Administration, and Visibility (i.e., visible signs of diversity on-campus). (See Table One below.)

Table One: Factors on the Faculty/Staff Campus Climate Assessment ranked by performance

Factor 15: Factors associated with Overall Perceptions ranked by mean	Carnegie Class	All Institutions	LU Mean	Performance
Factor 14 - Personal Attitudes & Behaviors	=	=	6.52	92.0% √
Factor 12 - Individual Response to Sexual Assault	⇈	⇈	6.28	88.0% √
Factor 4 - Work Environment	⇈	⇈	6.19	86.5% √
Factor 10 - Campus Accessibility		=	6.10	85.0% √
Factor 13 - Institutional Response to Sexual Assault	⇈	⇈	6.06	83.3% √
Factor 6 - Perceptions of Staff	⇈	⇈	5.88	81.3% √
Factor 11 - Campus Safety	⇈	⇈	5.81	80.2% √
Factor 7 - Perceptions of Students	⇈	⇈	5.74	79.0% √
Factor 2 - Campus Environment	⇈	⇈	5.56	76.0% √
Factor 1 - Perceptions of Institution	⇈	⇈	5.55	75.8% √
Factor 5 - Perceptions of Faculty	⇈	=	5.48	74.7% !
Factor 9 - Administrative Policies	⇈	⇈	5.39	73.2% !
Factor 8 - Perceptions of Administration	⇈	⇈	5.04	67.3% X
Factor 3 - Visibility	⇈	=	4.75	62.5% X

X Issue	! Needs Work	√ Good	⇊ LU is lower	= Equal	⇈ LU is higher

Of the 14 factors of questions on the **Student Campus Climate Survey**, the LU mean exceeded or equaled that of the other two comparison groups on 13 categories. Longwood's score on the factor that measures visible signs of diversity (i.e. the number of diverse faculty, staff, and students) fell short of that for the group representing all participating institutions. Longwood students' results surpassed the threshold for a 75% performance goal on all but four factors measuring the On-Campus Sexual Assault Training, the Perceptions of Administration, the Perceptions of Peer Students, and Visibility. (See Table Two below.)

Table Two: Factors on the Student Campus Climate Assessment ranked by performance

Indicator Factors ranked by mean	Carnegie Class	All Institutions	LU Mean	Performance
Factor 3 – Personal Attitudes and Behaviors	⇈	⇈	6.25	87.5% √
Factor 1 – Perceptions of the Institution	⇈	⇈	6.04	84.0% √
Factor 9 – Campus Accessibility	=	=	6.03	83.8% √
Factor 6 – Perceptions of Faculty/Staff	=	⇈	5.83	80.5% √
Factor 14 – Overall Satisfaction	⇈	⇈	5.77	79.5% √
Factor 13 – Overall Learning	=	=	5.63	77.2% √
Factor 10 – Campus Safety	=	⇈	5.61	76.8% √
Factor 4 – Co-Curricular Environment	=	⇈	5.59	76.5% √
Factor 8 - Policies	⇈	⇈	5.52	75.3% √
Factor 11 – Sexual Assault	⇈	=	5.52	75.3% √
Factor 12 - Campus Training	=	=	5.43	73.8% !
Factor 7 - Perceptions of Administration	=	⇈	5.33	72.2% !
Factor 5 – Perceptions of Peers	=	=	5.15	69.2% X
Factor 2 - Visibility	=	⇊	5.09	68.2% X

X Issue ! Needs Work √ Good ⇊ LU is lower = Equal ⇈ LU is higher

Further analyses of these Campus Climate Survey results will focus specifically on the differences among key sub-populations and the suggestions offered by faculty/staff and students as to the one suggestion they would have to improve the campus culture at Longwood.

Student Conduct and Integrity

Disciplinary cases so far this semester have increased as compared to the 2017-2018 academic year at this time. The Office processed 67 total cases as of October 31, 2018, and most notable are three resulting in suspensions. The newly reconstituted Honor and Conduct Board is meeting the expectations set at the beginning of the semester and is an asset to the Office structure, making recommendations in 23 cases.

A campus free speech training session was introduced for all new, incoming students, along with primary training initiatives for alcohol, drugs and sexual misconduct, including in-person prevention programs. This semester, the students were provided numerous educational and preventative programs across campus, including our signature program for the fall, the Red Flag Campaign. This is Longwood's 10th year working with this state-wide initiative, a project of the Virginia Sexual and Domestic Violence Action Alliance. The Red Flag Campaign uses a bystander intervention approach to educate about sexual assault, dating violence, and stalking on campus. The campaign encourages individuals to say something when they see warning signs. With assistance from student volunteers and campus partners, our campaign highlighted awareness and campus support, interactive programming that educated on behaviors of unhealthy intimate partner relationships, appropriate active bystander messages, and campus and local resources.

Additional programming included integrity training for individual student groups, Alcohol and Other Drug Sanction Classes, Training for Intervention Procedures Workshops (TIPS) both as preventative and rehabilitative program options, and Bystander Intervention programming including STEP UP!. In total, the educational programming provided has resulted in 7,958 individual interactions with students, faculty and staff.

Our academic integrity initiative, the Ethical Research Module, an online Canvas Course designed to educate students about plagiarism, paraphrasing, citations and Greenwood Library Resources, enters its second year. One hundred twenty students are participating in the course. Longitudinal data is being compiled for assessment purposes.

University Clery and Title IX

Title IX

Fourteen reports of notice have been received so far this semester, a decrease in reporting so far this academic year. Three of the reports resulted in formal complaints which have been resolved equitably and appropriately. Sanctions ranged from disciplinary probation to suspension of the respondents involved.

Clery

On October 1, 2018, in conjunction with the Longwood University Police Department, the 2018 Annual Security and Fire Safety Report was submitted to the Department of Education. This report was distributed to campus and published on the Longwood website, it can be found at that following link: http://solomon.longwood.edu/media/police/public-site/2018-annual-security-and-fire-report-FINAL.pdf

Dean of Students

The Dean of Students office recently generated a report reflecting the data collected during last academic year. The information gleaned from that report supported our approach to student case management and showed consistent responses and resources across campus.

For the current academic year, as of October 25, 2018, there are 525 students reported to the Care Team. That is an increase of 94 more cases than the same day last year, or a 17.9% increase. The primary issues remain anxiety and depression. One of the biggest areas of concern in cases has been follow-up regarding suicidal gestures that did not involve sending the student home or CAPS intervention.

As a means to assist in both case management and data analysis, the partnership with the Counselor Education program here at Longwood has been uniquely beneficial, for both the DOS office and the graduate intern.

Office of Disability Resources

The Office of Disability Resources has a roster of 607 students registered with disclosed disabilities. The number of students disclosing with disabilities has been increasing each year. The percentage of increase in the total registered student population from September of 2017 to September of 2018 is 49%. The students with disabilities now represent the largest diversity group on Longwood's campus. The breakdown of student disability categories is as follows: Students with a diagnosis of Attention Deficit and Hyperactivity Disorder is 37%, Specific Learning Disability is 23%, Physical Disability is 2%, Visual Impairment is 2%, Emotional Disability is 13%, Autism Spectrum Disorder is 4%, and other is 16%. Many of these students have multiple diagnoses that cross many of the disability categories making their specific cases more intensive for providing services and resources that support their ongoing retention. The professional staff of three is responsible for caseloads of 200 students apiece. These students are contacted biweekly and their grades are monitored at midterms and final. If student performance is below a C, the case manager requests a student meeting to talk about ways to improve their performance and guide them to other valuable resources on campus.

Residential Programs

The Residence Life staff transitioned well into a highly active fall semester. Since August 2018, Residence Life staff have addressed 857 documented residential incidents. On average for the semester, the on call professional staff have responded to a total of 374 crisis incidents. In addition to such incidents, the Residence Life professional and student staff have been dispatched to follow up on nearly 200 Care Team-related matters, an average of 33 per community. Programming for the Residence Life area continues to be robust and successful with the student staff hosting 788 residential programs. Community-wide programming continues to experience strong participation with an attendance average of 105 residents per community.

Housing Operations

The continuing student housing registration process information was communicated with students in mid-October. Students will continue to utilize the student housing gateway to register online for housing. For academic year 2019-2020 the Longwood Village C bedroom will be converted from double to single occupancy. Therefore, all Longwood Village apartments will provide three single bedrooms with private bath to meet the needs of students. The housing team has worked closely with the Honors College to create a housing plan to meet the sustained enrollment increase of new freshmen in the Honors College. An additional floor for freshmen has been added in Wheeler Hall to meet this demand and the upperclassmen Honors floor will be located in Cox Hall. The Housing Team continues to work closely with the Real Estate Foundation during the Frazer Hall renovation and preparing for the opening of Frazer Hall in fall 2019. The housing team and facilities staff addressed the impacts of Hurricane Michael to several apartments at Lancer Park. Five apartments needed to have dry wall and carpeting replaced due to water damage from the storm. The housing team has assisted the students assigned to these five apartments with a temporary relocation while this work is completed. The estimated timeline for repair is six weeks.

Student Engagement Unit

Citizen Leadership and Social Justice Education

Providing diversity training and conversations related to diversity and inclusion has continued to be central to staff efforts. Thirteen workshops for student groups and organizations have occurred since August, as well as eight academic class visits and presentations. Participants have shared very positive feedback about the experience.

These conversations have taken on particular meaning as our underrepresented students have experienced and witnessed acts of bias, both on and off campus. Continuing support for students and student groups, and encouraging education and awareness on campus, as well as encouraging their advocacy, is a priority.

The SGA has shown particular leadership and support this fall related to Student Activism, with a recent example being the initiative to sponsor a Unity Vigil on October 30th in which over 100 students, faculty and staff participated.

An expanded Hunger and Poverty Awareness Week series of events engaged an overall average of 50 persons at events that occurred in collaboration with faculty, campus and community partners.

Related to the local community, three Farmville/Prince Edward County diversity workshops have been facilitated with local leaders and residents to discuss community concerns and partnerships.

Fraternity and Sorority Life

The all-Greek grade point average continued to be higher than the all-campus average for spring 2018 (3.07 combined for fraternities and sororities, compared to 2.96 all-campus). The sorority average was 3.20 compared to 3.09 for all-women. The fraternity average was 2.76 compared to 2.70 for all-men.

Inter Fraternity Council (IFC) is exploring additional fraternity on campus with the goal of energizing the Greek community for men and expanding options for male students. Three national organizations made presentations on campus and a decision will be made in early November regarding the organization selected.

IFC and National Pan-Hellenic Council (NPHC) organizations lost their chapter rooms due to the renovations to Curry and Frazer halls. Temporary space was identified in the Lankford building to provide a room for IFC groups and one for NPHC groups, but this is a short-term solution.

University Center and Student Activities

The opening of the Upchurch University Center has been the highlight of the fall semester (and for many upper class students, a long-awaited highlight of their Longwood experience).

Students can be found in every corner of the building and on all three floors of Upchurch at all hours using spaces for eating, studying (both independently and in study groups), informal gathering, gaming, attending programs—and just relaxing. It has also been exciting to see increased use by faculty and staff, which is making Upchurch a true "university center".

Wellness Unit

University Health Center

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 September 2018. This expansion has allowed Potomac Healthcare Solutions to expand acute medical services to our students, faculty and staff.

Counseling and Psychological Services (CAPS)

CAPS consider the ever expanding-role of our service a salient concern. Students are served via individual and group counseling, crisis intervention, provide testing for ADHD/LD, maintain a reputable training program, and respond to numerous outreach requests.

CAPS serves students with severe mental health concerns (Bipolar Disorder, PTSD, Dissociative Disorders, significant trauma histories). We serve *many* students who if attending another university would be referred off-campus for more intensive treatment. Due to the lack of mental health resources in the Farmville community, CAPS becomes all things to all clients.

Campus Police (LUPD)

Much of this quarter has been spent developing a relationship with all elements of the community and addressing deep concerns for their safety in light of the tense polarizing time that much of our country is experiencing. The entire LUPD staff has worked by presenting forums with small groups of staff and students to address fears, develop plans that build confidence in the safety and security, while developing a sense that those that serve them understand and appreciate their concerns. The effort of building transparency of the LUPD will continue.

Operations

The posting of disturbing flyers created a significant ongoing effort to identify those who are involved. We have ramped up patrols on foot as well as mobile patrols. Officers are responding and documenting all findings of such items so as to build a strong set of facts that will lead to an identification and ability to respond as necessary to this disturbing and disruptive activity.

Office of Emergency Management

Emergency Management and LUPD continue to present Code Red (Active Threat) Workshops across campus. Participated in the Health and Wellness Fair, offering students, faculty, and staff safety tips.

Emergency Management Coordinator completed the annual review of the Crisis and Emergency Management Plan and submitted it the Virginia Department of Emergency Management on October 10, 2018 as mandated by state code.

Emergency Management was very busy during the actual crisis of Hurricane Michael and worked with the Virginia Department of Emergency Management on Preliminary Damage Assessments for Longwood University that occurred as a result of the storm, and the after actions review and documentation items are now ongoing.

11

LONGWOOD
UNIVERSITY

175
1839-2014

LOOKING TO OUR THIRD CENTURY
Strategic Plan 2014-2018

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

Our Opportunity:

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

Our Key Principles:

Academic Enterprise at the Heart – as one of the hundred oldest U.S. colleges and universities and Virginia's third oldest public university, we prize faculty engagement with students, our residential character, research 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)

LONGWOOD UNIVERSITY

175 1839-2014

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
5th 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.

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

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

**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.

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Longwood University Foundation Board Report
Board of Visitors Meeting
November 30, 2018

- The Board met on October 25th; we held committee meetings as well as the formal Board meeting on one day to allow Directors and staff to attend the Upchurch University Center dedication the next day, Friday, the 26th.

- Re-structuring of the Board and its committees, subcommittees and related bylaws and policies is progressing and should be essentially complete by the end of the February meeting; with this work behind us, we will be working closely with Advancement to more heavily focus on ideas for scholarship fundraising.

- With the help of the University, the Board was able to award a $4,000 scholarship this fall to a deserving student funded from the new endowment set up by Board members; the current balance is over $100,000 and is a direct result of a match challenge from four Directors.

- We will be welcoming two new Directors at our February meeting and have concluded that our optimum size for productivity is to cap membership at no more than 24 even though our bylaws allow up to 30 Public Directors; our current complement with the two new Directors is 22.

- Our audit is complete with no material deficiencies (a clean opinion).

Board of Visitors Meeting December 2018
Longwood University Real Estate Foundation

Curry and Frazer Residence Halls Renovations

The renovation of Frazer Residence Hall is proceeding well, with installation of new steel framing nearly completed by late October. Interior floor-to-floor assemblies are being fireproofed to meet current building codes, and the installation of mechanical, plumbing, electrical, and fire sprinkler systems has begun. Erection of the exterior wall panels and interior steel stud wall framing will begin in November. The project is currently within budget and on schedule.

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.

Hull Springs Farm

REF hired The RiverLink Group Partners in July to develop a business plan that would identify business opportunities and revenue potential at Hull Springs where new facilities are being proposed. RiverLink brings nearly 100 years of combined experience in community development, business development, higher education partnerships and workforce development. The report is based on research conducted by the consultants over a two month period in late summer 2018. The research included on-site visits to Hull Springs, interviews with members of Longwood's leadership, Northern Neck government officials, and regional education and tourism professionals, with owners of businesses involved with sustainable environmental practices, as well as other key stakeholders. The plan was presented to the LU REF at its November 14 meeting.

Reissuance of 2015 Series Bonds

The REF is proceeding with the reissuance of debt associated with its Housing Foundation in order to capture savings from lower interest rates. The transaction is approaching its final stages and is expected to close by the end of the year.

Alumni Board

Our most recent outreach project involved Alumni Board members working together to sort books for the Virginia Children's Book Festival which was held at Longwood in October.

The Board met on Saturday, September 22nd. Some of the items discussed included:

-Focus Topic Feedback from the June meeting
-2018-2019 Alumni Board goals
-Engagement in recent regional and campus events
-Alumni awards

Sabrina Brown spoke to the Board about the Alumni Magazine and was seeking feedback regarding it. The consensus was that everyone enjoys this publication.

Victoria Kindon attended our meeting, was our guest speaker, and then took us on a tour of Brock Hall.

The Board, in coordination with the Office of Alumni and Career Services, is working on the upcoming Alumni Awards Dinner which will be held on March 15th. Plans are also underway for the second ring ceremony scheduled for March 16th.

The Board is particularly excited about two signature on-campus alumni celebrations that are being planned for May and June.

The first is the "New Alumni Welcoming Celebration" on Friday, May 10. The vision is for new graduates to be welcomed into the alumni community through a new ceremony and celebration, led by Longwood alumni, that we believe will soon become another cherished tradition.

The second event is the big Alumni Weekend celebration on May 31-June 2, which is the weekend after Memorial Day. The vision is to provide the opportunity for Longwood alumni to return to campus to connect with former classmates, campus and town. The celebratory environment will be reminiscent of the last two years, including reunions of various shapes and sizes for affinity groups and class years/decades.

All alumni are invited to both events, information has been posted on social media and details will be mailed to all alumni.

Tammy Jones
President- Alumni Association

President W. Taylor Reveley IV & Board of Visitors—

The Student Government Association is excited about our many accomplishments so far this semester and for projects that we have coming up.

We have officially opened the first ever Longwood University affiliated Student Food Pantry, which we have aptly named "Elwood's Cabinet". This Pantry is designed to help supplement students' diets. We are now an official member of the College & University Food Bank Alliance.

We will have our collaborative Moton Educational Program that will hopefully be a yearly occurrence, this program will take place February 23rd.

The Add Drop Resolution is still being evaluated by faculty senate and we hope to hear back soon.

We led a successful "Ride to the Polls" initiative where we worked to get students to their polling locations on Election Day.

We held a well-attended Unity Vigil following the many tragedies that have occurred across our country.

We have held a town hall on Sexual Misconduct and look forward to another on Mental Health.

We worked directly with underrepresented groups and discussed the current campus climate with President Reveley. Following that meeting, we put together and look forward to a town hall with the Honorable Megan Clark. That meeting also sparked an idea of an intercultural center on campus. Conversations have begun on that exciting endeavor.

The SGA Civic Engagement Committee is putting together a Longwood Student Lobbying Day that will take place the day before second semester starts.

And of course, last but certainly not least how could I forget the opening of our Upchurch University center, the vibrant home of students here on campus.

Josh Darst

President

Student Government Association

Report from the Faculty Representative to the Board of Visitors

In preparation for the November meeting, I asked faculty to share with me their accomplishments (of all types) during the fall semester. As always, we have a very active and engaged faculty. Many interesting and exciting new Civitae classes have been added to the curriculum and are being created and moving through the university committees toward approval. Faculty members have had creative exhibitions and concerts this fall. They have had books, book chapters, and journal articles published. They made numerous conference presentations at the state and national levels. Several faculty members have engaged in research collaborations with individuals in other academic units at Longwood, at other universities, and with local high school students. We continue to work toward curriculum review, revision, and update within the academic units to make the Longwood academic experience as relevant and up-to-date as possible.

Respectfully submitted,

Jennifer Apperson, Ph.D.
Faculty Representative to the Board of Visitors

Report from the Staff Advisory Committee

The Staff Advisory Committee had a busy fall starting with the Welcome/Welcome Back reception which was held in the Blackwell Ballroom. The Halloween Bash was also a great success! First place in the small group category went to Billy Tucker, who dressed as a terrifyingly accurate Pennywise the Clown from Stephen King's "It". The large group category was almost too close to call, however the Library was crowned first place with their Muppet Show themed performance.

Additionally, there has been quite a change in the Committee itself. Lindsey Moran and Suzanne Stetson were appointed as Co-chairs and the committee welcomed new members Brent Roberts, Dean of the Library, Sarah Doheny, Director of Financial Aid, and Allison Allgood, Assistant to the Associate Dean of the College of Education and Human Services, bringing the committee membership to thirteen.

13

Transformative Times, Transformative Gift

BY MATTHEW MCWILLIAMS, MARCH 16, 2017

Features

Future Brock Experiences could take place at national parks like Yellowstone (pictured here) but also in a variety of settings ranging from wilderness to urban areas.

As Longwood moves forward with a new core curriculum, the university also has received an extraordinary boost from the largest gift in its history: $5.9 million from Joan '64 and Macon Brock, to create the Brock Endowment for Transformational Learning.

Joan '64 and Macon Brock

The Brocks, acclaimed philanthropic and business leaders and dedicated Longwood supporters, have always been impressed by Longwood's commitment to its citizen leadership mission, and by the close ties that develop among Longwood students and faculty mentors. Longwood's environmental sciences program at Yellowstone National Park caught their eye as a place where those strengths were powerfully visible.

Now, thanks to the Brocks' gift, Longwood faculty from disciplines across the university will begin developing more such programs at other sites across the United States. An experience that today is enjoyed by a few dozen students each year could someday be an unforgettable part of the education of many, if not most, Longwood undergraduates.

Many of these Brock Experiences also will fit hand-in-glove with the goals of the new core curriculum, approved in December by the Board of Visitors. The programs share many of the same goals: connecting students to Longwood's mission, providing hands-on lessons

in civic issues and leadership, pushing students to make connections and solve problems across disciplines, and exposing them to new ideas and experiences that tie together their learning in Longwood's classrooms and beyond.

The Brock Experience will be a signature program that sets Longwood apart. Many other schools offer travel courses, but none with the interdisciplinary focus or transformational goal at its heart.

What will future Brock Experiences look like? Options are limitless, with ideas to come from faculty for how to take students beyond the walls of campus and apply their disciplines in fresh and exciting ways to real-world civic challenges. Programs could take place in other national parks, but also in a variety of settings ranging from wilderness to urban areas, and in places of, for example, historical, scientific or artistic importance.

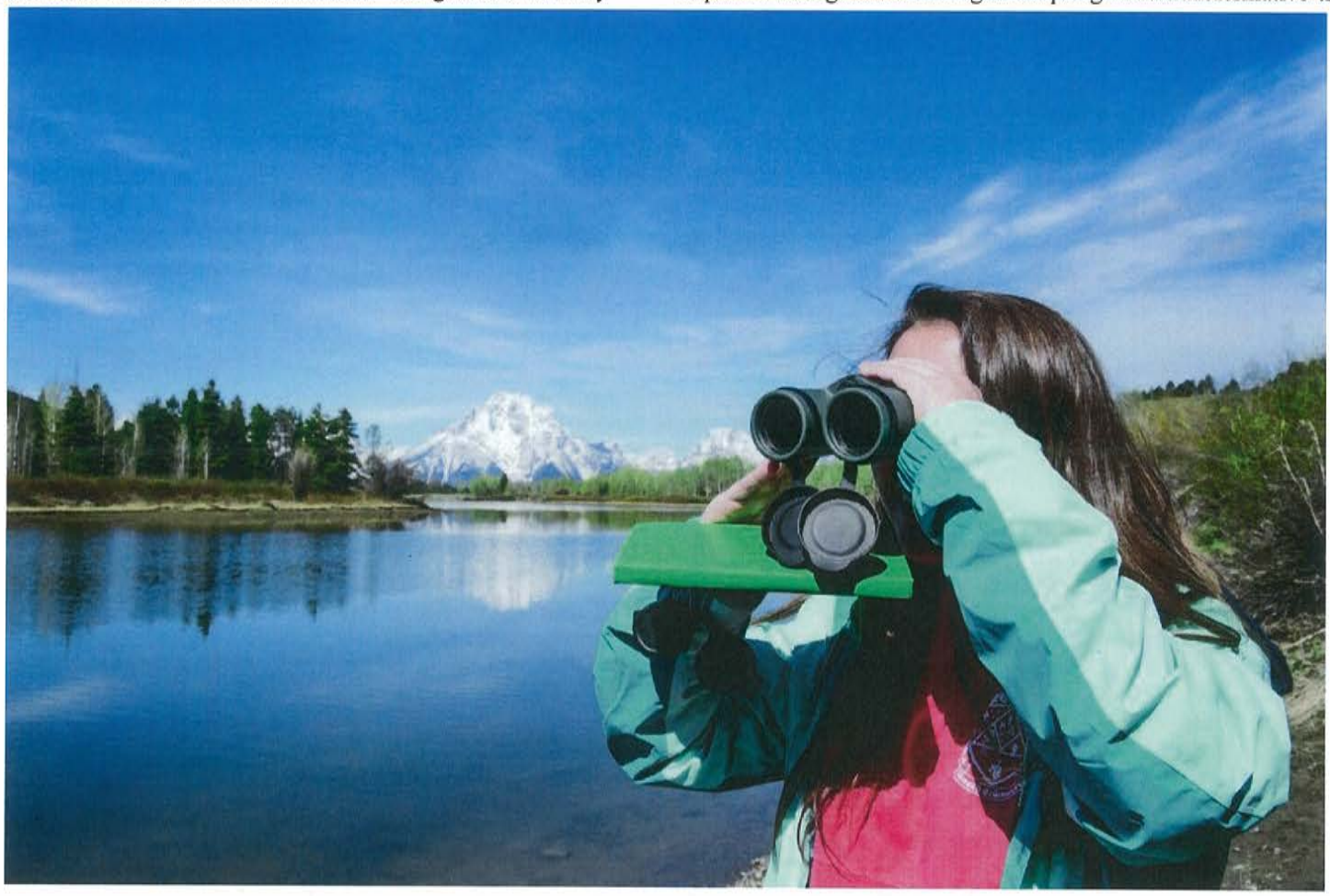
Josh Blakely, who in his previous role as assistant dean of students traveled several times to Yellowstone, has been tapped to work with faculty to help coordinate the development of new programs like Longwood@Yellowstone, as the program is known, and a similar program developed more recently in Alaska.

"The Yellowstone program takes students out of their comfort zones, and that's where the transformation happens," he said. "Being outside the classroom in a totally new environment immediately broadens your perspective, but the real shift happens when students start applying the concepts they learned in the classroom to real-world problems. That's when they start thinking like citizen leaders."

A team of administrators and faculty members will consider proposals and select two Macon F. and Joan Perry Brock Fellows this spring, and a two-year development period will begin. Two more faculty Brock Fellows will be selected in spring 2018 to develop new courses, and the process will repeat.

I have always felt so deeply proud of Longwood for taking on the serious work of preparing students for lives of citizen leadership.'

– Joan Brock '64



"I have always felt so deeply proud of Longwood for taking on the serious work of preparing students for lives of citizen leadership," said Joan Brock. "This is truly what sets Longwood apart, and it is what the world needs. In talking with President Reveley in recent months about how we could make a real difference, this idea took shape. Macon and I firmly believe that in the years and decades to come, students will be drawn to Longwood by the opportunity to have the types of experiences this program will create, and those experiences will have a profound impact on them."

Bobby Rae Allen '17 is among the Longwood students who can already speak to the impact of such experiences. An environmental sciences major from Reston, Allen went to Yellowstone in 2015. He had entered Longwood in the kinesiology department, but switched majors the spring semester of his sophomore year because he loved the outdoors. The Yellowstone program, under the leadership of Cormier Honors College Dean Alix Fink, convinced him he made the right decision.

"We confronted a range of societal and environmental issues out there that I had never thought of before," he said. "When you are out there, working in groups to tackle a particular issue, time goes by so quickly. But when I returned to Longwood and started working on the issues we were studying, it all started to make sense in a new way."

Allen, who plans to work in watershed management when he graduates this spring, said his Yellowstone experience not only reinforced the work he's done in Longwood's classrooms but also will give him an advantage as he enters his career.

"I'm in a class now called Environmental Planning and Management, and the things we are studying are things we did at Yellowstone," he said. "We also talk a lot about stakeholder involvement in decision making and environmental management, and that's almost entirely what we did at the park: talk to stakeholders and try to understand issues completely. That trip really is the embodiment of everything I want to do with my life."

It's just that kind of experience that the Brocks hope their endowment will replicate for generations of Longwood students.

"I had a wonderful experience as a student at Longwood, and it has been so exciting to watch the university thrive," said Joan Brock, whose gifts with her husband, Macon, to the university include the naming gift for the Brock Commons corridor through central campus. Longwood's new student success building, which is located on Brock Commons and is set for completion in 2017, will carry the name Brock Hall in their honor.

"We have seen what happens to students on Longwood's Yellowstone National Park and Alaska programs, and it is exciting to think of so many more in the years ahead who will have new experiences along those lines. We are eager to see what wonderful ideas emerge from the faculty and come to fruition."

You may be interested in...

- Environmental Sciences Program (/bes/environmental-sciences/)
- Cormier Honors College (/honors/)

More Features

Agent of Change (/magazine/summer-2018/agent-of-change-/)
A fresh approach, teamwork and a deep appreciation of Longwood are yielding results for Admissions dean Jason Faulk
July 16, 2018 | Magazine-Features

Larger than Life (/magazine/summer-2018/larger-than-life/)
Longwood student Todd Miller made his life count—but the real story is the impact he made after his death
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Leave a Comment

Brock Experiences

In 2016, the largest gift in Longwood's history created the Brock Experiences, a growing group of immersive, citizenship-focused courses at sites around the United States. Exploring the important issues of our time, new courses will be announced each fall and, after a development period, will be added to the slate of signature experiences available to students.

Stewardship of Public Lands

How do we best manage our diverse natural landscape?

Every Summer

Yellowstone National Park

Begun in 2006, Yellowstone National Park has served as an unforgettable part of hundreds of students' Longwood education. An intense, 2-week journey through Wyoming and Montana in the country's most famous national park opens students' eyes to the myriad of stewardship-related questions facing our society today that cannot be solved without bringing together different perspectives, from various academic disciplines to field practitioners, community members, and business leaders. As they gaze out at majestic mountains and lakes, students ponder what our responsibility as a country is to protect our precious natural resources while recognizing their value in driving commerce for thousands of communities near the park.

Dr. Alix Fink, professor of biology and dean of the Cormier Honors College for Citizen Scholars

→ Request More Information (mailto:finkad@longwood.edu?subject=Brock Experiences)

→ Apply Now (https://goo.gl/forms/91nTFna9vMhNd7nq2)

Immigration

Who comes to the U.S., and why do they make the journey?

May 29, 2019 through June 6, 2019 - Satisfies Goal 13 (ENGL 400) of General Education

Arizona & Richmond, Va.

There is perhaps no more hotly contested issue in the United States today than immigration—who crosses our borders, and why do they make the journey to a foreign country to settle? How do they get here, and what challenges do they face once on American soil? Students studying in Arizona and Richmond experience will meet firsthand immigrant families, employers, and border security officers. Students will explore the extraordinarily complex issue of immigration alongside a team of scholars as they journey from the familiar —Richmond, Va.—to the unfamiliar—Tucson, Ariz.

Dr. Renee Gutiérrez, associate professor of Spanish American literature and culture to 1900
Dr. Connie Koski, assistant professor of criminal justice

→ Request More Information (request-more-information/?whichBrock=Immigration - Arizona)

→ Apply Now (http://go.longwood.edu/brockstudentapp)

Chesapeake Stewardship

What's a citizen's responsibility to the environment?

Available Spring 2019 - Satisfies the Scientific Reasoning Perspectives requirement under Civitae or Goal 13 (ENGL 400) of General Education

Chesapeake Bay

Building on a slate of programs and research projects already in place at Longwood's Hull Springs Farm in Westmoreland County, the Chesapeake Bay experience offers students a unique perspective into the complex issues surrounding North America's largest estuary system. At once a source of income for oystermen and fishermen, a rich historical landscape, and a polluted natural resource in need of cleanup, the Bay is the source of ongoing debate from a number of disciplines, including science, economics, public policy, and sociology. Students will use the Bay issues investigated as models for understanding how to critically evaluate and formulate solutions to contentious public issues in their local communities.

Dr. Mark Fink, associate professor of biology and chair of the department of biological and environmental sciences
Dr. Melissa Rhoten, professor of chemistry and director, core curriculum

→ Request More Information (request-more-information/?whichBrock=Sustainability - Chesapeake Bay)

→ Apply Now (http://go.longwood.edu/brockstudentapp)

Art & Culture

How do the arts bring a community together, and who funds them?

Available Summer 2019 - Satisfies Goal 13 (ENGL 400) of General Education

Boston

The Longwood University Brock Experience in Boston engages students in an exploration of the role the arts play in society and culture in an academic program based in Boston, Massachusetts. Students in this program will interact with stakeholders in both the public and private sectors in an effort to understand how the arts and humanities improve communities, and how they can enhance individuals' understanding of their own roles as active participants in citizenship, and, indeed, in the greater concerns of our shared humanity.

Dr. Shawn Smith, associate professor of Renaissance literature

→ Request More Information (request-more-information/?whichBrock=Public Art - Boston)

→ Apply Now (http://go.longwood.edu/brockstudentapp)

Water Access

Whose water is it, and how should it be used?

May 19, 2019 through May 31, 2019 - Satisfies Goal 13 (ENGL 400) of General Education

Colorado River

Students in this course will travel across the Southwest United States, using photography and writing as means of studying the Colorado River, a critically important source of drinking water, hydroelectric power, agricultural irrigation, recreation, and economic development to over 35 million people in the region and beyond. Spanning 12 days and over 1,600 miles across Colorado, Utah, Arizona, and California, students will meet with multiple stakeholders throughout the upper and lower Colorado River basin to consider the challenges of climate change, population growth, and expanded economic development while addressing the questions: Where does the water go? What does it earn and cost? And how can the system be sustained? At the conclusion of this course, students will be better equipped to address how we, as citizens, work to address complex civic issues.

Michael Mergen, associate professor of art

→ Request More Information (request-more-information/?whichBrock=Water Access - Colorado River)

→ Apply Now (http://go.longwood.edu/brockstudentapp)

Pipelines

How are we the best stewards of extracted natural resources?

Not currently available

Arctic Circle

In Virginia, proposed pipelines crossing the state have drawn the ire of communities and property owners whose lands would house the massive structures, but in northern Alaska near the Arctic Circle, pipelines are common sights—though not without controversy themselves. Students studying in the Arctic Circle explore firsthand the sociological, biological and societal impacts of pipeline construction and existence, all the while considering how citizens can serve as best stewards of our natural resources—in this case, oil and natural gas.

Dr. Phillip Poplin, associate professor of mathematics
Dr. JoEllen Pederson, assistant professor of sociology

14

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!"

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.

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.

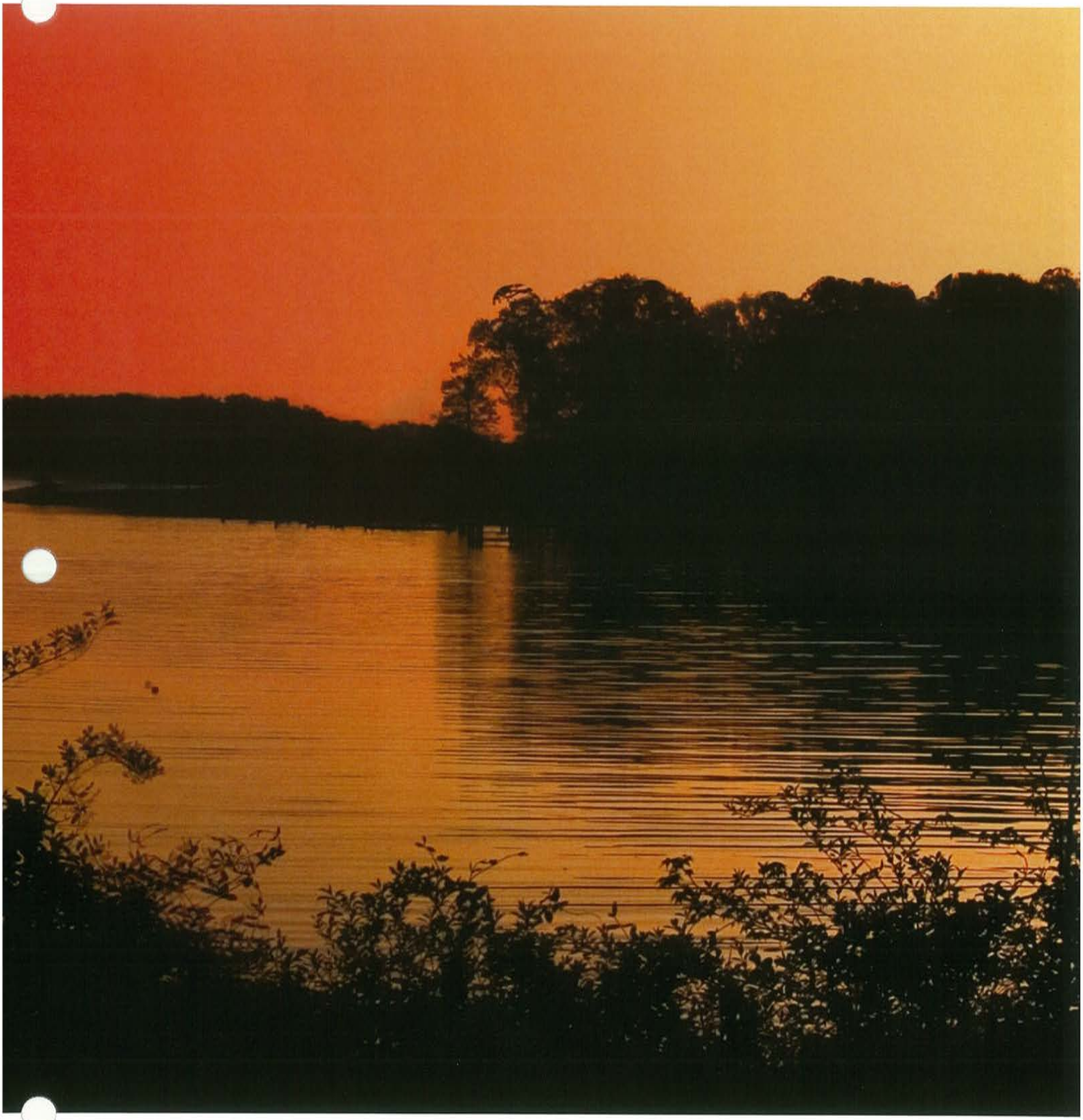
I have been fortunate to work with many loyal supporters of Hull Springs, men and women who understand the unrealized potential of the place and have worked to develop a strategic vision. Their work has now reached a turning point. We are completing a feasibility study for new housing, labs and teaching 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."

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

HULL SPRINGS

LONGWOOD
UNIVERSITY



about

HULL SPRINGS

HULL SPRINGS, A 662-ACRE PROPERY 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

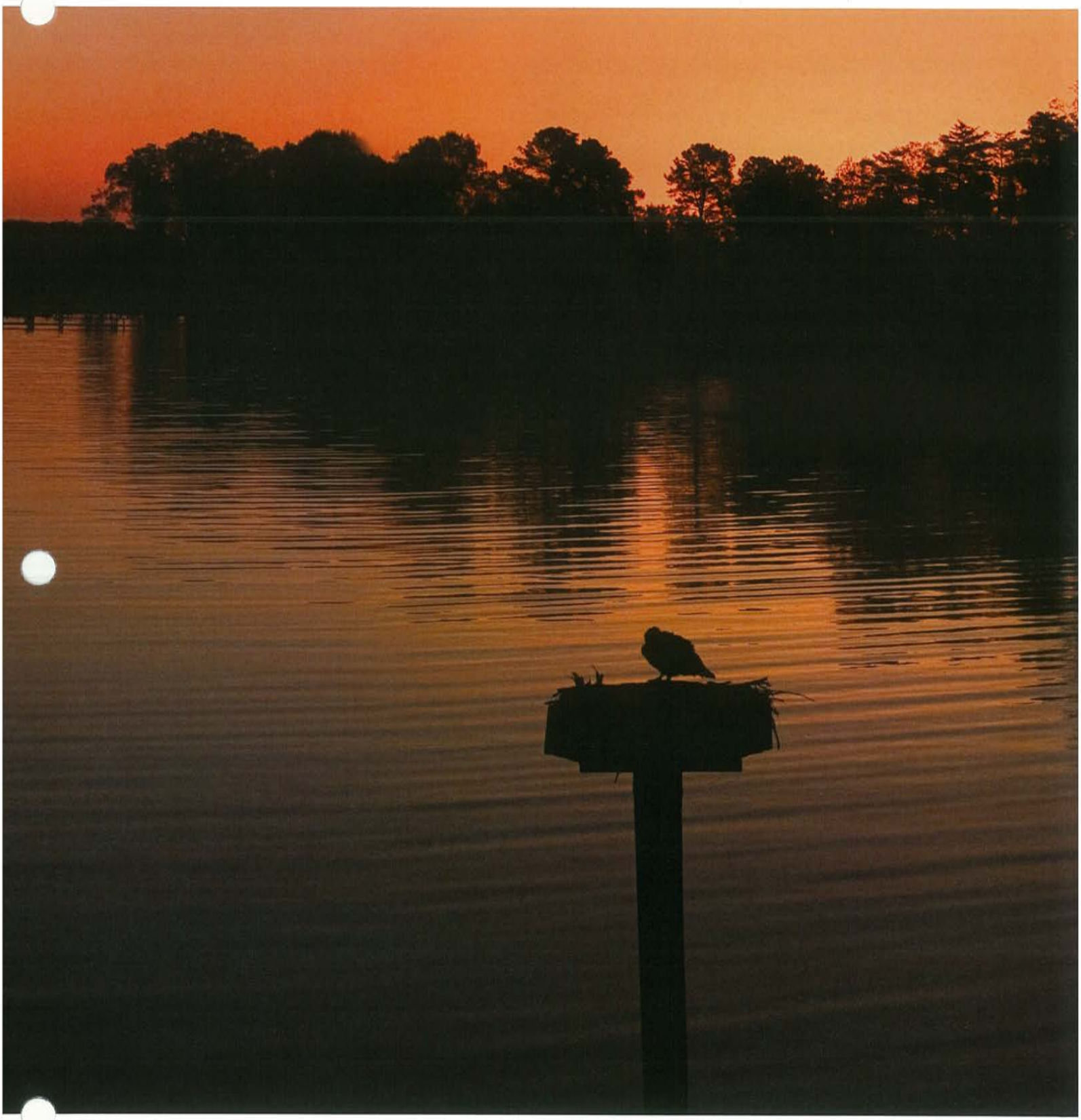
INTEGRATING ACADEMICS

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 (CE^3). CE^3 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."

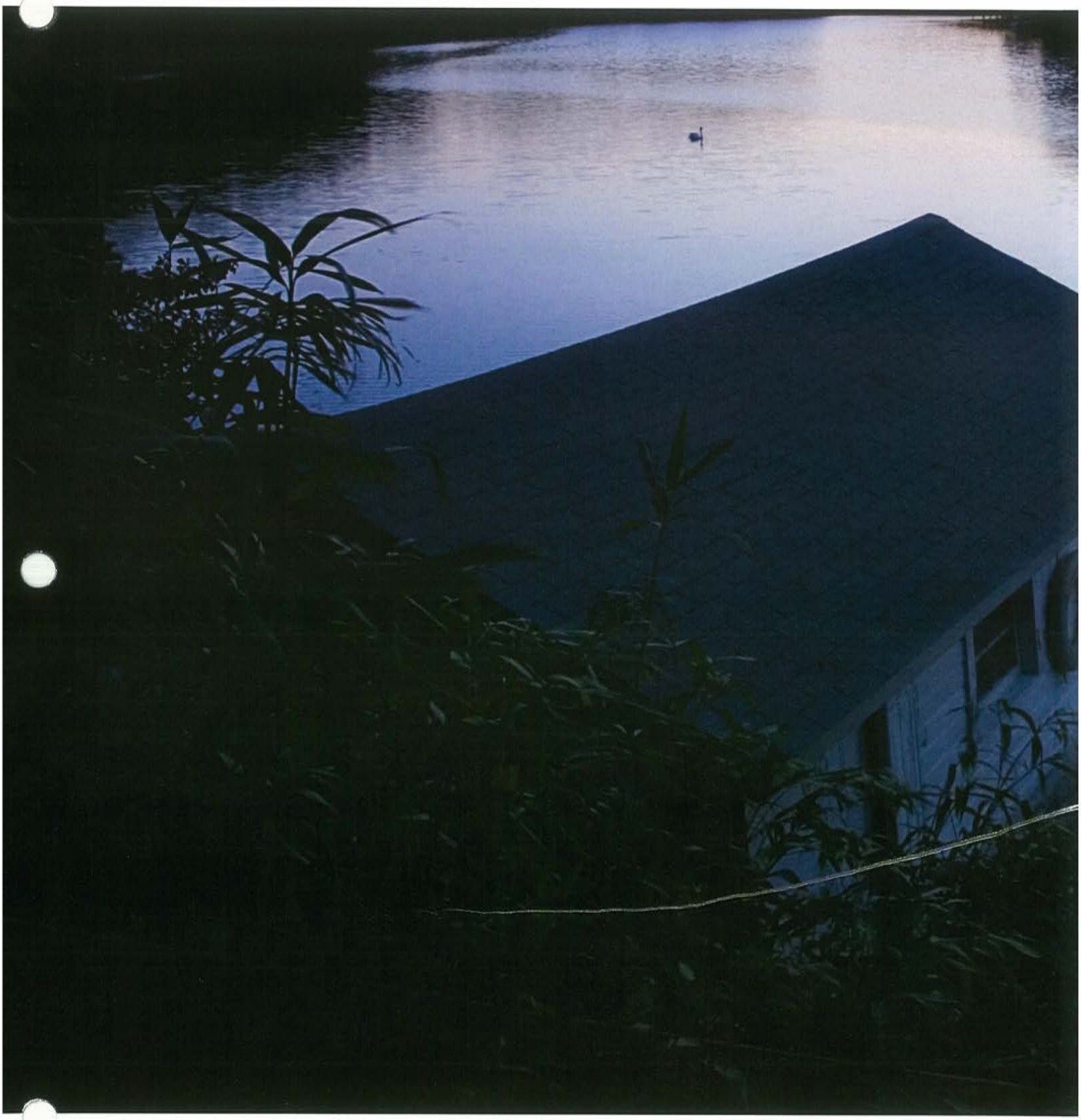
—DR. MARK L. FINK, *Chair, Department of Biological and Environmental Sciences, Longwood University*

a model of

SUSTAINABILITY

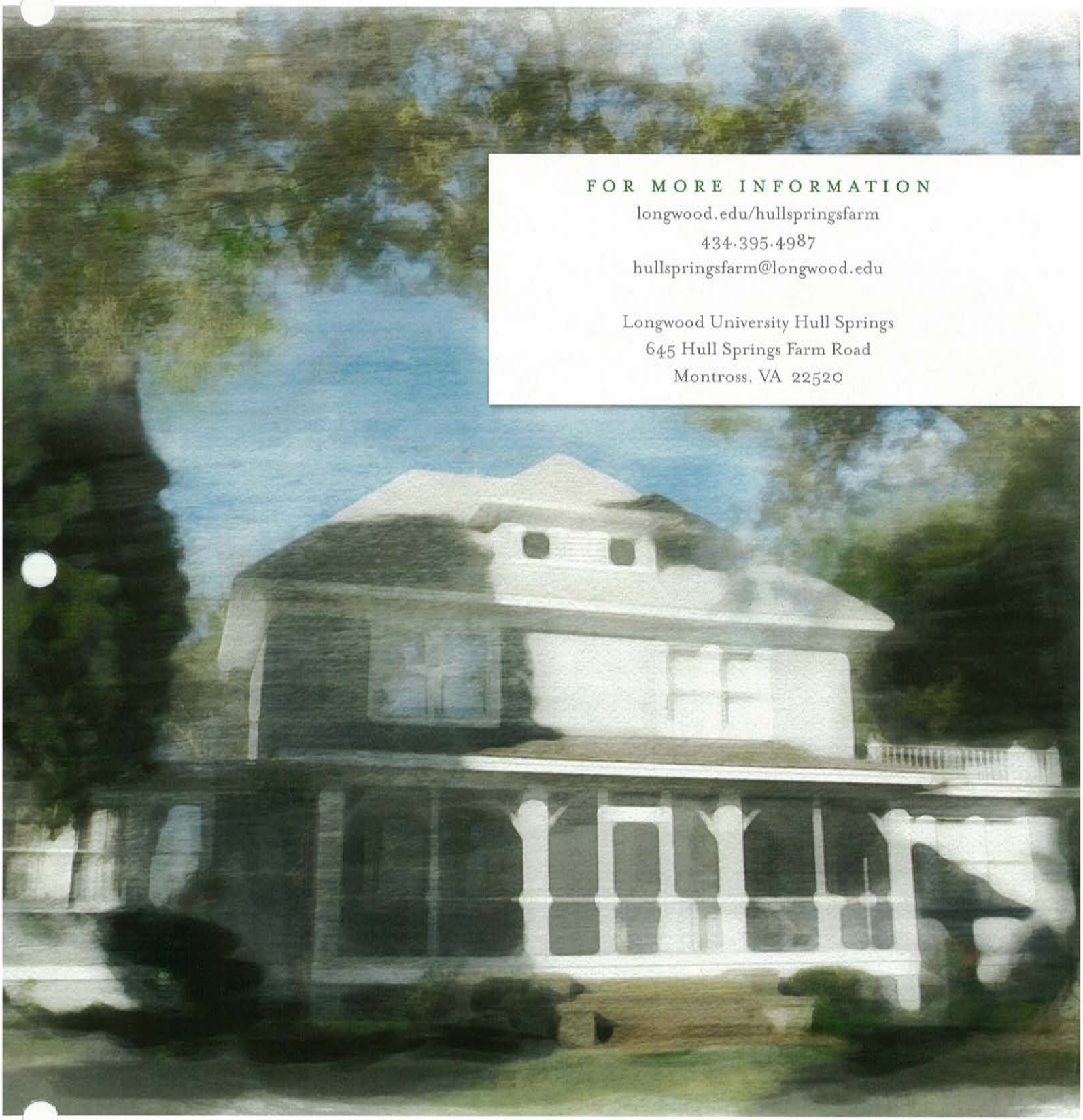
HULL SPRINGS IS POISED TO BE A MODEL OF SUSTAINABILITY, dedicated to demonstrating the many ways to use low-impact design to enhance and sustain our environment. Through the implementation of good land and water stewardship practices and green design and construction, Hull Springs will be an example 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 Chespeake 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

longwood.edu/hullspringsfarm

434·395·4987

hullspringsfarm@longwood.edu

Longwood University Hull Springs
645 Hull Springs Farm Road
Montross, VA 22520