGA. As president, I have the goal of involving not just the Executive Board, but all the Senators and Representatives, in the important work we will accomplish for our students and our campus. Regarding that involvement, I personally felt the tide begin to turn last year and we want to keep that momentum going forward.

Josh Darst
President
Student Government Association

Longwood Staff Advisory Committee

Report for the Board of Visitors

September 2018

The Staff Advisory Committee (SAC) assisted Human Resources with the Annual Staff Awards Reception on the morning of April 27. SAC held its Annual Ice Cream Train on Beale Plaza for staff on May 14. In July, SAC transitioned off four members, added three new members, and is currently looking for another as well as a new co-chair. On August 13, we hosted our “Welcome Back” event for staff who were treated to a warm breakfast. On August 15, SAC assisted with the President’s Welcome in Jarman by handing out tickets for a chance for Faculty and Staff to win a FREE parking pass for the upcoming year.

Polishing a Gem

Hull Springs Farm is on the brink of realizing its full potential as a resource for Longwood and Chesapeake Bay preservation

by Sherry Swinson '77

“So far in my study, it looks like the Machodoc River, which we are on, has a population of 100 adult ospreys and approximately 8-10 bald eagles, with two speckled eagles and possibly 8-10 young chicks, also 50-100 osprey chicks. I have officially kayaked every bit of this entire river system, and I would highly recommend grabbing a kayak and going to explore if you're here!”

Spotting fuzzy-headed osprey chicks in a huge nest of interwoven branches is just one of many moments of wonder that Longwood student researchers have experienced over the years at Hull Springs. For me, now almost five years into my job as executive director, just as many moments have occurred while meeting with longtime supporters of the Hull Springs mission or talking with students who have been

bitten by the “Hull Springs bug” and are searching for reasons to visit again and again.

For all of us, time spent at this gem of a property in Westmoreland County has been life-changing.

When Mary Farley Ames Lee '38 bequeathed the property to Longwood in 2000, she gave Longwood a true treasure. Hull Springs' natural assets include 400 acres of pine, hardwood, bottomland and wetland hardwoods; 8,400 feet of primarily undisturbed shoreline; and more than 150 acres of wetlands.

For many years, “the farm” was seen as a diamond in the rough. The bequest came with a modest endowment that was stretched thin with 11 structures and 662 acres to maintain. But even unpolished—

and actually because of its raw state—Hull Springs has a sparkle that comes from being situated between two tidal tributaries to the Potomac River, with vital habitats for the Chesapeake Bay watershed.

Put simply, it offers our students and faculty an unrivaled setting for research and inspiration. Currently projects are under way to monitor and improve water quality and biodiversity

in the area. These projects provide much-needed scientific research on the effects that land-use changes have on the diversity and abundance of plant and animal life, as well as nutrient runoff to coastal waters.

This coming summer, one of Longwood's first Brock Experiences courses will be set, in part, at Hull Springs. These are courses that allow students to explore issues vital to citizens in our democracy—issues including the use of the Chesapeake Bay, the largest estuary in the United States and one of the most vital bodies of water in the world, and its waterways.

Hull Springs serves its local community, as well. A partnership with the Westmoreland County Public Schools has led to a two-week summer day camp designed for rising fourth-through sixth-graders that offers hands-on environmental education and provides related professional development for Longwood's future educators, who work alongside certified teachers from Westmoreland.

And there's more to come.

I have been fortunate to work with many loyal supporters of Hull Springs, men and women who understand the unrealized potential of the place and have worked to develop a strategic vision. Their work has now reached a turning point. We are completing a feasibility study for new housing, labs and teaching spaces, made possible through the expansion of the sewer line to the property and the sale of credits from the wetland restoration project. Once completed, new facilities will expand the use of the property to include larger groups of Longwood students for generations to come.

It is my hope that all Longwood students will experience the power of place and the unique learning environment that is Hull Springs, much as Russell Reed did in 2015, when he wrote, “I am thankful to have been allowed the opportunity to use this place for another summer to study the beautiful raptors that reside here. I will hopefully be back in a few weeks to finish my work and leave a small gift of my research in return.”



Russell Reed '16 was in the midst of an undergraduate research project he described as “life-changing” when he wrote these words in the Hull Springs camp house guest book in the summer of 2014. Russell spent two summers at Hull Springs studying the flight patterns of birds that come to the Northern Neck and Chesapeake Bay area to breed and raise their offspring.



Sherry Swinson '77 earned a degree in English from Longwood and served under two governors on the board of the Virginia Department of Conservation and Recreation.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion (United Nations 1998).

There are a number of reasons why the number of children in the world is increasing. One of the main reasons is that the number of children who are surviving to the age of 5 has increased significantly in the past few decades. This is due to a number of factors, including improved medical care, better nutrition, and a decrease in the number of children who are dying from preventable diseases.

Another reason why the number of children in the world is increasing is that the number of children who are being born is increasing. This is due to a number of factors, including a decrease in the number of children who are being aborted, and an increase in the number of children who are being born to women who are younger than in the past.

There are a number of challenges that are associated with the increasing number of children in the world. One of the main challenges is that there are not enough resources to care for all of the children. This is particularly true in developing countries, where there is a lack of access to education, healthcare, and other basic services.

Another challenge is that there are not enough jobs for all of the children. This is particularly true in developing countries, where there is a high level of unemployment. This can lead to children being forced to work in dangerous and exploitative conditions.

There are a number of ways that we can address these challenges. One way is to increase the number of resources that are available to care for children. This can be done by increasing government spending on education, healthcare, and other social services.

Another way is to increase the number of jobs that are available to children. This can be done by creating more opportunities for children to work in safe and healthy conditions. This can be done by providing training and education to children, and by creating more jobs in the private sector.

There are a number of other ways that we can address these challenges. One way is to increase the number of children who are being adopted. This can be done by providing more information to potential adoptive parents, and by providing more support to adoptive families.

Another way is to increase the number of children who are being placed in foster care. This can be done by providing more information to potential foster parents, and by providing more support to foster families.

There are a number of other ways that we can address these challenges. One way is to increase the number of children who are being placed in residential care. This can be done by providing more information to potential residential care providers, and by providing more support to residential care facilities.

The background is a watercolor-style illustration of a landscape. On the left, a large, textured tree trunk is visible. In the center and right, there are several trees with light green and white blossoms. A body of water is on the right side, reflecting the sky. The sky is a mix of light blue and white, suggesting a bright, slightly overcast day. The overall style is soft and painterly.

HULL SPRINGS



LONGWOOD
UNIVERSITY



about HULL SPRINGS



HULL SPRINGS, A 662-ACRE PROPERTY IN WESTMORELAND COUNTY, is an important part of Longwood's educational offerings. Located less than 2 miles from the Chesapeake Bay, Hull Springs is situated between two tidal tributaries to the Potomac River. With 152 acres in wetlands and nutrient bank development, 8,400 feet of shoreline, and 400 acres of established forest, it is an excellent environmental demonstration site for students, researchers and the local community.

Mary Farley Ames Lee, a 1938 Longwood graduate, bequeathed the property to the Longwood University Foundation to "...be used for the purposes of agriculture, archaeology, forestry and education and for natural resource conservation."



MISSION

TO MANAGE AND DEVELOP HULL SPRINGS as a compelling model of conservation and stewardship to educate the students of Longwood University, other institutions and the greater community about their roles in creating a more sustainable planet.



GOALS

- Create a model of conservation and demonstration site for best-management land- and water-use practices using the significant resources at Hull Springs.
- Coordinate, develop and deliver educational programs using the unique features at Hull Springs in the context of a model of conservation to educate many constituencies about sustainable land and water management and stewardship.
- Provide adequate facilities and support for undergraduate research, a scholar in residence program and projects undertaken by other members of the conservation research community.
- Be a model by using green design and construction principles that can be reasonably replicated by the public when renovating existing buildings and constructing new facilities.
- Participate as an active, good institutional citizen of the Northern Neck, the Commonwealth of Virginia and the Chesapeake Bay Watershed.

HULL SPRINGS OFFERS **662 acres**
of EDUCATIONAL OPPORTUNITIES featuring



8,400 feet
of SHORELINE

used for an award-winning "Living Shoreline" erosion control and habitat research project

457 acres
of FOREST HABITATS

including pine, hardwood, bottomland and wetland hardwoods

400 year old
SOUTHERN RED OAK

Borings indicate the tree is circa 1595 A.D.

152 acres
of WETLANDS

with vital habitats for the Chesapeake Bay watershed and riparian lands

7,466 linear feet of STREAM RESTORATION



ARCHAEOLOGICAL SITES

both prehistoric and historic, dating back to the presence of Native American Indians 3,800 years ago

FISHERY and RIVER BOTTOM resources

A wide range of outdoor "classrooms" providing
EDUCATION through EXPERIENCE

INTEGRATING ACADEMICS

STUDENTS IN LONGWOOD UNIVERSITY'S archaeology, anthropology, biology, botany, ecology, mammalogy and ornithology courses have gained valuable hands-on experience during extended field trips and research endeavors on the property. Established in 2013, the integrated environmental sciences major directly connects Hull Springs with course work.

The university's academic strategic plan supports interdisciplinary education, giving students in all majors the opportunity to engage in environmental stewardship and sustainability education on the property.

Local and regional K-12 school systems and community groups, as well as other colleges and universities, utilize the property for educational and meeting purposes. Faculty and undergraduate and graduate students from Longwood, Virginia Institute of Marine Science (College of William and Mary), Virginia Tech and Virginia Commonwealth University have researched bird and bat populations, nesting patterns, water quality, archaeology sites, prevention of shoreline erosion, wetland restoration, forest management to enhance micro-environments and the dynamics of tidal creeks.

Longwood has a vision for creating a Center for Excellence in Environmental Education (CE³). CE³ will serve as a framework for unifying key Longwood programs and for coordinating broader environmental education in the Commonwealth — on the campus of Longwood, in K-12 classrooms and in the primary communities served by Longwood, as well as a broad area touched by the Chesapeake Bay.



“HULL SPRINGS IS A BEAUTIFUL PLATFORM for the further development of Longwood’s academic and research mission; in addition, it will have a transformational impact on the Westmoreland community and the entire Northern Neck of Virginia.”

—WILLIAM WALSH, *Chair, Longwood Real Estate Foundation*

“LONGWOOD faculty and students can conduct research—pre- and post-construction—of hundreds of acres of wetlands for years to come. I don’t know of any other institution that can offer permanent access in the Chesapeake Bay Watershed for this kind of critical environmental research.”

—DR. MARK L. FINK, *Chair, Department of Biological and Environmental Sciences, Longwood University*

» a model of »


SUSTAINABILITY



HULL SPRINGS IS POISED TO BE A MODEL OF SUSTAINABILITY, dedicated to demonstrating the many ways to use low-impact design to enhance and sustain our environment. Through the implementation of good land and water stewardship practices and green design and construction, Hull Springs will be an example of reducing human impact on air and water quality, rivers, estuaries, coasts, the Chesapeake Bay and the Atlantic Ocean.

Since 2016, more than 152 acres of wetlands, 38 acres of riparian forest, and 7,466 linear feet of stream have been restored, enhanced and preserved at Hull Springs. Additionally, 57 acres of farm field have been planted with trees to convert the fields into forests. These activities improve water quality, expand wildlife habitat, and enhance ecosystem biodiversity. The projects function as a Mitigation Bank and a Nutrient Bank, which generate credits that can be purchased by land development entities to offset their wetland and stream impacts within the watershed. Ecosystem restoration and preservation allows the Hull Springs property to be more economically sustainable, while being a good steward of the Chesapeake Bay.





“IN THE 21ST CENTURY, businesses and institutions alike will be mindful of the environment. Hull Springs integrates so much of Longwood’s academic mission and its interdisciplinary studies, while offering business a way to engage with the university in a beautiful setting where minds are focused on the environment.”

—PRESIDENT W. TAYLOR REVELEY IV, *Longwood University*



FOR MORE INFORMATION

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Fulfilling the American Dream: Liberal Education and the Future of Work

*Selected Findings from Online Surveys
of Business Executives and Hiring Managers*

Conducted on Behalf of



with support from



July 2018



1724 Connecticut Avenue, NW
Washington, DC 20009

Hart Research Associates

Methodology

From May 17 to June 1, 2018, Hart Research Associates conducted an online survey on behalf of the Association of American Colleges and Universities among employers at companies that have at least 25 employees and report that 25% or more of their new hires hold either an associate's degree from a two-year college or a bachelor's degree from a four-year college.

The research includes two parallel surveys:

- *One among 501 business executives at private sector and nonprofit organizations, including owners, CEOs, presidents, C-suite level executives, vice presidents, and directors;*
- *One among 500 hiring managers, or non-executives (directors, managers, supervisors, and office administrators) whose current job responsibilities include recruiting, interviewing, and/or hiring new employees.*

Company/Organization Profile of Executives			
Private company	86%	25 to 99 employees	33%
Nonprofit	13%	100 to 499 employees	33%
		500/more employees	34%
Local	23%	Northeast	25%
Regional	26%	South	28%
National	27%	Midwest	23%
Multinational	24%	West	24%

Company/Organization Profile of Hiring Managers			
Private company	85%	25 to 99 employees	33%
Nonprofit	14%	100 to 499 employees	34%
		500/more employees	33%
Local	26%	Northeast	25%
Regional	26%	South	28%
National	28%	Midwest	24%
Multinational	20%	West	23%

All interviews were completed online using opt-in panels in which business executives and professionals were recruited through partnerships with leading global brands, publishers, and online professional communities. Potential respondents were targeted for invitations to participate in the survey based on their employment profile, including job title, size of company/employer, and type of company/organization. Potential respondents received an e-mail or mobile app invitation to answer basic questions to ensure they qualified and were then directed through to the survey if they met the screening criteria.

Results were analyzed by key subgroups, including company size, type, and region. Significant differences are noted where applicable. While regional findings are highlighted in this report, most are not statistically significant.

The objective of the survey was to gauge the degree to which business executives and hiring managers believe that a college education is important and worthwhile, the learning outcomes they believe are most important for success in today's economy and how prepared recent college graduates are in these areas, and the kinds of professional development they are providing to their employees.

NOTE: The use of the term "employers" in this report refers to business executives and hiring managers collectively.

Overview

Both executives and hiring managers express a higher degree of confidence in colleges and universities than does the American public, and the majority feel satisfied with recent college graduates' ability to apply the skills and knowledge they learned in college to complex problems in the workplace.

Business executives and hiring managers agree on the importance and value of college. Indeed, executives and hiring managers largely are aligned in their priorities for college learning and their perceptions of recent college graduates' preparedness and ability to succeed in the workplace.

However, higher proportions of both executives and hiring managers say that recent graduates have the skills to succeed in entry-level positions than say that recent graduates have the skills needed to advance or be promoted. Majorities think that colleges and universities need to make improvements to ensure that their graduates possess the skills and knowledge needed for workplace success at the entry level, and especially for advancement.

When hiring, executives and hiring managers place a high priority on graduates' demonstrated proficiency in skills and knowledge that cut across majors, and hiring managers are closely aligned with executives in the importance that they place on key college learning outcomes. The college learning outcomes that both audiences rate as most important include oral communication, critical thinking, ethical judgment, working effectively in teams, working independently, self-motivation, written communication, and real-world application of skills and knowledge.

However, executives and hiring managers see recent college graduates as underprepared in the skills and knowledge areas that they deem most important, even though some improvement has occurred in executives' assessment of recent graduates' preparedness since five years ago.

- Among the college learning outcomes tested, both executives and hiring managers place the highest importance on the ability to communicate orally, but only 40% of executives and 47% of hiring managers rate recent college graduates as well prepared in this area.

Hart Research Associates

- Both audiences value applied experiences and real-world skills, but only 33% of executives and 39% of hiring managers think that recent graduates are very well prepared to apply knowledge and skills to real-world settings.

Despite these gaps, executives and hiring managers say that recent college graduates are fairly effective in communicating about the skills and knowledge they have gained in college that will be important for workplace success. And they find ePortfolios more helpful than college transcripts and resumes alone when evaluating and hiring recent graduates.

Executives and hiring managers reveal expectations for continued learning among their employees with a focus toward advancement. Majorities of both audiences report that their companies offer some form of professional development—with most saying that these opportunities include training in more advanced skills that will allow employees to take on more responsibility. In partnering with colleges and universities, they say that their companies most commonly do so to offer service learning opportunities, internships, and/or apprenticeships—underscoring their focus on applied learning and real-world experiences.

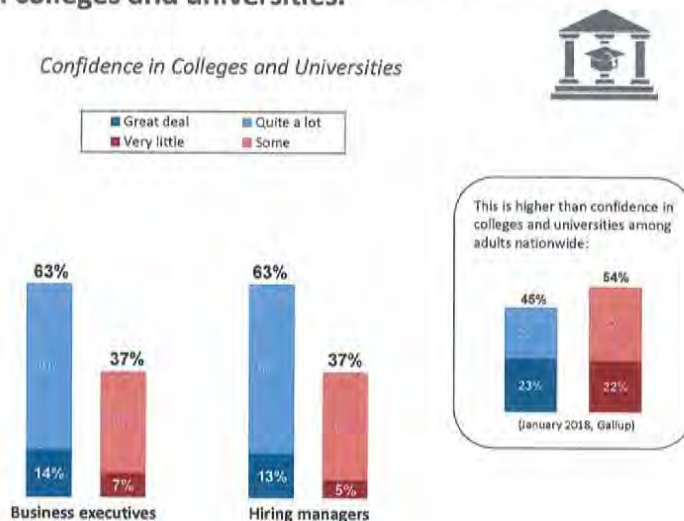
Key Findings

The Value of a College Degree

1. Business executives and hiring managers express a higher degree of confidence in colleges and universities than does the American public.

Among both executives and hiring managers, 63% express quite a lot or a great deal of confidence in colleges and universities—a notably higher proportion than among the general public. In a January 2018 Gallup poll, 45% of adults nationwide expressed a great deal or quite a lot of confidence in colleges and universities.

More than six in 10 executives and hiring managers express confidence in colleges and universities.



- Business executives located in the West are significantly less likely than those in other regions to have quite a lot or a great deal of confidence in colleges and universities (53%).

Proportions who have a great deal/quite a lot of confidence in colleges and universities*		
	Business executives	Hiring managers
<i>Northeast</i>	65%	60%
<i>South</i>	67%	63%
<i>Midwest</i>	69%	71%
<i>West</i>	53%	59%

**The difference between business executives in the West (53%) and business executives in other regions is statistically significant. All other differences by region are not statistically significant.*

2. Business executives and hiring managers agree on the value of college: they believe that it is both important and worth the time and money involved.

Strong majorities of executives (82%) and hiring managers (75%) believe that it is very important or absolutely essential for individuals today to complete a college education. This includes one in four (26%) hiring managers and an even higher proportion of business executives (33%, a statistically significant difference) who say that a college education is absolutely essential.¹

Additionally, an overwhelming 88% of executives and 85% of hiring managers consider the money and time involved in getting a college degree to be worthwhile.

¹ It is worth noting that nearly all business executives and most hiring managers have earned a college degree, including 91% of business executives and 73% of hiring managers who have a four-year degree or more education.

Executives and hiring managers alike agree on the value of college.

Importance of Completing a College Education



Evaluation of Whether a College Degree Is Worth the Time and Money Involved



- Hiring managers in the South are slightly more likely than hiring managers in other regions of the country to say that completing college is important, while executives in the Midwest are slightly more likely to say so than executives in other regions.

Proportions who say a completing college is very important/absolutely essential*		
	Business executives	Hiring managers
Northeast	82%	74%
South	79%	79%
Midwest	84%	73%
West	82%	73%

*Differences by region are not statistically significant.

Hart Research Associates

When asked to describe the value of a college degree in an open-ended question, both executives and hiring managers most commonly cite the accumulation of knowledge, development of critical thinking and analytical skills regardless of profession, potential for increased earnings, and focus on a goal as factors that make it useful or important for an individual to obtain a college degree today.

3. Business executives and hiring managers indicate satisfaction with recent graduates' ability to apply the skills and knowledge they learned in college in the workplace, but they think that recent graduates are better prepared to succeed in entry-level positions than to advance. Among both audiences, majorities believe that colleges and universities need to make improvements to ensure that college graduates possess the skills and knowledge needed for workplace success at the entry level and especially for advancement.

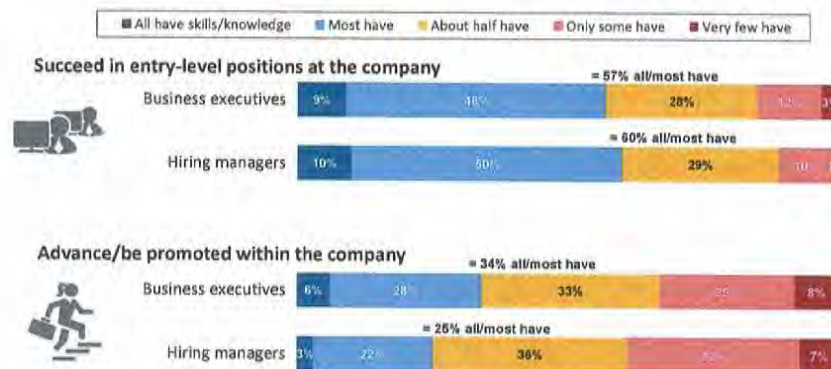
At a time when majorities of executives (56%) and hiring managers (54%) say that it is difficult to fill open positions at their companies, a promising 71% of executives and 74% of hiring managers express satisfaction with recent college graduates' ability to apply the skills and knowledge they learned in college to complex problems in the workplace. They see room for improvement, however, as only 15% of executives and 13% of hiring managers are very satisfied with recent graduates' ability in this regard.

- Majorities of employers (57% of executives and 60% of hiring managers) believe that most recent graduates have the skills and knowledge needed to succeed in **entry-level positions**.
- However, only 34% of executives and significantly fewer hiring managers (25%) say that most recent graduates have the necessary skills and knowledge to **advance or be promoted**.
 - A decrease has occurred in the proportion of executives who think that most recent graduates have the skills and knowledge needed for entry-level positions (down from 67% in 2013 to 57% today) and to advance (down from 44% to 34%).²

² Results from the 2013 report "[It Takes More Than a Major: Employer Priorities for College Learning and Student Success](#)"

Employers view their recent hires out of college as mostly prepared to succeed in entry-level positions but not necessarily to advance beyond that.

Proportions of Recent College Grad Applicants Who Have Full Set of Skills/Knowledge



Slightly higher proportions of executives and hiring managers in the Midwest and West than in the Northeast and South say recent graduates have the skills and knowledge to succeed at the entry level. Lower proportions of both audiences in the Northeast feel that recent graduates have the skills and knowledge to advance or be promoted.

Proportions who say recent graduates have the skills and knowledge to succeed in entry-level positions*		
	Business executives	Hiring managers
Northeast	52%	55%
South	53%	57%
Midwest	63%	66%
West	61%	59%

*Differences by region are not statistically significant.

Proportions who say recent graduates have the skills and knowledge to <u>advance or be promoted</u> *		
	Business executives	Hiring managers
<i>Northeast</i>	30%	23%
<i>South</i>	35%	28%
<i>Midwest</i>	35%	26%
<i>West</i>	34%	26%

*Differences by region are not statistically significant.

Majorities of executives (56%) and hiring managers (53%) believe that colleges and universities need to make improvements to ensure graduates' success at the entry level. Even larger proportions (65% of executives and 65% of hiring managers) feel that improvements are needed to ensure that graduates have the skills and knowledge needed to advance within their company.

Majorities believe that colleges need to make improvements to ensure that graduates gain the skills and knowledge needed for success, especially for advancement.

Assessment of Job Colleges/Universities Are Doing in Ensuring College Graduates Have Full Set of Skills/Knowledge Needed for Entry-Level Positions/Advancement



Priorities for College Learning and Sense of Graduates' Preparedness

4. When hiring recent graduates, business executives and hiring managers place a high priority on demonstrated proficiency in a variety of skills and knowledge areas that cut across majors.

Respondents were asked to rate how important it is for recent college graduates they are hiring to demonstrate proficiency in a list of 15 skills and knowledge areas. Most of these are broad skills that apply across disciplines, and many rank as high priorities.

Top-tier college learning outcomes: The skill and knowledge areas of greatest importance to both business executives and hiring managers when hiring include oral communication, critical thinking, ethical judgment, working effectively in teams, working independently, self-motivation, written communication, and real-world application of skills and knowledge (each ranked by large majorities as very important, with a rating of eight, nine, or 10 on a zero-to-10 scale).

- Executives and hiring managers largely align in their rankings of learning outcomes, although hiring managers rate each skill or knowledge area as more important across the board. The areas on which hiring managers are notably more focused than executives are oral communication, ethical judgment, working effectively in teams, and applying knowledge and skills in real world settings.

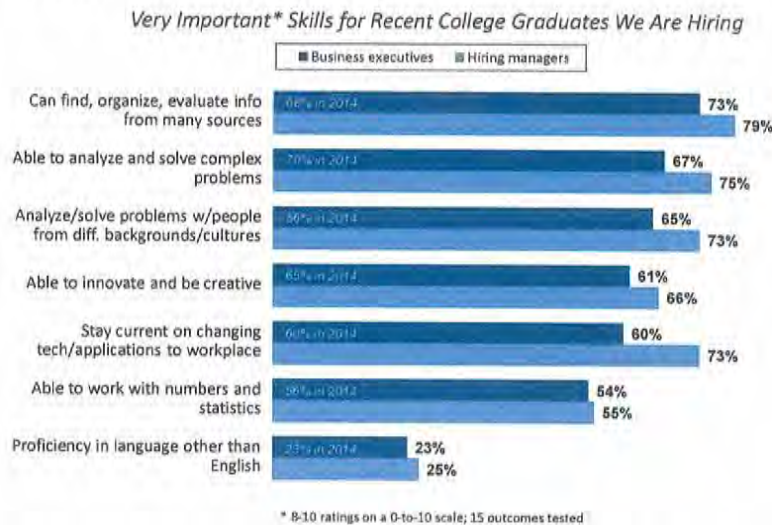
The learning priorities that executives and hiring managers value most highly cut across majors.



Second-tier college learning outcomes: Slightly less important outcomes, while still rated highly, include locating, organizing, and evaluating information from multiple sources, analyzing complex problems, working with people from different backgrounds, being innovative and creative, and staying current on changing technologies. Only slightly more than half of executives and hiring managers deem the ability to work with numbers and statistics as very important, and only about one in four prioritize proficiency in languages other than English.

- Hiring managers (73%) place a notably higher level of importance on staying current on changing technology and its applications in the workplace than do executives (60%).

Executives and hiring managers rank several other learning outcomes as only slightly less important.



Business executives have shown a slight decline in the high importance they assign to most outcomes since 2014³, and their rankings of outcomes remain largely the same. However, notable increases have occurred in the level of importance that they place on recent graduates’ ability to analyze and solve problems with people from different backgrounds and cultures (a nine-point increase since 2014) and their ability to locate, organize, and evaluate information from multiple sources (a five-point increase).

5. Notable gaps emerge between the importance that both business executives and hiring managers place on key learning outcomes and their sense that recent graduates are prepared in these areas.

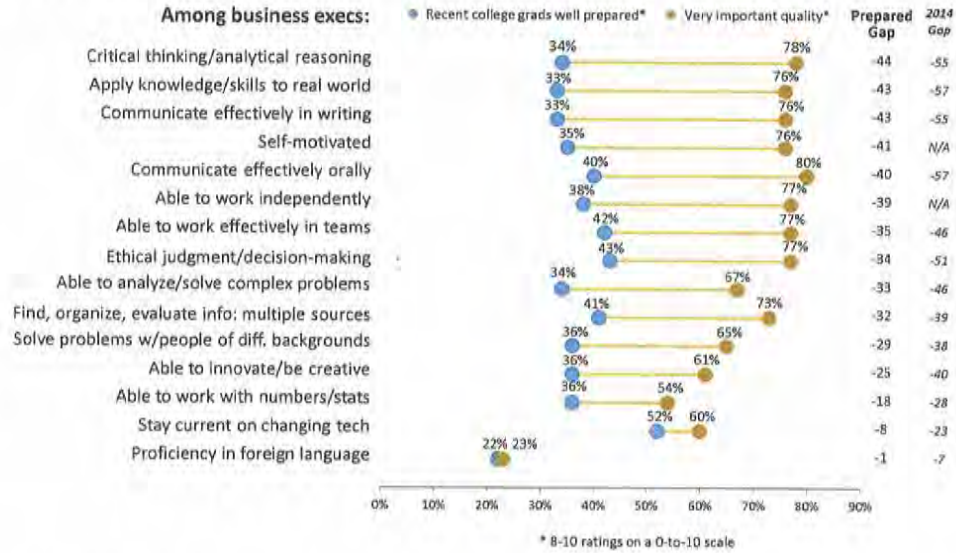
Respondents were asked to rate how prepared recent college graduates are across the same list of 15 college learning outcomes. Executives and hiring managers generally agree in their sense of college graduates’ preparedness across outcomes.

³ Results from the 2015 report "[Falling Short? College Learning and Career Success](#)"

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While encouraging improvement has occurred in executives' sense of college graduates' preparedness since 2014, there still is notable room for improvement across learning outcomes, particularly in many of the very skills employers deem most important for workplace success.

Notable gaps emerge between the importance of key learning outcomes and executives' sense that recent graduates are prepared in these areas, even with some improvements.



Hiring managers also identify gaps in recent graduates' preparedness on key learning outcomes.



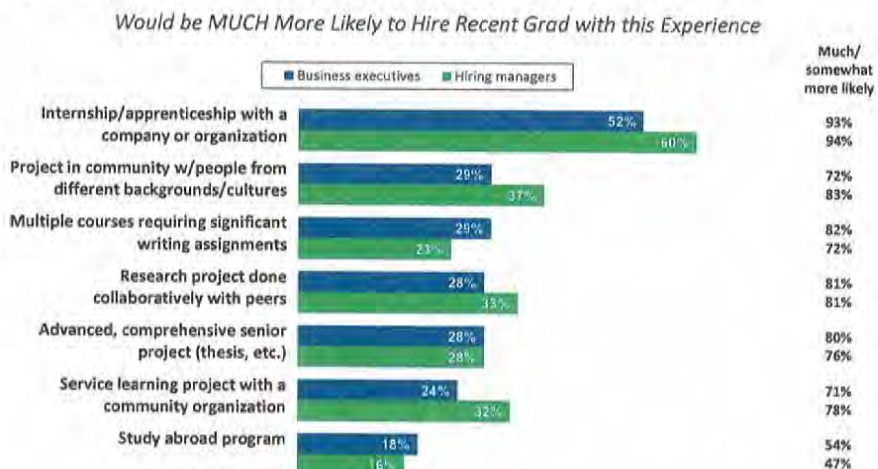
Hart Research Associates

- Both executives and hiring managers perceive a **gap of at least 40 points in importance versus preparedness** in recent graduates' critical thinking and analytical reasoning skills, ability to apply knowledge and skills to the real world, oral communication skills, and self-motivation.
- Only 40% of executives rate recent college graduates as well prepared in **oral communication**, the quality that they prioritize most highly (80%) among the 15 tested (a 40-point gap in importance versus preparedness). This gap is 43 points among hiring managers.
- 76% of executives and 87% of hiring managers rate it very important that recent graduates demonstrate the ability to **apply knowledge and skills in real-world settings**, yet only 33% of executives (43-point gap) and 39% of hiring managers (48-point gap) think that recent graduates are very well prepared in this area.
- A **moderate improvement has occurred in business executives' perceptions of college graduates' preparedness** across learning outcomes since 2014 (most notably, an 18-point increase in graduates' ability to analyze and solve problems with people from different backgrounds and cultures and a 15-point increase in their staying current on changing technologies). Nonetheless, fewer than half of executives and hiring managers see recent graduates as well prepared in most areas.
- These perceived deficits in college graduates' preparation have implications for employers' overall satisfaction with new hires. Business executives who see bigger gaps in college graduates' ability to communicate effectively in writing and to work independently are significantly less satisfied with their experience hiring recent college graduates. Among hiring managers, gaps in recent hires' oral communication skills and ability to apply their knowledge and skills to real-world settings predict lower rates of satisfaction with recent college graduates.

6. Business executives and hiring managers indicate that participation in applied and project-based learning experiences—particularly internships or apprenticeships—gives recent college graduates an edge.

- **Internships and apprenticeships stand out as the applied learning experiences most highly valued by employers:** 93% of executives and 94% of hiring managers say that they would be more likely to hire a recent graduate who has held an internship or apprenticeship with a company or organization, including 52% of executives and significantly more hiring managers (60%) who would be much more likely to do so. Notably, this is a learning outcome for which the gap in importance versus preparedness is among the highest for both executives (43-point gap) and hiring managers (48-point gap).

Applied and project-based learning experiences, particularly internships or apprentice experiences, give recent college graduates an edge with both employer audiences.



- When considering a job candidate, large majorities of business executives and hiring managers say that **completion of other types of applied and project-based learning experiences would give a recent graduate an advantage in the hiring process**, though notably fewer (less than 30%) say that this would make them much more likely to hire someone.
- **Employers at nonprofits** say that they would be more likely to hire recent graduates who have community-based or service learning

experience (41% of nonprofit executives and 43% of nonprofit hiring managers versus 21% of executives and 30% of hiring managers at private companies).

7. Business executives and hiring managers find electronic portfolios that summarize and demonstrate a candidate’s accomplishments in key skill and knowledge areas more useful than college transcripts alone in evaluating recent graduates’ potential to succeed in the workplace.

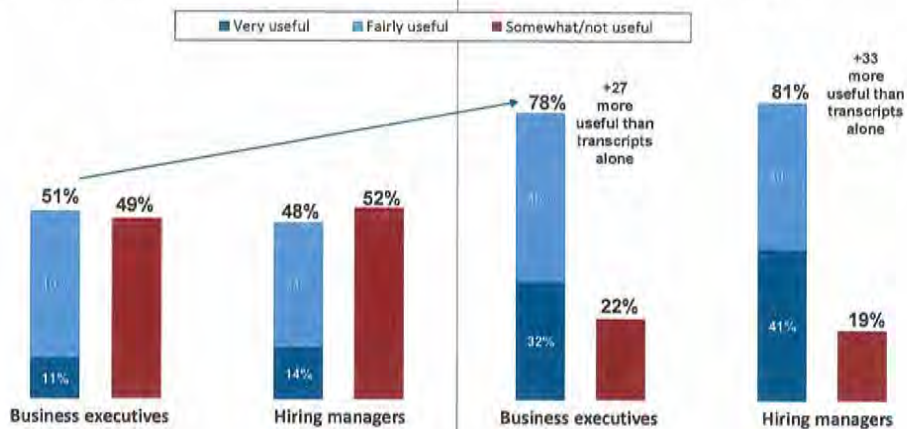
Large majorities of both audiences (64% of business executives and 70% of hiring managers) report that recent college graduates are at least fairly effective in communicating about the skills and knowledge they have gained in college that will be important for workplace success, but the mode of communication makes a difference.

- 78% of executives and 81% of hiring managers find ePortfolios useful when evaluating recent graduates, versus 51% of executives and 48% of hiring managers who find college transcripts useful.

Executives and hiring managers think ePortfolios are more useful than college transcripts alone.

How useful are college transcripts in evaluating recent college graduates’ potential to succeed at your company?

In addition to resume and transcript, how useful would an ePortfolio of recent grads’ college work be in evaluating them?



Employers Providing Professional Development

8. **Most business executives and hiring managers report that their companies provide a broad variety of professional development opportunities, and most say that these opportunities include training in more advanced skills that will allow employees to take on more responsibility.**

The vast majority of both executives (79%) and hiring managers (79%) say that their companies provide professional development opportunities to their employees. Those at larger companies (with 500 or more employees) are significantly more likely to say that their companies offer professional development, but large majorities of those at smaller companies with 25 to 99 employees do as well.

Executives in the Northeast are slightly more likely to say their employers offer professional development opportunities, and hiring managers in the Midwest are also slightly more likely to say so.

Proportions who say their companies provide professional development opportunities*		
	Business executives	Hiring managers
<i>All</i>	79%	79%
<i>Northeast</i>	82%	79%
<i>South</i>	77%	78%
<i>Midwest</i>	80%	84%
<i>West</i>	75%	77%

**Differences by region are not statistically significant.*

- More than half of executives (64%) and hiring managers (65%) report that this training involves **more advanced skills** or a combination of basic and advanced skills, suggesting that employers are stepping up to fill the gaps that they see in recent graduates' preparation for advancement at their companies.

Hart Research Associates

- The most **common types of professional development** that executives and hiring managers offer include in-house training programs, training on the use of technical programs and systems, leadership and management training, and mentoring toward advancement.
- Fewer than two in five executives and hiring managers report offering financial support to attend professional conferences or for further education.
- Hiring managers are more likely than executives to recognize that their companies offer cross-training for employees to learn how to do work in other departments or positions.

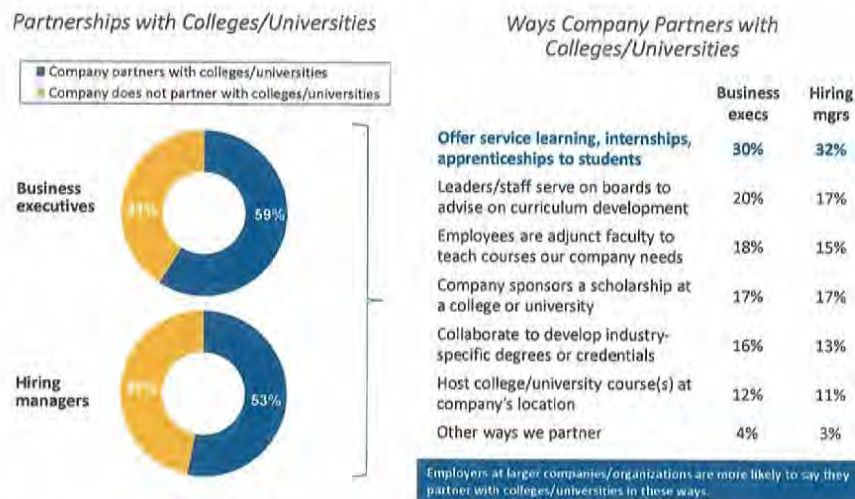
The most common programs are in-house training, training on use of programs/systems, management training, and mentoring.



Hart Research Associates

Majorities of executives (59%) and hiring managers (53%) say that their companies **partner with colleges and universities** in some way, most commonly to offer service learning opportunities, internships, and/or apprenticeships—underscoring the weight that employers place on applied experience and real-world skills when evaluating college graduates. Smaller shares of executives and hiring managers say that their companies partner with colleges and universities in other ways, revealing opportunities for greater collaboration between employers and institutions on professional development.

Executives and hiring managers indicate that their companies partner with colleges/universities in a variety of ways.



- Executives and hiring managers at larger companies are significantly more likely than those at smaller companies to report that their companies partner with colleges and universities in most of these ways.