
LONGWOOD
UNIVERSITY

BOARD OF VISITORS



JUNE 7-9, 2018



**BOARD OF VISITORS
June 2018**

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

| | <u>Tab</u> |
|---|------------|
| Schedule of Events and Public Meeting Agenda | 1 |
| Overview Message from the President (as distributed May 30) | 2 |
| <i>-Consent Agenda-</i> | |
| Minutes of March and May Board of Visitors Meetings | 3 |
| Edits, Updates, and Amendments Regarding Policy and Procedure | 4 |
| <i>-University Reports-</i> | |
| Academic Affairs – Larissa Fergeson | 5 |
| Administration & Finance – Ken Copeland | 6 |
| Athletics – Troy Austin | 7 |
| Institutional Advancement – Courtney Hodges | 8 |
| Strategic Operations – Victoria Kindon | 9 |
| Student Affairs – Tim Pierson | 10 |
| <i>-Deliberation and Reference Items-</i> | |
| Reports of Representatives to the Board | 11 |
| FY2018-19 Operating Budget and Capital Budget | 12 |
| Strategic Priorities | 13 |
| Report of the NCAA’s Commission on College Basketball | 14 |



BOARD OF VISITORS
June 2018

Schedule of Events and Public Meeting Agenda
Williamsburg Lodge
Williamsburg, Virginia

Thursday, June 7

- 2:00pm – 3:00pm Audit Committee, *Williamsburg Lodge, Tidewater Room D*
- 3:00pm – 5:00pm Executive Committee, *Williamsburg Lodge, Tidewater Room D*
- 7:00pm – 9:00pm Cocktails and Dinner, *Williamsburg Inn, East Lounge*

Friday, June 8

- 8:30am – 9:00am Continental Breakfast, *Williamsburg Lodge, Tidewater Room C&D*
- 9:00am – 9:30am Rector's Welcome and Consent Agenda
- 9:30am – 10:30am President's Report
- 10:30am – 11:30am FY2018-19 Budget Discussion
- 11:30am – 12:00pm Reports of Representatives
- 12:00pm – 1:30pm Lunch with Men's and Women's Basketball Coaches, Griff Aldrich & Rebecca Tillett
- 1:30pm – 3:00pm Executive Session
- 3:00pm – 4:00pm Annual Elections
- 7:00pm – 9:00pm Cocktails and Dinner, *Williamsburg Lodge, Governor Jefferson Boardroom*

Saturday, June 9

- 9:00am – 10:30am Coffee and Light Breakfast, *President's House, College of William & Mary*



Overview Message from the President

copy follows in this tab, as distributed May 30, 2018

From: Reveley IV, Taylor
Sent: Wednesday, May 30, 2018 10:46 AM
To: BOV
Subject: Longwood BOV Retreat

Friends,

The annual BOV retreat is one of my favorite times of the year. This chance for real reflection and the direction it provides have been fundamentally important to Longwood's progress.

When we gather next week, we'll be concluding what feels like a particularly long and eventful year, and planning for the year to come, as well as looking farther ahead.

At the retreat each year, a centrally important focus is budgeting for the coming year, and our proposed operating budget and proposed capital budget are included in your briefing materials. To say what is relentlessly true, this is a challenging time for higher education. Ken Copeland and his team have worked hard to find ways to keep Longwood prospering in this environment.

Next year, 2018-19, also promises to be a time when the efforts of recent years will begin to hit full stride. The Upchurch University Center will be open, as will Brock Hall and the Weyanoke Hotel. Even more importantly, the Civitae Core Curriculum will spring to life. And the Admissions Office, perhaps for the first time since I started in 2013, will truly be all engines go -- with Dean Jason Faulk moving confidently into a second full year at Longwood.

Being one of the handful of university presidents who was once a NCAA D-1 student-athlete, I'm also particularly excited about --- and appreciative of --- the role our athletics department under Troy Austin is playing in advancing Longwood. Our new basketball coaches, Griff Aldrich and Rebecca Tillett, are already bringing enormous energy and pride to campus. At the retreat, they are going to join us for lunch on Friday to make introductions.

Lastly, it's of course sentimental to be holding the retreat in Williamsburg, as my dad enters the closing month of his time leading William & Mary. My parents are looking forward to seeing us at points over the days of the retreat. It's come to feel normal, but as best my dad and I can tell it's unprecedented in American higher ed for us to have had this chance these past five years to be doing this job at the same time.

Kay will be distributing your briefing materials electronically and by overnight in hard copy later this week.

Thanks, as always,
Taylor

LONGWOOD UNIVERSITY
BOARD OF VISITORS
March 23-24, 2018
Minutes

***** DRAFT *****

Call to Order

The Longwood University Board of Visitors met on Friday, March 23, 2018 in the Stallard Boardroom. The meeting was called to order at 9:00 a.m. by Rector Marianne Radcliff.

Members present:

Ms. Eileen M. Anderson
Ms. Katherine Busser
Mr. Michael Evans
Mr. Steven Gould
Mr. David Hallock
Mr. Eric Hansen
Mrs. Marianne M. Radcliff
Mrs. Ricshawn Adkins Roane
Ms. Pia Trigiani
Mrs. Nadine Marsh-Carter
Mrs. Colleen Margiloff

Members absent:

Mrs. Polly Raible
Mrs. Katharine Bond

Also present:

President W. Taylor Reveley IV
Dr. Larissa Ferguson, 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
Dr. Sarah Porter, Faculty Senate President
Mr. Kevin Napier, Student Representative
Ms. Bettie Mitchell, Staff Advisory Committee 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 noted the 5-year anniversary of the Board meeting at which President Reveley was chosen and offered Longwood's presidency. She expressed her gratitude for his leadership and appreciation for the direction of the university during his tenure.

The rector asked for a motion to approve the Consent Agenda, including the minutes of the December meeting. Ms. Trigiani so moved, Ms. Busser seconded and the motion was unanimously approved.

The rector expressed her appreciation for the work that has gone into the new core curriculum throughout the process, and how proud she is of the distinctive curriculum that has emerged. President Reveley echoed his appreciation for the work, which began about six months after he became president and is now reaching fruition with the incoming class of 2022, the first to be born this century. He noted the Board's expressed wish from the beginning of the process to find a name for the new core curriculum, and gave an overview of the committee for naming the core curriculum, which was empaneled in January with a membership comprised of Melissa Rhoten (director of the core curriculum), Wade Edwards, Jason Faulk, Emily Heady, Dave Hooper '00, Lissa Power-deFur, Jes Simmons, and Charles White, as well as student leaders Kevin Napier '18 and Halle Parker '18. He noted that over the course of its work the committee had considered roughly three dozen ideas, and that the Board had reached a decision from among its recommendations. A resolution naming the new curriculum "Longwood University's Civitae Core Curriculum" was circulated. The rector asked for a motion to approve the resolution. Mr. Evans so moved, Ms. Anderson seconded, and the resolution was unanimously approved. (A copy of the resolution is included as Appendix 1).

President's Welcome

President Reveley again thanked those involved in the core for their hard work, and said he believes the new curriculum and its naming will mark an important moment in Longwood's history, coming at a time when the nation greatly needs citizens who can converse and engage from different perspectives and perform the work of democracy.

President Reveley provided a brief update, noting the excitement of the completion of campus construction projects this spring and the hiring of Griff Aldrich as Longwood's new men's basketball coach. He provided an update on campus construction projects that will soon be underway, including the new admissions building and the new academic building later this year.

Vice Presidents' Reports

Mr. Austin noted the past few months have been difficult with the departures of two basketball coaches who were deeply devoted to their student-athletes and the university, but the department is excited about the future for both programs. The coaching search for both has been intensive, with an enormous number of candidates interested in the positions and under review and

consideration. He said that as he has gotten to know Coach Aldrich in recent weeks, he has been impressed by his deep passion for working with and developing young people, an essential value for any Longwood educator. In the course of research and reference checks, many around college basketball spoke very highly of him, particularly around Virginia. Ms. Busser commended the department on its recent milestones of academic success. Mr. Austin commended Hannah Ledger and Megan Miller for building a strong culture and program of academic support for student-athletes.

Ms. Kindon provided an update on the admissions cycle with the height of yield season underway. She gave an overview of financial aid strategies for determining optimal amounts to offer in financial aid. She discussed plans to expand the Honors College by as much as a few dozen students this year, while working to ensure the experience provided each student is not diluted in any way. She noted applications, acceptances and deposits are all currently trending at all-time highs, and students with GPAs above 3.75 are higher as well. She noted there have been strides in diversity of both our applicant and acceptance pool. She said she remains cautiously optimistic but noted that in the past more than 40 percent of the class has historically deposited in the last two weeks of April, so the final size and profile of the incoming freshman class will depend as always on those final weeks.

In response to follow-up questions from Board members, Ms. Kindon discussed plans next year for focus groups with current Longwood students helping identify what factors caused students to choose to attend, details on plans to implement coaching and affinity groups next fall to bolster student success, and an overview of the work of the Office of University Analytics and its major focus on improving data governance policies across Longwood. She and President Reveley noted Longwood has just surpassed Radford, an institution with substantially more alumni, in key metrics of social media followers and engagement.

Dr. Pierson spoke of a period of transition for campus groups and their meeting spaces in preparation for the opening of the new university center. He also gave an overview of campus housing and the plans for taking 400 beds offline as the reconstruction of Frazer begins. He said the housing office has developed a solid plan for the transition for 268 additional spaces, without too much challenge on spaces and resources.

He said he was appreciative that the Board had listened to the interest on campus in an increased focus on mental health services, and that the students felt heard and were appreciative of the additional position in counseling. He said students know that the channels of communication, including the Board, administration and Faculty Senate, can be a vehicle for students to advocate for change, and that campus institutions can be effective in addressing concerns.

He also noted the plans later in the day for Relay for Life, with more than 50 organizations in the Fitness Center raising money for cancer.

Overall he said student life right now is extremely positive and powerful, and student leadership is as strong as he has seen during his time at Longwood. In response to a follow-up question about Title IX reporting, he indicated that it is a national trend that a relatively low proportion of students who file Title IX reports are deciding to pursue cases against the accused, but said even

in such cases the report itself prompts a useful discussion about resources. Jen Fraley noted that the results of the recent Campus Climate survey are currently being collected and will provide further feedback regarding student views on climate, processes and resources.

Dr. Fergeson gave an update at an extremely busy time on campus, noting in particular Mrs. Marsh-Carter's well-received keynote speech to more than 600 guests at the annual Moton Banquet and the past week's lecture by Dos Passos award winning novelist Chang Rae-Li. She said the quality of candidates on campus during approximately 29 faculty searches currently underway has been outstanding.

She reported that in the course of an in-depth budget review Academic Affairs has been able to address the concerns of faculty during the fall concerning departmental budgets that have been funded by summer school tuition. Sufficient revenue has been collected to fund projects and needs associated with those budgets, and she continues to work with Ken Copeland on improving the budgeting and forecasting process for future years. She said a budget forum during February represented good conversation and was helpful for the tenor of the conversation on campus.

Dr. Fergeson continued with an overview of recent relatively minor changes adopted by SACS-COC regarding accreditation, and then an update on the process of fully implementing the core curriculum with the development of courses. She gave an overview of the role of Academic Affairs working with others across the university to implement coaching groups next year, which she believes will be an effective mechanism of support. She emphasized peer mentors will play an important role in the coaching groups. She also noted upcoming the Spring Symposium on Research, a university-wide conference showcasing student research, that faculty from across the university have enthusiastically embraced.

In response to a question about sponsored research, Dr. Fergeson gave an overview of the university's efforts to secure more such funding. The focus now is on expanding the roster of faculty who are consistently applying for grants, she said, and more effectively preparing faculty so their chances of winning a grant are more likely to be successful.

Ms. Hodges gave a report on the recent scholarship dinner and thanked Kevin Napier for his powerful speech at that event. She emphasized the importance of the upcoming annual Day of Giving and how simply witnessing others' generosity through social media gives a "warm glow" effect that projects strength for the university and expands the group of people engaged with and proud of their affiliation with Longwood. Ms. Margiloff expressed that there are an extraordinary number of exciting developments on campus and encouraged the Board to push hard to enlist friends and contacts to be generous.

In response to a question about annual giving, Ms. Hodges responded alumni donor numbers are on track compared to last year, though still not as high as she aspires following a crescendo around the time of the Vice Presidential Debate announcement. She said an initiative is underway to give new energy to the annual giving program, offering more choices for directed giving and engagement.

Mr. Copeland provided further detail on the timeline regarding construction of the admissions building and new academic building, and the Curry and Frazer projects. Regarding the annual operating budget, he said the current spending projection against budget is well within recent historical averages, and in fact the university is closer to budget targets than it was at this time a year ago, when it was still able to meet targets and prepay expenses for the coming year. While he is asking all departments to be mindful and frugal over the final months of the fiscal year, he is confident budget metrics will be met. He also provided some clarification regarding collection policies for unpaid tuitions.

Regarding a question about reserves, Mr. Copeland noted that reserves had previously built up substantially over time due to deferred maintenance, notably with the Cunninghams and Curry and Frazer. He indicated that the overall cash reserves of Longwood's operations altogether are quite strong, especially considering those in total of the University Foundation and Real Estate Foundation alongside the University, which are appropriate to consider together. In response to a question about downtown Farmville, he gave an overview of work by the Small Business Development Center and the Real Estate Foundation to be helpful in filling more storefronts.

Reports of Representatives of the Board

Mr. Ellis said he is excited by recent changes at the Foundation, helping the organization to “play offense” more effectively in support of Institutional Advancement and deploying resources to support students. He also noted the members of the Foundation Board have undertaken fundraising amongst themselves to create their own endowment. He provided an update on the rollout of Academic Works in support of a more effective deployment of endowment resources to the university's mission.

Mrs. Radcliff expressed her gratitude for the Foundation's hard work on behalf of the university. She also indicated that at some point she would appreciate the opportunity to look at Academic Works firsthand.

Mr. Walsh commended Longwood's commitment to excellence and its students. He provided an update on the ongoing project to reimagine Hull Springs Farm, noting the strong partnership that has developed between Hull Springs and Westmoreland County public schools. He commended in particular the work of Louise Waller.

Mrs. Radcliff introduced Kevin Napier by commending his speech at the Alumni Awards dinner and thanking him for his service. Mr. Napier in turn commended Praise Nyambiya for his leadership of the senior class. He gave an overview of student government's year, noting the addition of full-time fiscal technician, Trisha McGregor, a position that has allowed students to shift their focus away from paperwork. The dining committee has been positive for students and helped facilitate opportunities to address those concerns by Grant Avent and Aramark. Mr. Napier expressed thanks to the Board for support of their conversation about student mental health. He reported the SGA has purchased 1,000 blue books for students, and provided an update on an upcoming student forum with Longwood Police. He said he and Chief Beach have spoken about a monthly or bi-monthly forum to build a positive relationship between students and police. He also provided an update on the upcoming election season. Lastly, he reported he

and the SGA have worked with the Moton Museum staff on a new program, a Gordon Moss Leadership Program and retreat, offering students an opportunity to help staff at the museum with educational programming. He noted an event is planned next November for a grand opening of the new Senate Chamber in the new University Center, which will invite former SGA leaders back to campus.

Dr. Pierson said he has advised SGA for 20 years and has never seen as productive a group as the current SGA under Kevin's leadership.

Dr. Porter, speaking for Dr. Power du-Fur, expressed her appreciation for the budget forum that was put on in February and said the tone of the discussion improved as a result of that meeting. She spoke about the Blackwell talks and their important role in highlighting faculty research and other work, and echoed the university community's excitement regarding the upcoming Research Symposium, with more than 600 students involved. "We're really proud of our students and we're really excited to give them this opportunity to showcase their work on campus," she said.

President Reveley expressed his thanks to Dr. Porter for her service as Faculty Senate chair.

Bettie Mitchell provided a standard update on behalf of the Staff Advisory Council.

The meeting adjourned at approximately 11:50 a.m. Board members took a tour of the new Brock Hall, led by Jennifer Green, then joined staffers from the admissions office for lunch in Blackwell Foyer, and then took a tour of the Weyanoke Hotel.

Update and Discussion Regarding 2018 General Assembly Session

Returning to Stallard at approximately 2:30, Emily O'Brion led an overview discussion of the recent General Assembly session, with particular emphasis on new bills concerning such matters as dual enrollment, teacher licensure, open educational resources, student privacy, campus free speech, and the budget.

Ms. Trigiani asked for a motion under Section 2.2.3711(A) (1), (A)(7) and (A)(9) that the Board convene in closed session to discuss matters pertaining to personnel, possible litigation and fundraising. Mr. Gould so moved, Ms. Busser seconded and the motion was approved unanimously.

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

There being no further business the meeting was adjourned. On Friday evening, Board members had dinner in Martinelli Board room, also attended by several of the vice presidents and faculty members Dr. Shawn Smith, Dr. Wade Edwards, Dr. Tim Coffey and Dr. Melissa Rhoten, who gave presentations on their work developing new courses for the Civitae Core Curriculum.

Saturday, March 24, 2018

Call to Order

The Longwood University Board of Visitors reconvened at 9 a.m. on Saturday, March 24, 2018 at the Robert Russa Moton Museum.

Members present:

Ms. Pia Trigiani
Mrs. Katherine Bond
Mr. David Hallock
Mrs. Eileen Anderson
Mr. Michael Evans
Mr. Steven Gould
Mr. Eric Hansen
Ms. Katherine Busser
Mrs. Marianne M. Radcliff

Also Present:

President W. Taylor Reveley IV
Dr. Larissa Ferguson, Interim Provost and Vice President for Academic Affairs
Mr. Justin Pope, Vice President and Chief of Staff

Ms. Trigiani asked for a motion to go into Closed Session under Section 2.2-3711(A)(1) of the Code of Virginia to discuss matters pertaining to the performance and promotion of Longwood University employees. Ms. Anderson so moved, Mr. Hansen seconded and the motion was unanimously approved.

Ms. Trigiani asked for a motion to return to open session. Ms. Radcliff so moved and Mr. Evans seconded, and the motion was approved by the Board. In compliance with the provisions of the Freedom of Information Act, the Board returned to Open Session. Mrs. Radcliff moved to certify that the discussion in Closed Session was in accordance with the Code of Virginia. All members then in attendance voted to confirm: Ms. Trigiani, Mrs. Bond, Mr. Hallock, Ms. Anderson, Mr. Evans, Mr. Gould, Mr. Hansen, Ms. Busser, and Mrs. Radcliff.

Ms. Radcliff proposed a motion to approve the recommendations of the president and interim provost as follows:

Promotion to Professor

Ms. Mary Carroll-Hackett (English)

Dr. Steven Faulkner (English)

Dr. Jennifer Miskec (English)

Dr. Eric Moore (Philosophy)

Dr. Matthew Lucas (Health)

Promotion to Associate Professor and Award of Tenure

Dr. Sarai Blincoe (Psychology)

Ms. Angela Bubash (Art)

Dr. Karla Collins (Education)

Dr. Ann Cralidis (Communication Sciences and Disorders)

Dr. Kenneth Fortino (Biology)

Dr. Patricia Hastings (Education)

Dr. Pamela McDermott (Music)

Mr. Adam Paulek (Art)

Dr. Shannon Salley (Communication Sciences and Disorders)

Dr. Wendy Snow (Education)

Promotion to Associate Professor

Dr. Wade Znosko (Biology)

Promotion to Senior Lecturer

Mrs. Annette Waggoner (Spanish)

Award of Emeritus Status

Dr. David Buckalew, Professor of Biology

Dr. Theresa Clark, Associate Professor of Social Work

Dr. James Jordan, Professor of Anthropology

Dr. Rená Koesler, Professor of Therapeutic Recreation

Dr. Deborah Welch, Professor of History

Ms. Trigiani so moved, Ms. Anderson seconded and the motion was passed unanimously. President Reveley thanked Dr. Fergeson for her leadership in Academic Affairs, and Dr. Fergeson noted in turn her appreciation for President Reveley's leadership and the great strides Longwood has made since his appointment five years ago.

There being no further business, the meeting was adjourned at 10:45 a.m.

LONGWOOD UNIVERSITY
BOARD OF VISITORS
May 18, 2018
Minutes

*****DRAFT*****

Call to Order

The Longwood University Board of Visitors met on Friday, May 18, 2018 in the Stallard Boardroom. The meeting was called to order at 4:05 p.m. by Rector Marianne Radcliff.

Members present:

Mr. Michael Evans
Mr. Steven Gould
Mr. Eric Hansen
Mrs. Marianne M. Radcliff
Ms. Pia Trigiani
Mrs. Ricshawn Adkins Roane
Ms. Katherine Busser
Mrs. Nadine Marsh-Carter
Mrs. Polly Raible
Mrs. Katharine Bond

Also present:

President W. Taylor Reveley IV
Mr. Kenneth Copeland, Vice President for Administration and Finance
Mr. Justin Pope, Chief of Staff

University Update

President Reveley provided an update on plans for Graduation weekend events.

Approval of Tuition and Fees for 2018-2019

President Reveley spoke briefly regarding the university's overall finances and budgeting process for the coming year. He noted that while philanthropy is strong a fundamental challenges remains the continual escalation of health care and other benefit costs for employees, which will exceed \$10 million next year for the first time. He shared his views on the state budget situation, the competitive landscape among fellow Virginia public institutions and the university's commitment to substantially growing Longwood's pool of financial aid resources in order to minimize costs to students. He gave an overview of the reasoning behind the proposal to offer a \$250 discount to students on their 30th credit, in order to provide relief to students while also incentivizing them to a path that is more likely to lead to on-time graduation and thus a reduction

in overall college costs. The rector said she was pleased to see Longwood taking such a step and believes it will help with graduation and retention rates.

The rector asked for a motion to approve the resolution setting tuition and fees for 2018-19 and accompanying announcement prepared for the Board (*Appendix 1*). Ms. Busser so moved and Mr. Gould seconded. The resolution was approved unanimously.

The rector asked for a motion to approve the awarding of honorary degrees to Joan Perry Brock '64 and to Gov. Ralph Northam. Mr. Evans so moved, Ms. Raible seconded and the motion was approved unanimously. (*Appendix 2* and *Appendix 3*).

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



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

This section includes standard edits, updates, and amendments to policies and procedures, including approval of a changed degree designation affecting five academic programs; routine updates and revisions to the Faculty Policies and Procedures Manual as approved by the Faculty Senate; an update on the university's Student Records policy to comply with recent legislation passed by the General Assembly limiting publicly available student directory information; updates to the HR policies covering 1) alcohol, drugs and substance abuse 2) inclement weather and 3) overtime and compensation; the "Deficit Provision" notice distributed by law to all boards in the Commonwealth annually; updates to the university's Freedom of Information Act (FOIA) policy to incorporate recent statutory changes including limitations on disclosure of student directory information; rewrites to clarify and simplify the Student Handbook language explaining the Alcohol and Other Drug Policies and Procedures; and a new Campus Security Authority Policy to identify and notify individuals deemed "campus security authorities" under federal law, consistent with guidance from the U.S. Department of Education.

BOARD OF VISITORS

ACADEMIC AFFAIRS

ACTION ITEM

CURRICULUM

Approval of a Change in Degree Designation: Change from a Bachelor of Arts (BA)/Bachelor of Science (BS) degree designation to only a Bachelor of Science (BS) degree designation in the following programs: Biology, Chemistry, Economics, Liberal Studies, and Mathematics

After analyzing the number of majors who chose to enroll in the degree designation of BA for each of the majors above (Biology, Chemistry, Economics, Liberal Studies, and Mathematics), faculty from those programs determined that maintaining solely the BS degree designation was sufficient and in line with student demand. The Educational Policy Committee (EPC) and Faculty Senate have approved these proposals.

No students have enrolled in the BA degree designation of Biology, Chemistry, Economics, or Liberal Studies for more than five years. No Mathematics majors have chosen the BA degree designation since 2014. For each of the programs in which an endorsement in teaching licensure is possible (Biology, Chemistry, Liberal Studies, and Mathematics), licensure requirements align more closely with the BS degree option as well.

BOARD OF VISITORS
ACADEMIC AFFAIRS

ACTION ITEM

Approval of Updates to Policies in the Faculty Policies and Procedures Manual

The Faculty Senate and its committees review the Faculty Policies and Procedures Manual (FPPM) and Undergraduate Catalog each year and update the policies to maintain consistency and to ensure that policies are meeting the needs of the faculty at Longwood.

These routine updates and changes are summarized below. The precise language of the changes is included in the following section. Note: Proposed deletions are presented as strikethroughs and additions are presented in boldface. For brevity, unchanged parts of policies are omitted and indicated by ellipses.

SUMMARY OF PROPOSED POLICY CHANGES

| Section II. – Instruction and Advising |
|---|
| <p>Edits to B. Syllabus/Office Hours (p. 20 in 2017-18 FPPM)</p> <p>The syllabus policy has not been updated in a long time, and these edits reflect updates in technology as well as increased requirements for assessment by SCHEV, SACSCOC, and the Civitae Core. These changes include requiring the instructor’s email, grading scale, changing the language to read student learning outcomes, requiring language about the expectations of each student to do work outside of class, the structure of the class (as in a hybrid or online class), and student learning outcomes that are mandatory in all sections of the course. Academic Affairs agreed to create a webpage that would list required and optional statements for syllabi; faculty could then link to this page and reduce the length of their own syllabus.</p> |
| <p>Edits to D. Grade Appeals (p. 28)</p> <p>The grade appeals has not been updated in over 25 years, and the changes reflect a procedure that provides information to the Department Chair and College Dean. Changes include reassigning creation of a grade appeals committee from Senate Executive Committee to the Chair or Dean, and providing the authority for the Chair and/or Dean to declare that a grade appeal does not have the merit to continue.</p> |
| Section III. – Academic Personnel Policies |
| <p>Addition to E. Department Chairs (p. 89)</p> |

Specific language was added stating that Department Chairs observe probationary faculty, when feasible. The FPPM implies, but does not state, that the Department Chair observes probationary faculty for purposes of evaluation. The University P & T Committee, after consulting with ACC, inserted language making it explicit.

New description for Graduate Program Directors (after p. 94)

Graduate Program Coordinators currently come under the FPPM structure of “Program Coordinators, Section III, F.” that covers undergraduate and graduate program coordinators. The duties and responsibilities vary greatly between undergraduate and graduate program coordination. One of the recommendations of the 2016-2017 Graduate Studies Task Force and the Council of Graduate Schools (CGS) Consulting Team was to have a separate listing at the graduate level to better reflect the responsibilities and duties of the program directors.

Revision of H. Terminal Degrees (p. 99)

The current policy on faculty credentials in the FPPM (III. H. Terminal Degrees) is terse about minimum qualifications of faculty members and other potential qualifications that augment the degrees held. The proposed changes are meant to ensure that department chairs are aware of the need for documenting faculty credentials, most importantly in the case of non-tenure-track faculty (full-time and part-time), to comply with SACSCOC standards.

Addition of language to P. Criteria for Faculty Evaluation (p. 112)

Department chairs evaluate faculty on an annual basis, but up to this point there has been no explicit direction on how to evaluate faculty who take leave. This language establishes a process for determining the evaluation criteria for faculty who receive sabbatical leave, a faculty connection grant, or another type of leave, such as maternity or parental leave.

Additions to S. Probationary Review of Tenure-Track Faculty (p. 123)

Specific language was added stating that when feasible Department Chairs observe probationary faculty (see E. Department Chairs above).

Edits and additions to T. Tenure (p. 135)

The language “except in unusual circumstances” was deleted to make the awarding of tenure concurrent with promotion to the rank of Associate Professor for faculty with no

prior college teaching experience. This was done to reflect current practice among the faculty. The definition of peer-reviewed was also clarified.

Language was added to the Policy for Stopping the Tenure Clock to reflect the process for determining evaluation criteria for faculty who are allowed to stop the tenure clock (see P. Criteria for Faculty Evaluation above).

Edits to W. Promotion to All Ranks (p. 138)

The language “except in unusual circumstances” was deleted to be consistent with changes to T. Tenure above.

Additions to X. Procedures for Tenure and Promotion to All Ranks (p. 140)

Specific language was added stating that Department Chairs shall observe probationary faculty (see E. Department Chairs above).

Additions to DD. Maternity Leave, EE. Parental Leave, and FF. Leaves of Absence (pp. 156-163)

Language was added to these policies to reflect the process for determining evaluation criteria for faculty who take leave (see P. Criteria for Faculty Evaluation above).

Section II. Instruction and Advising (p.20)

B. SYLLABUS/OFFICE HOURS

Faculty members must make available a syllabus to each of their students, preferably on the first meeting day but no later than the ~~third meeting day of each of their courses.~~ **end of the add/ drop period.** The syllabus states the expectations of the course. An electronic copy of each syllabus, **identical to the copy provided to the students,** must be filed by faculty members with their department chair ~~during the first week of each semester.~~ **by the end of the add/dropperiod.**

A syllabus must contain the following information:

Course discipline and number

Course title

Semester

offered

Instructor's
name

Instructor's office location

Instructor's office telephone

Instructor's email address

Instructor's office hours (See below)

Course catalog description **including course credits**

Textbook (and any other items to be provided by the students)

Civita Core Curriculum Student Learning Outcomes (if applicable)

Course Student Learning Outcomes¹ (mandatory outcomes for all sections of this course as determined by the appropriate department)

Section Student Learning Outcomes (additional outcomes for this section if applicable)

Course objectives

Course content outline

Class schedule (Must include at least a weekly listing of substantive topics, with dates.)

Course Credits (A statement including the number of credits, classroom or directed faculty time, and expectations of out of class student work.)

Course Structure and Student Expectations demonstrating compliance with Standards for Academic Credit, see section II-K

Course requirements (due dates **and descriptions** for tests, term papers, etc. **as well as their connections with course outcomes when appropriate.**)

Grading policy (**including complete grading scale and weighted proportions;** sSee section II-C Grading and II-E Final Examinations)

Attendance policy (See section II-F **Class**

Attendance) Honor code statement

Link to Academic Affairs Syllabus Page that contains information common to all

¹ These should be written so as to identify sections of the same class and distinguish them from others.

university courses (including Disability, Title IX, Mental Health Services as approved by Faculty Senate and posted on <link here>)

Optional Items may include but are not limited to cellphone or other electronic device policy, policy on late work, etc.

~~Other items (optional; name each item if used. Faculty are encouraged to include statement on the actions students should take in the event of inclement weather and the cancelling of~~

~~Classes~~

~~Bibliography (references required of all students)~~

~~Optional Statement on Mandatory Reporting of Crimes and Sexual Misconduct~~

~~In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the Counseling and Psychological Services (CAPS) staff), they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible.~~

D. Grade Appeals

~~1. The faculty of Longwood University is unequivocally committed to the principle that evaluation of student work and the assignment of grades is the responsibility and prerogative to be exercised solely by the individual instructor.~~

~~2. However,~~ **Should a student feel the final course grade received was unfairly or inaccurately awarded, the student has the right to appeal. Students should be aware of the fact that the appeal procedure may result in a grade being raised, lowered, or remaining unchanged. The student must initiate the appeal in writing by February 1 (for grades awarded in the fall semester or intersession) or by September 15 (for grades awarded in the spring semester or in summer). The appeal uses the following procedure:** ~~first should see the instructor involved for an explanation of why the grade was assigned.~~

~~3. If the student continues to feel the grade is unfair, the student may file a written appeal with the department chair giving the reasons why the grade should be changed, with any available supporting evidence. The department chair/dean will forward a copy of the appeal to the faculty member and will invite the faculty member to make a written response. For grades awarded in the fall semester, the written appeal must be submitted no later than February 1; for grades awarded in the spring semester and in summer school, the appeal must be filed no later than September 15. Appeals filed later will not be considered.~~

~~4. The department chair/dean will within two weeks hold a joint consultation with the student and the faculty member awarding the grade. If the matter cannot be resolved, the department chair/dean will within one week of the joint consultation, request in writing that the Executive Committee of the Faculty Senate appoint a committee to review all matters pertinent to the appeal. The committee will consist of three members of the full-time faculty in the same or related discipline(s). The department chair/dean will send a copy of the request to the Provost and Vice President for Academic Affairs (PVPAA). When the committee has been named, the Executive Committee of the Faculty Senate shall inform the department chair/dean, who will forward to the committee members the student's original written appeal, a course syllabus, any written response from the faculty member, and all other materials pertinent to the appeal. Through the department chair/dean, the committee may request other materials from the student or faculty member. The committee shall decide that the grade originally assigned will remain unchanged or that it will be changed to a grade decided on by the committee. The decision of the committee is final. The committee will report its decision in a letter signed by all three members and addressed to the department chair/dean, with a copy to the PVPAA, the appropriate dean, the faculty member, the student, and the registrar, who will record the grade. The review must be completed so that the grade will be final by the end of the eighth full week of classes.~~

- 1) The student discusses the grade with the instructor. The student will provide evidence about why she or he believes the grade was inaccurately awarded.**

- 2) If, after this discussion, the student is still unsatisfied, the student may appeal in writing to the relevant Department Chair. This appeal should outline the reasons why the student believes the grade was incorrect and include relevant documentation (e.g., graded material, syllabi, etc.) in support of the grade change. The Chair will notify the faculty member within five business days of the appeal, and the faculty member will have five business days from notification to supply to the Chair a written response to the student's appeal.
- 3) The Chair must decide within five business days of receiving the faculty member's written response whether or not the student's case merits further investigation. If the Chair decides that the student's case merits further investigation, then the Chair appoints an *ad hoc* committee composed of three tenured members of the faculty in the department (other than the faculty member involved). If the committee cannot be filled from within the department, the Chair may ask a department chair in a related discipline for recommendations to fill out the committee.
- 4) If the Chair decides that the student's case does not merit further investigation, the student may appeal this decision to the appropriate Dean, supplying the same supporting materials as presented to the Chair. If, after discussion with the Chair, the Dean also decides the case does not merit further investigation, the appeal is closed. If the Dean decides that the student has a case that merits further investigation, the Dean may appoint an *ad hoc* committee of the same composition as described above to investigate the student's case.
- 5) The committee reviews the case, asking for additional information as necessary through the person who appointed the committee. The committee reaches a decision by majority vote. The decision of the committee is final. The committee will report its decision in a letter signed by all three members and addressed to the Chair, with a copy to the appropriate Dean, the faculty member, the student, and the Office of the Registrar, who will record the grade. The review must be completed so that the grade will be final by the end of the eighth full week of classes.

~~5. Should the appeal involve a grade assigned by a department chair, the Dean of the appropriate College will also assume the role normally assigned to the Chair. Should the appeal involve a grade assigned by a Dean, the PVPAA Provost and Vice President for Academic Affairs shall assume the roles normally assigned to the Chair and Dean.~~

~~6. Students should be aware of the fact that the review procedure may result in a grade being raised, lowered, or remaining unchanged.~~

E. Department Chairs

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- 4. Faculty:** The department chair needs to be able to communicate easily and effectively with the department's faculty. He/she must be available to and approachable by faculty for consultation. The chair must strive to be objective and fair in evaluation for promotion, tenure, and salary decisions, and in general help elicit the best performance from diverse faculty members. **The department chair shall observe probationary faculty members' classroom performance every year, when feasible.** It is the chair's responsibility to determine faculty merit raises on the basis of goal setting based on previous discussions with the chair about expectations to be met during the review cycle. The chair should also support the search for the best possible new faculty member/s, while nurturing the growth and development of the present departmental members.

G. GRADUATE PROGRAM DIRECTORS

Each graduate program shall have a program director who teaches in the program. A program director will be appointed by the deans of the college and the College of Graduate and Professional Studies (CGPS), based on the recommendation of the department chair. The Chair shall solicit input from the program faculty members.

Appointment should be based on factors such as seniority, productivity of the faculty member, administrative skills, and respect for that member by other members in the program. The department chair may also serve as director of his/her discipline within multi-discipline departments that require program directors. The title "Graduate Program Director" will appear next to that faculty member's name in the department's section of the University catalog. The position may be divided at the discretion of the department chair, according to the needs of the department, and in consultation with the deans of the college and CGPS.

Each program director will be appointed for a two-year term by the deans of the academic college and CGPS, based on a recommendation of the department chair. The director is eligible for reappointment.

The program director shall receive a stipend and/or reduction in teaching load and/or summer compensation. The deans, in consultation with the department chair, will decide on the appropriate compensation. The type and amount is based on the director's responsibilities. Due to the nature of the work of the program director, it is expected that the program director is available during the summer.

Specific responsibilities of program directors may include:

- 1. Calling and presiding over meetings that address academic, administrative, or budget matters.**
- 2. Providing leadership in the development and/or revision of curricula, including proposing new programs or cooperative programs.**
- 3. Assisting the chair in scheduling classes and in recommending course substitutions for students.**
- 4. Approving all requisitions and/or travel related to the graduate program before final approval.**
- 5. Assuming responsibility for graduate catalog copy in consultation with CGPS.**
- 6. Assuming responsibility for matters of program evaluation, both internal and external, and program accreditation. This may include annual accreditation reports. Planning for accreditation and site visits shall be collaborative between the program director, chair, and the deans of the college and the CGPS.**

- 7. Assisting the chair in graduate faculty development and recognition.**
- 8. Assisting the chair in assigning workloads, replacing graduate faculty members temporarily absent, and recommending qualified adjuncts who meet appropriate accreditation or other requirements.**
- 9. Serving on search committees for any vacant graduate faculty positions.**
- 10. Arranging and scheduling special events related to the graduate program and arranging publicity for such events.**
- 11. Assuming responsibility for advising graduate students, which includes developing and maintaining a student handbook, advising sheets, and evaluating of coursework from other universities.**
- 12. Assisting with student recruitment via planning, arranging, and carrying out interest sessions and open houses.**

H. ~~TERMINAL DEGREES~~ FACULTY QUALIFICATIONS AND CREDENTIALS

1. The terminal degree for faculty in all departments shall be an earned doctorate from an institution accredited by a recognized regional accreditation body. The degree shall be in the area of specialization taught, or the Ed.D. for those teaching education methods courses or supervising student teachers. The M.F.A. shall be the recognized terminal degree for faculty teaching creative or performance courses in art, music, writing, graphic and animation design, and technical or performance areas of theatre.
2. While all tenure-track faculty are expected to hold the terminal degree, Longwood University recognizes that the possession of a doctoral degree may not properly measure an individual's capacity for contributing to the intellectual life of the University. Written exemptions from the doctoral degree requirement may be granted on a case-by-case basis at initial appointment by the Provost and Vice President for Academic Affairs (PVPAA) acting at the written recommendation of the faculty member's Dean, Department Chair, and Department Promotion and Tenure Committee. This permanent exemption shall be specified in the initial contract; apply to all levels of consideration for appointment, reappointment, promotion and tenure; and be considered under one or more of the following conditions:
 - a. The department's accrediting agency specifies a degree other than the doctoral degree as the appropriate terminal degree.
 - b. The Dean, the Department Chair, and the Department Promotion and Tenure Committee agree that the faculty member has equivalent experience or competence in the area of specialization.
3. **The standard minimum qualification for all faculty teaching courses at the undergraduate level is 18 graduate hours in the teaching discipline; preferably, they should hold a master's or a doctoral degree in the teaching discipline. The standard minimum qualification for faculty teaching courses at the graduate or post-baccalaureate level is an earned doctorate or terminal degree in the teaching discipline from an accredited institution. Exceptions to the standard minimum qualifications must be documented using the other qualifications in item 4 and approved by Academic Affairs prior to hiring. ~~Non-tenure-track full-time faculty and adjunct faculty are expected to hold at least a master's degree or have earned at least 18 graduate credit hours in the teaching field from an institution accredited by a recognized regional accreditation body.~~**
4. **When determining acceptable qualifications for both full-time and part-time faculty, primary consideration is given to a faculty member's highest earned degree in the relevant teaching discipline. Other qualifications include: other graduate coursework, related work experiences in the field, professional licensure and certifications, or other demonstrated competencies and achievements that**

contribute to effective teaching and achievement of student learning outcomes. Documentation of all faculty credentials will be maintained in Academic Affairs and/or the Office of Accreditation and Compliance. ~~In all cases where any faculty member does not hold the terminal degree in the teaching field, documentation of the faculty member's credentials and qualifications will be maintained in accordance with the Office of Academic Affairs procedures for certification of credentials.~~

P. CRITERIA FOR FACULTY EVALUATION

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IV. Evaluation of Faculty on Sabbatical Leave or in Faculty Connections

If a faculty member is granted a sabbatical or a connections leave in an upcoming academic year, then the faculty member and the Department Chair will establish appropriate criteria for evaluation at the end of the current academic year.

Establishing these criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation; the Chair and the college Dean must approve any such reductions. All criteria will be in writing, and a copy of these criteria will be given to the faculty member, Chair, and college Dean, and PVPAA.

If the sabbatical is for the full contract year, then the evaluation should be based exclusively on the parameters of the approved sabbatical. If the sabbatical is for one-half the contract year or the faculty member is part of the Connections program, then the evaluation of areas of teaching, scholarship, and/or service that are not related to the sabbatical or Connections will occur solely for the semester in which the faculty member is not on sabbatical or Connections. For areas of teaching, scholarship, and/or service that are part of the sabbatical or Connections, evaluation must include elements of faculty performance during both semesters.

V. Evaluation of Faculty on Other Types of Leave and/or Who Stop the Tenure Clock

When a faculty member goes on another type of leave (e.g., parental leave) and is seeking altered responsibilities, the faculty member should include these responsibilities in the request.

When a faculty member submits a request to stop the tenure clock (whether in conjunction with a leave or not), the request should include any altered responsibilities in the request. The faculty member and the Department Chair will establish (or modify, depending on the timing of the request) appropriate criteria for evaluation at the end of the relevant academic year.

Altered criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation; the Chair and the college Dean must approve any such reductions. All criteria will be in writing, and a copy of these criteria will be given to the faculty member, Chair, college Dean, and PVPAA.

III. Academic Personnel Policies (p. 124)

S. PROBATIONARY REVIEW OF TENURE-TRACK FACULTY

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6. **Classroom Performance:** In addition to reviewing materials contained in the candidate's professional portfolio, the Department Promotion and Tenure Committee members **and the Department chair, when feasible**, shall observe the candidate's classroom performance within the following guidelines:
 - a. Normally, classroom visits should be scheduled in advance. The full class period should be observed. The candidate may wish to brief the visitor concerning the plans for that period.
 - b. The committee's recommendations shall include a detailed report on the observation(s).

III. Academic Personnel Policies (p. 135)

V. TENURE

1. **General Provisions:** An appointment with tenure is an appointment by Longwood University which is continuous and permanent in nature. Tenure must be earned and awarded and is not a right accrued by employment at the University for any period of time. Tenure may be terminated by the University for cause, such as but not limited to, serious misconduct or incompetence, retirement, or academic or financial exigency. Academic exigency is defined as an academic need which cannot be met by existing departmental personnel.
2. Vice presidents, deans, department chairs, directors, and faculty assigned to administrative offices or duties shall not acquire tenure in such offices and duties, and relief from such assignments, per se, shall not affect the teaching status and tenure of those individuals. Persons appointed to the positions of Provost and Vice President for Academic Affairs (PVPAA) or Dean may be granted faculty tenure on appointment if so recommended by the appropriate Department Promotion and Tenure Committee and Department Chair. This tenure review shall be completed prior to the position being offered to a finalist.
3. Each department in the University shall establish a standing Promotion and Tenure Committee consisting of at least three full-time, tenured faculty members. In the event that a department has fewer than three eligible members, the department shall select committee members from the tenured faculty at large (except its own chair). This committee shall review probationary faculty members, applications for promotion, and non-tenure track full-time faculty members.
4. Tenure review is based on a significant period of full-time teaching, scholarship and service. Tenure review is a one-time process. A candidate may withdraw but may not reenter the process. The probationary period for tenure shall be six years. Successful candidates are normally awarded tenure at the beginning of their seventh year of full-time employment. Exceptions to this policy must be specified in a faculty member's initial contract.
5. For faculty members without prior college-level teaching experience, the award of tenure is to be concurrent with promotion to the rank of Associate Professor, ~~except in unusual circumstances.~~
6. The criteria for tenure include the recognized terminal degree, six years of effective teaching, scholarly activity and service. The candidate's record must indicate a continuing pattern of success in these criteria areas and potential for further growth and achievements. Tenure evaluation will be based on:
 - a. Possession of the recognized terminal degree.
 - b. Quality teaching, scholarship and service as defined by University and departmental standards in Section IV Guidelines for Faculty Evaluation and Review.

- c. Evidence of a record of scholarly activity recognized by disciplinary peers outside the institution, including one peer-reviewed contribution relevant to the discipline, and potential for further professional and scholarly growth. Peer-reviewed contribution means notable creative work and/or notable professional publication or achievement ~~recognized by disciplinary peers outside the institution~~ **as defined by each academic unit (see appendices).**
7. Procedures for tenure consideration are outlined in Section III, W. Procedures for Tenure and Promotion to All Ranks. All parties involved in the decision making process shall follow these procedures, and the time table specified below. Each department may draft and formally approve additional policies and procedures for the evaluation of faculty members. Approval by the PVPAA is required before implementation.

POLICY ON STOPPING THE TENURE CLOCK

1. **General Provisions:** Tenure-track faculty members normally have a probationary period between the time they begin employment and the tenure decision. Modifications in the length of this period from that specified in the letter of offer take the form of a one-year *stop in the tenure clock*, in which the employee
 - a. postpones the next scheduled reappointment review for a year, and
 - b. agrees to a one-year postponement in the latest date for the tenure decision.No more than one extension of the probationary period shall be granted.
2. **Reasons for stopping the clock:** Stops in the clock are neither routine nor automatic. They are possible only in certain exceptional cases. There are essentially two criteria for stopping the clock:
 - a. Childbirth or adoption of a child. One or both parents or guardians may apply.
 - b. Other factors beyond the employee's control that significantly detract from the employee's academic record. Although it is not possible to enumerate all of these factors, a few examples include (a) severe illness or disability, (b) natural disasters such as floods or fires, and (c) faculty who have taken leave under the Family Medical Leave Act.
3. Failure to make adequate progress toward tenure is not an adequate justification for stopping the clock.
4. **The Process:** Stopping the clock requires an explicit, written request from the affected employee submitted to the Department Promotion and Tenure Committee and the Department Chair simultaneously. The request must specify the reason for stopping the clock. The written request need not reveal highly personal details; however, the employee should be willing to provide enough information to make a persuasive case under one of the criteria listed above. **Part of the written request must include any alterations to the criteria for the annual faculty evaluation. Altered criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation; the Chair and the**

college Dean must approve any such reductions. The Department Chair must then forward the request, with the independent recommendations of the Department Promotion and Tenure Committee and the Department Chair, to the college Dean. **The Department Promotion and Tenure Committee should not address any requested alterations to the annual evaluation criteria.** The college Dean then forwards the request, with a recommendation, to the Office of Academic Affairs. The PVPAA shall notify the employee in writing of the decision, and send copies of the decision to the Dean, Department Chair, and Department Promotion and Tenure Committee. All decisions shall be handled expeditiously.

III. Academic Personnel Policies (p. 138)

W. PROMOTION TO ALL RANKS

1. General Provisions:

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

- a. Each department in the University shall establish a standing Promotion and Tenure Committee to review faculty for promotion, tenure and probationary review. Departments may choose to establish a separate committee consisting only of Professors to review a promotion application for a candidate to Professor. In the year a faculty member is seeking promotion to Professor, if there is not a separate committee for review of candidates for Professor, he or she shall not serve on the Department Promotion and Tenure Committee.
 - b. At the beginning of the fall semester, each department chair shall provide to the Department Promotion and Tenure Committee a list of those to be considered for promotion.
 - c. Separate written recommendations shall be made by the Department Chair and the Department Promotion and Tenure Committee. Both recommendations shall be transmitted to the candidate by the date specified in Section III, Y. Timetable for Tenure and Promotion to All Ranks.
 - d. The candidate is notified of the recommendations at each level of review, and may withdraw from consideration at any level.
 - e. The Department Chair transmits the recommendations of the Promotion and Tenure Committee and the Department Chair, accompanied by the professional file, to the Dean.
 - f. These recommendations and the file are reviewed by the Dean. The recommendations of the Dean, the Department Chair, and the Department Promotion and Tenure Committee are transmitted by the Dean to the PVPAA, whose decision, subject to approval by the President and Board of Visitors, is final.
 - g. Each department may draft and formally approve standards for the evaluation of faculty members, which must be approved by the Dean of the college and the PVPAA before implementation. Copies of the approved standards must be distributed to all departmental faculty in writing.
2. For faculty members without prior college-level teaching experience, the award of tenure is to be concurrent with promotion to the rank of Associate Professor, ~~except in unusual circumstances.~~

3. General Criteria for Promotion to All Ranks:

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

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

- a. **Associate Professor** -- In addition to meeting the general criteria for promotion, the candidate shall provide evidence of professional achievement which is recognized outside the institution, and potential for further professional growth. The candidate must have completed five years of full-time tenure-track college teaching (or academic librarianship in the case of librarians) prior to beginning the application process with the time table; exceptions must be specified in the faculty member's initial contract, ~~or by the Department Promotion and Tenure Committee in unusual circumstances.~~
- b. **Professor** -- In addition to meeting the general criteria for promotion, the candidate shall have produced creative work, professional publication or achievement, or quality research judged significant by peers outside the institution. The candidate must have completed eleven years of full-time tenure-track college teaching, including five years of full-time tenure-track college teaching (or academic librarianship in the case of librarians) at the rank of associate professor, prior to beginning the application process with the time table; exceptions must be specified in the faculty member's contract.
- c. **Senior Clinical Educator** -- A Clinical Educator may seek promotion to the rank of Senior Clinical Educator after six years of employment. Any requirements for teaching, scholarly productivity and service are determined by departmental standards.
- d. **Senior Lecturer** -- An individual in a designated "continuing" Lecturer position must apply for promotion to Senior Lecturer in order to continue employment beyond his/her sixth year. Any requirements for teaching, scholarly productivity and service are determined by departmental standards.

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

X. PROCEDURES FOR TENURE AND PROMOTION TO ALL RANKS

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4. Department Chair's Responsibilities

- a. The Department Chair shall provide all newly appointed department faculty members with a copy of all departmental policies on promotion.
- b. The Department Chair shall observe candidates' classroom performance.**
- c. The Department Chair must follow the timetable found in Section III, Y. Timetable for Tenure and Promotion to All Ranks and address his or her letter to the promotion candidate.
- d. In the spring, the Department Chair shall provide to the department, the Department Promotion and Tenure Committee chair(s), and the Dean, a list secured from the PVPAA of all candidates eligible for consideration for promotion and/or tenure in the forthcoming fall semester. Eligibility for promotion to Professor is based on possession of the terminal degree and years in rank only. At the beginning of the following fall semester, the Department Chair shall provide the department members, the Department Promotion and Tenure Committee chair, and the Dean a list of those candidates who have expressed a desire to be considered for promotion to Professor by submitting their professional file.
- e. The Department Chair shall develop a recommendation for each candidate and shall exchange written recommendations with the Department Promotion and Tenure Committee chair in accordance with Section III, Y. Timetable for Tenure and Promotion to All Ranks.
- f. The Department Chair shall transmit both recommendations to the Dean. The Department Chair shall notify the Department Promotion and Tenure Committee of all actions taken on department promotion and/or tenure candidates at all levels beyond the department. Materials to be submitted in support of an application for promotion and/or tenure shall include only the following:
 - (1) The candidate's professional file.
 - (2) Final letters from (a) the Department Chair, and (b) the chair(s) of the Department Promotion and Tenure Committee. These letters should justify positive or negative recommendations and should include judgments of teaching, scholarship, and service to the University and the community. The Department Chair's and the Department Promotion and Tenure Committee's reports summarizing their reviews shall contain explicit recommendations as to whether the faculty member should be granted tenure and/or promoted

DD. MATERNITY LEAVE

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3. Process for Requesting Leave

With the exception of unusual and unexpected circumstances, faculty members must notify their Department Chair in writing (copying in the Department of Human Resources) of their request for maternity leave at least 90 days prior to the date the leave is to begin. The Department Chair will notify the Dean of the request and make any necessary adjustments to the class schedule for the following semester, making every effort to find faculty coverage for courses that were to be taught by the faculty member on leave rather than canceling the class. The Dean will work with the Provost and Vice President for Academic Affairs to ensure that Department Chairs will have adequate funding to pay for course coverage.

The faculty member should include in their request any alterations to the criteria for the annual faculty evaluation. Altered criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation; the Chair and the college Dean must approve any such reductions.

EE. PARENTAL LEAVE

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3. Process for Requesting Leave

With the exception of unusual and unexpected circumstances, faculty members requesting paid parental leave must simultaneously notify their Department Chair and the Department of Human Resources in writing of their request at least 90 days prior to the beginning of the semester in which the leave will be taken. The faculty member must provide the Department Chair with a detailed plan for covering the course content that will be missed at least 30 days prior to the anticipated first day of parental leave.

Examples of alternative, flexible course delivery methods include, but are not limited to, delivering lectures via distance technology, inviting guest lecturers to class, and offering a course on a more condensed schedule. The Department Chair will notify the Dean of the request and share the class coverage plan with the Dean. The Dean will notify the Provost and Vice President for Academic Affairs of approved paid parental leave requests planned for the semester.

The faculty member should include in their request any alterations to the criteria for the annual faculty evaluation. Altered criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation; the Chair and the college Dean must approve any such reductions.

FF. LEAVES OF ABSENCE

1. Sabbatical Leave Program.

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

A sabbatical leave proposal must be approved by the candidate's department chair and dean. This approval is indicated by a completed Sign Off Sheet for Sabbaticals and Faculty Connections Proposal Approval, found in Section V, F. of the FPPM, which must accompany the proposal submitted to the Committee on Faculty Development. (If a department chair is applying for a sabbatical leave, applications for sabbatical leave from members of that department require only the dean's prior approval.) **The faculty member should include in their proposal any alterations to the criteria for the annual faculty evaluation. Altered criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation; the Chair and the college Dean must approve any such reductions. See Section III, P. Criteria for Faculty Evaluation for more detail.**

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

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

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4. Faculty Connections Program

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- b. Application Procedure and Proposal Guidelines. A candidate for a faculty connections leave must submit a proposal to the Committee on Faculty Development. The faculty connections leave proposal must be approved in advance by the candidate's department chair and dean. This approval is indicated by a completed Sign Off Sheet for Sabbaticals and Faculty Connections Proposal Approval, found in Section V, E. of the FPPM, which must accompany the proposal submitted to the Committee on Faculty Development. **The faculty member should include in their proposal any alterations to the criteria for the annual faculty evaluation. Altered criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation; the Chair and the college Dean must approve any such reductions. See Section III, P. Criteria for Faculty Evaluation for more detail.**

Section V, E. contains guidelines for faculty connections leave proposals.

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

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

Policy Title: FERPA - Student Records and Annual Notification

Policy Number: 1007

The revised language of the policy is below. It eliminates local address, Longwood e-mail address, and local telephone number from directory information. It adds photograph to the list of directory information (as permitted by law). Additionally, descriptions of office locations have been removed. There are also routine clarifications and simplifications of explanatory language, as recommended by the Office of the Attorney General in consultation with the divisions of Academic Affairs, Strategic Operations, Student Affairs and the president's office.

Policy Owner: Vice-Presidential Unit: Academic Affairs. The Office of Accreditation and Compliance is responsible for submitting this proposal. The Registrar's Office monitors compliance through electronic access of student information. Each VP division is responsible for promoting the importance of compliance with this policy to its members.

Purpose: State regulations have changed regarding what information is part of a student's directory information. Specifically, HB1 prohibits the disclosure of local address, Longwood e-mail address, and local telephone number of a student without prior permission from the student (or parent). The changes in the statement below reflect that fact.

Policy Statement: Generally, FERPA provides that no information, applications, forms, letters, records, transcripts, etc. may be released, whether orally or in writing, without prior written consent of the student. FERPA gives students the right to inspect, review and, in some cases, amend their education records

~~I. PURPOSE~~

~~The Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records and requires the establishment of policies to safeguard student records and data. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education; Longwood student records policies comply fully with FERPA.~~

~~FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." All students at Longwood University, regardless of dependency, are protected by FERPA.~~

~~H. POLICY~~ Policy:

- A. The accumulation, processing, and maintenance of student data by the institution is limited to that information, including grades, which is necessary and relevant to the purposes of the university. ~~Personal data of students will be used only for the purpose for which it is collected.~~
- B. Student data, whenever possible, shall be collected directly from the student; every effort will be made to ensure its accuracy and security. It shall be the express responsibility of the student to notify the Office of the Registrar of any changes ~~in status~~ **to their information**. Any student who initially or subsequently refuses to supply accurate and complete personal information, as is legally allowed, may jeopardize his/her current student status. ~~Falsification of records with the intent to give untrue information is a violation of the Longwood Honor Code.~~ **Falsifying records may subject students to discipline under the Longwood Honor Code.**
- C. Longwood University designates the following categories of student information as public or "Directory Information." Such information MAY be disclosed by the institution at its discretion. Directory information ~~may~~ includes the student's name, ~~local address, Longwood e-mail address, local telephone number,~~ **photograph**, major field of study, classification, participation in officially- recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and dates of field experience.
- D. A student may inform the Office of the Registrar in writing that they wish to block all directory information from release. Schools may disclose, without consent, "directory" information as listed above. However, Longwood will notify eligible students about directory information and allow a reasonable amount of time to request that the school not disclose directory information about them. Longwood will notify eligible students **annually** via email ~~each October~~ of their rights under FERPA.
- E. Generally, Longwood must have written permission from a student in order to release any information from a student's education record. However, FERPA allows Longwood to disclose ~~those~~ **education** records, without consent, ~~to the following parties or under the following conditions:~~
 - 1. School officials with a legitimate educational interest;
 - 2. Other schools to which a student is transferring **or seeks to enroll**;
 - 3. Specified officials for audit or evaluation purposes;
 - 4. Appropriate parties in connection with financial aid to a student;
 - 5. Organizations conducting certain studies for or on behalf of the school;
 - 6. Accrediting organizations;
 - 7. ~~To~~ Comply with a judicial order or lawfully issued subpoena;
 - 8. Appropriate officials in cases of health and safety emergencies; and
 - 9. State and local authorities, within a juvenile justice system pursuant to specific State law.
- F. Under FERPA, Longwood is not required to provide prior notification to a student when responding to a federal grand jury subpoena or other law enforcement subpoena, which specifies that the student not be informed of the existence of the subpoena.
- G. Eligible students are permitted to inspect and review educational records of which the student is the sole subject. ~~Longwood policy regarding the inspection and disclosure of~~

educational records is in compliance with the federal statute. To obtain a copy of the Family Rights and Privacy Act of 1974 (Section 438) or a copy of the university's policy on student records, contact the Office of the Registrar, Longwood, 201 High Street, Farmville, VA 23909.

- H. Student access to all personal records shall be permitted within 45 days of a written request, during normal office hours. Students may also obtain copies of most parts of their records for a nominal fee. All records shall be available and in a form comprehensible to the student, except for:
1. ~~Medical records~~ **Treatment records** which, upon written authorization, shall be submitted to a psychologist or physician designated by the student;
 2. Confidential financial statements and records of parents; **and as excluded by law.**
 3. ~~Third party confidential recommendations when such access has been waived by the student. Where a waiver has been given, parents, as well as students, are excluded from viewing such confidential information.~~ **Confidential letters and statements of recommendation.**

III. GENERAL

- I. During normal office hours, Longwood shall provide an opportunity for a student with proper identification to challenge information believed to be inaccurate, incomplete, inappropriate or misleading. ~~This can be done either in person or by mail.~~ All personal data challenged by a student shall be investigated by the vice president over the area where the data is being challenged. Completion of an investigation shall result in the following actions:
1. If Longwood concurs with the challenge, the student's records shall be amended or purged as appropriate; all previous record recipients shall be ~~so notified by the institution~~ **notified of the amendment.**
 2. If the investigation fails to resolve the dispute, the student shall be permitted to file a statement of not more than 200 words setting forth the student's position. Copies of the statement will be supplied, at the student's expense, to previous and subsequent recipients of the record in question.
 3. If a student wishes to ~~make an appeal of the decision,~~ the student may do so in writing to the ~~President of Longwood University~~ **Provost and Vice President for Academic Affairs.**
 4. The names, dates of access, and purposes of all persons or agencies other than appropriate Longwood personnel given access to a student's personal records shall be recorded and maintained **by the Office of the Registrar.** ~~Student records are retained by the institution~~ **The university shall retain student records for at least one year after completion of work at the institution in accordance with state records retention law.** ~~Permanent academic records from which transcripts are derived are~~ **A student's academic transcript is maintained indefinitely.** ~~A student may request and receive information concerning the record of access to official Longwood records filed under the student's name.~~

J. Inquiries concerning student records should be directed to the **Office of the Registrar** following departments. When applicable, schedules of fees for copies of these records are available from that office.

- ~~4. Academic Records/Transcripts—Office of the Registrar, Barlow Hall~~
- ~~5. Disciplinary Records—Office of Student Conduct and Integrity, Lancaster Hall~~
- ~~6. Financial Records—Office of Cashiering & Student Accounts, Lancaster Hall~~
- ~~7. Financial Aid Records—Office of Financial Aid, Lancaster Hall~~
- ~~8. Medical/Health Records—Student Health & Wellness Center, Health & Fitness Center~~
- ~~9. Mental Health Records—Counseling And Psychological Services, Health & Fitness Center~~

K. To comply with the provisions of FERPA, Longwood University will not release education records or personally identifiable information contained therein without the student's written consent. Individuals seeking access to student records should include a copy of the student's written consent when requesting non-directory information.

Date:

Previous action on this policy: Approved by the Board of Visitors, September 11, 2004.

Reviewed and approved by Cabinet, May 8, 2013.

Revised and approved by the Board of Visitors, June 14, 2013.

(Standard Routine Updates and Clarifications)

Policy Title: Alcohol and Other Drug Policies and Procedures

Policy Number: 5202

Rationale for Change/Update: The text below includes standard, minor updates, in particular updating the name and other details concerning the employee assistance program. *There are no substantive changes to the policy itself.*

Definitions:

- A. Alcohol: Any product as defined in The Alcoholic Beverage Control Act, Section 4.1-100 of the Code of Virginia, as amended.
- B. Controlled Substance: drug or substance found in section 54.1-3401 and Schedules I through IV of Sections 54.1-3446 through 3456 of the Code of Virginia, as amended, and Section 202 of the Federal Controlled Substances Act (21 U.S.C. 81).
- C. Conviction: A finding of guilt (including a plea nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes, alcohol beverage control laws, or laws that govern driving while intoxicated.
- D. Criminal Drug Statute: A criminal statute prohibiting the unlawful manufacture, distribution, dispensation, use, or possession of any controlled substance.
- E. Drug: Any controlled substance or prescribed or non-prescribed medication, taken into the body, other than alcohol, which may impair one's mental faculties and/or physical performance.
- F. Employee Assistance Program (EAP): A confidential assessment, referral, and short-term problem-solving service available to eligible employees and family members. Enrollment in the EAP is automatic as part of the health plan coverage.
- G. Employee: Administrative faculty, professional faculty, teaching faculty, classified and non-classified, full-time and part-time, salaried, and hourly persons, and any and all other individuals, except independent contractors, employed by Longwood.
- H. Workplace: Any site where official duties are being performed by employees.

Policy Owner: Administration and Finance oversees the policy and the Longwood University Human Resources Department is responsible for compliance.

Purpose: To protect the health, safety, and welfare of all members of the Longwood community by taking all reasonable measures to assure that a drug-free workplace is maintained and that all Longwood University employees perform their duties unimpaired by the effects of drugs or alcohol. (In accordance with Drug-Free Workplace Act of 1988; the Drug-Free Schools and Communities Act of 1989; and the Commonwealth of Virginia's Alcohol and Other Drugs policy.)

Policy Statement: This policy applies to all Longwood University employees. The following acts are violations of this policy:

- The unlawful or unauthorized manufacture, distribution, dispensation, possession, or use of alcohol or other drugs in the workplace;
- Impairment in the workplace from the use of alcohol or other drugs, except from the use of drugs for legitimate medical purposes;
- A criminal conviction for a: violation of any criminal drug law, based upon conduct occurring either on or off the workplace; or
- violation of any alcohol beverage control law or law that governs driving while intoxicated, based upon conduct occurring in the workplace; and
- An employee's failure to report to his or her supervisor the employee's conviction of any offense, as required in Employee Responsibilities.

Procedures: Employees must abide by the Commonwealth of Virginia's Policy on Alcohol and Other Drugs, and applicable disciplinary policies governing the conduct of administrators, faculty and staff.

Employee Responsibilities

- All employees shall abide by the terms of this policy and notify their supervisors of any conviction of:
 - A criminal drug law, based on conduct occurring in or outside of the workplaces; or
 - An alcohol beverage control law or law that governs driving while intoxicated, based on conduct occurring in the workplace.
- How notification given
 - Notification of a conviction must be made in writing and delivered no later than five calendar days after such conviction.
- Effect of appeal of conviction
 - An employee's appeal of a conviction does not affect the employee's obligation to report the conviction.

Institutional Responsibilities

- Shall provide its employees a copy of this policy, including a description of the health risks associated with the illicit use of drugs or the abuse of alcohol, and a general description of criminal sanctions under Federal and State law, for the unlawful possession or distribution of illicit drugs and alcohol (required by the Drug-Free Schools and Communities Act of 1989).
- Inform its employees of the dangers of drug abuse in the workplace, and availability of drug and alcohol counseling, and rehabilitation and employee assistance programs.
- Inform any contracting or granting agency within ten (10) days after receiving notice from an employee of any criminal drug statute conviction for a violation occurring at the workplace, when the subject employee is a sponsored program employee.
- Within thirty (30) days of receiving notice of an employee's conviction for a criminal drug statute offense occurring in the workplace, take appropriate disciplinary action

against such employee and/or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program, as required by the Drug-Free Workplace Act of 1988.

Rehabilitation Programs

- Employees experiencing a problem with drug or alcohol abuse or dependency are encouraged to seek counseling assistance. Supervisors are encouraged to assist employees seeking such assistance. Notwithstanding an employee's voluntary participation in a drug or alcohol rehabilitation program, the employee is expected to perform his/her duties according to developed job standards and expectations.
- The State's Employee Assistance Program (EAP) is available to eligible state employees for counseling and referral for drug and alcohol related problems as well as other personal problems.
- With respect to any violation of this policy, the following provisions apply;
 - Supervisors should consult with EAP or other state operated substance abuse programs prior to referring a state employee to a drug or alcohol assistance or rehabilitation program (under current health care benefits, not all treatment programs are covered).
 - Management is encouraged to consult with EAP or other state operated substance abuse programs in determining whether a state employee referred to an assistance or rehabilitation program has satisfactorily participated in such program.
 - Department of Mental Health, Mental Retardation and Substance Abuse Services and the Department of Health may be contacted to provide assistance and referral information.
 - Employees may be granted leaves of absence (leave without pay if no leave balances are available) to participate in rehabilitation programs for treatment of drug or alcohol abuse at discretion of management.

Previous action on this policy: Revised and approved by the Board of Visitors, September 7, 2002.

(Standard Routine Updates and Clarifications)

Policy Title: Inclement Weather/Campus Emergency Closing

Policy Number: 5220

The text below reflects standard, minor updates to basic items such as media contact information.

Definitions

Authorized Closing: A closing of the University by the President or designee during periods of inclement weather, natural disasters or other factors that may affect university operations.

Compensatory Leave: Classified employees (exempt and non-exempt) earn compensatory leave for having worked additional hours in a workweek when the hours worked in a work week are 40 hours or less (for law enforcement, for any hours worked less than 160 hours in the 28 day cycle); having worked on an official office closing day, a holiday, or a scheduled day off; or when a holiday falls on a classified employee's scheduled day off. All employees working a 24/7 operation will be paid instead of earning leave for working the holiday.

Designated Employee: An employee who has been designated as essential to agency operations during an authorized closing and who is required to report for work. A designated employee may be required to work during a work shift that is not his or her regularly scheduled work shift.

Exempt Employee: An employee who is not subject to the provisions of the Fair Labor Standards Act (FLSA). Their position meets the FLSA job duties exemption test and the employee's salary meets the FLSA salary basis exemption test.

Non-designated Employee: An employee whose position has not been designated as essential to agency operations during an authorized closing and who is not required to report to work during the authorized closing.

Non-exempt Employee: An employee whose work hours and wages are governed by the Fair Labor Standards Act (FLSA).

Policy Owner: Administration and Finance oversees the policy and the Longwood University Human Resources Department is responsible for compliance.

Purpose: The purpose of this policy is to state the communication process when University operations are affected by inclement weather/emergency closings and to outline the procedures

related to pay and leave. Situations that are not outlined in this policy will adhere to the Department of Human Resource Management Policy 1.35, Emergency Closings.

Policy Statement: A statement that summarizes the policy's purpose. It should identify who should follow the policy, under what conditions the policy applies, and may include mandated actions or constraints.

Procedures: Employees can confirm whether the University is open or closed by calling the Longwood University Information Line at 434.395.2000 or by checking the Longwood University web site at <http://www.longwood.edu>. Both of these official sources will have closing information available by 6:00 a.m. of the affected day or at the time of closing. Closing announcements will be sent to the following primary broadcast media: WFLO-AM (870) and FM (95.7), WVHL (92.9), and WSVS - AM (800) and FM (97.1), and television network affiliates in Richmond (ABC, CBS, NBC), Lynchburg (ABC) and Charlottesville (CBS, NBC). The media will report closings only.

1. **All-Day and Delayed Opening Authorized Closings:** Official notification of an authorized closing or delayed opening will be made by 6:00 a.m. on the affected day. An all-day authorized closing will be in effect from 6:00 a.m. on the affected day until 6:00 a.m. on the following day.
2. **Partial-Day Authorized Closings:** Partial-day authorized closing will be announced by the Public Information Officer. When the University is closed after the beginning of the business day, the authorized closing will cover the time period from the beginning time of the authorized closing until 6:00 a.m. of the following day.
3. **Closings for 24/7 Operations for nights, weekends, or when the University is closed:** The Vice President of Administration and Finance and the Vice President for Student Affairs have the authority to make the decision that 24/7 operations will be credited with compensatory leave for the hours actually worked up to the maximum number of hours of their normal work shift. Non-exempt employees will be paid time and a half or receive overtime leave for any hours worked which exceed forty (40) hours in one work week (for law enforcement, for any hours worked in excess of 160 hours in the 28 day cycle.). This decision will be jointly decided by these two vice presidents and will affect all 24/7 operations.

It is the responsibility of vice presidents, academic deans, department heads, directors and supervisors to ensure that the provisions of this policy are reviewed with employees and administered in a consistent manner.

A list of designated employees will be maintained by each University department and will be forwarded to the Human Resources Office. It will be the responsibility of management to notify the Human Resources Office of any changes in the designated employee list for their department.

The following pay and leave guidelines will apply to **classified employees only**.

1. Designated Employees:

1. Designated employees required to report to work on a regularly scheduled workday affected by an authorized closing will:
 1. be credited with compensatory leave for the hours actually worked up to maximum number of hours of their normal work shifts;
 2. receive regular pay for his or her regularly scheduled shift; and
 3. non-exempt employees will be paid time and a half or receive overtime leave at time and one-half for any hours worked which exceed forty (40) hours in one work week or for law enforcement for any hours worked in excess of 160 hours in the 28 day cycle. Supervisors have the discretion to grant overtime pay. After reaching the 80-hour maximum limit for overtime leave, any additional overtime hours worked by non-exempt employees will be paid.
2. Designated employees required to report to work in addition to his or her normal workweek due to an authorized closing will:
 1. earn compensatory leave for any hours worked up to the maximum number of hours of their normal work shifts; and
 2. non-exempt employees will be paid time and a half or receive overtime leave at time and one-half for any hours worked which exceed forty (40) hours in one work week or for law enforcement for any hours worked in excess of 160 hours in the 28 day cycle. After reaching the 80-hour maximum limit for overtime leave, any additional overtime hours worked by non-exempt employees will be paid.
3. Designated employees who do not report to work as scheduled during an authorized closing could have disciplinary action taken under the DHRM Standards of Conduct Policy 1.60 and must charge time missed to existing leave balances or be placed on leave without pay, as applicable. However, at the discretion of the supervisor, a designated employee may be excused from reporting to work during an authorized closing.
4. Designated employees who arrive late due to inclement weather during an all-day authorized closing may be allowed up to one (1) hour of late arrival without being required by the supervisor to charge leave. The President or designee may determine that road conditions and transportation difficulties justify the tardiness.
5. Designated employees on pre-approved leave with pay during an authorized closing will not be charged leave.
6. Designated employees who work during an authorized closing that falls on a University designated holiday will:

1. receive regular pay for his or her shift;
 2. earn eight (8) hours of compensatory leave for the holiday (All employees working a 24/7 operation will be paid instead of earning leave for working the holiday.
 3. earn up to eight (8) hours of compensatory leave for hours worked; and
 4. non-exempt employees will be paid time and a half or receive overtime leave at time and one-half for any hours worked which exceed forty (40) hours in one workweek or for law enforcement for any hours worked in excess of 160 hours in the 28 day cycle. After reaching the 80-hour maximum limit for overtime leave, any additional overtime hours worked by non-exempt employees will be paid.
7. Designated employees who do not report to work during an authorized closing on a University designated holiday will:
1. receive regular pay for the holiday; and
 2. will not earn compensatory leave for the authorized closing.
 3. Designated employees could have disciplinary action taken under the DHRM Standards of Conduct Policy 1.60.

2. Non-Designated Employees:

1. Non-designated employees are not required to work during an authorized closing and will not be charged leave.
2. A non-designated employee may become a designated employee at the discretion of the department head and must be notified prior to the authorized closing of the status change. The department head must notify the Human Resources office of a change in status for such employee.
3. Non-designated employees will not work during an authorized closing without prior approval from the department head. Non-designated employees who report to work during an authorized closing without the prior approval of the department head will not receive compensatory leave for any hours worked.
4. Non-designated employees who arrive late due to inclement weather when the University is not under an authorized closing, may be allowed up to one (1) hour of late arrival without being required by the supervisor to charge leave. The President or designee may determine that road conditions and transportation difficulties justify the tardiness.
5. Non-designated employees who do not report to work during a partial closing or delayed opening, will be required to use leave for the portion of the day not affected by the partial closing or delayed opening. A non-designated employee

will be paid for the hours that he/she was scheduled to work during an authorized closing, if he/she worked or took paid leave the day before and the day after the authorized closing. Non-designated employees who are on pre-approved leave during an authorized closing will not be charged leave.

3. Other Applications of Policy:

- Weekend closing announcements will not be made through the official media sources. Employees are responsible for contacting their supervisor if affected by a possible authorized closing over the weekend.
- Directors of off-campus offices have the authority to make the decision to close their respective offices and will be responsible for notifying their employees. Each off-campus office should develop and maintain their own communication plan and provide a copy to Human Resources.

Date: Revised and approved by the Board of Visitors, June X, 2018
Revised and approved by the Board of Visitors, September 7, 2002.
Revised and approved by the Board of Visitors, March 19, 2004.
Revised and approved by the Board of Visitors, September 10, 2010.

(Standard Routine Updates and Clarifications)

Policy Title: Overtime and Compensatory Guidelines

Policy Number: 4501

This update simply incorporates current dates and times for clarity.

Definitions:

1. **Work Week (Full-time):** Longwood's work week, effective December 10, 2017, is 12:01am Sunday morning through 12:00pm midnight of the following Saturday. For law enforcement officers, the work cycle is 28 days with 160 hours.
2. **Work Week (Wage):** Longwood's work week, effective April 16, 2017, is 12:01am Sunday morning through 12:00pm midnight of the following Saturday.
3. **Federal Fair Labor Standards Act (FLSA):** The Federal Act that establishes minimum wage, overtime pay, recordkeeping, and youth employment standards affecting employees in the private sector and in Federal, State, and local government.
4. **Exempt Employee/Position:** An employee who is not subject to the provisions of the Federal Fair Labor Standards Act (FLSA). The position meets the FLSA job duties exemption test and the employee's salary meets the FLSA salary basis exemption test.
5. **Non-exempt Employee/Position:** Employees whose work hours and wages are governed by the Federal Fair Labor Standards Act (FLSA).
6. **Overtime:** Any hours worked by a non-exempt employee in excess of 40 hours during the work week. Overtime must be compensated through the payment of overtime pay or overtime leave and is applicable only to non-exempt employees. For law enforcement officers, overtime is physically working beyond the 160 hours in the 28 day cycle.
7. **Overtime Pay:** Pay at 1.5 times the employee's rate for physically working beyond 40 hours in a work week. Non-exempt employees will be paid for physically working beyond 40 hours in a work week at a rate of one and one-half times the employee's regular hourly rate. For law enforcement officers, overtime pay is calculated for physically working beyond the 160 hours in the 28 day cycle.
8. **Overtime Leave:** Leave earned at 1.5 time for hours worked over 40 in the work week. Non-exempt employees will receive overtime leave at a rate of 1.5 hours for hours worked over 40 in the work week. For law enforcement officers, overtime leave is calculated for physically working beyond the 160 hours in the 28 day cycle.
9. **Compensatory Leave:** Eligible employees earn compensatory leave on an hour-for hour basis. Accrued compensatory leave expires if not taken within 12 months of the date it is earned. All compensatory leave hours must be earned prior to use.
 - A. Non-exempt: hour for hour leave earned when the total hours in the work week exceeds 40 but the employee has not physically worked 40 hours. Example: Physically worked

34 hours and used 8 hours of sick leave in the work week. The total hours in the work week are 42; and the employee would earn 2 hours of compensatory leave.

B. Exempt: Compensatory hours accrued by exempt employees may be approved under special pre-approved circumstances on an hour for hour basis for hours worked beyond 40 hours in a work week.

C. Compensatory leave is also earned by any classified employee who is required to work during a regularly scheduled holiday. This leave is granted hour-for-hour for work done on the holiday up to 8 hours maximum regardless of the FLSA status of the classified employee. All employees working a 24/7 operation will be paid for all holidays unless they take the holiday off.

Policy Owner: Administration and Finance oversees this policy and the Longwood Human Resources Department is responsible for compliance.

Purpose: The purpose of this policy is to describe the circumstances under which employees are entitled to overtime pay and compensatory leave and to ensure compliance with and consistent application of the Federal Fair Labor Standards Act (FLSA) and the Commonwealth's Department of Human Resource Management policies.

Policy Statement: Longwood University compensates non-exempt employees in accordance with the Fair Labor Standards Act (FLSA) and the Virginia Department of Human Resource Management (DHRM). Non-exempt employees will receive overtime pay or leave at the time and on-half rate for hours physically worked over forty in a work week. Notification must be provided to non-exempt employees of the decision to grant overtime leave instead of pay prior to the performance of overtime work. Overtime compensation must be consistent for similarly situated employees. The maximum accrual of overtime leave is 80 hours. After reaching the 80-hour maximum limit for overtime leave, any additional overtime hours worked by non-exempt employees will be paid. Eligible employees earn compensatory leave on an hour-for-hour basis. Accrued compensatory leave expires if not taken within 12 months of the date is earned. All compensatory leave hours must be earned prior to use.

Procedures: The provisions of the Fair Labor Standards Act (FLSA) cover all Longwood University employees. FLSA establishes rules for minimum wage, overtime pay, child labor and recordkeeping; and it defines exemptions from overtime pay regulations. For FLSA purposes, each position will be designated exempt or non-exempt:

| Employee Type | Pay Band | FLSA Status |
|----------------------|-----------------|--|
| Classified | 1,2, and 3 | Non-exempt |
| Classified | 4 | *Non-exempt; <u>unless</u> the position meets the requirements of any of the FLSA exemption tests applied by Human Resources |
| Classified | 5 and above | Exempt: must meet both job duties and salary basis FLSA exemption tests. |

| | | |
|--|-----|--|
| Hourly Wage | Any | Non-exempt; does not meet the requirements of both the job duties and salary basis FLSA exemption tests. (Except for teachers, employees practicing law or medicine, and outside sales employees who do not have to meet the salary basis test or as a computer professional.) |
| Faculty Teaching/Research Administrative/Professional Adjunct | N/A | Exempt: must meet both job duties and salary basis FLSA exemption tests. Except for teachers, employees practicing law or medicine, and outside sales employees who do not have to meet the salary basis test or as a computer professional.) |

*Human Resources will determine whether the position is exempt or non-exempt from the overtime requirements of the Fair Labor Standards Act (FLSA).

1. NON-EXEMPT EMPLOYEES OVERTIME

- A. Non-exempt employees must be compensated time and one-half (1.5) for all hours worked more than 40 in a work week. Each work week stands alone in calculating regular and overtime hours worked. Leave time and holidays do not count as physical hours worked.
- B. Non-exempt law enforcement employees are paid time and one-half (1.5) for all hours worked more than 160 in a 28 day cycle. Leave time and holidays do not count as physical hours worked.
- C. An employee must be required and authorized by their supervisor to work additional hours. Employees may not approve or authorize their own additional hours.
- D. Tracking employee time “off the record” is prohibited.
- E. Supervisors may adjust an employee’s schedule within a work week to avoid or minimize overtime payments and to meet operational needs. See example below:

| | Sun | Mon | Tues | Wed | Thurs | Fri | Sat | TTL |
|---------|-----|-----|------|-----|-------|-----|-----|-----|
| Regular | | 10 | 8 | 8 | 8 | 6 | | 40 |
| | | | | | | | | |

2. NON-EXEMPT EMPLOYEES COMPENSATORY LEAVE

- A. Compensatory leave may be accrued when:

- An employee is declared essential and is required to work during authorized University closings;
- An employee works on a holiday*;
- A holiday falls on an employee's regular day off*;
- Or when the employee has worked additional hours in a work week in which the employee has taken a holiday or leave, but has worked no more than 40 hours. If this causes the employee to physically work more than 40 hours for the work week then the overtime provisions take precedence.

**24 hour operations (Campus Police, Dispatch and Heating Plant) will be paid compensatory time and not accrue leave.*

- B. Managers may adjust an employee's schedule within a work week to avoid or minimize accrual of compensatory leave.
- C. Compensatory time may not be awarded prior to it having been earned.
- D. Hourly employees do not earn compensatory time but will be paid for all hours worked including overtime hours.

3. EXEMPT EMPLOYEES

Exempt employees are not required to be paid overtime or to be granted compensatory leave for additional hours worked. An exempt employee will earn compensatory leave when required by the agency head or his/her designee to work: on an official office closing day if he or she is designated as an essential employee; or on a holiday. Managers should limit approval of compensatory leave for exempt employees to the rare instances that require an excessive amount of additional work time or adjust the work schedule to minimize compensatory leave balances.

4. ACCRUAL RATES

- A. Each non-exempt employee may accrue not more than eighty (80) hours of overtime leave. If an employee works additional hours which otherwise would have been eligible for Overtime Leave, the University will pay the employee Overtime Pay for those additional hours.
- B. An employee who is transferred, promoted, or demoted to an exempt position at Longwood University will be compensated for the accumulated Overtime Leave at the hourly rate being earned at the time of leaving the non-exempt position.
- C. Overtime leave balances do not expire; the hours are either used by the employee or paid out to the employee upon separation or termination.
- D. Compensatory leave expires if not taken within 12 months of the date it is earned. There is no maximum accumulation of compensatory leave hours.

Commonwealth's Annual "Deficit Provision" Notice

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

As with FY2017-18 and years prior, FY2018-19 for Longwood does not contemplate any deficit spending.

VIRGINIA STATE BUDGET

2018 Special Session I

Budget Bill - HB5002 (Introduced)

Bill Order » Deficit Authorization and Treasury Loans » Part 4: General Provisions » Item 4-3.01

Deficits

Item 4-3.01

§ 4-3.00 DEFICIT AUTHORIZATION AND TREASURY LOANS

§ 4-3.01 DEFICITS

a. GENERAL:

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

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

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

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

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

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

3. Deficits shall not be authorized for capital projects.

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

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

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

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

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

Deficit Provision Acknowledgment Form

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

To: Director, Department of Planning and Budget

Section A (for all agencies)

Agency Acknowledgement

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

Agency Name Longwood University Agency Code 214

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

Agency/Cabinet Head Name Taylor Reveley IV

Agency/Cabinet Head Signature _____

(Personal signature is required above and cannot be delegated)

Date _____

Section B (if applicable to your agency)

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

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

(Personal Signature of Agency Head)

Date: _____

Originals only!

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

Mail this form to:

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

~~(Standard Routine Updates and Clarifications)~~

Policy Title: Freedom of Information Act (FOIA)

Policy Number: 9401

The language in this policy has not been updated for some time and this update makes minor clarifications of language regarding how the university responds to FOIA requests.

Policy Owner: The Vice President for Strategic Operations~~Administration and Finance~~ oversees the policy. The university FOIA officer is responsible for FOIA compliance.

Purpose: The purpose of the policy is to ensure compliance with FOIA and outline procedures for responding to FOIA requests.

Policy Statement: In general, FOIA requires that, unless an exception applies, all records in the possession of a public employee or officer that relate to public business must be made available to Virginia citizens and members of the media upon request.

Procedures:

1. The university shall designate ~~of a~~ FOIA officer. The FOIA officer shall serve as a point of contact for members of the public requesting public records and to coordinate the university's response to FOIA requests.
2. Employees should immediately notify the university FOIA officer of any request by the press or any person to inspect records. Any request made for records is a FOIA request, whether made orally, by letter, or by email. A request for public records shall identify the requested records with reasonable specificity.
3. The university shall not release the address, phone number, or email address of a student in response to a FOIA request without the student's written consent.
4. The university is not required to create a new record if the record does not already exist. However, the university may, ~~in~~ at its discretion, abstract or summarize information.
5. Longwood University Responsibilities in Responding to a Request
 - a. The FOIA Officer must respond to a request within ~~five~~ 5 working days after receiving it. "Day One" is considered the day after your request is received. The ~~five~~ 5-day period does not include weekends or holidays. The university make one of the following responses to a request within the ~~five~~ 5-day time period:

- i. We provide you with the records that you have requested in their entirety.
- ii. We withhold all of the records that you have requested, because all of the records are subject to a specific statutory exemption. If all of the records are being withheld, we must send you a response in writing. That writing must state the specific section of the Code of Virginia that allows the university to withhold the records.
- iii. We provide some of the records that you have requested, but withhold other records.
- iv. If it is practically impossible for the university to identify and gather the records that respond to your request within the ~~five~~5-day period, the university must respond by stating that in writing and explaining the conditions that make the response impossible. This response allows the university ~~seven~~7 additional working days to respond.

6. Costs

- a. Requestors may have to pay for the records sought from the university. FOIA permits the university to charge for the actual costs of responding to FOIA requests. Such costs include staff time spent searching for the requested records, copying costs, or any other costs directly related to supplying the requested records.
- b. If the university estimates that a ~~FOIA request~~it will cost more than \$200 to respond to your FOIA request, the university ~~we~~ may require a deposit: not to exceed the amount of the estimate.
- c. If a requestor owes the university money from the response to a previous FOIA request, the university may require payment of the past-due bill before it will respond to a new FOIA request.

Revised and approved by the Board of Visitors, September 7, 2002

~~Revised and approved by the Board of Visitors,~~

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 13.5 million (15.5% of the population).

There is a growing awareness of the need to address the needs of older people, and the Government has set out a strategy for the 21st century in the White Paper on *Ageing Better: The Government's Strategy for Older People* (Department of Health 1999). This strategy is based on the following principles:

- Older people should be able to live independently and actively in their own homes.
- Older people should be able to live in their own communities.
- Older people should be able to live in their own homes and communities for as long as possible.
- Older people should be able to live in their own homes and communities with dignity and respect.

The White Paper also sets out a number of key objectives for the Government's strategy for older people:

- To ensure that older people are able to live independently and actively in their own homes.
- To ensure that older people are able to live in their own communities.
- To ensure that older people are able to live in their own homes and communities for as long as possible.
- To ensure that older people are able to live in their own homes and communities with dignity and respect.

The White Paper also sets out a number of key actions for the Government's strategy for older people:

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(Standard Routine Updates and Clarifications)

Policy Title: Alcohol and Other Drug Policies and Procedures

Policy Owner: Student Affairs (Student Handbook)

Rationale:

Feedback from students strongly indicated that the Alcohol and Other Drug Policies and Procedures section of the Student Handbook was disjointed and difficult to read, particularly Sections II. Longwood Alcohol and Other Drug Policies, III. Location, and IV. Minimum Sanctions for Alcohol and Other Drug Violations. Confusion due to a lack of delineation in Section IV led to misconceptions with regards to sanctioning and the cumulative nature of multiple violations. In an effort to be very clear and transparent about our policies, these sections have been reorganized. Additionally, updates have been made to reflect changes in office names and resources available to students. *There are no substantive changes to the policies themselves.*

The proposed reorganized new language of the policies is as follows:

Alcohol and Other Drug Policies and Procedures

The Longwood Alcohol and Other Drug Policies information contained herein is distributed in partial compliance with the Federal Drug Free Schools and Communities Act. Areas covered include the following: federal, state and local laws and penalties; Longwood-specific policies; locations where alcohol use is permitted; and Longwood disciplinary sanctions. Information on health risks associated with alcohol and other drug use and resources for education and treatment are available from the [University Health Center](#).

Questions pertaining to any aspect of this policy should be directed to the [Office of Student Conduct and Integrity](#).

I. Federal, State and Local Laws

- A. **Virginia Minimum Drinking Age Law:** Individuals must be 21 years of age to purchase, possess, and/or consume alcohol. It is also illegal to give or sell alcoholic beverages to persons who are under 21 and/or intoxicated.
- B. **Open Container/Public Consumption Laws:** The Commonwealth of Virginia and Prince Edward County prohibit open containers of alcohol in public, including all public areas of the Longwood campus. At Longwood, open containers of alcohol are defined as any holders or receptacles on which the manufacturer's seal has been broken, and/or holders that allow unobstructed, unrestricted, or otherwise open access to the alcohol. This includes, but is not limited to, cans, cups, bottles, etc. Public area is defined as any space utilized or occupied by individuals that is not considered private or designated as a place in which alcohol consumption is permitted. Examples of public areas include, but are not limited to, building

entrances, lobbies, elevators, hallways, lounges, residence hall rooms/suites/apartments with open doors, designated balconies, meeting rooms, indoor/outdoor recreation areas, campus mall areas, academic/study areas, etc. State law also prohibits the consumption of alcohol in unlicensed public places.

- C. **Driving Under the Influence:** The legal limit set by the Commonwealth of Virginia for the amount of alcohol that may be present in the blood of a person over the age of 21 while operating a vehicle is .08. The legal limit for the amount of alcohol that may be present in the blood of a person under the age of 21 while operating a vehicle is .02.
- D. **False Identification Laws:** The possession, use, sale, and/or manufacture of false identification cards are strictly prohibited under Virginia law.
- E. **Contributing to the Delinquency of a Minor:** In the Commonwealth of Virginia, it is illegal to purchase alcohol for those who are not of legal drinking age.
- F. **Public Intoxication and/or Disorderly Conduct:** In keeping with local and Commonwealth laws, Longwood will not allow public drunkenness or disorderly conduct of any kind.
- G. **Drug-Free School Zones:** Violations of federal laws for possession, use, or distribution of illegal drugs carry mandatory penalties for first time offenders including: imprisonment, fines, loss of property, loss of professional licensure, and loss of financial aid. Penalties for violations occurring within 1,000 feet of a school or campus may be doubled with no possibility of parole.

II. Longwood Alcohol and Other Drug Policies

- A. All Longwood University students are required to abide by local, state, and federal regulations regarding alcohol and drugs as described in Section I.
- B. Alcoholic beverages must not be brought into or consumed within: 1) freshman residence halls/floors/apartments; 2) residence hall buildings designated as alcohol-free; or 3) other residence hall floors that choose not to have alcohol present in the living environment.
- C. The possession, consumption, or presence of alcohol is prohibited at all times in residence hall rooms/suites/apartments, or Longwood Managed Properties if each of the residents assigned to live in the room (i.e., the total head count comprising the living space) is under the age of 21. This restriction does not apply if at least one of the room's residents is of legal age. *Possession is defined as any area or property for which the student currently occupies or is responsible.*
- D. The manufacture of alcohol on campus, or in Longwood Managed Properties and Residence Halls, except as expressly permitted by law and University regulations, is prohibited.
- E. Possession, or use of alcohol paraphernalia; including, but not limited to, empty alcohol containers such as beer containers, mini-kegs, wine and liquor bottles, and collections of alcohol labels, cartons and beer caps, even those used in a decorative manner, is prohibited.
- F. The possession or use of devices such as beer bongs, beer funnels, beer pong tables and other items used in drinking games, and methods including drinking games, used to facilitate the rapid consumption or impact of alcohol are prohibited, regardless of age.
- G. All membership recruitment functions (fraternity/sorority, special interest groups, and other recognized student organizations) are required to be alcohol-free.
- H. Kegs or other common sources of alcohol (including, but not limited to, the serving or provision of cans or bottles of alcohol to others) are not allowed on Longwood managed property except for events managed by the authorized University vendor.

- I. In addition to the alcohol regulations and procedures described in this policy, all recognized student organizations will be subject to the additional expectations and standards outlined in the Student Organization section of the Longwood University Student Handbook. Please note that affiliated national organizations may have, and require compliance with, stricter policies regarding alcohol and drugs.
- J. The possession, use, and/or distribution of illegal drugs, as defined by the Drug Control Act of Virginia, or prescription drugs for which one does not have a legitimate prescription, are strictly prohibited. *Possession is defined as any area or property for which the student currently occupies or is responsible.*
- K. Manufacture of an illegal drug or other controlled substance, as defined by the Drug Control Act of the Commonwealth of Virginia, is prohibited.
- L. Abuse or misuse (beyond the recommended dosage and/or instructions of usage) of non-prescription medications, is prohibited and will be considered to be use of drugs.
- M. Possession, or use, of drug paraphernalia; including but not limited to, roach clips, bongs or any item or device associated or used in conjunction with illegal drug activity, is prohibited.

III. Location

Alcohol in Longwood Managed Properties and Residence Halls: Alcohol possession, use and/or consumption is limited to only those rooms where at least one of the assigned residents is over 21, by only those 21 and older, provided that the location is not within a designated substance free residential area. The individual use of alcohol by persons 21 years of age or older is permitted as long as the residents' roommates/suitemates agree to the presence of the alcohol. Room/suite/apartment gatherings of more than one person must be in compliance with all Longwood policies, procedures, and regulations. It is the responsibility of the room/suite/apartment residents to insure compliance with all policies, procedures, and regulations.

Alcohol in Other Locations: By permission of the Vice President for Student Affairs see Section VI. Event Planning on Campus involving Alcohol. For events and functions where alcohol is involved, please see requirement information in Section VI. Event Planning on Campus involving Alcohol.

Drug in Longwood Managed Properties and Residence Halls, and Other Locations: Possession and use of prescription drugs is limited to the student, or individual, with a legitimate prescription for said drugs. Possession and use of illegal drugs, as defined by the Drug Control Act of the Commonwealth of Virginia, or prescription drugs for which one does not have a legitimate prescription, are strictly prohibited.

IV. Minimum Sanctions for Alcohol and Other Drug Violations

The four main sanctions a student may receive are a Letter of Admonition, Disciplinary Probation, Disciplinary Suspension, and Expulsion. It is important to note these recommended minimum sanctions are for first time violations, and that alcohol and drug policies violations and sanctions are cumulative, sanctions for repeat violations are increased. Longwood University

maintains a Zero Tolerance Policy with regard to the illegal distribution, manufacture, possession, or use, of drugs.

All violations, with the exception of those resulting in Expulsion, will also result in educational assignments that may require an associated fee to the student, i.e. Longwood's Alcohol and Other Drug Education Programs.

Minimum Recommended Sanctions for Alcohol Violations

Letter of Admonition:

- Consumption, possession, and/or other use of alcoholic beverages, except as expressly permitted by law and University regulations
- Possession, and/or use of alcohol paraphernalia, and/or rapid consumption items

Disciplinary Probation:

- Public intoxication
- Driving while under the influence
- Sale or distribution of alcohol, except as expressly permitted by law and University regulations
- Manufacture of alcohol, except as expressly permitted by law and University regulations

Minimum Sanctions for Drug Policy Violations

Disciplinary Probation:

- Possession and/or use of drug paraphernalia
- Possession and/or use of an illegal drug or other controlled substance, as defined by the Drug Control Act of the Commonwealth of Virginia, or prescription drugs for which one does not have a legitimate prescription, or misuse of non-prescription drugs

Disciplinary Suspension or Expulsion:

- Sale or distribution of an illegal drug or other controlled substance, or possession of an illegal drug or other controlled substance with the intent to distribute, as defined by the Drug Control Act of the Commonwealth of Virginia
- Manufacture of an illegal drug or other controlled substance, as defined by the Drug Control Act of the Commonwealth of Virginia

V. Longwood's Alcohol and Drug Education Programs

Longwood's Alcohol and Drug Education Programs are intended to help students explore their values and behaviors, and how their decisions today can affect their futures tomorrow. Issues of high and low risk drinking choices, the impact of alcohol and other drugs on the body, and other aspects of their lives, addiction, and goal setting is highlighted. Failure to meet the conditions of these sanctions will result in a hold on registration, diplomas, and/or transcripts. Instructions for payment of associated fees will be contained in the official decision letter provided to the student after the conclusion of the case.

BASICS (Brief Alcohol Screening and Intervention for College Students)

BASICS is an individual intervention consisting of two, one-hour meetings. This program focuses on raising awareness about substance use and its consequences and motivating

participants towards positive change. It encourages participants to think differently about their use of alcohol and other drugs. The fee for this individual instruction is \$50.

First Round

First Round is a one time, two-hour, small group instruction led by a staff facilitator. Participants engage in group activities and discussions about their current patterns of substance use, the risks involved, and harm-reduction strategies they can use to decrease personal risk. The class is designed to address student needs through brief motivational interviewing and focuses on harm reduction. This instruction uses alcohol screening and feedback to reduce alcohol misuse and/or abuse by enhancing motivation to change, promoting healthier choices, reviewing myths and facts about alcohol, and teaching coping skills to moderate drinking. The fee for this group instruction is \$75.

Last Call

Last Call is a one time, two-hour, small group instruction led by a staff facilitator. Participants engage in group activities and discussions about their current patterns of substance use, the risks involved, and harm-reduction strategies they can use to decrease personal risks. The class is designed for college students who partake in high-risk alcohol and/or other drug use. The class aims to enhance motivation to change, promote healthier choices, review myths and facts about alcohol and other drugs, and teach coping skills. This instruction is designed to address the majority of second time alcohol violations, and first time drug violations, and concentrates on student needs through brief motivational interviewing with a focus on harm reduction, chemical dependency, and behavior change. The fee for this group instruction is \$100.

TIPS (Training for Intervention Procedures) for the University

Training for Intervention Procedures for the University is a one time, two and a half hour, large group skills-based training program led by a staff facilitator. TIPS is designed specifically for college students to prevent intoxication, underage drinking, and drunk driving. Whether a student chooses to consume alcohol or not, at some point situations will arise where others around that student are consuming alcohol. Through TIPS training, students will gain skills needed to prevent intoxication for themselves and others and to intervene with those who have misused alcohol. The fee for this group instruction is \$25 (per person).

Alcohol/Substance Abuse Risk Assessment

In order to help students gain increased insight into how their personal patterns of alcohol and other substance use may be putting them at risk for future violations, health concerns, negative academic impacts, etc., a mandatory 90-minute assessment conducted by a qualified alcohol/substance abuse counselor may be included as a sanction for a violation of Longwood's Alcohol and Other Drug Policies and as a requirement for consideration of readmission for those students suspended as a result of violations of Longwood's Alcohol and Other Drug Policies. Students may opt to have the assessment performed locally in Farmville or by an independent qualified substance abuse counselor, either of which the student is responsible for payment. Documentation must be provided to verify completion, with recommendations regarding the student being forwarded to the Office of Student Conduct & Integrity by the counselor conducting the assessment.

VI. Event Planning on Campus Involving Alcohol

- A. All events/functions must be managed by a University-authorized third-party vendor.
- B. Longwood University reserves the right, at any time, to modify or revise these and other guidelines and restrictions governing the registration and management of events/functions.
- C. For detailed information regarding recognized student organization event planning on campus involving alcohol; including the approval process for events involving alcohol, registration of events or functions with university-authorized vendors, guest list guidelines and expectations at events involving alcohol, event management procedures for events involving alcohol, managing alcoholic beverages and restrictions, non-alcoholic beverages and food, security at events involving alcohol and promotion of events involving alcohol, please see Policies for Student Organizations at <http://www.longwood.edu/studentunion> or on Lancer Link at lancerlink.longwood.edu.

Policy Title: Campus Security Authority Policy (New)

Policy Owner: Vice President for Student Affairs.

Rationale: The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, an amendment to the Higher Education Act of 1965, requires that institutions that participate in federal Title IV student financial assistance programs disclose campus crime statistics and security information.

Consistent with guidance issued by the Department of Education's Office of Postsecondary Education, institutions that participate in federal Title IV student financial assistance programs must collect crime reports from a variety of individuals and organizations considered "campus security authorities" under the law. This policy was developed to identify and notify individuals deemed to be campus security authorities as defined by 34 C.F.R. § 668.46 (c) and subsequent guidance.

Campus Security Authority

I. Purpose

The purpose of this policy is to identify all individuals whose job functions meet the requirements established by the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998" (commonly referred to as the "Clery Act") to be designated as a campus security authority. Campus security authorities are required to report alleged Clery Act crimes that they witness or are reported to them to the Longwood University Police Department.

II. Definitions

- A. Campus Security Authority (CSA) - A "campus security authority" is an employee of the University who, because of their job function are required to promptly notify the University of all alleged Clery crimes that they become aware of or that they may personally witness. CSAs, by virtue of their position their position and job duties typically fall under one of the following categories:
1. A member of a campus police/security department;
 2. Individuals having responsibility for campus security in some capacity, who are not members of a campus police/security department (e.g., an individual who is responsible for monitoring the entrance to University property).
 3. People or offices that are not members of a campus police/security department, but where policy or state law directs individuals to report criminal offenses to them or their office.
 4. Officials having significant responsibility for student and campus activities, including but not limited to, student housing, student discipline and campus judicial proceedings. An official is defined as any person who has the authority and the duty to take action or respond to particular issues on behalf of the institution.

Common examples of CSAs include (but are not limited to):

1. Police and security personnel, including the director of emergency management
2. Athletic Directors, assistant directors, coaches, assistant coaches etc.
3. Advisors to student organizations
4. Resident and commuter life staff
5. Coordinators of fraternity & sorority life
6. Student engagement staff

7. Title IX Coordinators
8. Student affairs staff

Examples of individuals who would not meet the criteria for being a CSA:

1. A faculty member who does not have any responsibility for student and campus activity beyond the classroom experience.
2. Clerical or cafeteria staff
3. Professional Counselors acting in the role of counselor as employed by the University.
4. Pastoral Counselors acting in the role of pastoral counselor as employed by the University.

III. Policy Owner

The Vice President for Student Affairs oversees this policy with the Office of the University Clery and Title IX Coordinator responsible for implementation and compliance.

IV. Policy

The University Clery and Title IX Coordinator will identify and notify all individuals whose job function and/or duties classify them as a campus security authority as defined by the “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998”. Individuals designated as campus security authorities shall participate in an annual training regarding their mandatory responsibilities as a campus security authority.

Should an individual’s job function and/or duties change or the individual believes that they no longer meet the requirements necessary to be classified as a campus security authority, the individual must notify the University Clery and Title IX Coordinator, who will make the final determination regarding that persons status as a campus security authority.



Academic Affairs

Larissa Smith Ferguson, Interim Provost & VPAA

Highlights

- Civitae Core Curriculum
- Assistant Deans Melinda Fowlkes and Joanna Baker retire after 42 and 30 years of service, respectively
- Civitae Core Curriculum on pace to roll out in fall 2018
- 6th annual Teaching and Learning Institute

Civitae Core Curriculum

During the 2017-2018 academic year, the Civitae Core Curriculum committee made significant progress towards the implementation of our new program. The majority of our time was spent assisting faculty with course creation and reviewing/approving new and revised courses. Approximately 75 Pillar, 15 Perspectives, and 20 CTZN 110 section proposals were fully approved and are set to be delivered in Fall 2018. The committee also spent a significant amount of time on faculty development activities, traveling to conferences (AAC&U, Virginia Assessment Group, SACS-COC, etc.), and holding initial discussions about the assessment that must accompany Civitae. Moving forward, we will ramp up curricular processes to create and approve additional Perspectives-level courses, which will be offered in 2019-2020.

Cook-Cole College of Arts and Sciences

Assistant Dean Joanna Baker retired after over 30 years of service to Longwood, having touched many lives here at Longwood and has assisted untold numbers of students through their travails with great empathy and skill. She will be very much missed by the faculty and staff in the College and the University.

The first STEM/Arts & Humanities summer incentive grant-writing program has resulted in the College funding eight submissions from faculty across a range of disciplines. The awards include a summer stipend to write the grant and funds to support travel. Faculty commit to submitting a grant/fellowship proposal within a year, and also commit to resubmitting if the proposal is not funded the first time through. Faculty will work with the Office of Sponsored Programs and Research and our grant consulting firm, McAllister and Quinn. The dollar value of grant and fellowship proposals is in excess of \$1.2 million.

In addition, the College is supporting all new assistant professors who started last fall semester with a summer stipend to help develop their personal research program. This program is also in place for all newly hired tenure track faculty who will begin at Longwood this coming fall semester.

Nursing successfully recruited a new department chair and director of nursing, Professor Kim Little, who comes to us from an administrative nursing position at Liberty University. The department also hired a new assistant professor, and has a full incoming freshman class. Additionally, the program completed its CCNE Reaffirmation report and visit and should receive formal reaccreditation notice in June.

Longwood held its first ARTS DAY in late fall, the first of what we hope will become an annual event. Over 100 juniors and seniors from high schools across the state attended workshops in print-making, photography, acting, theatrical design, ukulele, and piano, among other topics. Faculty from Art, Theatre, and Music worked together to create classes for high school students and their teachers in the arts, who earned points towards their professional development. The Admissions office sponsored the event, and we received a number of university applications from seniors who attended.

In addition to Arts Day, the Music Department presented over 50 concerts on campus alone during the 2017-2018 academic year. Performers included students, ensembles, faculty, alumni, and guest artists such as the Richmond Symphony and Hot Club of San Francisco. Musicians in the department collaborated with the Richmond Symphony, Lynchburg Symphony Orchestra, VCU Opera, and numerous middle and high school music programs across the state.

The Longwood Media Showcase sponsored by Communication Studies received 60 entries from students across campus competing for awards for videos they wrote, produced, and edited. Students submitted videos to compete in news, documentary, talk show, creative, and promotional categories.

Dr. Jennifer Miskec, Associate Professor of English, was awarded a Fulbright Fellowship for spring 2019, to teach and research at the University of Zagreb in Croatia. This is a great honor not only for Jennie but also for Longwood and for her department.

March saw the presentation of the Dos Passos Prize to author Chang-Rae Lee. The Dos Passos Prize is the department's and the university's most prestigious recognition in the world of letters and an important national prize for American writers.

The department also hosted novelist and comic book writer Saladin Ahmed in classes and for a talk to mark the bicentennial of the publication of Mary Shelley's *Frankenstein*. The department marked this anniversary with an eight-instructor honors class that studied the sources and legacy of Shelley's novel and with a panel discussion by Longwood faculty on the scientific legacies of the novel.

The Sociology, Anthropology and Criminal Justice Studies Department had a full contingent of faculty present at the Southern Sociological Society Meeting in New Orleans. Brian Bates and

the Institute of Archaeology submitted two major National Science Foundation grants recently, one a resubmission on Improving STEM Competencies via Archaeology Research in the Staunton River Valley, and the other on Climate Change at the Water's Edge: Shoreline Vulnerability Assessment of a Selected Portion of the Chesapeake Bay.

The laboratory led by Dr. Andrew Yeagley, Assistant Professor of Chemistry, recently published an article on a newer safer form of antimicrobial additive to topical skin creams that may significantly reduce the potential for dangerous side-effects. This research is also the topic of a summer grant development award that will result in a submission to the National Institutes of Health.

Hundreds of high-achieving middle and high school school students were on campus in late May for the annual Virginia Academy of Science and Virginia Junior Academy of Science meeting. Longwood received rave reviews from organizers and participants, and the group indicated it is excited to return for future meetings.

College of Business and Economics

The total number of students enrolled in the College of Business and Economics (CBE) for 2017-2018 is 606. The Economics faculty made adjustments to the curriculum this year which the CBE anticipates will yield enrollment growth in the next two academic years.

CBE Enrollment 2017-2018

| | | | |
|--------------------------------------|---------------------|-----|-------------------|
| BS in Business Administration | Accounting | 103 | |
| | Economics | 17 | |
| | Finance | 58 | |
| | ISCS/CFYR/ISYS/MISA | 72 | |
| | Management | 148 | |
| | Marketing | 91 | |
| | Real Estate | 12 | |
| | Retailing* | 0 | |
| | Undecided | 64 | |
| | Total | | 565 |
| BS in Econ | Business Economics | 3 | |
| | International Econ | 3 | |
| | General Economics | 8 | |
| | Total | | 14 |
| MBA | General Business | 25 | |
| | Real Estate | 2 | |
| | Total | | 27 |
| 2017-2018 TOTAL ENROLLMENT | | | <u>606</u> |

The Logistics Center continues to work with the Commonwealth Center for Advanced Logistics Systems. Recently meetings were initiated with multiple participants, including the College of Education and Human Services, Southside Virginia Community College, Southern Virginia Higher Education Center, Danville Community College, Go Virginia, the SNVC Center and SBDC. The process is in the formative stages, but discussion has already begun regarding potential collaborations and desired outcomes for educational programs and job training.

The Center for Financial Responsibility will, once again, offer a three-credit, dual-credit course this summer for high school students that satisfies a Virginia finance and economics course graduation requirement. Last summer, the course was taken by more than 300 students. The course requires a visit to campus in July to take the final examination. If a student who successfully completes the course decides to attend Longwood University, that student also receives a three-credit scholarship.

The Center for Cyber Security is offering two, three-credit, dual enrollment credit courses to students at Deep Run High School in Henrico County. The courses are offered as part of the Center for Information Technology program. If a student who successfully completes the courses decides to attend Longwood University, that student also receives a three-credit scholarship.

The Masters in Business Administration program was reviewed over the academic year by a task force charged by Dean O'Keefe to assess its viability, curricular structure, delivery methodology, entry criteria, and recruiting efficacy. The task force consisted of the MBA Faculty Advisory Council, Dean Jeannine Perry and Associate Vice President Jennifer Green. The task force made several recommendations which will be addressed during the coming academic year by the MBA Advisory Council. This summer, the Dean's Office will work with the Office of Assessment and Institutional Research to generate data and analytics that inform the process.

The College of Business and Economics and the Office of the Registrar have initiated a two-year pilot program to have advising of pre-business and pre-economics students performed by the Registrar's Office. The timing of the pilot intentionally coincides with the implementation of the Civitae Curriculum. Toward the end of the pilot period, the CBE and the Registrar's Office will make the determination whether or not to permanently move pre-business advising to the Registrar's Office or to return advising to an advisor in the McGaughy Internship & Professional Development Center.

Assistant Dean Melinda Fowlkes is retiring after 42 years of service. The CBE thanks Mrs. Fowlkes for her selfless devotion to Longwood University and to its students.

College of Education and Human Services

The Department of Education and Special Education is seeking permission to change its name to the Department of Education and Counseling from SCHEV. The Counselor Education program expects to submit its self-study for CACREP accreditation imminently, another important development. All five graduate programs in the department participated in the Spring Symposium for Research and Creative Inquiry, with students from all active programs receiving

awards and faculty member Sarah Tanner-Anderson '02 (M.A. '07) serving as one of the keynote speakers for the day.

The Department of Health, Athletic Training, Recreation, and Kinesiology (HARK) has been active in undergraduate student research. This year seniors in Kinesiology developed 12 individual IRB approved research studies submitted for publication and/or presentation. Students participated in the Spring Symposium day on campus and will also be presenting at national conferences, as well as submitting their research to a peer reviewed journal this summer.

Athletic training faculty guided nine student-led research studies, resulting in departmental dissemination; facilitating and working on one student (group) manuscript for publication.

The Kinesiology program has collaborated with several different departments across campus, including four varsity teams in Athletics, to develop an early detection model for injury prevention. Kinesiology also completed its report to the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for re-accreditation and met all standards.

The therapeutic recreation students in RECR 304 (Leisure and Aging) partnered with older adults at Centra PACE in Farmville for an intergenerational program called "With These Hands." The students interviewed the older adults to gather information about their personal history and took photos of their hands. Upon completion of the interview, the students wrote short biographies about the older adults to go along with the photos. Students stated the project helped to decrease some of the negative stereotypes often associated with aging. The therapeutic recreation students (juniors and freshman) spent two Saturdays at the Virginia Home in Richmond, VA (residential facility for individuals with physical disabilities) implementing a variety of therapeutic recreation programs for the residents. The students gained experience planning, adapting, and leading recreation activities for people with physical disabilities.

The Office of Professional Studies placed 530 students in student teaching or practicum field placements during the 2017-2018 academic year.

| | Fall 2017 | Spring 2018 |
|--------------------------------|-----------------------------------|---|
| Student teaching placements | 58 approximately; 40% employed | 113 approximately; 35% have signed contracts |
| Field placements for practicum | 161 | 198 includes summer |

The Andy Taylor Center expanded to two classrooms this past winter. The center is working to hire a new assistant teacher and will be hiring a new site director this summer in anticipation of increasing enrollment in the fall. The Center has also been collaborating with Smart Beginnings and the Speech, Hearing and Learning Services (SHLS) to offer the Child Development Associate (CDA) credential. Additionally, Dr. Sarah Miller has continued to work with state groups and committees to develop pathways for the early childhood workforce, and the deans and faculty are currently reviewing a proposal for an early childhood degree program and will be fully developing the curriculum proposal during the next academic year.

College of Graduate and Professional Studies

The Graduate College

The graduate faculty organizers of the 4th Annual Graduate Research Symposium were happy to be part of the newer, university-wide research and inquiry day this year on Tuesday, April 24. Graduate students from School Librarianship, Reading Literacy & Learning, Special Education, Counselor Education, Health and Physical Education, and Communication Sciences & Disorders programs shared their research and inquiry topics with other graduate students, undergraduate students, faculty, staff and visitors in the Greenwood Library. Forty-seven students presented 23 posters with 4 of them as distance presentations from off campus students. Seventeen students shared 9 informative oral presentations. Throughout this past year, Longwood's graduate students also shared their work at professional conferences at both the state and national level, wrote and published articles with their faculty mentors, and received awards for their work.

In graduate admissions, the addition of an Assistant Director of Admissions and Recruitment and full use of the College Net online application process have decreased the time between application and admission significantly. Since going live with College Net in January 2018, we have processed 795 applications through the new system for graduate and professional studies prospects.

The Digital Education Collaborative (Instructional Technology Innovation & Support)

During the 2017-2018 academic year, the Digital Education Collaborative (DEC) has provided a variety of support services for the University community. In addition to supporting key tools such as Canvas, Panopto, Respondus, Turn-it-in, and Word Press, the DEC focused on the pedagogical uses of technology, application of the Quality Matters rubric to online and hybrid courses, and opened the DIGILab, an educational makerspace focused on technology tools and hands-on learning and exploration. The DEC offered 46 workshops on a variety of instructional technology topics. Eighty-six faculty, adjuncts and instructors participated in the Longwood Online Technology Institute (LOTI) training required for anyone who will teach online or hybrid formats at Longwood.

In addition to the substantial support provided by the DEC's full-time staff members, 14 highly trained, undergraduate student staff (Instructional Technology Collaborators-ITCs) provided instances of support to faculty 622 times, staff 541 times and students 210 times between August 1, 2017 and May 11, 2018. Support is provided via phone, scheduled or walk-in appointments, online chats/SMS messages, and email.

Office of Accreditation and Compliance

In conjunction with faculty members in the relevant disciplines, the Office has sent multiple proposals to SCHEV staff regarding changes in total credit hours to degree. These credit changes are consequences of the move to the Civitae Core Curriculum. The Office will continue to monitor federal requirements related to state authorization as new rules develop.

The Office received its SACSCOC acceptance letter for new off-campus locations (Colonial Heights High School, Glenkirk Elementary School, Pearson's Corner Elementary School, and

Price's Fork Elementary School) where students may receive 25 to 49 percent of instruction for the MEd in Reading, Literacy and Learning. The Office submitted a notification letter of a new off-campus location (Fluvanna County School Board Office) where students may receive 25 to 49% of instruction for the Autism Spectrum Disorders Certificate.

In the coming months, the Office will begin initial work on examining program assessment results for 2016-2017 and 2017-18. The upcoming SACSCOC Fifth-Year Interim Report requires data from 2016-2017, 2017-18, and 2018-19.

Office of Assessment and Institutional Research

OAIR continues to move forward with several assessment and institutional research initiatives. The newly adopted assessment management system (formally TK20, now Watermark) is in the initial application stages, and they are receiving feedback from users and continuing to make improvements. In addition, staff are working closely with the Civitae Core Curriculum Committee on developing and implementing assessment procedures/methods.

Several institutional research initiatives have been undertaken including empirical investigations into the interplay between first generation status and Dual Enrollment experience, the drivers of success in scientific reasoning, and the potential joint impacts of family structure and parental education levels on student collegiate success. In addition, the Director of Institutional Research is working closely with the College of Business and Economics (CBE) this summer to provide a clear and detailed picture of the student flows into, out of, and within CBE. This knowledge is essential to understanding the unique experiences business students have, and what policies may be developed to improve student success.

Center for Faculty Enrichment (CAFE)

2017 Teaching and Learning Institute: In the ongoing effort to support Longwood faculty as we implement the new Civitae Core, CAFE and the Civitae Core Curriculum Committee co-hosted a two-day institute entitled "Integrating Perspectives: Building the Next Level of the Civitae Core" on May 16-17. The focus was on developing coursework with a particular emphasis on integrative learning at the Perspectives level. At this time, over 80 Longwood faculty and staff are registered to attend. This year's guest speaker was Dr. Ashley Finley. Dr. Finley currently serves as Associate Vice President for Academic Affairs and Dean of the Dominican Experience at Dominican University. She is also national evaluator for the AAC&U's Bringing Theory to Practice project, a national project dedicated to understanding the intersection of students' engaged learning, civic development, and well-being.

CAFE Support for Major Campus Initiatives: In addition to Civitae Core, CAFE is an active collaborator and partner with several campus initiative programs. Recently, Dr. Tracy facilitated an assignment design workshop for Fellows in the Brock Experience program. Dr. Tracy and Dr. Linda Townsend, Director of Assessment, designed and facilitated a two-part instructional design workshop for faculty teaching QEP-designated disciplinary courses. CAFE is also

collaborating with the Registrar's Office to design professional development for all academic advisors.

Summer Productivity Workshops: CAFE is expanding our yearly one-day workshop to include a two-day session at Hull Springs Farm. Dr. Renee Gutiérrez, assistant director for CAFE, will facilitate an interactive workshop that provides faculty and staff with the opportunity to plan a productive summer that will also help them feel rejuvenated when they begin the fall semester.

CAFE and SCHEV (State Council of Higher Education in Virginia): Invited by SCHEV, Dr. Pamela Tracy, CAFE Director, was set to participate on the Keynote Panel for SCHEV's Developing Core Competencies: A Day of Dialogue on June 1, 2018. Bringing together institutions of higher education from across Virginia, this one-day program seeks to engage participants in discussions about best practices for assessment. Later in June, Dr. Tracy was also to facilitate an on-line assignment design discussion with faculty from across the state.

New Faculty Program: CAFE's New Faculty Program is an extended orientation program that begins at point of hire until the end of a new faculty member's second year at Longwood. There is a two-day New Faculty Orientation program; this year's program will be on August 8-9, 2018, and feature a panel discussion with all academic associate deans focusing on student mental health issues. Dr. Maureen Walls-McKay, Director of CAPS, and Lindsay Farrar, Assistant Dean of Students will facilitate the discussion.

Greenwood Library

The 2017-18 academic year has been a banner time at Greenwood Library, with an array of outreach events, facilities upgrades, grant writing, and teaching activities that highlight our partnerships within Longwood University and throughout the greater Farmville community.

Students First. Our primary commitment is serving the research needs of our student and faculty researchers. We connected with students throughout the year by providing a high level of service at our Desk, engaging in one-on-one research appointments with librarians, and delivering hundreds of library instruction sessions. Dean Roberts visited SGA multiple times to report on previous commitments and receive new ideas and suggestions from student leaders. Among these student-driven initiatives was a year-long trial extending hours until 2:00am Sunday-Thursday. As indicated in the charts below (noting a 1:30am headcount), the number of students in the library during these extended hours is steadily increasing.

Teaching and Learning. Librarians played key roles in teaching and learning at Longwood, from presenting hundreds of research orientations to serving on the Civitae Core Curriculum Committee. Librarians also taught sessions on integrating information literacy into the Civitae Core Curriculum at the annual Teaching & Learning Institute.

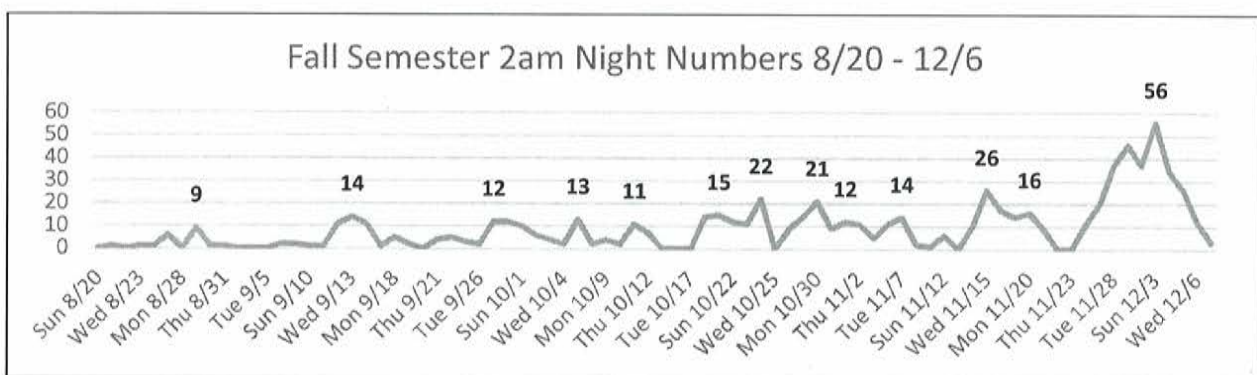
Facilities. Greenwood Library continued a process of sprucing up physical facilities by painting the Atrium, replacing study tables and chairs, adding 100+ electrical outlets, and laying carpet, all serving to make our study spaces more attractive and cozy for researchers. Through

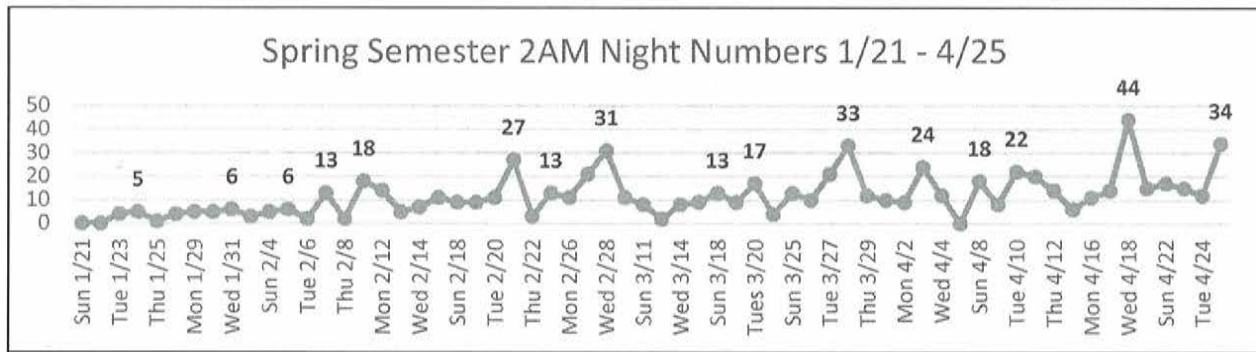
Equipment Trust Funds, we added six collaborative mobile MediaScape stations. Finally, we refurbished a former computer lab into a useable instruction space and participated in a study of HVAC systems in our basement archives and special collections storage areas.

Events. Greenwood Library sponsored or co-sponsored numerous events this year, including an interdisciplinary faculty panel discussing the book “The Hate U Give,” a faculty reception, a student book club, and a faculty workshop on intellectual property by Kyle Courtney, an international-recognized scholar from Harvard University. The Library also served as a hub for activities on the April 24 Spring Research Symposium as well as the annual Mega Reunion, where a speaker panel, historic photo identification, and oral histories took place in the Library. Our ever popular genealogy workshops for the larger Farmville community were both well attended, with over 75 people participating in the fall event. Finally, we held multiple events including Valentine’s Day and Poem in Your Pocket Day programming with our partner, the Barbara Rose Johns Farmville Prince Edward Community Library.

Grants. Noteworthy also are two grants submitted by Greenwood Library this year. We were pleased to receive the National Endowment for the Arts Big Read grant, which provides funding for programming centering on a specific book. Chosen for this project was “Burning Bright” by Ron Rash, which will provide the backdrop for lectures, book discussions, musical events, and other activities in April 2019. Though ultimately unsuccessful, the Libraries and Autism grant highlighted the strong collaborative relationship with our co-submitter, the Virginia Children’s Book Festival.

Personnel. At long last Greenwood Library is able to boast a full cadre of librarians with the hiring of Mark Hamilton, Research and Digital Services Librarian. This will empower the Library to improve outreach to academic and administrative departments and serve the information needs of researchers of all varieties.





Hull Springs Farm

During the 2017-18 academic year, students representing multiple disciplines studied at Hull Springs, with an overall increase in faculty/student visitation and research conducted on site.

A turning point in preparing for the property’s revitalization was made possible with the 2017 completion of a Westmoreland County public sewer line that connected Hull Springs, along with neighboring Glebe Harbor and Cabin Point developments. A facilities feasibility study, led by Train Architects, was completed in March with faculty, staff, students and supporters identifying space needs to accommodate more students for longer stays. The Hull Springs Leadership Team is developing a business plan, along with a fundraising initiative, for new facilities including student and faculty housing, classroom and research laboratory buildings, dining and event areas that can double as seminar/classrooms, and a new “camp house.”

Plans are underway for the third Longwood University Camp for Environmental Exploration (LUCEE) held in partnership with Westmoreland County Public Schools (WCPS) for rising 4th-6th graders. Longwood students serve alongside certified WCPS teachers in leading environmental-related activities during the two one-week camp sessions held in July. This year’s camp will focus on project-based learning and conclude with a student presentation to guests on July 26.

RES has continued to market and sell wetland, stream and nutrient credits and to oversee the completion of construction and ongoing maintenance of the Hull Springs Farm Wetland Mitigation Bank. The sale of the initial credits covered the costs of wetland enhancement and restoration and escrow funds. Future sales of credits are to provide financial sustainability of operations at Hull Springs.

Office of International Affairs

Capitalizing on the growing interest and support from the administration, faculty, and staff, International Affairs focused its attention on raising awareness of international programs and services on campus during academic year 2017-18. Goals included the expansion of interoffice collaboration, an increase in participation at events and programs, and greater support for the 70+ international students and 150+ students studying abroad.

To expand interoffice collaboration, staff began working with Counseling and Psychological Services to develop new strategies for supporting the mental health of international students as well as LU students studying abroad. Future orientations and pre-departure workshops will include mental health topics presented by CAPS staff. Additional significant collaboration occurred with Admissions, Financial Aid, and Administration and Finance as we discussed ways in which additional scholarships could be managed and allocated. We expect to see the impact of the changes in Fall 2019.

Participation in the faculty/staff intercultural training workshops remained steady with the English Bridge director offering programs to groups and individual departments. Dr. Deborah Westin also provided training for a local high school international club. We were excited to have much greater participation at events during International Education week including 50 faculty and staff attending a “State of International Affairs” luncheon where we highlighted all programs and activities sponsored by Longwood which aid in increasing global diversity on campus. Finally, the Global Leaders student organization increased membership to more than 40 students who assisted new international students, assisted with Study Abroad programming and recruitment, sponsored cultural programs such as Arabian Nights, #Youarewelcomehere, Longwood Goes Global, and a 5K to raise awareness of the need for global diversity.

Longwood Center for the Visual Arts

Onsite participation:

| | |
|---------------------------|--------|
| 2017-2018 (as of 4/29/18) | 12,060 |
| 2016-2017 | 14,099 |
| 2015-2016 | 10,850 |
| 2014-2015 | 5,734 |

This past year, LCVA continued to build its strong collaborative network through high quality exhibitions, events, education/outreach programs, and collecting activities. In addition to its onsite activities, it also initiated a touring program that brings LCVA-originated exhibitions to museums outside Virginia. “Chasing Shadows: The Magical Realities of Elly MacKay,” which inaugurated the LCVA’s annual children’s literature art and illustration exhibition series, opened at the Elora Centre for the Arts in Ontario, Canada on October 12, 2017. “Break Glass: The Art of V.L. Cox – A Conversation to End Hate” traveled to the Rosa Parks Museum (Troy University, Montgomery, AL) and was showcased as part of the cultural programming surrounding the opening of the nationally-lauded Equal Justice Initiative’s museum and lynching memorial in Montgomery this April.

2017-2018 also featured two National Endowment for the eArts funded projects: “Rural Avant-Garde: The Mountain Lake Experience” and “Arts and Letters: LeUyen Pham,” both of which will be fully realized in fall 2018. Rural Avant-Garde is a comprehensive traveling exhibition and publication (published by the LCVA and distributed by the University of Virginia Press) that will open at the Gregg Museum of Art (North Carolina State University, Raleigh) this summer

before traveling to the Maryland Institute of Contemporary Art (Baltimore) in early 2019, and concluding its tour at the LCVA. LeUyen Pham, a prolific children's illustrator best known for her "Princess in Black" and "Vampirina Ballerina" book series, will be on view this fall in collaboration with the Virginia Children's Book Festival.

In addition to an active season of exhibition-related programs, LCVA's school and children's activities continued to solidify their base and reach new audiences. Popular annual activities such as the seasonal Free Family Workshops, Art after Dark, and Cabin Film programs continued to draw strong participation. Teacher professional development workshops showed significant growth (and wait lists) this year following our first ever teacher appreciation open house in August 2017. The after-hours open house attracted 75 teachers to our galleries, where they learned about the LCVA-led school programs available to them, including in-class activities and resources, tours, and workshops – all in a social setting.

Moton Museum

Visitation for the 2018 calendar year continues to be strong for the Moton Museum. As of May 3, 2018, the Museum has reached 5,665 visitors for both onsite and offsite programming, almost halfway to their annual goal of 12,000 visitors. Cainan Townsend, director of education and public programming, has dramatically increased offsite programming. He has already reached 3,185 individuals, surpassing the 2017 total of 2,757. Off-site programs include school visits in the Richmond and Tidewater areas, a successful digital program in partnership with the John Deer Corporation, and participation in the Richmond International Film & Music Festival's Youth Outreach Program. Museum staff showed Moton's introductory film "Strike: A Call to Action," and participated in a panel facilitated by State Senator Jennifer McClellan, who is also a member of the Moton Board of Trustees.

Highlights of on-site programs this year include the annual Moton Community Banquet, which featured a keynote address from Board of Visitors member Mrs. Nadine Marsh-Carter and was attended by 600 community members. April 23, 2018 marked the 67th anniversary of the Moton High School student strike and the celebration of the first annual Barbara Johns Day here in the Commonwealth. The Museum held a Barbara Johns Day Celebration event for families that featured collaborations with Prince Edward County Public Schools, along with a web-based discussion on active citizenship. The Museum also partnered with the Virginia Martin Luther King Jr. Memorial Commission for their Beloved Community Conversations held in communities visited by Dr. King during the 1960s. The Farmville conversation was moderated by the Hon. Jennifer McClellan.

The staff continue to strengthen partnerships with various academic units at Longwood. Moton partnered with the LCVA to plan public programming for the V.L. Cox exhibition that successfully ran from November 2017 – February 2018. Moton also continued the partnership with Dr. Heather Lettner-Rust Honor's ENGL 400 and Mr. Michael Mergen's photography course for our Storytellers of Prince Edward County magazine project. This project allows student writers and photographers to work with local citizens to tell their story of how the school

closings affected them. This is the third volume of the magazine that has been published and distributed for free at the Museum, on campus, and throughout the community.

Office of Student Research

The Office of Student Research solicited 11 student participants for the inaugural cohort of Collaborative Interdisciplinary Tutorials for Employment (CITE) Program. The program targets students with little or no research experience, providing an introductory research experience that also stresses skills that employers seek in candidates. In addition, OSR awarded four research awards in its second round of funding. It also accepted six digital presentations for Spring Presentation of Undergraduate Research (SPUR), the digital event that preserves student work.

For the year, the Quality Enhancement Plan remains on track. Research-infused courses, the heart of the QEP, continues to have healthy enrollments across disciplines. Research programs like Collegiate Undergraduate Research and Inquiry Opportunities (CURIO) allow students to participate in developing their own research projects with faculty mentorship. Faculty continue to receive guidance in incorporating research in their courses through the Spring Faculty Development Workshop. OSR continues to support research at the departmental level by printing posters for students for conferences and classroom presentations and awarding departmental grants to support research activities. OSR has awarded over \$15,000 in student funding awards over the last year.

| | |
|-----------|--|
| 489 | Students in QEP-designated sections of courses |
| 17 | Faculty-student teams in Collegiate Undergraduate Research and Inquiry Opportunities (CURIO) |
| 20 | Faculty participants in the 2018 Spring Faculty Development Workshop |
| 11 | Students in pilot of Collaborative Interdisciplinary Tutorials for Employment (CITE) Program |
| \$15,000+ | Funds awarded to students to fund their research |

Office of Sponsored Programs

In FY18, the Office of Sponsored Programs facilitated the development and submission of 25 new applications for external funding totaling \$3,392,398. Proposals were submitted to a variety of sponsors. Of the 25 proposals submitted in FY 2018,

- 8 were submitted to federal government sponsors totaling \$2,638,868
- 10 were submitted to state government sponsors totaling \$708,791
- 3 were submitted to private sponsors (foundations, industry) totaling \$44,739

Notable awards received in FY18 include the following:

Dr. Lissa Power-deFur, Department Education and Special Education
Interdisciplinary Training on Inclusive Practices (Subaward with Virginia Commonwealth University)

U.S. Dept. of Education
\$367,387 (5 year award)

Dr. David Locascio, College of Education and Human Services
School Improvement Grant

Virginia Department of Education/Buckingham County Public Schools
\$360,108 (1 year award)

Ms. Jennifer Beach, Greenwood Library
NEA Big Read Grant

National Endowment for the Arts
\$15,000 (1 year award)

Longwood has entered into partnership with the U.S. Department of the Interior and the National Park Service as part of the Chesapeake Watershed Cooperative Ecosystem Studies Unit (CHCW CESU). Founded in 2001, the CHCW CESU is a partnership among 43 university/research institutions and 9 federal agencies whose members strive to understand and protect the natural and cultural resources of the region. The CHWA CESU streamlines the process by which universities learn about federal agencies and grantors requests for funding opportunities. The application for membership was spearheaded by Dr. Brian Bates, Professor of Anthropology and director of the Institute of Archaeology. The partnership is designed to benefit all campus programs engaged in education and research with the Chesapeake Bay.



Administration & Finance

Ken Copeland, Vice President

Highlights

- Construction projects moving forward
- Facilities management pursues energy savings, other projects
- Budget and HR updates
- Staff Award winners announced to campus

Design and Construction Projects

Upchurch University Center

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

Brock Hall Student Success Center

The building was formally decorated in the presence of Joan Brock '64 on the Friday before graduation. Landscaping is in place and the final touches are being completed on the building's interior in preparation to begin operations.

Admissions Building

Construction bids were received on April 11, 2018, and the construction contract was awarded to Jamerson-Lewis Construction Company of Lynchburg, Virginia. Construction is estimated to commence in early summer 2018, and to be completed in early fall 2019.

New Academic Building

The Virginia Bureau of Capital Outlay Management approved the final construction plans, and an invitation for construction bids was issued on April 22, 2018, with a due date of June 5th. Construction is estimated to commence in summer 2018, and to be completed in early 2020. A funding request for the building's furniture, fixtures, and equipment has been submitted for inclusion in Virginia's FY 2019 state budget.

Curry and Frazer Residence Halls Renovations

The Curry and Frazer Residence Halls renovation project has commenced with the renovation of Frazer Hall. This summer, contractors will demolish the Commons Building and the existing exterior and interior walls of Frazer Hall. The construction of new exterior walls will begin in August 2018. The guaranteed maximum construction price has been set, and is within the total project budget.

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

Longwood University Real Estate Foundation selected Train Architects to lead an evaluation, planning, design, and costing exercise to create a schematic plan for Hull Springs Farm. The plan will be in line with the vision of the 2025 University Master Plan. The final plan was completed on March 15, 2018, and is being evaluated by the Hull Springs Farm Leadership Team. The architect will also create illustrations of the final design that can be used for fund raising efforts.

Note: A more detailed explanation of Real Estate Foundation activities will be provided in a report by Bill Walsh.

Facilities Management Highlights

- Re-lamped Old Heating Plant with energy saving, daylight harvesting LED lighting with motion sensors.
- Installed outdoor power connections in Stubbs Mall for hosting events in the mall area.
- Installed outdoor receptacles at the front of Lancaster to support the hosting of events.
- Re-lamped shops downstairs in Bristow with energy saving LED lights.
- Re-lamped first floor of Greenwood Library with energy saving LED lighting.
- Repaired water damage from broken sprinkler head on second floor Cox Hall while minimizing disruption to students just before exams.
- Turned over rooms in two residence halls in less than 24 hours to accommodate the Mega Reunion housing needs.
- State Fire Marshal's Office (SFMO) Inspections of Residence Halls were completed.
- Participated in a Meningitis Outbreak Tabletop Exercise for the region.
- Completed Curry-Frazer Renovation Review and Comment on 95 percent Design Development (DD) Drawings for Life Safety Issues.
- Submitted EH&S and Facilities Operations Construction Standards for inclusion in Longwood University Construction Standards.

- Completed the Office of State Inspector General (OSIG) Chemical Inventory Survey for Laboratory Chemicals.
- Compiled Report for VA Department of Labor summarizing Longwood's 2017 OSHA Reportable Accidents and Injuries.

Materiel Management and Financial Operations

Materiel Management

- Current Requests for Proposals include:
 - Athletic Exclusive Media Rights (negotiations phase – working through contract concerns)
 - Event Ticketing Solution (committee evaluation phase)
 - Integrated Marketing Plan and Services (committee evaluation phase)
- Current Invitations for Bids include:
 - Jeffers Hall Exterior Lift Replacement (bids due 6/7/2018)
 - Construction of New Academic Building (bids due 6/5/2018)
 - Term Contract for General Contracting Services (bids are being evaluated)
 - Term Contract for Flooring, Wall & Ceiling Tile (bids are being evaluated)
- Small Purchase Charge Card Automated Reconciliation using Bank of America WORKS is on schedule to be deployed to a pilot group of cardholders June 2018.

Accounts Payable

- Involved 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.
- Currently providing the accounts payable check writing services for the Longwood University Foundation for three departments and will be transitioning more departments at a later date.

Financial Reporting

- FY 2018 Financial Reporting Guidance and due dates have been received from the Department of Accounts. This information and due dates will be shared with the Longwood University Foundation and Longwood University Real Estate Foundation to ensure that their respective financial information is received in time to be included in the University financial statements.

Office of Community and Economic Development

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. This team is working on strategies to develop and keep entrepreneurial talent in our region. Thus far the team has:

- Catalogued the listing of available institutional assets that are helpful to the mission.
- Agreed upon three key projects that leverage existing assets:
 - Study and understand commuting patterns. Formulate potential strategies to encourage our talent to not only work here, but also live and invest their resources and talents here.
 - Design and deliver community based programming in innovation and entrepreneurship. We will explore potential “collaboratory” space to host programming in STEAM education, design thinking, maker space, entrepreneurial support, etc.
 - Support development and understanding of career pathways in technology and trades. This was identified as a crucial need in the community – trades talent can also be innovative and needs to be encouraged to support healthy growth in the community.

Other notes:

- Members have agreed to align with at least one of the three strategies and develop an action plan.
- Representatives from SVCC and DCC are participating in order to align recent GoVirginia funding for trades education with our efforts in this most northern point of Go Virginia Region 3.
- Dr. Paula Leach of Longwood’s Institute for Teaching Through Technology and Innovative Practices has agreed to actively engage with this group on STEM education in the local community.
- The Commonwealth Regional Council is actively involved and will be a key member to assist with grants research and project development.

VisitFarmville.com – our area’s first jointly developed visitor portal. The web and social media campaigns, managed by DIA, have reached 2.4 million people, with 1,452,407 becoming actively engaged on the site since the launch in September 2016. The VisitFarmville.com Advisory Team consists of members from the Chamber, 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 to begin providing input for a marketing plan for the site and for submission to Virginia Tourism Corporation for financial support. Amy Houck will be presenting a draft of the plan to FHLP on June 4th.

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 percent 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:

- Continuing to manage and cleanup Lenel. Working to automate and streamline processes. Upgraded to version 7.3 April 23rd (from version 6.5).
- Scheduling access for events on campus including Mega Reunion and Commencement and Spring to Summer transition.
- Working with Project Managers for door access needs in the new buildings. Coordinating ordering, installation and management of the new access locations.
- Working with Dining on the new meal plans and locations. Ordering and configuring point-of-sale for the four new locations in the University Center as well as relocating existing locations.
- Beginning to market and print identification cards for Orientation.
- Working with conferences and scheduling to provide cards, door access and meal plans to the various conferences coming through this summer.

Human Resources

- Update on Cardinal Project: Agency leadership from the Department of Human Resources Management (DHRM) and the Department of Accounts (DOA) met with the Secretaries of Administration and Finance to discuss the risks facing the implementation and operation of Cardinal HCM given the known issues and obstacles facing the state's Personnel Management Information System (PMIS). The decision has been made to immediately proceed with revising the Cardinal HCM system implementation plan to incorporate the replacement of PMIS/BES in conjunction with the replacement of CIPPS. A scope change of this magnitude will require substantial planning on the part of the Cardinal team and will certainly result in a very significant delay in the implementation.
- Docfinity – The project is moving forward for human resources to provide an electronic CSC form for the campus community. It was decided to move towards the electronic documents first and moving the electronic data repository last since we are under contract with Virtual Image Technology.
- Staff Award Event was held April 27th. Congratulations to the award recipients:

Award For Excellence:

Classified: Desiree Lee – College of Business and Economics

Administrative and Professional: Onie McKenzie – Student Affairs

Distinguished Contribution Award:

Classified: Brooke Greenbank – College of Graduate and Professional Studies

Administrative and Professional: Judith Campbell – Conference & Event Services

Outstanding Service Award:

Classified: Jennifer Major – Campus Planning and Construction

Administrative and Professional: Melinda Fowlkes – College of Business & Economics

- The HR Director, Employment Manager and Classification/Compensation Manager attended the CUPA HR (College and Universities Professional Association for Human Resources) Virginia Conference held May 3rd in Charlottesville. The office continues to work on a succession plan to be completed before the fall BOV meeting. The HR Director and Employment Manager attended the Diversity Roundtable at Hampden Sydney College. They are also working with Dave Hooper, Asst. VP for Digital Management and Content Strategy about HR website improvements and potential video to attract new employees.

The office oversaw the open enrollment for employees for Health Care and Flexible Spending Accounts Open Enrollment from May 1 to May 15. The Classification/Compensation Manager completed over 17 classification/compensation reviews and process 402 forms (CSC's, Independent Contractor, Recruitment Request, Honorariums, Contracts and Hiring Reports). The office is working through the annual process of Instructional Faculty and Administrative and Professional Faculty contract renewals, and recruiting and onboarding 45 positions. The Employment Manager participated in Mock Interviews and Etiquette Dinner for CBE.

Payroll is completing year-end processing. There is continued testing for a Banner 9 upgrade and assembling of teaching materials for the HR team. HR continues to clean out old hardcopy data files this past year and is moving to replace hard copy documents with electronic documents.

Immigration: Five faculty and staff obtained their US Citizenship this year. The university sponsored and/or supported 13 immigration cases this past year.

Budget

Budget Office

The budget office was closely involved in preparing the tuition and fee proposal and continues to monitor budget to actual expenses for the current year. It has been helping to prepare the Operating Plan for FY2019 for presentation to the BOV at the June meeting.

Year-End Finance Overview

The University anticipates ending fiscal year 2017-18 with a modest surplus, allowing for prepayments for the coming year and other customary planning uses. The Auxiliary Reserve is expected to stand at roughly \$9.9 million at the close of the year. Also, the Real Estate Foundation is anticipated to hold \$4.1 of cash reserves at year end, and the total net assets of the Longwood University Foundation are expected to stand well above \$85 million.



Intercollegiate Athletics

Troy Austin, Director of Athletics

Highlights

- Multiple teams set or tie program records for Academic Progress Rate (APR)
- Longwood Athletics Strategic Scorecard: Building a Winning Culture (2017-18 notable outcomes)

Academic Progress Rate

Highlighted by perfect scores from the Longwood women's cross country, women's golf and softball teams, four Longwood teams set or tied program records for Academic Progress Rate (APR) scores in the annual report released by the NCAA in late May.

Along with women's cross country, women's golf and softball, Longwood field hockey posted all-time marks in the APR, an NCAA metric that measures an institution's academic progress and retention of student-athletes.

Those honors, awarded for the multiyear period ending with the 2016-17 academic year, extended a historically strong run for Longwood athletics in the classroom. In 2016-17, Longwood student-athletes posted a cumulative GPA of 3.05 – the highest mark in nearly a decade – and went on to top that mark this academic year, posting a 3.08 for 2017-18.

Longwood softball was the lone Big South softball program to record a perfect APR score of 1,000 in the latest report, doing so during a 2016-17 academic year in which the Lancers won their third consecutive Big South Championship. Women's cross country and women's golf also tied for the top marks in the Big South and joined softball as the three Lancer squads to receive NCAA Public Recognition Awards for ranking among the top 10 percent nationally in APR score.

Additionally, field hockey's APR score of 992 tied for the second-best mark in the Mid-American Conference, and men's golf's score of 990 ranked tied for second in the Big South. Field hockey's score tied the program's all-time mark, set in 2015-16, and men's golf's ranks as

the second best in program history, matching the 2014-15 score and trailing only the 991 the program earned in 2013-14.

The NCAA APR 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.

Seven of Longwood's 14 varsity athletics programs posted APR scores of at least 980, giving Longwood at least half of its teams hitting that mark for the eighth consecutive year. Along with the aforementioned five Longwood teams, women's soccer (987) and women's lacrosse (981) also surpassed the 980 threshold.

Implemented in 2003 as part of an ambitious academic reform effort in Division I, the Academic Progress Rate (APR) holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term.

Strategic Plan Outcomes

The Longwood Athletics strategic plan outcomes from the 2017-2018 academic year provide a point for midterm analysis and reflection given the plan's implementation in August 2014. Overall the Athletics strategic plan outlines 17 Department quantitative-based goals and seven qualitative measures that serve as "internal drivers." There is still a great deal of work to be done, but progress has been made in many areas.

One of our largest successes to date has been department restructuring that has allowed Athletics staff to better manage student-athletes' mental stressors and traumatic issues. The department has also made headway in generating increased national exposure for the university and bringing more foot traffic to campus.

The following outlines the scorecard's goals and targets for each strategic theme, as well some major outcomes from the 2017-2018 school year.

National Marketing

Department Goals:

1. Increase national awareness of Longwood Athletics
2. Establish Longwood men's basketball as nationally reputable program
3. Improve Longwood Athletics' comprehensive competitive stance

Measures:

- _Men's basketball NCAA tournament appearances
- _NCAA postseason appearances
- _Department finish in Big South Sasser Cup
- _Big South Men's Basketball financial units
- _Royalties
- _LongwoodLancers.com average monthly users

Target:

- _2 NCAA Men's Basketball appearances
- _12 NCAA postseason appearances between
- _Average 5th place finish in Sasser Cup
- _Average 1 basketball unit per year
- _Secure \$50,000 in annual royalty distribution
- _75,000 user per month

General Initiatives:

- _Establish competition goals for each sport
- _Meet Big South standards for basketball
- _Revitalize LongwoodLancers.com
- _Highlight the "heroes"

National Marketing: 2017-2018 Highlights

Longwood Introduces New Basketball Coaches

The Longwood campus community got its first chance to interact with new men's basketball head coach Griff Aldrich and new women's basketball coach Rebecca Tillett at an on-campus meet-and-greet and press conference in late April. Both Aldrich and Tillett were on hand to talk about their respective backgrounds, what drew them to Longwood, and their experience since taking over their programs. The day started with an hour-long press conference in the Prince Edward Room in the Maugans Alumni Center and followed with an informal gathering in the Martinelli Board Room that brought together a capacity crowd of more than 150 people. Aldrich and Tillett spoke briefly to the crowd and then met those in attendance, which ranged from vice presidents to faculty, staff and students.

Longwood Hosts First ESPN Television Broadcast from Campus

On a historic day for Longwood University, national sports network ESPN came to campus on April 8 to produce a live television broadcast of Longwood softball's game against rival Liberty on ESPNU. The broadcast marked the first time in school history that an ESPN television network aired a Longwood game directly from campus. To top it off, the Lancers defeated Liberty – then the first-place team in the Big South – in dramatic fashion, 3-2. The national TV appearance was the third this season for a Longwood team, following men's basketball's games at Illinois on the Big Ten Network and at Arizona State on the Pac 12 Network.

LongwoodLancers.com Experiences Record Single-Day Surges

Twice this year, LongwoodLancers.com – the official athletics website of the university – experienced historically high traffic, brought on by two monumental events on the athletics calendar. First, on March 22, a record 5,296 unique visitors flocked to the site as Longwood announced Griff Aldrich as the new men's basketball head coach. That release has gone on to get more than 7,000 pageviews, making it the most viewed article in the history of the website. Later in the spring, LongwoodLancers.com enjoyed another day of 5,000+ users – only the fourth in site history – when Longwood softball played Liberty in a nationally televised game on ESPNU.

Those two dates rank among the top four most visited days in the history of the website and continue a trend that has seen LongwoodLancers.com break records for most unique visitors for three consecutive years.

Consistent Licensing Royalty Growth

The Longwood brand continued to grow in FY18 as evidenced by growth in royalty revenue generated. The year-to-date gross total for royalties received was \$65,435.35 (as of 5/16/18). In FY17 for the full fiscal year, royalties received were \$64,495.26. Aiding that growth was a new agreement with Barnes & Noble, which began this past October and resulted in a new official athletics online store. The move offered a better variety of products available to students, alumni, parents and fans and complimented the in-store offerings. From the period between October 30, 2017 and May 15, 2018, the online store had nearly \$12,000 in sales, which will provide an additional royalty commission of more than \$1,700 back to Longwood Athletics.

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

Foot Traffic by Alumni and Friends: 2017-2018 Highlights

Game Promotions Advance Home Attendance

Longwood Athletics had a record year of attendance at home athletic events. Overall attendance numbers for all sporting events on campus increased nearly 20 percent over the past five years. That figure includes all-time attendance highs in Willett Hall, which this season saw the men’s basketball program record a record attendance of 19,973 spectators for a growth of nearly 35 percent. Women’s basketball had an even larger influx of 137 percent growth, taking their total of 3,334 the previous season, and more than doubling it to the 7,896 in Willett Hall this season.

The major factors that highlighted this success was a focused approach to engage the Farmville community as well as the Longwood University campus. The Lancer Reading Program reached a record number of elementary schools in four-county radius and resulted in a 4,500-ticket giveaway to school children redeemable when accompanied by a paying adult. In total, 58 on-campus and 52 off-campus groups were a part of game day in Willett Hall for 30 home basketball games. Those efforts also included outreach to Longwood’s club sports programs, Greek life organizations and campus departments such as the admissions office and alumni office, all of whom were invited to attend home basketball games with an experience that was tailored to each organization’s goals and missions. Off-campus groups such as local businesses,

youth organizations and living communities like The Woodland were also provided that same tailored experience.

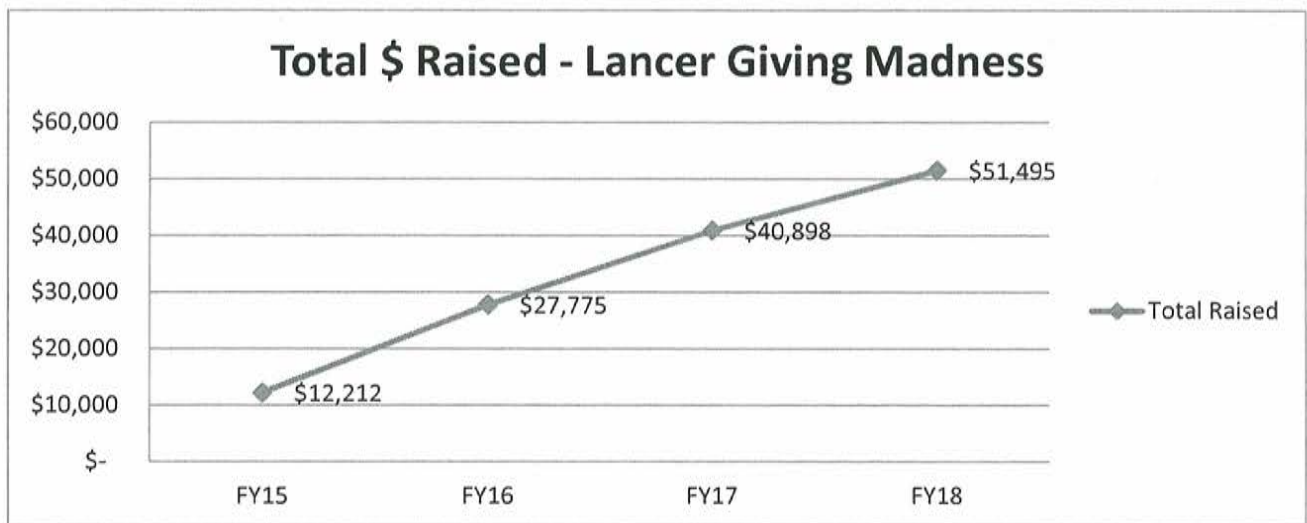
Athletics Donor Participation Surging

Longwood Athletics found renewed growth in donor participation figures this year, with substantial support coming from the Lancer Giving Madness campaign that coincided with Love Your Longwood Day on March 27. That single day of giving saw 1,658 donors contribute directly to Longwood Athletics, putting the department 92 percent of the way toward the FY18 goal of 1,800 donors, which would set an all-time high for athletics donors.

Specifically, Lancer Giving Madness – a competitive micro-giving campaign that allows Longwood’s teams to compete against each other for most donations – raised more than \$51,000 in just 24 hours. The Longwood women’s soccer team, led by head coach Todd Dyer, won the competition for the third time in four years with 343 donations, while the men’s basketball team, led by new head coach Griff Aldrich, raised \$9,425, the most of any team.

Fiscal Year 2018, Year-to-date (as of 5/11/18)

| | |
|---|-----------|
| Total \$ Raised | \$305,606 |
| Donor Count | 1,658 |
| Donation Count | 2,442 |
| Unrestricted | \$16,164 |
| Sport Specific | \$192,852 |
| Scholarship Endowment | \$52,149 |
| Scholarship Operating | \$13,691 |
| Special Projects/Events/Other Restricted | \$30,750 |



Longwood Athletics hosted several constituent engagement events throughout the year, from the Longwood Athletics Benefit Celebration in October and the induction of the 2018 Hall of Fame

class in February to the inaugural Lancer Talks event in Midlothian and the introduction of new men’s basketball coach Griff Aldrich and new women’s basketball coach Rebecca Tillett to the campus and Farmville community. In total for FY18, nine alumni/constituent engagement events had a total attendance of nearly 750 people.

Alumni and constituent engagement will be an area of increased emphasis for Longwood Athletics moving into FY19. As part of the investment into this area, Kylie Dyer ’15 was hired in May as Assistant Director for Athletics Engagement, a new position focused on donor and alumni special events, constituent communications, cultivating relationships with young alumni and stewardship, while also providing support of athletics’ annual fund program. Kylie was a member of the Women’s Soccer team during her time as a student-athlete at Longwood and has worked as a member of the Longwood Admissions staff for the past two years. Kylie brings a combination of strengths to this position that we believe will help foster and grow affinity for the institution through athletics.

| Prosperity of one of America's Oldest Two College Community | |
|--|---|
| <u>Department Goals:</u> | |
| 1. Become the anchor for family-friendly entertainment | |
| 2. Enrich Longwood and surrounding communities through outreach and diversity initiative | |
| 3. Fulfill Longwood University master plan vision for athletics facilities | |
| <u>Measures (area responsible):</u> | <u>Target:</u> |
| _ Sponsorship support | _ \$500,000 in local and regional sponsorship support |
| _ Environment of diversity awareness and respect | _ A qualitative diversity education program |
| _ Community outreach events | _ 2 community outreach activities per year |
| <u>General Initiatives:</u> | |
| | _ Develop family oriented marketing programs and activities |
| | _ Focus on impactful community related events |
| | _ Design and implement annual diversity education programming |

Prosperity of one of America’s Oldest Two-College Communities: 2017-2018 Highlight

Record Growth in Corporate Partnership Growth

Longwood Athletics set new records in FY18 for revenue through corporate partners. Longwood had sponsorship agreements with 31 local, regional and national partners during the year. Total cash increased nearly 15 percent from FY17 to \$115,400, a new high for the department. Additionally, a new multi-year deal with CenturyLink was the largest cash sponsorship deal inked in department history, a four-year deal totaling \$62,500. Longwood Athletics also extended the partnership with Shentel, which provides for a dedicated channel throughout their cable network to simulcast home Big South Network broadcasts of men’s and women’s basketball, baseball and softball. The Shentel deal also provides upwards of \$150,000 of cross-channel advertising value throughout the year.

University Retention and Graduation Rates

Department Goals:

1. Foster the success of student-athlete enhancement programming
2. Cultivate private scholarship support
3. Become the standard for student-athlete success in Big South Conference

Measures (area responsible):

Target:

| | |
|--|---|
| _Cumulative Department grade point average | _3.2 cumulative department GPA |
| _NCAA Academic Progress Rate | _Top in the Big South Conference (Eligibility score of 990; Retention score of 985) |
| _Athletics General scholarship endowment | _Increase by 50 percent |
| _Big South scholar-athlete recipients | _Highest percentage of scholar-athletes |

General Initiatives:

- _Create academic benchmarks for each sport program
- _Enhance life skill programming and education sessions
- _Collective effort to establish a beneficial student-athlete enhancement program

University Retention and Graduation Rates: 2017-2018 Highlights

Operational Scholarship Initiative

Over the past year, the members of the Lancer Club Advisory Board developed a plan to align their focus, energy and individual philanthropy towards growing Longwood Athletics' scholarship portfolio. The board committed to raising \$40,000, or approximately the equivalent of one out-of-state scholarship for use during the FY19 year. As of May 16, more than half of that amount had been received or pledged, while the department awaits final commitments from remaining board members. This effort was led by a scholarship committee that included Kevin Brandon '82, Teresa Brown '84, Colin Ducharme and Kathleen Early '92.

Student-Athlete Mental Health Initiative

Mental health symptoms and disorders are currently propagating in student populations across U.S. colleges and universities, and Longwood University is no different. Student-athletes show considerable risk for such issues, and to combat this, the Student-Athlete Enhancement unit within the athletics department has taken considerable steps towards prevention. First, a majority of all support staff completed a certification course in mental health first aid. Second, a mental health emergency action plan was made to streamline a consistent communication channel in addressing student-athletes who present symptoms. Third, the department has enlisted the services of a mental performance coach out of Richmond to undertake sports psychology consulting with our student-athletes and teams.

Lastly, in May 2018 a Memorandum of Understanding was established between the Athletics Department and the Longwood Counseling Education program for the placement of second-year graduate students to work with student-athletes.

Restructuring Life Skills Program

Our Life Skills programs provide our student-athletes the opportunity for self-discovery. As they progress from freshman to senior year, it is imperative that the athletics department, coaches and staff help them grow to become the tip of the spear in citizen-leadership. After evaluating the effectiveness of our Life Skills program as a whole, some curriculum and program structure changes were made.

Among those are the Lancer Legacy initiative, which provides a transition-focused program for our freshman student-athletes. The curriculum was redone to provide a more holistic view of Longwood and its traditions, as well as moved to the out-of-season semester for our student-athletes so they could better partake in the meetings.

Next, the Lancer Leadership Program changed its focus to task-specific modules that included topics such as building trust with your teammates, conflict resolution, and emotional intelligence in leadership. Finally, a new transition program for our seniors, named Lancer Launch, was piloted to help serve our student-athletes in flourishing in life after college.

Student-Athlete Academic Performance

The academic performance of our student-athletes been exceptional this past year. In the fall semester, Longwood's athletics programs saw the highest fall performance in a decade with a combined cumulative GPA of 3.05. The spring semester performance was even greater, yielding a 3.17 cumulative GPA to put the final mark for the 2017-18 academic year at 3.08, which neared the department goal of 3.2.



Institutional Advancement *Courtney Hodges, Vice President*

Highlights

- **Richmond Symphony event brings 125 VIP guests to campus**
- **475 scholarship applications submitted since *AcademicWorks* launched on February 15**
- **Love Your Longwood Day surpasses 1,790 donor goal with just under 3,000 donors**

Development

An Evening with the Richmond Symphony: A cocktail reception was held for special guests of the University prior to the April 20 performance by The Richmond Symphony. The guest list included members of the Citizen Leader Society, Rotunda Society, 1839 Society, and community members, all of whom were welcomed by President Reveley. Guests were escorted to Jarman Auditorium where the Symphony performed a variety of new and classical pieces for Longwood students, faculty/staff and special guests. 125 guests attended the reception this year, up from 104 last year.

AcademicWorks: We are thrilled with the successful launch of AcademicWorks and look forward to fine tuning the system over the summer. The system will open for application for 2019-2020 scholarships on December 1. As of May 16, 475 students completed the scholarship application. On average, students were automatically matched with up to 60 different scholarships. Ashley Crute, Director of Scholarships, worked with each academic department to award their scholarships. The College of Education and Human Services for example used to take weeks to award its 48 scholarships. However, this year it only took a matter of hours. Currently, we are in the process of awarding scholarships for the 2018-2019 academic year. Students will be notified within AcademicWorks, via email, and as part of their Financial Aid package by July 1.

Love Your Longwood Day: Longwood's third annual *Love Your Longwood* philanthropy challenge was held March 27. The spirit of giving, pride, and enthusiasm for Longwood was promoted on-campus and throughout our social media channels during a 24-hour period. This

year's theme was focused on "Be Someone's Hero", as each donation provided opportunities and experiences for students. Efforts were focused on reaching the donor goal of 1,790 in honor of Longwood's 179th year.

- Just under 3,000 donors in 24 hours raising \$258,800!
- The campaign attracted 1,201 new donors.
- Nearly 1,100 alumni participated in the campaign.
- Over 25 departments across campus participated in various challenges and activities on Love Your Longwood Day.
- Student giving doubled from last year in dollars and donors. Last year, 146 students contributed \$1,400. This year, 301 students contributed more than \$3,100.
- Faculty and staff participation increased by 12 percent this fiscal year. It currently stands at 57 percent participation campus-wide.

Celebrating 1839: The 1839 Society Stewardship Event will be held June 14, 2018. The event will kick off with a 4:00 p.m. reception in the Colonnades and dinner at 5:00 p.m. in the historic French Lobby.

The 1839 Society recognizes our generous donors that have made a planned gift to Longwood to be realized beyond their lifetime. Members of this society recognize the role of philanthropy in the health of an institution and want to ensure the University's future sustainability. We will celebrate the members of the 1839 Society for the impact their future gifts will have at the University.

Government & Community Relations

As of this writing, the General Assembly is inching closer to finalizing a budget for the 2018-20 biennium. Governor Northam sent down a budget in late March, and the House of Delegates adopted amendments to the budget on April 17th. On May 21st Senate Finance Committee Co-Chairman Emmett Hanger and House Appropriations Committee Chairman Chris Jones released a potential compromise budget. The Senate Finance Committee was scheduled to return to Richmond in the final days of May to consider the plan and other potential amendments.

Several members of the General Assembly have visited campus recently. Speaker of the House of Delegates Kirk Cox spoke to members of the Student Government Association on May 1st. Speaker Cox encouraged students to get involved in their communities and to pursue public service. The Virginia Tobacco Region Revitalization Commission held its May meeting on Longwood's campus, the first time the Commission has met in Farmville in many years. At a reception hosted by the Commission, President Reveley had the opportunity to greet staff and commissioners, including eight members of the General Assembly who serve on the Commission who were in attendance.

The Office of Local & Community Relations has continued to pursue new opportunities to partner with businesses and stakeholders in the community. In addition to new partnerships, the Office is continuing to build off successful events such as Mega Reunion Weekend. For Mega Reunion 2018 Longwood partnered with 11 downtown businesses in addition to High Bridge Trail State Park, Moton Museum, and the LCVA to offer discounts and incentives for alumni. In fact, ten percent more businesses participated this year as compared to the previous year.

Longwood and Town of Farmville representatives attended the International Town Gown Association conference held at The Ohio State University at the end of May. The presentation titled “Collaborating on Vice Presidential Levels” discussed the collaborative efforts between the University and the Town from spring 2015 through today.

Conference and Event Services

Longwood University welcomed a new conference May 22nd - The Virginia Academy of Science (VAS)/Virginia Junior Academy of Science (VJAS) sponsored by the Department of Biological & Environmental Sciences. These members are active in STEM research and education and promote the advancement of science in the Commonwealth of Virginia. This conference brought over 650 middle school and high school students to campus with a total of over 1100 attendees between VAS & VJAS combined. In addition, we will round out the summer conference season with a second new conference “Higher Achievement” sponsored by Athletics. This conference’s focus is on middle school scholars. Higher Achievement creates lasting change by putting individual students on a path to success during these critical years. This organization is driven to purposefully serve communities that lack opportunity. Their scholar population, with a demographic makeup of 75 percent African-American and 12 percent Latino, reflects the communities that they serve.

The Summer Conference Team has grown to 15 members: three Summer Conference Coordinators and 12 Conference Associates will be serving just over 5,000 conference attendees. Conference and Events was pleased welcoming back: Virginia Department of Forestry, Longwood Women’s Basketball Day Camp, Women’s Basketball Overnight Camp, Women’s Basketball Little Lancer Camp, 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, Talented and Gifted (TAG), Call me Mister and LU MBA.

C&ES is pleased to assist in the promotion and support of the newly renovated Hotel Weyanoke. C&ES provides booking for campus departments with our campus reservation system, 25Live. Additionally the Real Estate Foundation office has developed a system for our Longwood faculty and staff to avail themselves of “Direct Billing” via C&ES as the hotel is not in a position to do so at this time.

In the fall, we will introduce a second phase of training for 25Live. This phase will support all Building Coordinators as they transition from a paper calendar for meetings and events in their “restricted” rooms to using 25Live. Not only will this be a great leap forward in monitoring our space utilization, but it will also be of use in an emergency to immediately assess occupancy in minutes. Additionally, as the system is hosted on the cloud, all departments are able to update their COOP plan with instant access to any meetings or events scheduled. (COOP is a collection of resources, actions, procedures, and information that is developed, tested, and held in readiness for use in the event of a major disruption of operations. COOP planning helps prepare University units to maintain mission critical operations after any emergency or disaster.)

YTD Fiscal Year Comparison Gifts through May 18

| Fiscal Year | Unrestricted | Operating Accounts | Total Annual Giving |
|-----------------|---------------------|-----------------------|-----------------------|
| 2009 YTD | \$411,223.10 | \$397,881.76 | \$809,104.86 |
| 2010 YTD | \$416,087.49 | \$542,636.66 | \$958,724.15 |
| 2011 YTD | \$406,817.96 | \$474,540.11 | \$881,358.07 |
| 2012 YTD | \$313,310.15 | \$500,720.74 | \$814,030.89 |
| 2013 YTD | \$331,342.52 | \$443,044.97 | \$774,387.49 |
| 2014 YTD | \$304,890.67 | \$505,065.40 | \$809,956.07 |
| 2015 YTD | \$339,165.77 | \$585,627.54 | \$924,793.31 |
| 2016 YTD | \$350,454.48 | \$716,867.08 | \$1,067,321.56 |
| 2017 YTD | \$321,920.28 | \$1,199,225.88 | \$1,521,146.16 |
| 2018 YTD | \$297,767.93 | \$1,527,034.61 | \$1,824,802.54 |

| Fiscal Year | TOTAL RAISED* |
|-----------------|----------------|
| 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 | \$5.06M |

* Total new funds received or pledged

| Fiscal Year | Grants & Special Endowment/ Initiatives | | Bequest | Non-cash/ Gift in-Kind | | Total Cash Giving | Total Donors | Alumni Participation* |
|-----------------|---|---------------------|-----------------------|------------------------|-----------------------|-------------------|--------------|-----------------------|
| | Annual Giving | Capital | | Request | in-Kind | | | |
| 2009 YTD | \$809,104.86 | \$224,139.27 | \$907,354.83 | \$263,050.06 | \$2,203,649.02 | 4,231 | 13.12% | |
| 2010 YTD | \$958,724.15 | \$394,332.69 | \$2,555,942.77 | \$84,656.38 | \$4,147,655.99 | 4,837 | 13.69% | |
| 2011 YTD | \$881,358.07 | \$230,020.00 | \$761,607.04 | \$109,991.98 | \$5,290,526.35 | 4,547 | 11.41% | |
| 2012 YTD | \$814,030.89 | \$210,739.00 | \$986,820.55 | \$746,086.32 | \$2,889,698.02 | 3,954 | 10.97% | |
| 2013 YTD | \$774,387.49 | \$213,989.16 | \$4,597,031.36 | \$593,204.73 | \$6,349,737.18 | 4,016 | 10.15% | |
| 2014 YTD | \$809,956.07 | \$255,197.38 | \$1,188,051.39 | \$48,342.29 | \$4,310,586.68 | 3,639 | 9.47% | |
| 2015 YTD | \$924,793.31 | \$332,941.23 | \$734,112.69 | \$261,831.31 | \$2,771,441.63 | 4,202 | 10.94% | |
| 2016 YTD | \$1,067,321.56 | \$315,397.13 | \$570,622.27 | \$110,846.83 | \$2,455,670.19 | 5,281 | 11.21% | |
| 2017 YTD | \$1,521,146.16 | \$292,770.00 | \$1,927,224.25 | \$69,136.89 | \$4,585,327.70 | 4,532 | 10.07% | |
| 2018 YTD | \$1,824,802.54 | \$328,390.00 | \$5,485,772.07 | \$30,277.23 | \$8,098,292.17 | 5,213 | 8.98% | |

* Alumni Participation reflects participation rates through the end of the fiscal year, with the exception of 2018 which is through May 18.



Strategic Operations

Victoria Kinson, Vice President and CIO

Highlights

- Fall 2018 admissions cycle finishes strong
- Office of University Analytics responds to more than 180 data requests in first eight months
- Lancer Traditions bracket proves popular
- More than 65 Virginia schools on campus to recruit for jobs in education

Enrollment Management and Student Success (EMSS)

Admissions update

The momentum of strong fall admissions activities carried over into the spring. By May 1, also known as National College Decision Day, Longwood received 1,054 deposits for the freshman class. Also, over the past five years, the number of applicants with a high-school GPA of 3.75 and above has nearly doubled, with an increase of 98 percent.

New General Admission Agreement with the Virginia Community College System in place

This spring, working in consultation with faculty, Strategic Operations negotiated and executed a new General Admission Agreement with the Virginia Community College System (VCCS). The new streamlined document is designed to maximize the seamless transfer of associate's degree-earners into Longwood. Over the next year, we will partner with colleagues on campus and at top feeder community colleges to stand up individual program-by-program agreements in specific majors, facilitating transfers into popular programs, more efficient articulation of community college credit and shorter time to graduation.

New coaching model piloted and ready for incoming freshmen

This spring, we piloted the new coaching model slated for full implementation this fall. Of the academically at-risk freshmen who participated in the pilot program, 70 percent improved their

GPA an average of half a letter grade and 43 percent improved enough to no longer be considered in academic difficulty. The Office of Student Success and the coaches are mailing a letter of encouragement and congratulations to the students. Feedback from the coaches confirms that students benefit from having a strong relationship with an accessible staff or faculty member who can guide them when they are uncertain how to navigate campus policies, offices or situations—academic or otherwise. Studies show that students who believe they have an advocate and an ally are more likely to ask for help quickly. This objective data on student success, combined with anecdotes from coaches and participating students in the pilot program, reinforces our decision to assign a coach to all freshmen this fall.

Director of Financial Aid to join team this summer

EMSS is delighted to welcome new Director of Financial Aid Sarah Doheny, who is slated to begin on July 10. Sarah comes to Longwood following a 12-year career in the University of Maine system, where she oversaw the Office of Student Financial Aid on two campuses. There she provided leadership and strategic vision, managing 17 full-time professional staff and more than 40 students, as well as a budget of more than \$140 million in financial aid and operating expenses. In her time at UMaine, Sarah developed and implemented scholarship programs that contributed to the two largest incoming classes in that institution's history. We are especially excited that Sarah and the rest of the Financial Aid team will be joining EMSS in Brock Hall this summer.

Office of University Analytics

The Office of University Analytics (OUA) was created within the Strategic Operations division during the summer of 2017. This new office has taken on the mission of supporting and championing a data-driven campus culture by providing reliable data for others to use in completing tasks, planning and decision making.

Since September 2017, OUA has received more than 180 data request tickets from more than 83 separate individuals, with the average request taking fewer than three days to complete. We have completed work on more than 46 requests since March 1.

In addition to completing the annual cycle of required reporting to the federal Department of Education and SCHEV, we have been assisting university constituents with data requests that enhance their effectiveness and efficiency. For example:

- After talking with an academic department about information they have typically requested from three different sources to complete a federally mandated report, we were able to create a new, custom, singular report that displays all the necessary data. Additionally, this report will be able to be refreshed and updated whenever a new report is needed.

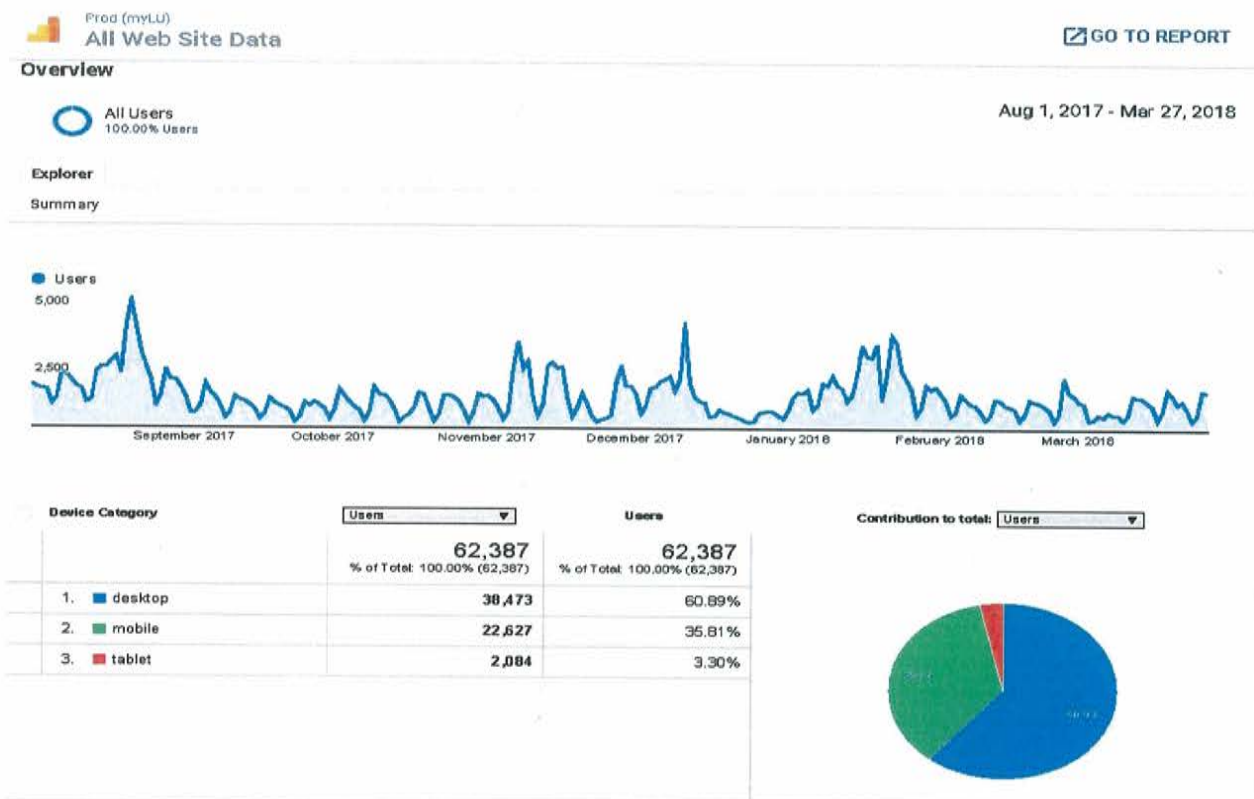
- We have created reports that allow academic advisors to quickly see what courses their advisees have completed or have yet to complete, saving them time in research.
- We created an automated email process to notify new/prospective students who have applied for financial aid of any requirements they have yet to meet. These emails have much more detailed information than previously available in the Banner-generated emails used in the past, making the process a bit easier for our prospective students and families.

OUA has also begun to research and plan for more robust data governance efforts on campus. In conjunction with IT and the Office of the Registrar, and with the oversight of the CIO, we will develop guidelines and convene groups to set strategy and execute objectives that will help us develop and maintain useful, actionable data.

Information Technology Services (ITS)

Mobile device compatibility grows in importance

The graphic below provides an overview of the number of times users accessed myLongwood. The most significant information shown in the graph is the number of mobile devices that are being used to access myLongwood. As new systems are researched, efforts are being made to ensure they are capable of supporting mobile devices.



Enterprise system

Training and rollout to offices continues for the upgraded Banner 9 modules currently in production. Testing and training for Banner 9 Finance and Human Resources is in progress with an October implementation planned. We are in the planning phase for Banner 9 Self-Service Applications. Initial focus will be on Registration and Faculty Self-Service Applications.

Updates to the migration can be found online at <http://go.longwood.edu/banner>

Infrastructure enhancements

All of the outdated wireless access points have been updated, providing better coverage and service. Additional service has been installed at strategic locations for outdoor events.

Services have been acquired to install a redundant internet connection in August 2018.

University IT partnerships

ITS is assisting several offices with implementation of several systems:

- DocFinity: Institutional Advancement, Graduate Studies, Accounts Payable, Financial Aid and Human Resources have completed core training. They have begun review of current forms and documents to be included in migration, and are reviewing current business process. Detailed Project Management is being developed to outline an implementation schedule.
- IdNetworks is in the implementation phase with Campus Police.

University Marketing and Communications

Talk about supersized: Lancer logo goes big on Willett Hall

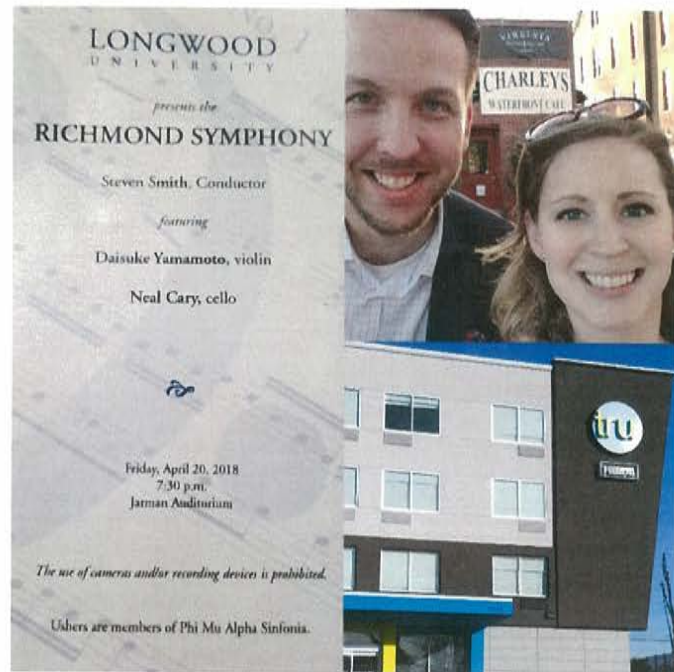
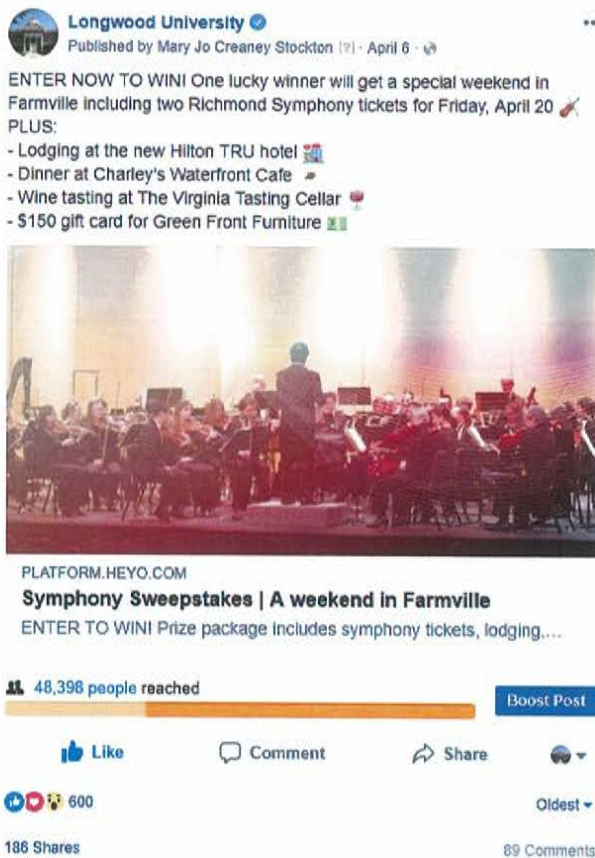
The Vice Presidential Debate continues to have residual benefits for Longwood, most recently with the opportunity to refresh the banners on the exterior of Willett Hall. And what better image to dominate the campus landscape at the south end of Brock Commons than the Lancer athletics logo? The logo—placed on a field of Lancer blue and stretching across seven banners measuring more than 77 feet wide and 20 feet tall—says Lancer pride and spirit loud and clear. Installation was complete in time for Commencement.



"Weekend in Farmville" Symphony Sweepstakes results in massive engagement

Designed to promote Farmville and the Richmond Symphony event on campus, the sweepstakes was by far our most successful social sweepstakes initiative with almost 1,500 entries and reaching nearly 50,000 people due to the massive engagement. The package included two symphony tickets, lodging at the new Hilton TRU hotel, dinner at Charley's, wine tasting at The Virginia Tasting Cellar and a \$150 gift card to Green Front Furniture. The prize winner was a teacher from Crozet, Virginia, who greatly enjoyed her visit and posted the image below. Due to

the success of this initiative, we plan to launch more social sweepstakes initiatives in the near future.



Left: Sweepstakes post on Facebook.

Right: Photos posted by the sweepstakes winner on social media.

March Madness (Longwood Traditions Edition) garners almost 7,000 votes and reveals “secret societies” as Longwood’s favorite tradition

The marketing team took a unique approach to March Madness this year with a bracket that put Longwood traditions head to head to see which one would come out on top as Longwood’s most beloved tradition. With the goal of showing off Longwood’s many diverse traditions and creating multiple engagement opportunities, the Facebook polls garnered approximately 6,750 votes and sent “secret societies” to the top for its one shining moment.

See a sample poll on Facebook: <http://go.longwood.edu/fb-march-madness-poll>



Office of Alumni and Career Services (OACS)

Longwood seniors get Mega over Reunion Weekend

With the date switched to pre-Commencement, Mega Reunion 2018 attracted Longwood seniors in droves. More than 270 seniors registered to participate in events on both Friday and Saturday nights. The event itself was highlighted by the launch of the Longwood Circles-Professional Networks program geared toward connecting seniors with alumni. The weekend's festivities also included fireworks over a packed Stubbs Lawn and a well-attended tour of the new Brock Hall. Overall registration was on par with last year, the first Mega Reunion Weekend.

Spring semester highlighted by Ed Day in Career Services

The spring semester brought with it continued emphasis on campus employer engagement. The Office of Alumni and Career Services welcomed more than 100 employers for a suite of career fairs. Most successful was Ed Day, when 67 Virginia school districts were connected with 125 soon-to-be graduates.

Season 2 of the Day After Graduation podcast goes live

After months of production, the OACS team relaunched our popular story-based podcast for Season 2 of the *Day After Graduation*. The 10-episode second season includes alumni stories about business takeovers, confessions from social work, extra effort put in to secure a new job, life as a diplomat in Russia, and revisiting the disappearance of Amy Bradley '96. The podcast can be found via the Alumni and Career Services websites, and subscribed to via Apple Podcasts, Soundcloud, Google Play and Stitcher podcast apps.



Student Affairs

Tim Pierson, Vice President

Highlights

- **Staff prepares for mentoring and coaching**
- **Emotional challenges for students continue to rise at Longwood, nationally**
- **Housing prepares to bring Frazer offline**

As the academic year comes to a close, priorities in Student Affairs bounce between attaining closure and celebrating the year's accomplishments, and planning and preparing for the upcoming year which, includes selecting/training new student leaders and staff. Hours are long as staff attend multiple student commemorative events while also participating in simultaneous search committee meetings, on-campus presentations and interviews required to fill anticipated staff vacancies.

Annual reports will again continue the trends seen throughout the country of increasing demand for student support services. National surveys report the demand of mental service increased five times the rate of enrollment growth. The ripple effect of these issues is felt in all sectors of campus life. It has become "the new normal."

Assistant Vice President for Student Affairs (AVPSA)

The AVPSA spent much of the spring semester recruiting and selecting Senior Mentors to assist with the fall 2018 sophomore-level EDUC 205 Project Success class. Each of these eight outstanding seniors will work with a small group of the 41+ sophomores in class activities designed to promote a sense of direction, resiliency, and social responsibility, all traits essential to success at Longwood and beyond.

Additionally, the AVPSA joined others in a pilot program of academic coaching intended to support the academic advising of ten freshmen who were placed on academic probation fall of 2017. Academic coaching took the form of regular informational and personal emails as well as periodic individual meetings to discuss academic and personal concerns and issues.

With regard to professional staff development, the April all-staff meeting included a presentation by the Civitae Core Curriculum Director and Interim Provost where updates regarding the roll out of the new Civitae Core were shared along with a discussion of how the new academic coaching model, in which several Student Affairs staff are involved, will support the desired first-year student outcomes. Additionally, presentations from each Student Affairs Unit Head as to how the staff from within their area intend to impact the effective student learning behaviors as measured by the NSSE, were given. Documenting how Student Affairs intends to “close the assessment loop,” is important.

Student Conduct and Integrity

Significant progress was made in regards to updates in the Student Handbook, work accomplished with the assistance of the Community Standards Team. Topics included the review of Code of Conduct: Abuse to Persons, Psychological Emergency Policy, Non-Smoking Policy, Student Organizations: Recognition Requirements, Hearing Bodies, and Student Organizations: New Member Processes. Feedback was given for the new Campus Security Authority Policy, and the reorganization of the Alcohol and Other Drug Policies and Procedures was completed, for maximum transparency to students.

University Clery and Title IX

Title IX

Thirty-six reports of notice were documented during the spring 2018 semester, two of which have resulted in a formal complaint. A total of 84 reports of notice were documented during the 2017-2018 academic year. This office, in conjunction with the Longwood Police Department, is hosting the Virginia Department of Criminal Justice Services three-day intensive “Trauma-Informed Sexual Assault Investigations and Adjudication” training. The training is a multidisciplinary, Virginia specific program which addresses trauma-informed sexual assault investigations in both the administrative (civil) process of a Title IX as well as the criminal process.

Clery

This Office has submitted for approval a Campus Security Authority policy which is consistent with the federal guidelines regarding identification and training of campus security authorities responsible for reporting crimes that occur on or adjacent to campus. In conjunction with Human Resources, this office is developing a comprehensive list of individuals whose job functions indicate that the person should be designated as a campus security authority under the Clery Act.

Dean of Students

Office of the Dean of Students

The Office of the Dean of Students continues to work with a large number of reported cases involving students struggling academically, emotionally, or physically. The Care Team has worked with 800 students (16 percent of the population) during the 2017-2018 academic school year.

A number of focus groups were held to examine the commuter student experience at Longwood. As a result, the role of the Commuter Assistant position will be re-defined and the programming model will undergo change.

Disability Resources

Students with disabilities register with the office on a daily basis. We continue to see an increase in students with profound anxiety/emotional disturbances needing both academic accommodations and housing accommodations to meet their needs. Collaborative partnerships across the campus have resulted in the development of new programs that emphasized student well-being.

Housing

The continuing housing registration process was conducted in February and March. All students that participated in the registration process have received a housing assignment. More than 1,650 students participated in the online registration process to be assigned to a Longwood managed housing space for next year.

The housing team has coordinated with key departments to prepare for the closure of Frazer Hall. Various resources on campus from IT, facilities, and capital planning have coordinated with one another to ensure a smooth transition of removing useful materials from the building prior to the contractor beginning work.

Furniture removal preparation for Frazer has begun prior to the renovation. A portion of this furniture will be utilized to outfit triple room accommodations in Curry and Arc Hall during the renovation period.

Residential Programs

RCL implemented a new online, live training modality which was utilized for Spring student staff training. The office is currently working to restructure and streamline internal functions, policies, and procedures to better service residents and student staff.

Student Engagement Unit

Citizen Leadership and Social Justice Education

Students participated in a range of volunteer and community service programs this spring, including: Alternative Breaks trip to Houston to support hurricane relief; volunteer opportunities at the Andy Taylor Child Development Center; support of Habitat for Humanity; and The Big Event, organized and led by students, and in which over 300 students participated, served 51 job sites in Farmville and Prince Edward County.

The staff provided over 75 workshops focused on diversity and inclusion during the past year to a wide variety of student groups and university offices.

At the Multicultural Gala and Donning of the Kente ceremony, 40 students were recognized for their personal success and contributions to enriching multicultural campus life.

Important partnerships continue with Athletics, Human Resources, and with a number of academic departments. There was close work with the Admissions office on the Crash on Campus program which hosted 82 admitted high school students on campus in April. Strong collaborations with the Moton Museum continued to connect students to this important community resource.

The Citizen Leader Institute for students completed its first year in a new format. Additionally, exciting campus partnerships were initiated to extend leadership training and programming to department of Social Work, Career Services, Athletics, College of Business and Economics, the Cormier Honors College, and, importantly, with the Leadership Studies Minor.

Fraternity and Sorority Life

Membership numbers remained steady (with a small increase for fraternities and for a couple of the National Pan-Hellenic Council (NPHC) groups), the overall GPA remained higher than the all-campus average, and the groups continued to provide campus leadership in their community service and through strong individual leadership and academic accomplishment by a number of student members.

Longwood has received inquiries from several national fraternities who are interested in potential expansion at Longwood.

Strategic planning related to collective efforts around Hazing Prevention and Education continues through a working group involving staff from: Athletics; Student Activities; Conduct and Integrity; Fraternity and Sorority Life; Health and Wellness; and the Dean of Students office. The current priorities are consistency in information and expectations for students.

Student Union and Student Activities

Nine new student organizations were approved by SGA during 2017-18, representing a wide range of student interests, including: Sign Language Club, Jewish Culture Club, Neuroscience Club, and Route 15 (coed acapella). The range of these is a reflection of the level of student creativity and engagement.

Wellness Unit

University Health Center

Longwood University renegotiated our contract with Potomac Healthcare Solutions to greatly expand the health care services we are providing to campus. The new contract will involve having a full-time physician on-site, expand services available and increase our ability to provide in-house screening and lab work to provide 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.

Campus Recreation

The Longwood University Club Baseball team has earned a spot in the National Club Baseball Association (NCBA) Division II World Series after winning the NCBA Dixie Regional tournament. Out of 135 NCBA Division II teams, Longwood was one of 32 who qualified for regionals and one of eight teams who have clinched a spot in the World Series. The World Series took place in Pittsburg, Kansas May 18-22.

The artificial turf field at Lancer Park Sports Complex is being replaced this summer. One of two fields at Lancer Park, 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. The field is scheduled to be back on line by the beginning of the fall 2018 semester.

Campus Police

Office of Emergency Management

Office of Emergency Management coordinates and facilitates effective disaster preparedness, mitigation, response, and recovery activities to minimize the impacts of emergencies on the campus community, facilities, and environment.

Office of Integrated Security Systems

During this past month a dozen criminal case investigations were advanced and brought to conclusion due to evidence drawn from these systems. Both the fixed facility and campus systems and the body worn cameras that we have used for the past four years all add up to a significant public safety tool and force multiplier as well as increasing the overall transparency of the campus safety effort.

Longwood University Foundation

Preparation for FY 2018 Audit underway

Cherry Bekaert will perform the Foundation's audit again this year for FY 17/18. Fieldwork will commence shortly after June 30. The Foundation staff continues to work diligently to ensure timely submission of information to our auditors and we anticipate a smooth engagement this year.

Academic Works Implementation

For the first time in Longwood's history, a database now exists to assist in tracking and awarding Foundation scholarships to deserving students. Academic Works was purchased last year and staff from both the Foundation and University Advancement worked diligently through the fall of 2017 to complete the necessary tasks to implement and use this tool this past spring. Department chairs, faculty members and students had a much more comprehensive picture of all available scholarship opportunities and the award process went much more smoothly than at any time in recent memory.

Longwood University Real Estate Foundation

Curry and Frazer Residence Halls Renovations

The Curry and Frazer Residence Halls renovation project has commenced. English Construction has established its lay-down area on Iler Field and has begun the demolition work in Frazer Hall. After the project is complete, Iler Field will be returned to green space. Over the summer, demolition work will continue in Frazer Hall, Curry Commons will be removed, utility work will commence on Spruce Street, and new exterior walls will begin to appear. Frazer Hall will be completed in August 2019. The Curry Hall renovation will commence in May 2019 and be completed by August 2020.

Hull Springs Farm

Train Architects led an evaluation, planning, design, and costing exercise to create a schematic plan for Hull Springs Farm. The plan was completed in March and is consistent with the vision of the 2025 University Master Plan. The proposed plan offers lodging for 48 people, classroom spaces, meeting spaces, lab spaces, outdoor gathering spaces, modernization of the docks and boathouse, dining / kitchen facilities, as well updates to the Big House. A business plan for the property is in development.

Archaeological Field School

REF worked with Dr. Brian Bates to develop a new field school in Randolph, Virginia. The new Archaeology Field Station will allow the program to continue into the future the tradition of undergraduate field research that has been a hallmark of the Field School since 1980. With modern facilities, expanded faculty and student cabins and bunkhouses, a new well, and a more cohesive site plan, the Field Station will provide a base from which Longwood students will conduct research in southern Virginia. They will be able to apply the theories and methods learned in the classroom, earn real-world experience and form friendships and memories that will last a lifetime.

Special Events Venue Study

REF has contracted with AECOM, Skanska and Franck & Lohsen to evaluate the feasibility and develop a concept plan for a Special Events Venue, as envisioned by the 2025 University Master Plan. Like the Music Building study that was conducted by Longwood, this study will identify the needs, options, and costs for developing such a project in the future.

Audit

Cherry Bekaert & Holland issued an unqualified opinion for LUREF's 2017 audit.

Alumni Board

The Alumni Awards Dinner and Presentation was held on March 16th. This year each recipient was introduced via a video. As always, this was an inspiring evening.

The award recipients were:

- Major Patrick Richardson, Class of 2003 (William Henry Ruffner Alumni Award)
- Bonnie Davis, Class of 71 (Thomas Jefferson Professional Achievement Alumni Award)
- Tom Bailey, Class of 84 (Page Cook Axson McGaughy Lifetime Loyalty Award)
- Noah Wood III, Class of 89 (Jabez Lamar Monroe Curry Humanitarian Alumni Award)
- Dr. Theresa Clark, M.E. Class of 1988 (Nancy B. Shelton Spirited Contributor Award)
- Megan Clark, Class of 2005 (Rotunda Outstanding Young Alumni Award)
- Rita Smith, Horace Mann Honorary Alumni Award

In the most recent alumni magazine, there was a nice article about each of the award recipients.

Our Board meeting was held the following day. Kevin Napier, President of the Student Government Association, spoke to us about SGA events, and President Reveley provided us with campus updates and entertained questions. Board members brought close to 100 canned goods to be donated to FACES in Farmville.

Following the meeting, the Board and the Office of Alumni and Career Services hosted a Ring Ceremony for juniors and seniors and their families. There was a short ceremony in the Rotunda followed by a lunch in Blackwell. This event gave the Board a wonderful opportunity to talk with students and their families.

As you know, Day of Giving was an overwhelming success! Board members worked diligently to promote enthusiasm for this day, did a \$5,000 match, and had 100 % participation as individual donors.

With the date change switched to pre-Commencement, Longwood seniors attended Mega Reunion 2018 in droves. Over 270 seniors registered to participate in events on both Friday and Saturday nights. The event itself was highlighted by the launch of Longwood Circles, a Professional Networks program geared towards connecting seniors with alumni. The weekend's festivities also included fireworks over a packed Stubbs Lawn and a well-attended tour of the new Brock Hall. The Alumni Association set up a table this year and provided information about Board activities and events. Overall registration was on par with last year, the first Mega Reunion Weekend. All in all, Mega Reunion was a success. I was particularly impressed with the variety of activities planned throughout the weekend.

Board members were pleased to be able to greet all new alumni with the ringing of the bell at the Commencement on Saturday morning. The gift this year was a Longwood luggage tag.

We are also pleased to include news from the Office of Alumni and Career Services.

The Spring semester brought with it continued emphasis on campus employer engagement. The Office of Alumni and Career Services welcomed over 100 employers for a suite of career fairs. Most successful was "Ed Day" when 67 Virginia school districts were connected with 125 soon-to-be graduates of the College of Education and Human Services.

The Alumni Board will meet again on June 9th.

Lastly, a reminder to visit the longwood.edu website to stay up to date on Alumni and Career services related events and activities.

Tammy Jones
President, Alumni Board

Report from the Faculty Representative to the Board of Visitors

This will be my last meeting with the Board of Visitors, as I am completing my third one-year term. The faculty will be electing a new representative at the August General Faculty meeting. It has been a pleasure and an honor to represent the faculty before the Board.

At this month's meeting, I'll be sharing some faculty experiences that represent our commitment to our students. I'm gathering the faculty members' stories now and look forward to sharing some with the Board members.

Sincerely,

Lissa Power-deFur, Ph.D.,

Professor, Communication Sciences and Disorders

May 21, 2018

Report from the Staff Advisory Committee

June 2018

The Staff Advisory Committee sponsored our 3rd Annual Ice Cream Event on Beale Plaza on Monday, May 14th – it was a nice, hot day and everyone enjoyed their cold treat! Four members will roll off the committee the end of July and we will welcome four new members for a 3-year term.

LONGWOOD

U N I V E R S I T Y



OPERATING BUDGET AND PLAN

FY 2018 – 2019

Table of Contents

| | |
|--|-----------|
| Budget Summary..... | 1 |
| 2018-2019 Actions of the General Assembly | 3 |
| 2018-2019 Educational and General Program Priorities..... | 5 |
| 2018-2019 Auxiliary Services Program Priorities | 6 |
| Graph Comparing FY 2018 to 2019 Total University Revenue | 7 |
| Graph Comparing FY 2018 to 2019 Total Revenue | 8 |
| Graph Comparing FY 2018 to 2019 E&G Revenue..... | 9 |
| Graph Comparing FY 2018 to 2019 E&G Expenditures..... | 10 |
| Graph Comparing FY 2018 to 2019 Auxiliary Revenue..... | 11 |
| Graph Comparing FY 2018 to 2019 Auxiliary Expenditures..... | 12 |
| Table 1: Revenue Summary | 13 |
| Table 2: Expenditure Summary | 14 |
| Table 3: Summary of Auxiliary Services, Income and Expenditures.. | 15 |
| Table 4: Longwood University Foundation Support Summary..... | 18 |
| Budget Allocation Ratio | 19 |
| Instructional Budget per Student FTE | 20 |
| Debt Burden Ratio | 21 |
| Glossary..... | 22 |

BUDGET SUMMARY

This section provides an overview of the University's 2018-2019 operating budget. Detailed budget information is provided in the supporting tables. Highlights of the proposed plan are presented below.

- The budget is based on assumptions related to enrollment projections, actions taken by the General Assembly and Governor, revenue calculations and expenditure estimates. Tuition revenue calculations are based on prior credit hour production.
- \$2,830,061 of current year anticipated surplus funds for FY 2019 are utilized to balance the FY 2019 budget.
- Tuition and fees, as approved for full time Virginia undergraduates, will increase by an average of \$620, a 4.87 percent increase. This includes a discount of \$250 on the 30th credit hour. Tuition for Virginia undergraduates was increased by \$320, based on a thirty-credit-hour schedule. Tuition rates for in-state graduate, out-of-state undergraduate, and out-of-state graduate students were increased to \$480, \$785 and \$995 per credit hour, respectively. In compliance with guidance set forth by the Governor and the General Assembly, auxiliary student fees and room and board charges may be increased to cover changes in inflationary costs, debt service expenses, and costs associated with base salary and benefit increases.
- The projected revenue budget for FY 2019 is \$129,558,946 which excludes \$5,045,497 in state appropriation for student financial assistance. The proposed expenditure budget for the total University is \$128,592,314.
- The budget consists of two major components: the Educational and General Programs budget and the Auxiliary Services budget.
- The Educational and General Programs budget, which includes both general and nongeneral funding sources, is composed primarily of expenditures and revenues in the Instructional programs, as well as Sponsored Programs (grants and contracts). The total planned expenditures for FY 2019 are \$71,677,986.
- Longwood will contribute \$61,000 in FY 2019 to fund faculty promotions. Additional funding of \$29,021 is included in the faculty salary pool to continue the July 10, 2017, two percent faculty salary increase.
- Longwood will fund the Core Curriculum *CIVITAE* implementation cost for FY19 with \$888,908.

- The second major component of the University's total budget is Auxiliary Services, which includes activities such as student housing, dining services, parking and athletics. The proposed Auxiliary Services budget for 2018-2019 is \$56,914,328. A total of \$937,462 will be held in debt reserve for future use.

2018-2019 ACTIONS OF THE GENERAL ASSEMBLY

The General Assembly session began January 10, 2018, and ended on March 10, 2018. The General Assembly did not finalize a budget before the end of the regular session, and negotiations continue. As of this writing, the Senate Finance Committee is scheduled to consider a proposed budget proposal put forward by the House Appropriations chairman and a co-chairman of the Senate Finance Committee on May 29, 2018.

If that budget proposal is adopted, Longwood's total Educational and General (E&G) operating appropriation will increase from \$69,099,081 to \$69,796,261 -- \$28,182,452 GF and \$41,613,809 NGF.

The budget would provide an additional \$697,180 in FY19. Longwood's FY 2019 general fund operating base increased by a net \$1,291,604 (4.8%) from 2018. This is primarily due to additional funding for benefit cost increases. Longwood's FY 2019 nongeneral fund operating base decreased \$594,424. These changes will be reflected in our appropriation received from the state on July 1, 2018.

Financial Aid

General fund support for student financial assistance in FY19 would increase \$376,476 for a total of \$5,045,497.

Southside Virginia Regional Technology Consortium (SVRTC)

Funding remained at \$108,905 for the SVRTC in FY 2019.

Salary Increases

Funding for salary increases is not included in FY19 of the budget proposal.

Higher Education Equipment Trust Fund

Funding for the FY 2019 Equipment Trust Fund (ETF) program of \$743,433 general fund would be appropriated to Longwood under the budget proposal. This is unchanged from the previous year.

Out-of-State Capital Fee

Out-of-state students are required to pay 100 percent of the average cost of their education. Additionally, non-resident students will pay \$20 per credit hour as a mandatory capital fee. The amount of capital fees that will be paid by the University to support state capital project debt

service on bonds issued under the 21st Century Program decreased \$8,238 from \$106,149 to \$97,911.

Capital Projects

The budget proposal provides \$2,488,000 for equipment for the New Academic Building. The budget also authorizes Longwood to begin planning the renovation and expansion of the Facilities Annex Building project.

Longwood's Maintenance Reserve funding for FY19 would be \$1,878,865, an increase of \$535,574 from FY18.

2018-2019 EDUCATIONAL AND GENERAL PROGRAM PRIORITIES

The University's 2018-2019 Educational and General budget is based on priorities that support the strategic plan. After carefully examining the revenue projection for FY 2019, funds were allocated for strategic initiatives and fixed costs increases. The recommended expenditures include funds for the following:

- Merit based and compression related salary adjustments funding for Faculty, A/P, Classified and Wage positions. \$449,900
- Estimated Nongeneral Fund Portion of Health Insurance and other Benefits Increases \$416,819
- Core Curriculum *CIVITAE* \$888,908
- Data Analytics \$232,954
- Increase in Faculty Promotions \$ 61,000

2018-2019 AUXILIARY SERVICES PROGRAM PRIORITIES

The University's 2018-2019 Auxiliary Services budget is based on the program priorities listed below. Auxiliary activities are required to be self-supporting and must maintain sufficient fund balances for operations, renewal and equipment replacement and capital reserves. The Board approved housing and dining rate increases on December 1, 2017. Comprehensive fees were approved May 18, 2018.

Auxiliary Indirect Cost Rate

The Auxiliary Services operations are charged an indirect cost recovery rate for services provided by educational and general operations (such as payroll processing, purchasing, billing services and facilities administration). The auxiliary cost study is submitted to SCHEV prior to the beginning of each biennium. The indirect cost rate for the 2018-2020 biennium is 14.19 percent. This is a .55 percent decrease from the prior biennium.

Housing

Housing revenue will continue to provide funds for maintenance reserve projects in the residence halls. Housing revenues are projected to exceed expenses by \$2,000,000. These net revenues, will be utilized to support comprehensive fee budgets in FY 2019.

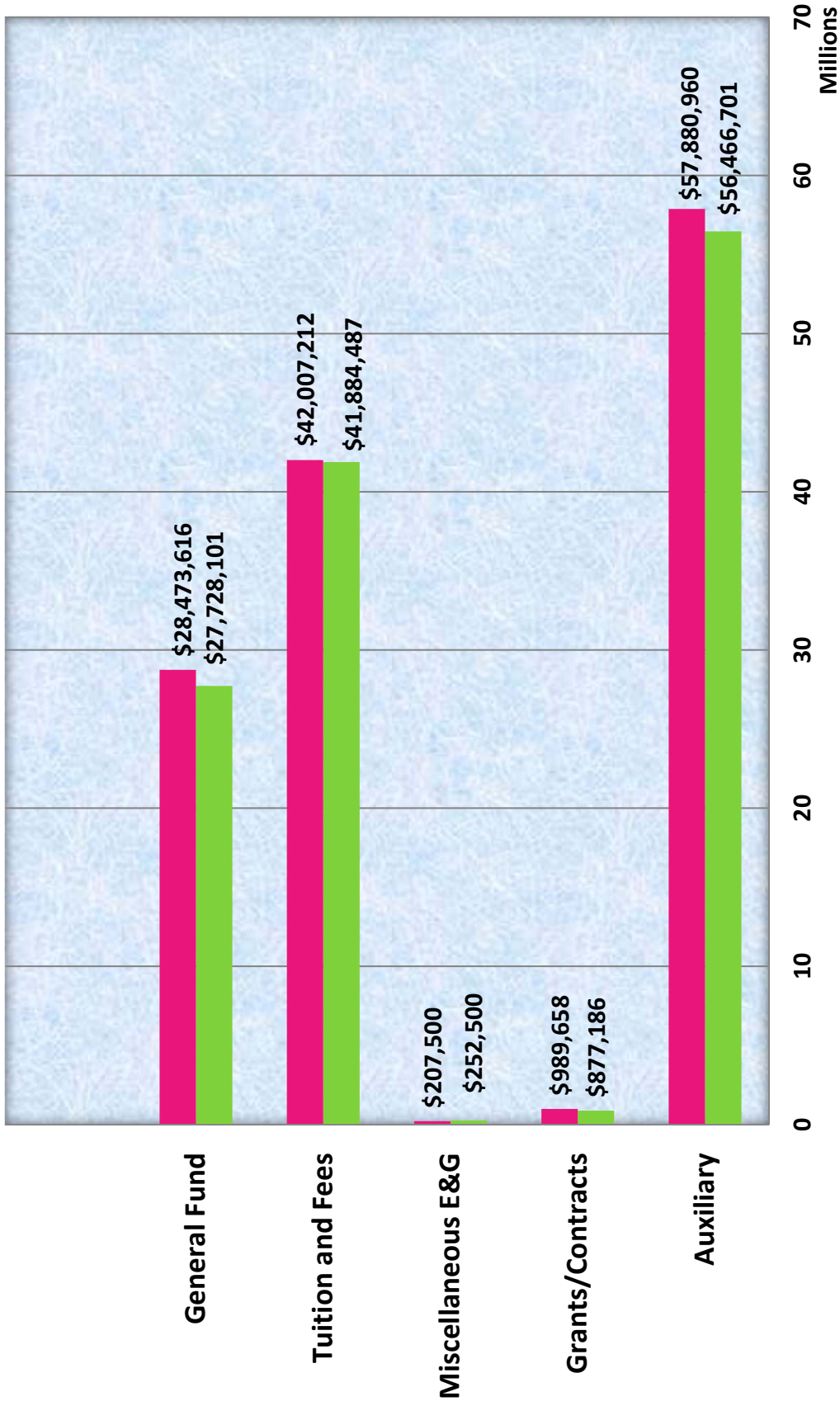
Dining

Dining revenues are projected to exceed expenses by \$830,061. These net revenues will be utilized to support comprehensive fee budgets in FY 2019.

Comprehensive Fee Budgets

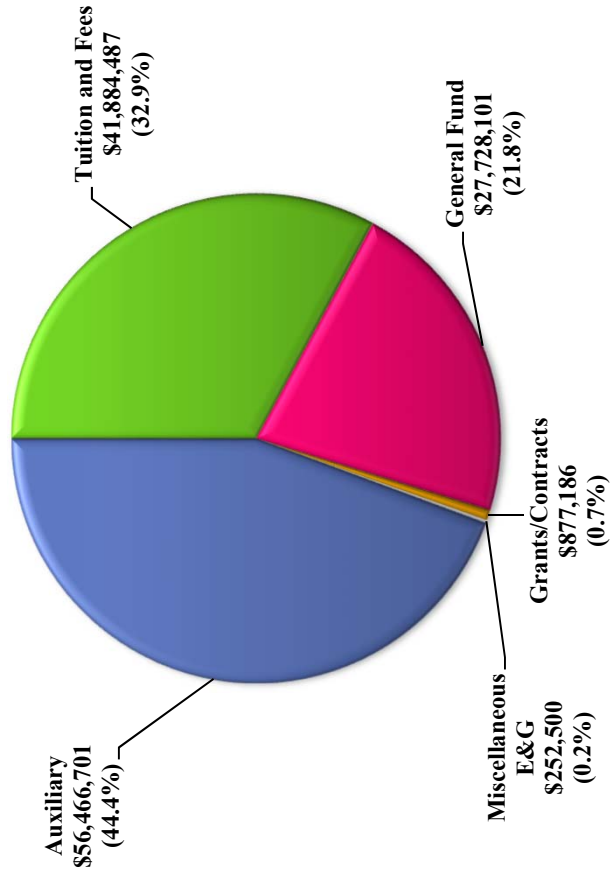
The comprehensive fee is used to support many auxiliary programs and services including: intercollegiate athletics, recreation and intramural programs, the student union, student health and wellness services, the Farmville Area Bus services, debt service, and repair and maintenance on nongeneral fund supported facilities. FY2019 planned contributions to reserves total \$937,462. These reserves are for operating cost associated with the new university center and debt service to replace the Steam Distribution System on Wheeler Mall.

Total Revenue

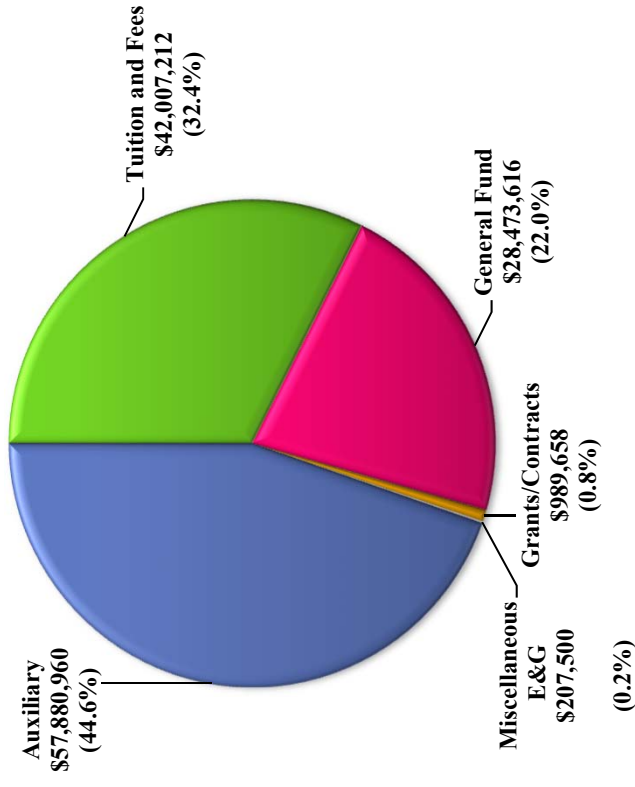


■ 2018-19 Revenue: \$129,558,946
■ 2017-18 Revenue: \$127,208,975

Total Revenue Comparison By Category

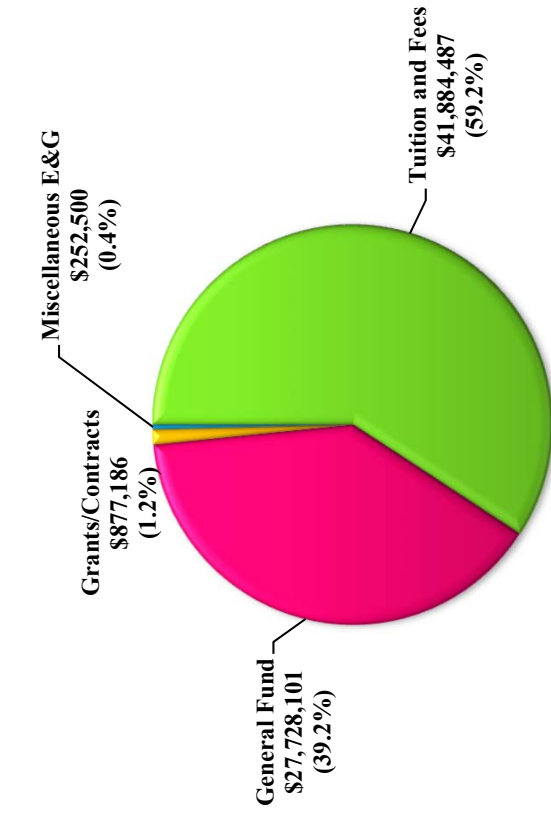


2017-18 Total Revenue: \$127,208,975

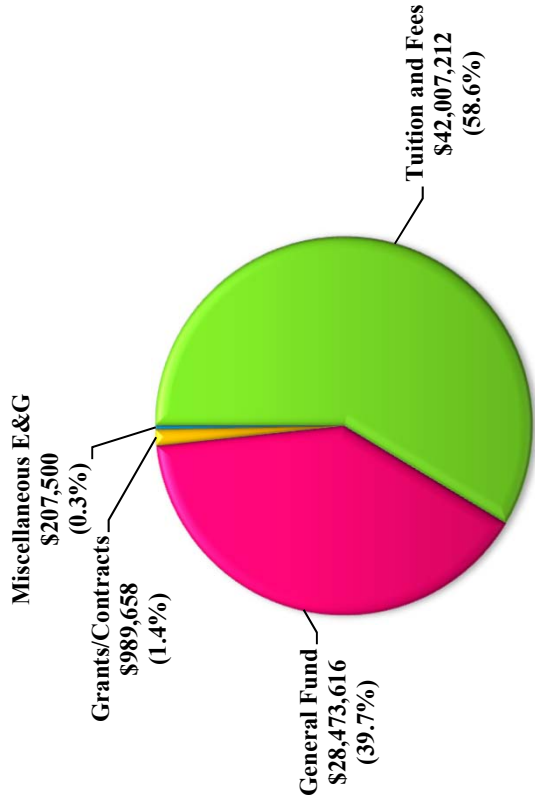


2018-19 Total Revenue: \$129,558,946

E&G Revenue Comparison By Category

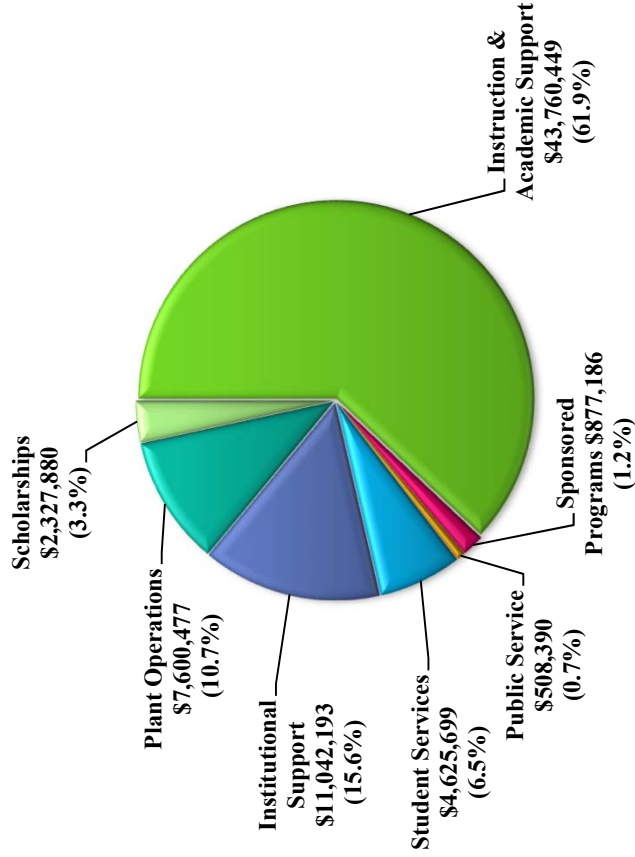


2017-18 E&G Revenue: \$70,742,274

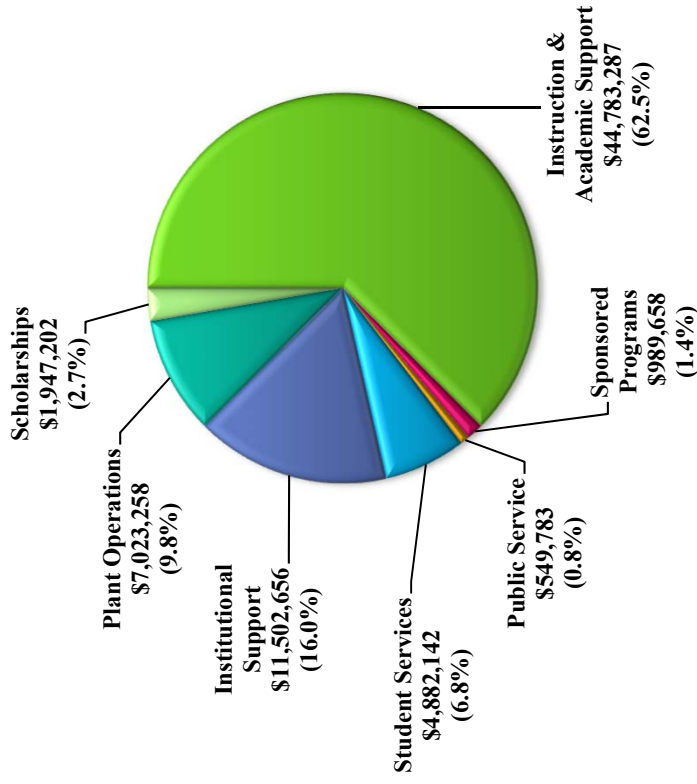


2018-19 E&G Revenue: \$71,677,986

E&G Expenditure Comparison By Category

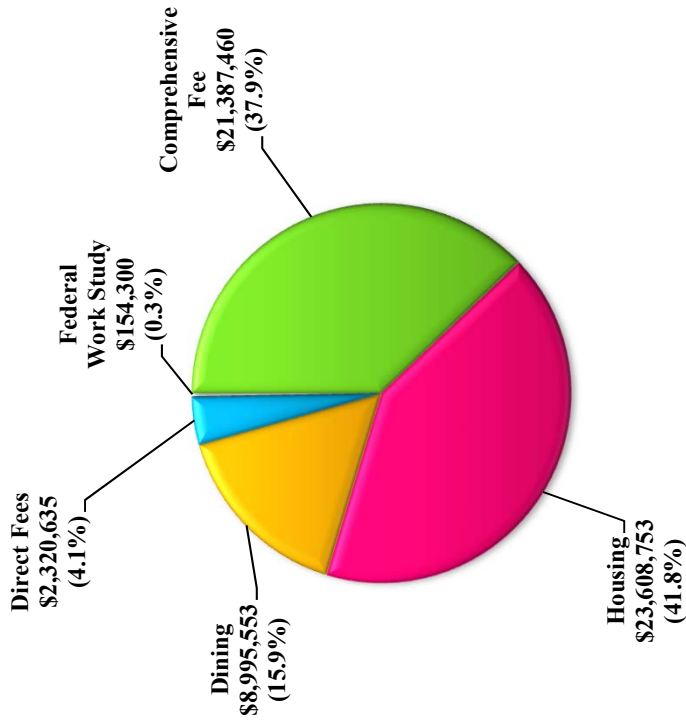


2017-18 E&G Expenditures: \$70,742,274

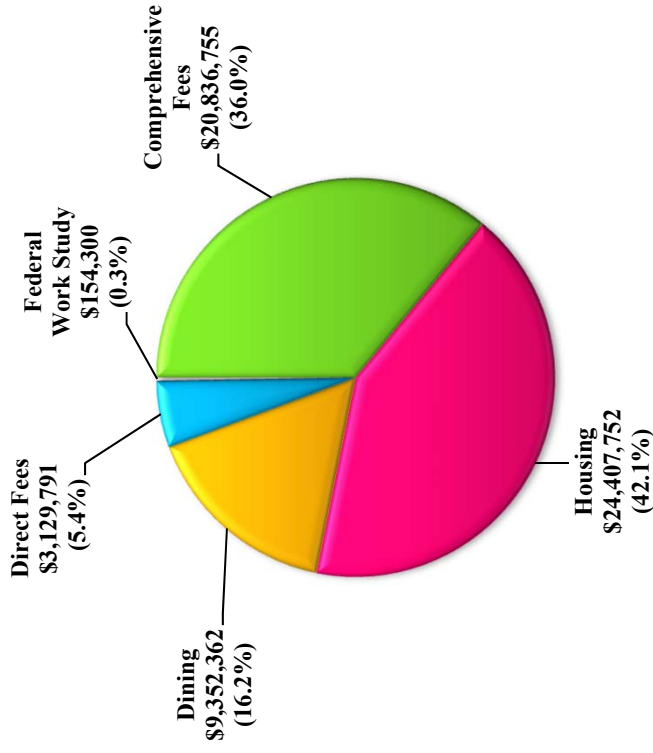


2018-19 E&G Expenditures: \$71,677,986

Auxiliary Services Revenue Comparison By Category

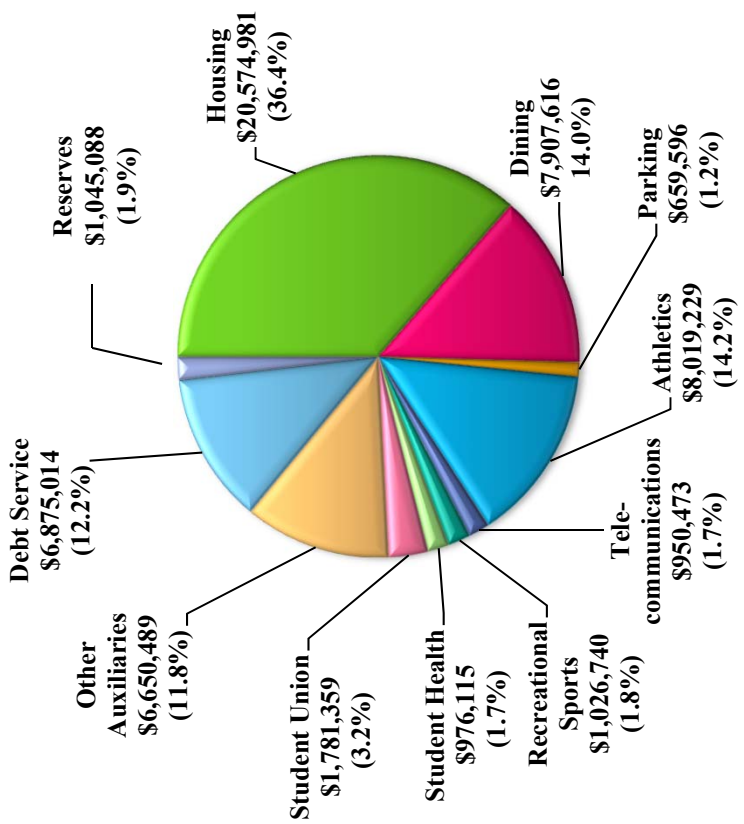


2017-18 Auxiliary Revenue: \$56,466,701

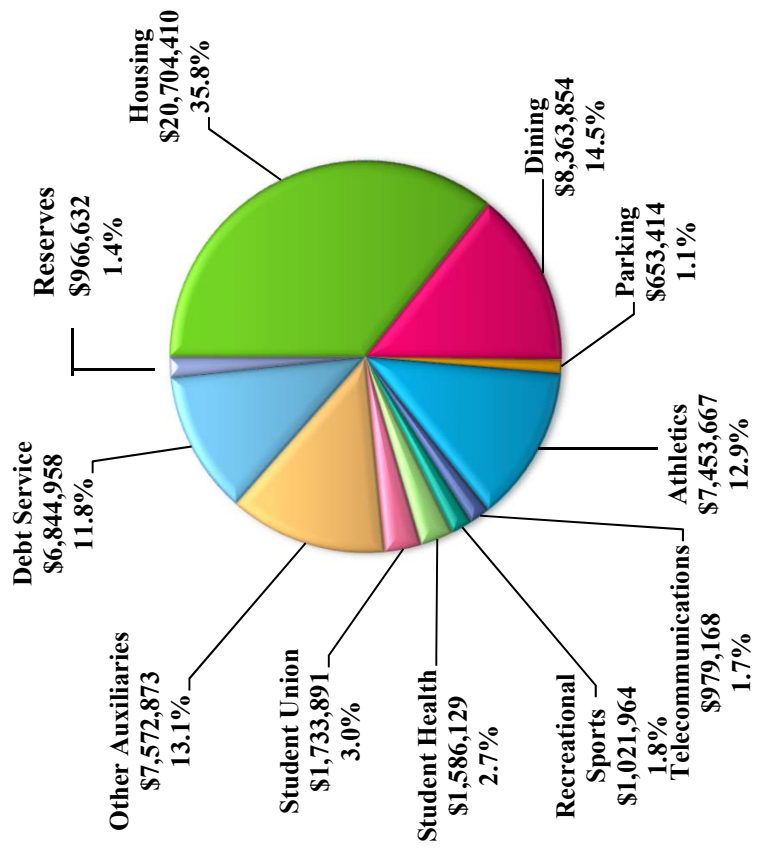


2018-19 Auxiliary Revenue: \$57,880,960

Auxiliary Services Expenditure Comparison By Category



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



2018-19 Auxiliary Expenditures: \$57,880,960

**TABLE 1
REVENUE SUMMARY**

| | Budget 2017-2018 | Proposed 2018-2019 |
|--|-----------------------------|-------------------------------|
| EDUCATIONAL AND GENERAL | | |
| Tuition and Fees | 41,884,487 | 42,007,212 |
| Commonwealth Appropriations * | 27,728,101 | 28,473,616 |
| Federal Grants and Contracts | 663,649 | 828,827 |
| State/Local/Private Grants and Contracts | 213,537 | 160,831 |
| Other Sources | 252,500 | 207,500 |
| Total Educational and General | 70,742,274 | 71,677,986 |
| AUXILIARY REVENUE | | |
| Total Auxiliary Revenue | 56,466,701 | 57,880,960 |
| INSTITUTIONAL TOTAL | <u>127,208,975</u> | <u>129,558,946</u> |

*Appropriation excludes Higher Education Student Financial Assistance of \$4,669,021 in FY 2018 and \$5,045,497 in FY 2019.

**TABLE 2
EXPENDITURE SUMMARY**

| | Budget 2017-2018 | Proposed 2018-2019 |
|---|-----------------------------|-------------------------------|
| EDUCATION AND GENERAL | | |
| Instruction | 35,497,000 | 37,249,231 |
| Sponsored Programs | 877,186 | 989,658 |
| Public Service | 508,390 | 549,783 |
| Academic Support | 8,263,449 | 7,534,056 |
| Student Services | 4,625,699 | 4,882,142 |
| Institutional Support | 11,042,193 | 11,502,656 |
| Plant Operation & Maintenance | 7,600,477 | 7,023,258 |
| Scholarships & Fellowships ^{1,2} | 2,327,880 | 1,947,202 |
| Total E&G Expenditures | 70,742,274 | 71,677,986 |
| AUXILIARY ENTERPRISES | | |
| Expenditures | 48,546,598 | 50,069,370 |
| Transfers | | |
| Debt Service (Mandatory) | 6,875,014 | 6,844,958 |
| Non-Mandatory | | |
| Total Auxiliary Enterprises | 55,421,612 | 56,914,328 |
| | | |
| INSTITUTIONAL TOTAL | 126,163,886 | 128,592,314 |
| | | |

¹ FY 2018 and FY 2019 exclude \$4,669,021 and \$5,045,497 respectively in Higher Education Financial Assistance from State Appropriations

² Scholarships of \$580,678 will be paid by the Longwood Foundation

TABLE 3
SUMMARY OF AUXILIARY SERVICES
INCOME AND EXPENDITURES

| | Budget 2017-2018 | Proposed 2018-2019 |
|------------------------------------|-----------------------------|-------------------------------|
| RESIDENCE HALLS | | |
| Direct Income | 117,800 | 2,117,800 |
| Income (Room Fees) | 23,563,253 | 22,362,252 |
| Expense | 20,574,981 | 20,704,410 |
| Debt Service (Mandatory) | 1,779,128 | 1,775,642 |
| Non-Mandatory Transfers | (1,326,944) | (2,000,000) |
| Net (Contribution to Fund Balance) | 0 | 0 |
| FOOD SERVICES | | |
| Direct Sales | 113,000 | 136,000 |
| Income (Meal Plans) | 8,952,553 | 9,286,362 |
| Expense | 7,907,616 | 8,363,854 |
| Debt Service (Mandatory) | 231,642 | 228,447 |
| Non-Mandatory Transfers | (926,295) | (830,061) |
| Net (Contribution to Fund Balance) | 0 | 0 |
| BOOKSTORE | | |
| Income (Sales and Contracts) | 375,000 | 375,000 |
| Expense | 273,195 | 345,830 |
| Debt Service (Mandatory) | 0 | 0 |
| Non-Mandatory Transfers | 0 | 0 |
| Net (Contribution to Fund Balance) | 101,805 | 29,170 |
| ATHLETICS | | |
| Income (Direct Sales and Services) | 309,580 | 309,580 |
| Student Fees | 8,748,724 | 8,170,912 |
| Expense | 8,019,229 | 7,453,667 |
| Debt Service (Mandatory) | 1,039,075 | 1,026,825 |
| Non-Mandatory Transfers | 0 | 0 |
| Net (Contribution to Fund Balance) | 0 | 0 |
| PARKING AND TRANSPORTATION | | |
| Income (Direct Sales and Services) | 650,000 | 685,000 |
| Student Fees | 339,399 | 299,119 |
| Expense | 659,596 | 653,414 |
| Debt Service (Mandatory) | 329,803 | 330,705 |
| Non-Mandatory Transfers | 0 | 0 |
| Net (Contribution to Fund Balance) | 0 | 0 |
| Continued on next page | | |

**TABLE 3
SUMMARY OF AUXILIARY SERVICES
INCOME AND EXPENDITURES**

| | Budget 2017-2018 | Proposed 2018-2019 |
|------------------------------------|-----------------------------|-------------------------------|
| TELECOM SYSTEMS | | |
| Income (Direct Sales and Services) | 1,000 | 1,000 |
| Student Fees | 949,473 | 978,168 |
| Expense | 950,473 | 979,168 |
| Debt Service (Mandatory) | 0 | 0 |
| Non-Mandatory Transfers | 0 | 0 |
| Net (Contribution to Fund Balance) | 0 | 0 |
| STUDENT HEALTH | | |
| Income (Direct Sales and Services) | 50,000 | 375,200 |
| Student Fees | 926,115 | 1,210,929 |
| Expense | 976,115 | 1,586,129 |
| Debt Service (Mandatory) | 0 | 0 |
| Non-Mandatory Transfers | 0 | 0 |
| Net (Contribution to Fund Balance) | 0 | 0 |
| STUDENT UNION | | |
| Income (Direct Sales and Services) | 5,000 | 5,000 |
| Student Fees | 3,179,415 | 3,128,597 |
| Expense | 1,781,359 | 1,733,891 |
| Debt Service (Mandatory) | 1,403,056 | 1,399,706 |
| Non-Mandatory Transfers | 0 | 0 |
| Net (Contribution to Fund Balance) | 0 | 0 |
| RECREATION AND INTRAMURALS | | |
| Income (Direct Sales and Services) | 50,000 | 50,000 |
| Student Fees | 2,121,300 | 2,113,847 |
| Expense | 1,026,740 | 1,021,964 |
| Debt Service (Mandatory) | 1,144,560 | 1,141,883 |
| Non-Mandatory Transfers | 0 | 0 |
| Net (Contribution to Fund Balance) | 0 | 0 |
| Continued on next page | | |

TABLE 3
SUMMARY OF AUXILIARY SERVICES
INCOME AND EXPENDITURES

| | Budget 2017-2018 | Proposed 2018-2019 |
|--------------------------------------|-----------------------------|-------------------------------|
| CONFERENCES | | |
| Income (Direct Sales and Services) | 374,555 | 358,225 |
| Student Fees | 0 | 0 |
| Expense | 374,555 | 358,225 |
| Debt Service (Mandatory) | 0 | 0 |
| Non-Mandatory Transfers | 0 | 0 |
| Net (Contribution to Fund Balance) | 0 | 0 |
| OTHER AUXILIARY | | |
| Income (Direct Sales and Services) | 517,500 | 982,786 |
| Student Fees | 5,123,033 | 4,935,183 |
| Expense | 6,002,739 | 6,868,818 |
| Debt Service (Mandatory) | 947,750 | 941,750 |
| Non-Mandatory Transfers In | 2,253,239 | 2,830,061 |
| Net (Contribution to Fund Balance) | 943,283 | 937,462 |
| TOTAL AUXILIARY ENTERPRISES | | |
| Income (Direct Sales and Services) | 2,563,435 | 5,395,591 |
| Student Fees | 53,903,265 | 52,485,369 |
| Expense | 48,546,598 | 50,069,370 |
| Debt Service (Mandatory) | 6,875,014 | 6,844,958 |
| Prior Year General Auxiliary Surplus | | |
| Net (Contribution to Fund Balance) | 1,045,088 | 966,632 |
| | | |

TABLE 4

**LONGWOOD UNIVERSITY FOUNDATION
INSTITUTIONAL SUPPORT SUMMARY**

| | 2018-2019 |
|-----------------------------------|------------------|
| Academic Departments | 750,000 |
| Administrative & Student Services | 250,000 |
| Advancement | 325,000 |
| Marketing & Operations | 125,000 |
| Athletics | 325,000 |
| Facilities & Grounds | 125,000 |
| Sub Total | 1,900,000 |
| Scholarships | |
| Educational & General | 580,678 |
| Auxiliary | 571,413 |
| Sub Total | 1,152,091 |
| Grand Total | 3,052,091 |

Significance of Ratio

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

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

Longwood University's Current Status

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

- ❖ Instruction and Academic Support budgets increased primarily due to additional funds to support Core Curriculum, faculty positions and salary increases.
- ❖ In total Student Services increased over the previous year due to salary, benefits and operating increases.
- ❖ Institutional Support increased primarily as a result of a redistribution of operating funding and salary and benefit increases.
- ❖ Operation and Maintenance of Plant decreased due to a redistribution of operating funding
- ❖ Student Aid funding decreased due to \$380,678 in scholarships being funded in FY19 by the foundation.
- ❖ Sponsored Programs increase is primarily due more federal grants.

Budget Allocation Ratio

| Fiscal Year | 2016 | 2017 | 2018 | 2019 |
|---|--------|--------|--------|--------|
| Instruction and Academic Support | 61.55% | 62.02% | 61.86% | 62.47% |
| Public Service | 0.81% | 0.73% | 0.72% | 0.77% |
| Student Services | 6.79% | 6.81% | 6.54% | 6.81% |
| Institutional Support | 14.49% | 14.63% | 15.61% | 16.05% |
| Operation and Maintenance of Plant | 10.52% | 10.57% | 10.74% | 9.80% |
| Student Aid | 2.99% | 3.41% | 3.29% | 2.72% |
| Sponsored Programs | 2.85% | 1.83% | 1.24% | 1.38% |

Formula Expenditure Budget (by function)
Total Educational & General Expenditure Budget

Instructional Budget per Student FTE

Significance of Indicator

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

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

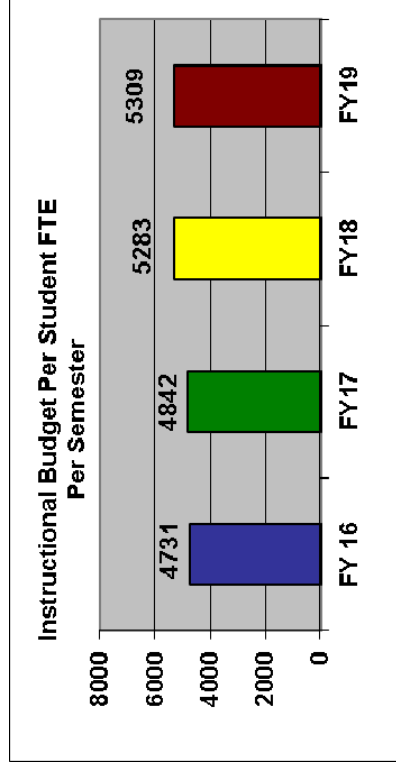
Longwood University's Current Status

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

In FY 2018 the increase is primarily due to additional funding for core curriculum and salary increases.

In FY19 the increase is primarily for additional funding for core curriculum *CIVITAE* and merit based and compression related salary adjustments.

The total annual Educational & General budget per in-state FTE is \$15,683 which is a decrease of \$372 compared to the previous year. This excludes the amount budgeted for Sponsored Programs and State Higher Education Financial Aid.



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

Formula: Instruction and Academic Support Budgets
Fall and Spring Enrollment Projections

Debt Burden Ratio

Significance of Ratio

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

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

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

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

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

Longwood University's Current Status

Longwood's Debt Service to Total Budgeted Expenditures is 5.36 percent for FY 2019. This calculation is based on scheduled debt payments for FY 2019 and total budgeted expenditures less reserves.

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

Mandatory Transfers: Transfers arising out of (1) binding legal agreements related to the financing of the educational plant, such as amount for debt retirement, interest and required provisions for renewals and replacements of plant, not financed from other sources, and (2) grant agreements with agencies of the federal government, donors, and other organizations to match gifts and grants to loan funds and other funds.

Miscellaneous E&G Revenues: Includes nongeneral fund revenues derived from the sale of goods or services that are incidental to the conduct of instruction, research or public service. Examples include revenues from facility rentals, payment plan fees, administrative fees and indirect costs.

Nongeneral Funds: Tuition, fees, and all other funds not received from the State. This includes grants and contracts income.

Nonmandatory Transfers: These transfers serve a variety of objectives such as moving monies generated in auxiliary enterprise fund groups to an E&G fund group or to a capital outlay fund group for use in providing project funding.

Operation and Maintenance of Plant: This category includes the operation and maintenance of the physical plant. It includes all operations established to provide services and maintenance related to campus grounds and facilities. It also includes utilities, insurance, facilities management, custodial services, sustainability and power plant operations.

Public Service: Includes all funds expended for those noninstructional services established and maintained to provide services to the general community or special sectors within the community. Community service is concerned with making available to the public various resources and unique capabilities that exist within the institution. The Longwood Small Business Development Center is included in this category.

Restructuring: Legislation that allows institutions of higher education varying levels of decentralization in the areas of procurement, personnel and capital outlay while establishing commitments and performance measures for the institutions.

Student Fees (Auxiliary): Student dining, housing and comprehensive fees.

Student Services: Those activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural and social development outside the context of the formal instruction program. Examples include academic and career advising, admissions, registration, financial aid and student success.

Tuition and Fees: Nongeneral funds that include all tuition and fees assessed against students for current operating purposes. Fees include application fees, registration fees, course fees and on-line fees.



Capital Budget

FY2018-19



CAPITAL BUDGET

Components of the Budget

Longwood University's capital program is built based upon periodic master planning, development of six-year capital plans, facilities condition assessments, and annual reviews of deferred maintenance priorities. Subsequently, project plans and budgets are developed based upon estimates of the resources required to complete specific projects envisioned in the plans. The Commonwealth categorizes projects costing less than \$25,000 as routine maintenance; projects between \$25,000 and \$2 million as capital improvement or maintenance projects; and projects of more than \$2 million as capital outlay projects.

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

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

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

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

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

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

Funding Sources

General Fund (GF) Appropriations

Capital Outlay Projects

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

Deferred Maintenance Projects

The Commonwealth of Virginia provides funding to address deferred maintenance on facilities and infrastructure supported by Educational & General (E&G) funds (a combination of General Funds and tuition). Biennially, the General Assembly appropriates a blanket amount to each agency to fund their deferred maintenance requirements.

Non General Fund (NGF) Appropriations

Agencies may fund projects with Non General Funds (also known as Auxiliary Funds), which are funds from non-tax sources, such as user fees, grants, donations, or bond sales. These funds are used to support specific operations such as dining, housing, parking, and athletics, or for other non-general fund purposes. General funds may not be used to support Auxiliary operations or projects, so agencies establish specific Auxiliary Reserves for each type of operations. NGF capital outlay projects require a General Assembly appropriation, but NGF projects that fall between \$25,000 and \$2.0 million do not require a General Assembly appropriation.

Operating/Reserve Funds

Depending on a project's cost and scope, agencies may fund capital outlay projects with operating funds. Typically, GF projects will be limited to one fiscal year since those funds may revert to the Commonwealth of Virginia's general fund at the end of the fiscal year. NGF projects may be funded either from O&M funds or from reserves. Reserve funded projects can cross fiscal years. Projects funded through the Real Estate Foundation (REF) are typically supported through operating leases and management agreements funded by annual operating funds.

Project Activity

Active Projects

Longwood's capital outlay projects total approximately \$99.5 million, which is comprised of about \$57.25 million in fully funded GF projects and \$42.25 million in NGF projects. FY18 active capital improvement and maintenance projects total approximately \$4.6 million, which is comprised of about \$1.1 million in GF funds and \$3.5 million in NGF funds.

Capital Outlay Projects

| Project Title | General Fund | Non-General Fund | Total Project Cost |
|---|---------------------|---------------------|---------------------|
| Fully Funded | | | |
| Asbestos Abatement | \$2,332,000 | \$0 | \$2,332,000 |
| University Center | \$0 | \$39,095,000 | \$39,095,000 |
| Construct Student Success Center | \$9,780,019 | \$0 | \$9,780,019 |
| Additional Biomass Boiler | \$6,440,480 | \$0 | \$6,440,480 |
| Construct Admissions Office | \$12,851,715 | \$0 | \$12,851,715 |
| Construct New Academic Bldg. (No FF&E) | \$20,225,000 | \$0 | \$20,225,000 |
| Pool Funded (Estimates Only) | | | |
| Replace Steam Distribution System Wheeler Mall (PD) | \$5,621,120 | \$3,161,880 | \$8,783,000 |
| Total | \$57,250,334 | \$42,256,880 | \$99,507,214 |

Capital Improvement and Maintenance Projects

FY 18 Active Capital Improvement and Maintenance Projects as of May 1, 2018

| Project Title | General Fund | Non-General Fund | Total Project Cost |
|---|---------------------|-------------------------|---------------------------|
| Replace Chiller Library (design only) | \$29,121 | \$0 | \$29,121 |
| Retro Commissioning Blackwell Chiller Complex-Study | \$18,000 | \$0 | \$18,000 |
| Replace ADA Lift Jeffers Auditorium (design only) | \$31,172 | \$0 | \$31,172 |
| Replace Elevator Lancaster (design only) | \$40,825 | \$0 | \$40,825 |
| Repair Stair Ramp and Sidewalk Bristow (design only) | \$40,968 | \$0 | \$40,968 |
| Replace HVAC Controls Lancaster (design only) | \$15,282 | \$0 | \$15,282 |
| Replace Curbs Around Air Handling Units Chichester Hall (design only) | \$26,355 | \$0 | \$26,355 |
| Replace Main Circuit Breaker New Heating Plant (design only) | \$10,785 | \$0 | \$10,785 |
| Race Street Storm Water Ponds Repairs | \$111,837 | \$0 | \$111,837 |
| Replace Roof Wygal | \$243,819 | \$0 | \$243,819 |
| Hardy House Roof Repairs | \$74,218 | \$40,513 | \$114,731 |
| Hardy House Window Repairs | \$5,197 | \$63,287 | \$68,484 |
| Hardy Interior Plaster Repairs (design only) | \$614 | \$10,271 | \$10,885 |
| Replace Electrical Service Tabb, South Ruffner, and Barlow | \$17,966 | \$192,977 | \$210,943 |
| Grainger Main Electrical Service Grounding | \$14,804 | \$0 | \$14,804 |
| Replace Auditorium Lights Wygal | \$122,073 | \$0 | \$122,073 |
| Repair Sawdust Feed System New Heating Plant | \$76,548 | \$0 | \$76,548 |
| Repair Firebox Refractory Boilers 6 and 7 | \$38,561 | \$0 | \$38,561 |
| Repair Sediment Pond Bio-mass Fuel Depot | \$29,041 | \$0 | \$29,041 |
| Repair Sidewalks | \$56,446 | \$0 | \$56,446 |
| Replace Roof Landscape and Grounds Management Building (design only) | \$21,000 | \$0 | \$21,000 |
| Replace Steam Tunnel Top Spruce Street (design only) | \$30,000 | \$0 | \$30,000 |
| Replace MUAH Dorrill Dining Hall (design only) | \$0 | \$25,000 | \$25,000 |
| Study Chambers Street Re-alignment | \$0 | \$85,593 | \$85,593 |
| Lancaster Ruffner Interior Design (design only) | \$0 | \$22,690 | \$22,690 |
| Library Humidity Issue Basement-Study | \$0 | \$8,790 | \$8,790 |
| Replace ARC Chiller and AHU | \$0 | \$362,253 | \$362,253 |
| Repair Dining Hall HVAC System | \$0 | \$312,984 | \$312,984 |
| Re-core Door Locks | \$0 | \$456,565 | \$456,565 |
| Joan of Arc Statue Site Preparation | \$0 | \$562,022 | \$562,022 |
| Replace South Ruffner Chiller | \$0 | \$103,740 | \$103,740 |
| Historical Obelisk Design | \$0 | \$55,230 | \$55,230 |
| Baseball Complex Improvements | \$0 | \$159,033 | \$159,033 |
| Coyner Refresh | \$0 | \$27,446 | \$27,446 |
| Replace Golf Course Shed | \$0 | \$213,326 | \$213,326 |

| | | | |
|---|--------------------|--------------------|--------------------|
| Repave Printing Services Loading Dock Area | \$0 | \$76,876 | \$76,876 |
| Softball Field Dugouts Netting | \$0 | \$9,800 | \$9,800 |
| Upgrade Irrigation System | \$0 | \$35,430 | \$35,430 |
| Auxiliary Elevator Key Standardization | \$0 | \$22,522 | \$22,522 |
| Central Chiller Plant and Distribution System Study | \$0 | \$170,349 | \$170,349 |
| Space Improvement Plan | \$0 | \$250,000 | \$250,000 |
| Design Graham, Chambers Court, and Madison Street | \$0 | \$85,593 | \$85,593 |
| Replace Refrigerant Leak Detection System Phase II | \$0 | \$18,136 | \$18,136 |
| Wygal Planning Study | \$0 | \$140,573 | \$140,573 |
| Total | \$1,054,631 | \$3,510,998 | \$4,565,629 |

Planned Projects

Capital Outlay Projects

During its 2018 session, the Virginia General Assembly will create the commonwealth's 2018-2020 biennial budget. State agencies submitted their requests for capital project approval and funding to the Virginia Department of Planning and Budget (DPB) in July 2017. In accordance with instructions received from DPB, Longwood submitted the following three capital project requests, which were based on the 2025 University Master Plan – *Place Matters*:

1. Renovate and Expand Facilities Annex Building
2. Renovate Coyner Hall
3. Renovate Lankford Building

Capital Improvement and Maintenance Projects

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

The General Assembly typically appropriates approximately \$1.3 million per year to Longwood for capital maintenance. Longwood currently has a remaining balance of approximately \$400,000 in the FY17/18 appropriations. These appropriations are expected to increase to approximately \$1.9 million annually in the FY 20 budget, pending approval by the General Assembly session.

FY 19 – FY 20 Planned Capital Improvement and Maintenance Projects

| Project Title | General Fund | Non- General Fund | Total Project Cost |
|--|--------------------|----------------------|--------------------|
| Replace Roof Landscape and Grounds Management Building | \$66,000 | \$0 | \$66,000 |
| Replace Chiller Library | \$550,000 | \$0 | \$550,000 |
| Replace Steam Tunnel Top Spruce Street (general fund portion) | \$85,000 | \$0 | \$85,000 |
| Replace Curbs Around Air Handling Units Chichester Hall | \$155,000 | \$0 | \$155,000 |
| Replace Main Circuit Breaker New Heating Plant | \$95,000 | \$0 | \$95,000 |
| Replace ADA Lift Jeffers Auditorium | \$50,000 | \$0 | \$50,000 |
| Replace Elevator Lancaster | \$150,000 | \$0 | \$150,000 |
| Repair Stair Ramp and Sidewalk Bristow | \$100,000 | \$0 | \$100,000 |
| Repair Campus Sidewalks and Hardscape | \$100,000 | \$0 | \$100,000 |
| Repair Interior Plaster Hardy House (general fund portion) | \$92,000 | \$0 | \$92,000 |
| Replace Lancaster HVAC Controls | \$75,000 | \$0 | \$75,000 |
| Replace Air Handler Unit #3 Library | \$225,000 | \$0 | \$225,000 |
| Replace Chiller Coyner | \$205,000 | \$0 | \$205,000 |
| Replace Chiller Hiner | \$205,000 | \$0 | \$205,000 |
| Replace Chichester Fume Exhaust System Motors and Controls | \$230,000 | \$0 | \$230,000 |
| Repair Ruffner Roof | \$475,000 | \$0 | \$475,000 |
| Replace Hull HVAC Controls Phase II | \$85,000 | \$0 | \$85,000 |
| Replace Multiple Heat Pumps (507 and 511 Pine Street, Bristow and Grainger) | \$80,000 | \$0 | \$80,000 |
| Replace Heat Pump Iler 2nd Floor | \$55,000 | \$0 | \$55,000 |
| Replace Heat Pump Hardy House (general fund portion) | \$62,000 | \$0 | \$62,000 |
| Replace Heat Pumps Graham (general fund portion) | \$62,000 | \$0 | \$62,000 |
| Replace Fire Alarm System Greenwood Library | \$255,000 | \$0 | \$255,000 |
| Replace Fire Alarm System Hull | \$130,000 | \$0 | \$130,000 |
| Address Warning Track and Drainage Issue Bolding Stadium | \$0 | \$20,000 | \$20,000 |
| Safety Improvements Softball and Baseball Batting Cages | \$0 | \$20,000 | \$20,000 |
| Expand Electronic Building Access System | \$0 | \$429,000 | \$429,000 |
| Add Sprinkler Coyner | \$0 | \$140,000 | \$140,000 |
| Irrigation and Landscaping Flag Pole Johnston Drive Athletic Complex | \$0 | \$60,000 | \$60,000 |
| Replace Watering Guns and Valves Johnson Drive Complex | \$0 | \$35,000 | \$35,000 |
| Construct Seating Willett and Race Street Tennis Courts | \$0 | \$30,000 | \$30,000 |
| Beale Plaza Improvements | \$0 | \$1,500,000 | \$1,500,000 |
| Planning Study Improvements Sunken Garden | \$0 | \$50,000 | \$50,000 |
| Beale Plaza Condensate Line (only if near-term repairs will be required) | \$0 | \$335,000 | \$335,000 |
| Library Renovation Planning Study | \$0 | \$290,000 | \$290,000 |
| Rebuild Willett Sports Hall of Fame | \$0 | \$15,000 | \$15,000 |
| New Fire Alarm System Longwood Bed and Breakfast (pending fire protection study) | \$0 | \$100,000 | \$100,000 |
| Fire Protection Systems Study (including Longwood Bed and Breakfast) | \$0 | \$75,000 | \$75,000 |
| Campus-Wide Master Plan for Building Control Systems | \$0 | \$65,000 | \$65,000 |
| Iler Weight Room - new equipment and flooring | \$0 | \$60,000 | \$60,000 |
| Willett gym - portable basketball goals | \$0 | \$50,000 | \$50,000 |
| Replace athletics grounds and facilities equipment | \$0 | \$50,000 | \$50,000 |
| Johnston Drive Fields, Lancer Field, - replace netting | \$0 | \$60,000 | \$60,000 |
| Landscape Design Services | \$0 | \$100,000 | \$100,000 |
| Building Interior Design Services | \$0 | \$50,000 | \$50,000 |
| Total | \$3,587,000 | \$3,534,000 | \$7,121,000 |

FY 2019 Auxiliary Funding Request

The request for funding of FY 2019 auxiliary projects is presented in the following table.

| Auxiliary Funding Requests June 2018 | | |
|---|--|--------------------|
| Priority | Project | Amount |
| General Reserve Projects | | |
| 1 | South Tabb Stabilization Study | \$25,000 |
| 2 | Install Additional Outdoor Lights | \$85,000 |
| 3 | Install Camera Platforms on Baseball and Softball Fields | \$25,000 |
| 4 | Preliminary and Detailed Planning for Facilities Annex Bldg. | \$750,000 |
| 5 | Repair Spruce Street Steam Tunnel (auxiliary portion) | \$125,000 |
| 6 | Replace Fire Alarm Panels Tabb and South Ruffner | \$30,000 |
| 7 | Replace HVAC Systems Hardy House and Graham (aux. portion) | \$53,000 |
| 8 | Replace Heat Pump 509 Pine Street | \$10,000 |
| 9 | Replace One Chiller in Health and Fitness Center | \$130,000 |
| 10 | Replace Second Chiller in Health and Fitness Center | \$130,000 |
| 11 | Install Fire Alarm System Iler (auxiliary portion) | \$75,000 |
| Total General Reserve Projects | | \$1,438,000 |
| Housing Reserve Projects | | |
| 1 | Replace Cooling Tower ARC Residence Hall | \$215,000 |
| 2 | Replace Wheeler CW and HW Valves | \$60,000 |
| 3 | Emergency Lighting Study | \$35,000 |
| 4 | Replace Cox Thermostats | \$160,000 |
| 5 | Replace Cox CW and HW Valves | \$60,000 |
| Total Housing Reserve Projects | | \$530,000 |
| Dining Reserve Projects | | |
| 1 | Planning Study for Dorrill Dining Hall Renovation | \$200,000 |
| 2 | Replace One Dishwashing Machine | \$210,000 |
| 3 | Replace Fire Alarm System in Dorrill Dining Hall | \$220,000 |
| 4 | Replace Make-Up Air Units for Dining Hall Kitchen Hoods | \$570,000 |
| Total Dining Reserve Projects | | \$1,200,000 |



LOOKING TO OUR THIRD CENTURY *Strategic Plan 2014-2018*

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

Our Opportunity:

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

Our Key Principles:

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

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

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

Our Priorities:

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

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

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

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

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

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

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

Measuring Progress:

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

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



LOOKING TO OUR THIRD CENTURY
Strategic Plan 2014-2018

- Dashboard of Principal Metrics -

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

Principal Metric:
Student Progress
to Graduation

| Undergraduate | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Applications Prior Year | 4075 | 4167 | 4290 | 4576 | 5248 | 5847 | 6615 |
| Freshmen | 1055 | 1007 | 1091 | 1077 | 1009 | 951 | 1070 |
| Sophomores | 760 | 840 | 809 | 854 | 872 | 799 | 728 |
| Juniors | 710 | 687 | 774 | 745 | 798 | 782 | 718 |
| Seniors | 704 | 668 | 635 | 734 | 711 | 740 | 742 |
| 5 th year + | 214 | 224 | 259 | 223 | 235 | 187 | 187 |
| Transfers and Part-time | 744 | 885 | 891 | 907 | 971 | 913 | 994 |

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

| | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 | FY2016 | FY 2017 |
|------------------|--------|--------|--------|---------|---------|---------|---------|
| Alumni of Record | 30,360 | 30,024 | 30,868 | 27,197* | 27,197* | 27,894* | 28,691* |
| Alumni Donors | 3,465 | 3,293 | 3,133 | 2,575* | 2,976* | 3,126* | 2,890* |
| % Rate | 11.41% | 10.97% | 10.15% | 9.47% | 10.94% | 11.2% | 10.07% |

*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 |
|--|--------|--------|--------|--------|--------|--------|----------|
| | 39,099 | 35,654 | 39,354 | 44,584 | 51,729 | 71,662 | 124,844* |

*This figure 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 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 39,184 | 39,258 | 39,168 | 38,925 | 37,626 | 38,078 | 39,338 |

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 |
|---------------------|----------|----------|----------|----------|----------|----------|----------|
| Classified Staff | \$37,068 | \$38,975 | \$39,549 | \$40,969 | \$42,201 | \$42,572 | \$42,416 |
| AP Staff | \$57,577 | \$58,673 | \$60,458 | \$62,433 | \$63,851 | \$65,084 | \$67,196 |
| Professor | \$77,300 | \$77,300 | \$77,200 | \$80,000 | \$80,100 | \$82,057 | \$83,437 |
| Associate Professor | \$63,000 | \$61,400 | \$64,300 | \$65,800 | \$67,100 | \$69,146 | \$69,921 |
| Assistant Professor | \$53,800 | \$55,100 | \$57,100 | \$59,600 | \$59,200 | \$62,622 | \$65,056 |
| Instructor | \$56,400 | \$57,200 | \$60,000 | \$55,700 | \$58,400 | \$65,634 | \$59,068 |
| All Faculty | \$62,625 | \$62,750 | \$64,650 | \$65,275 | \$66,200 | \$69,472 | \$70,833 |

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 |
|--|--------|--------|--------|--------|--------|--------|--------|
| | 4.19 | -1.14 | 3.98 | 3.55 | 2.57 | -0.61* | N/A |

*Beginning with FY2016, the Commonwealth's APA reflects the notional full value of the VRS obligation to Longwood employees as a liability on the University's balance sheet. The FY2017 audit is underway.

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

COMMISSION ON COLLEGE BASKETBALL



REPORT AND RECOMMENDATIONS TO ADDRESS
THE ISSUES FACING COLLEGIATE BASKETBALL

Commission on College Basketball
April 2018

COMMISSION ON COLLEGE BASKETBALL: REPORT AND RECOMMENDATIONS TO NCAA BOARD OF GOVERNORS, DIVISION I BOARD OF DIRECTORS AND NCAA PRESIDENT EMMERT

Executive Summary

The Independent Commission on College Basketball was established on October 11, 2017, to assess the state of the enterprise and to recommend transformational changes to address multiple issues and challenges.

In brief, it is the overwhelming assessment of the Commission that the state of men's college basketball is deeply troubled. The levels of corruption and deception are now at a point that they threaten the very survival of the college game as we know it. It has taken some time to get here, and it will take time to change course. The Commission offers its recommendations knowing that the road ahead is long – but that the first steps must be taken – and they must be bold. The indictments handed down by the Justice Department and the ongoing FBI investigation spurred the NCAA to ask for this report. Whatever the outcome of the legal process, radical changes are long overdue. We the commissioners believe that this is a final opportunity to turn the course of college basketball in the right direction. Every stakeholder will have to accept responsibility for what has happened in the past and commit to a new future if we are to succeed.

The commissioners want to be very clear: There is much to admire about college basketball even with its significant challenges. The commitment and hard work of student-athletes is seen on basketball courts across the country. At tournament time, underdogs rise up, defeat favorites, and become national darlings. The skill and determination of these young student-athletes reminds all of us what it means to work hard, prepare and perform under pressure. We experience deeply their triumphs and their failures. College communities – including students, faculty, staff and alumni – are bound together in pride and excitement as they support, cheer – live and die – with their teams.

We know too that many young men who would otherwise have little chance of attending college are able to take advantage of their talents to achieve something of great value in our society and economy – a college degree. The scholarships themselves are valuable, as students who finance their own education will attest; the in-kind benefits are worth tens of thousands of dollars more. The lifetime financial benefit of a baccalaureate degree can approach \$1 million, and can change the recipient's family for generations. See Section 1.D. Of course, student-athletes must earn that degree to receive these benefits.



Lost in the talk of big money and corruption is colleges' central mission to provide higher education to students. There is debate about how to measure the graduation rate for college students, including student-athletes. There is, however, general agreement that the graduation rate for men's Division I basketball players lags behind that of other student-athletes, perhaps significantly.¹ NCAA schools must take seriously the obligation to help all student-athletes obtain the education they are promised.

The Commission believes that the answer to many of college basketball's problems lies in a renewed commitment to the college degree as the centerpiece of intercollegiate athletics. Intercollegiate athletics is a trust based on a promise: athletes play for their schools and receive a realistic chance to complete a college degree in return. Any policy or action that violates that trust is morally wrong.

College basketball, like college sports generally, is to be played by student-athletes who are members of the collegiate community, not paid professionals. Over several decades, however, trends have emerged that call this understanding into question. Millions of dollars are now generated by television contracts and apparel sponsorship for the NCAA, universities and coaches. The financial stake in success has grown exponentially; and thus, there is an arms race to recruit the best talent – and if you are a coach – to keep your job. Future stars and their families know their value – and can be tempted to monetize their worth as soon as possible since they will not be compensated in college. Some agents, summer coaches and other third parties act as intermediaries and facilitators. In other words, the environment surrounding college basketball is a toxic mix of perverse incentives to cheat.

The NCAA's investigative and enforcement functions were designed for a simpler time, when rule violations did not put so much at stake. As a result, the NCAA, as an enforcement entity, has little credibility with the public and its members, and what it has continues to dwindle. There are multiple cases of compromised academic standards and institutional integrity to keep the money and talent flowing. The NCAA and its member institutions have been unable to adequately deter or punish bad behavior.

Given the undeniable impact of "big money" on the college game, it is fair to ask whether the ideal of college basketball played by student-athletes who are part of the academic community – not hired guns for a season or two – is still viable. The answer is yes, and the effort is worth making. Transformative changes are necessary, but the

¹ The two most utilized measures of graduation rate are the Department of Education's Federal Graduation Rate (FGR) and the NCAA's Graduation Success Rate (GSR). The FGR and the GSR treat transferring students differently, and their differing cohorts result in dramatically different graduation rates: The 2017 FGR is 68% for all student-athletes and 48% for men's Division I basketball players. The 2017 GSR is 87% for all student-athletes and 82% for men's Division I basketball players. The meaningful graduation rate is likely somewhere between the FGR and GSR. See NCAA Research, *Trends in Graduation Success Rates and Federal Graduation Rates at NCAA Division I Institutions* (Nov. 2017); T. Petr & J. McArdle, *Academic Research and Reform: A History of the Empirical Basis for NCAA Academic Policy* in *Journal of Intercollegiate Sport* 2012, pp. 39-40; College Sport Research Institute, *2017 Adjusted Graduation Gap Report: NCAA Division-I Basketball*, found at <http://csri-sc.org>.



goal should not be to turn college basketball into another professional league. Rather, we must change fundamentally the current culture and rules to address the effect that money has had on college basketball, the NCAA and its member institutions.

To this end, the Commission makes a number of recommendations set forth below. To ensure that we take advantage of the current momentum for change, the Commission further calls on the NCAA to draw up its plan to implement the Commission's recommendations, including draft legislation, by early August 2018. The Commission will promptly reconvene and review the NCAA's plans to provide its input for the NCAA's concrete measures to renew college basketball.

EXECUTIVE SUMMARY OF RECOMMENDATIONS

Section 1:

Realistic Pathways for Student-Athlete Success

A. Separate The Collegiate Track From The Professional Track By Ending One-And-Done.

The Commission calls on the National Basketball Association (NBA) and the National Basketball Players Association (NBPA) again to make 18-year-olds eligible for the NBA draft, so that high school players who are drafted may proceed to the NBA. The NCAA lacks the legal power to change one-and-done on its own; the power to make this change lies exclusively with the NBA and the NBPA.

The one-and-done regime may have provided some benefits for the NBA and the NCAA in the past, but all stakeholders agree that the downsides now outweigh any benefits. One-and-done has played a significant role in corrupting and destabilizing college basketball, restricting the freedom of choice of players, and undermining the relationship of college basketball to the mission of higher education. Elite high school players with NBA prospects and no interest in a college degree should not be "forced" to attend college, often for less than a year. These uniquely talented players are the focus of agents, apparel companies, investment advisors, college coaches and others seeking to profit from their skills and offering them cash and other benefits in hope of future gain. If they are allowed to turn professional, some of the pressure on the collegiate model will be reduced. Moreover, the recent commitment of the NBA to improve the G League may enhance its appeal as a professional option for elite players who are 18 and do not wish to attend college.

The Commission seriously considered, but is not recommending, the NBA's and NBPA's adoption of a version of the "baseball rule" which would make student-athletes who attend college ineligible for the draft or the G League for two or three years. By



requiring students who choose the collegiate path to make a long-term commitment to their education, the baseball rule increases the number of student-athletes who ultimately earn degrees. However, it would also keep collegiate players ready for the NBA in school against their will, where they will be potentially disgruntled magnets for corrupt money and the undermining of the collegiate model. Players with professional earning power should be able to choose a professional path. The Commission's additional recommendations will make it easier for them to return and complete their degrees.

The Commission is concerned about one unintended consequence of ending one-and-done, specifically the potential abuse of the NCAA's current practice of granting immediate collegiate eligibility to high school players who "reclassify"—*i.e.*, those who make themselves eligible to enter college prior to the graduation date of their high school class. We fear that, should the NBA and the NBPA make 18 the minimum age for entry into the NBA, the growing trend of reclassification will accelerate, creating a new generation of 17-year-old one-and-done players. The Commission urges the NCAA to monitor this situation and to enact appropriate rule changes if that potential abuse occurs with the end of one-and-done.

We must emphasize that only the NBA and the NBPA can change the one-and-done rule. If they choose not to do so by the end of 2018, the NCAA must still find a way to address this situation. In that circumstance, the Commission will reconvene and consider the other tools at its disposal. These could range from the baseball rule, to freshman ineligibility, to "locking up" scholarships for three or four years if the recipient leaves the program for the NBA after a single year. That would be a disincentive to recruit an athlete for a one-year run at the title. In short, the current situation is untenable.

B. Allow Student-Athletes To Test Their Professional Prospects And Maintain Their Eligibility If They Do Not Sign A Professional Contract.

The Commission recommends that high school and college players who declare for the draft and are not drafted remain eligible for college basketball unless and until they sign a professional contract. Specifically, players who are not drafted should be permitted to change their minds and attend college or return to college, provided they remain academically and otherwise eligible. The Commission also recommends imposing two additional conditions on this retention of eligibility: The player must return to the same school, and the player must request an evaluation from the NBA's Undergraduate Advisory Committee before entering the draft. The NBA has unique credibility with elite players who should have the benefit of the NBA evaluation in deciding whether to enter the draft.



Elite high school and college basketball players tend to misjudge their professional prospects. Players who think they are surefire professionals are often mistaken. The numbers tell this story: Only a very small percentage of NCAA men's basketball players make it to the NBA (around 1.2%), let alone have successful careers.² Yet, an NCAA Survey we commissioned showed that 59% of Division I players believe that they will play professionally,³ and NCAA research suggests that 76% of Division I players, 48% of Division II players and 21% of Division III players believe that they have a chance to play at the next level.⁴ Erroneously entering the NBA draft is not the kind of misjudgment that should deprive student-athletes of the valuable opportunity to enter college or to continue in college while playing basketball. While this rule change may inconvenience coaches seeking to set their rosters for the following season, we conclude that the student-athletes' interest should govern here. A player chagrined to discover that he lacks an NBA future may grow into his collegiate experience and adopt a different plan for the future. This change, along with several others recommended, will demonstrate that the NCAA is serious about the value and importance of college for student-athletes, and committed to helping them attend and work towards a degree.

The Commission again seeks assistance from the NBA and NBPA to make this recommendation work. Players who enter the draft and are not drafted are free agents under the NBA's current rules, and can sign with an NBA team at any time. To avoid this outcome, the Commission requests that the NBA and NBPA agree that players who are not drafted, and then return to school, lose their eligibility to play in the NBA until they re-enter through the next draft.

For similar reasons, the Commission also has concluded that one aspect of the current transfer rule – the requirement that a player who transfers sit out for a year – remain in place. Even under the current rule, an astounding 600-plus Division I men's basketball players transferred this year, in the hope of greener basketball pastures. Forty percent of players who enter Division I basketball from high school leave their original schools by sophomore year.⁵ Players who transfer are less likely to complete their degrees.⁶ Third parties often influence transfer decisions for their own purposes and without thought to the impact of transfer on the student-athlete. The detrimental effect of transfer on a student-athlete's education means that transferring should not be made easier for basketball's sake.

2 NCAA Research, *So, you're telling me there's a chance* (Dec. 2013).

3 NCAA Research, *Division I Men's Basketball Study on Youth Sport, Recruiting and College Choice*, prepared for the Commission on College Basketball, Dec. 2017.

4 NCAA Research, *So, you're telling me there's a chance* (Dec. 2013).

5 NCAA Research, *Tracking Transfer in Division I Men's Basketball* (Dec. 2017).

6 T. Paskus, *A Summary and Commentary on the Quantitative Results of Current NCAA Academic Reforms* in *Journal of Intercollegiate Support* 2012, pp. 44-45 (describing transfer as "hav[ing] a long-term negative outcome on the student-athlete" and citing research indicating that "even after we control for academic preparation, the act of transferring itself impacts the time to and probability of obtaining an undergraduate degree"); Community College Research Center, *What We Know About Transfer* (Jan. 2015) (only 17% of community college students who transfer complete a degree).



The Commission also discussed the graduate transfer rule. The NCAA enacted the rule in 2006 to assist academically high-achieving students who had graduated from college with remaining athletic eligibility by allowing them to transfer in order to pursue a graduate degree. In recent years, graduating student-athletes, including in men's basketball, increasingly appear to make transfer decisions for reasons other than academics. In 2011, there were 15 men's basketball graduate transfers; in 2016, there were 87.⁷ Only 34% of these transfers graduate from their graduate school programs.⁸ We heard that recruiting and tampering related to potential graduate transfers is rising.

We understand that the NCAA's Transfer Working Group is currently considering this issue and potential responses, including "locking down" scholarships for the period of a degree program and imposing an enhanced penalty on a team's Academic Progress Rate if the recipient leaves before completing his graduate program. We ask the NCAA to monitor this issue and develop appropriate legislation to ensure that the rule is serving its intent.

In sum, student-athletes should have more information about their professional prospects and more flexibility to test those prospects and return to school. This change and other related changes should make it easier for them to do so without losing their collegiate eligibility.

C. Permit Students To Receive Meaningful Assessment of Professional Prospects Earlier With Assistance From Certified Agents.

The Commission recommends that the NCAA and its member institutions develop strict standards for certifying agents and allow NCAA-certified agents to engage with student-athletes at an appropriate point in their high school careers to be determined by the NCAA. The NCAA must appoint a Vice-President level executive to develop meaningful standards for NCAA certification and administer the program. Among other requirements, the rules should mandate that agents notify colleges when they are retained by a matriculating student-athlete. The program should also educate student-athletes about eligibility rules and requirements.

Elite high school and college players need earlier professional advice, including whether to declare for the draft or whether college basketball offers a superior pathway. If NCAA rules do not allow them to receive that advice openly, they will often seek it illicitly. The NCAA rules should provide that student-athletes may meet and contract with NCAA-certified agents and that they will not lose their eligibility by doing so.

7 See NCAA Research, Changes in the Number of Division I Graduate Transfers (June 2017).

8 See NCAA Research, Division I Committee on Academics, Academic Attainment of Division I Student-Athletes Who Compete as Postgraduates (Oct. 2015).



The Commission further recommends that the NCAA incentivize better behavior from agents. This can be done through making clear the benefits of certification and the cost of the loss of certification. An agent who participates in an NCAA rules violation must lose his or her certification. A student-athlete who enters into an agreement, or whose family members enter into an agreement, with a non-certified agent will lose his eligibility. In addition, the NCAA and the NBPA should report to each other agents' violations of their respective rules, increasing the potential costs of violating NCAA rules.

As described below, in its specific recommendations about non-scholastic basketball, the Commission urges additional efforts at educating high school players about their professional and collegiate prospects, NCAA eligibility rules, their health and more. Student-athletes must have the information they need to understand their real choices and be better positioned to take advantage of either the collegiate or the professional path they choose.

D. Provide Resources To Make The Promise of A College Education Real.

The Commission recommends that the NCAA immediately establish a substantial fund and commit to paying for the degree completion of student-athletes with athletic scholarships who leave member institutions after progress of at least two years towards a degree. Colleges and universities must fulfill their commitments to student-athletes to provide not just a venue for athletic competition, but also an education. They must promise student-athletes that the option to receive an education will be there, even after the athlete is finished with his athletic career. This will be expensive, but it is necessary to restore credibility to the phrase student-athlete.

Many NCAA member institutions already provide Degree Completion Programs. NCAA rules should standardize this offering. The NCAA must also define a category of relatively disadvantaged schools for which this requirement would impose a substantial burden, and create a fund to provide the benefit for students at those institutions, using the revenues of the NCAA Basketball tournament.

The NCAA is frequently criticized for not permitting payment to student-athletes, on the ground that these young people are engaged in an activity that generates billions of dollars and yet they do not benefit. The debate is longstanding; views are entrenched; and both sides make important points. One significant counter to that argument is that many Division I student-athletes benefit enormously from engaging in intercollegiate sports. In addition to receiving full scholarships up to the cost of attendance (ranging from \$13,392 to \$71,585 for in-state students and from \$18,125-\$71,585 for out-of-state students depending on the institution),⁹ student-athletes often

⁹ See NCAA Financial Reporting System.



receive benefits such as academic support, meals, travel, coaching, trainers, career advice and more. The value of these extra benefits may be tens of thousands of dollars annually.¹⁰ As noted above, for student-athletes who receive a degree, the enhanced value of their lifetime earnings averages \$1 million.¹¹ Again, the Commission agrees that for these benefits to be realized, colleges must make good on their commitment to assist student-athletes in earning their degrees.

The Commission is familiar with the related debate about whether student-athletes should earn some financial benefit from the marketing of their names, images and likenesses (NIL). Many argue that allowing these payments would be analogous to the receipt of funds by collegiate Olympians and thus consistent with the collegiate model, particularly if students did not receive the funds until after college. The NCAA is a defendant in litigation involving such payments, which appears to raise fundamental questions about whether these and similar payments are consistent with the collegiate model. The court stated that “[t]he difference between offering student-athletes education-related compensation and offering them cash sums untethered to educational expenses is not minor: it is a quantum leap. *Once that line is crossed, we see no basis for returning to a rule of amateurism and no defined stopping point.*” *O’Bannon v. NCAA*, 802 F.3d 1049, 1078 (9th Cir. 2015) (emphasis added).

If a college or university is using a student-athlete’s NIL for commercial purposes, the school must ask that student-athlete for consent, which must be voluntarily given. See also NCAA Bylaw 12.5 (Promotional Activities) (describing permissible and non-permissible uses). When the legal parameters relevant to this issue are clearer,¹² the Commission also believes that the NCAA should reconsider its treatment of student-athletes’ NIL. In the current uncertain legal setting, however, the Commission has decided to focus its recommendations on supporting the college model. It seeks to address the charge of player exploitation in other ways – specifically, by opening and keeping open a player’s professional pathway, by welcoming the return of undrafted players, by funding degree completion by athletes who return to school, by providing benefits that allow student-athletes to be both students and athletes and by imposing

10 See, e.g., USA Today analysis finds \$120K value in men’s basketball scholarship, USA TODAY (March 30, 2011).

11 Georgetown University Center on Education and the Workforce, *The Economic Value of College Majors*, Executive Summary, p. 5, Figure 3 (2015); Pew Research Center, *The Rising Cost of Not Going to College*, (Feb. 11, 2014) (“Millennial college graduates ages 25 to 32 who are working full time earn more annually – about \$17,500 more – than employed young adults holding only a high school diploma”); (“College-educated Millennials are also more likely to be employed full time than their less-educated counterparts (89% vs. 82%) and significantly less likely to be unemployed (3.8% vs. 12.2%)”).

12 In *O’Bannon*, the court of appeals vacated the district court’s requirement that the NCAA allow payments of limited deferred compensation related to use of student-athletes’ NIL. The court of appeals held that “allowing students to be paid NIL compensation unrelated to their education expenses” does not promote the NCAA’s procompetitive purposes as effectively as a rule forbidding cash compensation, even if payments are limited and in a trust fund. 802 F.3d at 1076. And, the NCAA continues to be in the midst of substantial litigation challenging the collegiate model, including multi-district litigation alleging more broadly that the NCAA and eleven of its conferences “fixed prices for the payments and benefits that the students may receive in return for their elite athletic services.” See Order Granting in Part and Denying In Part Cross-Motions for Summary Judgment at 1, *In re: National Collegiate Athletic Association Athletic Grant-In-Aid Cap Antitrust Litig.*, Nos. 14-md-02541-CW, 14-cv-02758-CW (Mar. 28, 2018). See also *infra*, n. 17 (citing a number of cases challenging the college model). Again, the Commission strongly recommends that the NCAA reconsider its rules in this area once the legal context is clarified.

significant punishment on those who undermine the premise that student-athletes must receive an education that is valuable, not a pretense. The NCAA will have to incur substantial costs for several of these recommendations. But it will be money well spent.

Section 2:

Establish Professional Neutral Investigation and Adjudication of Serious Infractions and Hold Institutions and Individuals Accountable

A. Implement Independent Investigation and Adjudication of Complex Cases.

The Commission recommends that the NCAA create independent investigative and adjudicative arms to address and resolve complex and serious cases (hereafter “complex cases”) involving violations of NCAA rules.

Stakeholders informed the Commission that when the stakes are high, colleges are not complying with the NCAA’s shared governance and cooperative principles and NCAA rules often are not enforced. Specifically, the NCAA’s investigative and enforcement powers are inadequate to effectively investigate and address serious violations of NCAA rules in consequential situations. No stakeholder supported the current system for handling high-stakes infractions. Many informed us that when the U.S. Attorney’s Office announced the charges that led to this Commission, the reaction was that “everyone knows” that these payments occur. That state of affairs – where the entire community knows of significant rule breaking and yet the governance body lacks the power or will to investigate and act – breeds cynicism and contempt.

The NCAA’s investigative and enforcement processes require a complete overhaul. Complex cases must be thoroughly investigated, and resolved by neutral professional adjudicators, with authority to impose punishment that will have a significant deterrent effect. The investigative arm must be independent and empowered to require the cooperation of witnesses and the production of documents, including financial information, from NCAA member institutions and their employees and contractors, with significant penalties for non-cooperation. In addition, these and all NCAA investigators must exercise reasonable prosecutorial discretion and common sense so that resources are focused on serious infractions and punishment is appropriately calibrated and consistently administered. There are multiple examples of minor infractions that are not worth the time and effort that the NCAA now spends on them.

Volunteers who are members of fellow NCAA member institutions should not resolve cases. Instead, a panel of professional adjudicators, appointed for a term of years, must make final and binding decisions and must have the authority to impose



substantial punishments, including the loss of post-season play and the revenues from post-season play. To restore credibility to this process, the investigation, enforcement and resolution of high stakes cases must be placed in the hands of independent professionals and neutrals.

B. Enact and Impose Core Punishments With Significant Deterrent Effect.

The Commission recommends that the NCAA enact significant increases in the penalties imposed on institutions and individuals for violations of NCAA rules. Currently, the rewards for violating the rules far outweigh the risks. To reverse this calculation, the Commission recommends a number of changes in the NCAA's penalty structure.

First, the Commission recommends the following increases in the core penalty structure: (i) increase the competition penalties for Level I violations to allow a five-year post-season ban; (ii) increase the financial penalties for Level I violations to allow loss of all revenue sharing in post-season play, including the NCAA tournament, for the entire period of the ban; (iii) increase the penalties for a show-cause order to allow life-time bans; (iv) increase the penalties for head coach restrictions to allow bans of more than one season; and (v) increase the penalties for recruiting visit violations to allow full-year visit bans.

In addition, the Commission recommends that member institutions that employ a coach or athletic director under a show cause order for a previous violation of NCAA rules be subject to significantly increased penalties if that individual's program re-offends, up to and including a ban of up to five years from post-season tournaments, including the NCAA tournament, and a loss of revenues from those tournaments for that same period. There must be significant risk associated with employing an individual who is under a show cause order.

Relatedly, the Commission recommends a significant expansion in *individual accountability* for rules violations for coaches, athletic directors and college presidents. The NCAA must amend its rules to require colleges to include in contracts with administrators and coaches individual contractual obligations to cooperate with NCAA investigations, including financial disclosure, and individual agreement to submission to NCAA enforcement proceedings, decisions and discipline, up to and including discharge.

Moreover, the Commission recommends that the NCAA enact a rule requiring coaches, athletic directors, and college presidents to certify annually that they have conducted due diligence and that their athletic programs comply with NCAA



rules.¹³ These individuals will find it much easier to do so if they enact comprehensive compliance programs at their institutions. The costs of compliance may be significant, but they should be small by comparison to the costs of being found in violation of NCAA rules. The NCAA rules should provide for significant penalties for those individuals if they knew or should have known of violations and did not address them, up to and including termination. These penalties should be mitigated or enhanced depending up the presence and effectiveness of the institution’s compliance program.

Coaches are the public focus of blame for NCAA violations. For too long, college presidents and administrators have not been viewed as accountable for the conduct of their athletic programs. That will have to change. College presidents and high-level administrators cannot be permitted to turn a blind eye to the infractions in those programs.

Finally, among other substantive rules changes, the Commission recommends that the NCAA revise and clarify its role in addressing academic fraud or misconduct by member institutions and make application of those rules consistent. The NCAA must have jurisdiction to address academic fraud and misconduct to the extent it affects student-athletes’ eligibility. Member institutions cannot be permitted to defend a fraud or misconduct case on the ground that all students, not just athletes, were permitted to “benefit” from that fraud or misconduct. Coaches, athletic directors and university presidents must be held accountable for academic fraud about which they knew or should have known. The standards and punishment for academic fraud must be clarified and then enforced consistently.

Section 3: Mitigating Non-Scholastic Basketball’s Harmful Influence on College Basketball

Virtually all of the top recruits for each collegiate recruiting class participate in non-scholastic basketball. The Commission recommends that the NCAA take short and long-term actions to reform non-scholastic basketball and disassociate the NCAA and its member institutions from the aspects of non-scholastic basketball where transparency and ethical behavior cannot be assured. As part of this effort, the Commission recommends that the NCAA partner with USA Basketball, the NBA, the NBPA and others to create and administer new resources and programs for youth basketball development, including substantial regional camps for collegiate prospects in July where NCAA coaches would evaluate players.

¹³ This rule would be analogous to the Sarbanes Oxley Act, 15 U.S.C. §7241, Corporate Responsibility for Financial Reports (2006), which requires the Chief Executive officers of public companies to personally certify their financial reports.



A. Reform Non-Scholastic Basketball and Make Its Finances Transparent.

In the near term, the Commission recommends that the NCAA promptly adopt and enforce rigorous criteria for certifying the non-scholastic basketball events that its coaches attend. In order for the NCAA to certify a non-scholastic basketball event, the owners, event operators, sponsors, and coaches for the event must agree to financial transparency about all events they run, including those that are not certified by the NCAA. This requirement includes agreement (i) to be subject to audit and to provide all required IRS and other tax filings upon request; (ii) to disclose all sources of financing and other payments and the recipients of all funds provided for or collected in relation to the event; and (iii) to disclose any financial relationship between the event sponsors and coaches with any administrator, coach or booster at any NCAA school. The money flowing from apparel companies and other third parties into non-scholastic basketball must be disclosed and accounted for, in order to address the corruption arising from non-scholastic basketball.

Further, the NCAA's rules already require NCAA-certified events to have educational components; the NCAA must immediately implement and enforce that requirement more effectively. All benefits provided to participants and their families, including travel, meals, accommodations, gear of any sort, and any other benefit, must be disclosed to the NCAA, along with the source of their provision. The NCAA must enforce the requirement that such benefits be reasonable and appropriate and assure that these restrictions are not circumvented by delaying the timing or providing the benefits to another.

Currently, non-scholastic basketball is an ungoverned space with coaches, players and their families, agents and sponsors exchanging money and goods in the hope of future benefits and without accountability. Of particular importance to the Commission are the cases in which non-scholastic basketball event operators and coaches seek benefits from colleges and college coaches in exchange for influencing their players' college choices. To recruit effectively, many NCAA coaches need to attend non-scholastic basketball events in which large numbers of elite players participate. In turn, these events, leagues and teams attract high school players by giving them the opportunity to be seen and evaluated annually by college coaches. Thus, using its certification requirement, the NCAA has some leverage to impose the financial transparency requirements and other reforms that the Commission recommends above.

B. Enlist the Apparel Companies in Transparency and Accountability Efforts.

The apparel companies that actively sponsor non-scholastic basketball are public



companies. It appears, however, that they do not have effective controls in place in their spending in non-scholastic basketball. The Commission calls on the boards of these companies to publicly support and implement financial transparency and accountability with respect to their own investments in non-scholastic basketball. Particularly in light of the facts uncovered in the recent FBI investigation, these public companies should be concerned about how their money is used in non-scholastic basketball. We expect that these companies will insist that all employees provide detailed accountability about such expenditures and cooperate with new NCAA rules about financial transparency and accountability.

C. In Cooperation with Partners, Establish NCAA Youth Basketball Programs.

With respect to the longer term, the Commission recommends that with a goal of 2019, the NCAA work with USA Basketball, the NBA and the NBPA and others to establish and administer new youth basketball programs. We would expect the NCAA to devote significant resources and attention to these programs. Briefly, the Commission proposes that youth basketball players be identified and developed at three levels: Level 1, players with National Team potential; Level 2, players with Highest Collegiate potential; and Level 3, players with Collegiate potential. At each level, players would have to be identified, developed and evaluated by appropriate stakeholders. Critically, that development would include not only basketball, but also academic and life skills, health and collegiate eligibility. One centerpiece of this program would be NCAA-administered regional non-scholastic basketball events in July that NCAA coaches would exclusively attend. The Commission also recommends that the NCAA – in collaboration with USA Basketball, the NBA, the NBPA, the WNBA and the WNBPA – consider similar initiatives to enhance the development of young women basketball players.

In sum, the NCAA and NCAA coaches may no longer associate with non-scholastic basketball events that are not financially transparent and otherwise compliant with NCAA requirements regardless of when they are held. Moreover, in light of the recommendation that players be permitted to choose a professional pathway at an earlier time, the NCAA and others should devote significant resources to earlier development, including education, for players in youth basketball. The corruption we observe in college basketball has its roots in youth basketball. The reforms recommended by the Commission will be fruitless unless the NCAA gives serious attention to regulating summer programs.

D. Enact Changes in Rules Governing Recruiting and Coaches' Interaction with Recruits and Student-Athletes

The Commission also endorses and recommends adoption of a number of the rule



changes recommended by the National Association of Basketball Coaches and other organizations to reduce the influence of third parties and increase the ability of college coaches to interact with recruits and current players.

Section 4: Add A Significant Cadre of Public Members To The NCAA's Board of Governors.

The Commission recommends that the NCAA restructure its highest governance body, the Board of Governors, to include at least five public members with the experience, stature and objectivity to assist the NCAA in re-establishing itself as an effective and respected leader and regulator of college sports. One of these public members should also serve on the NCAA's Executive Board. The current Board of Governors includes 16 institutional presidents or chancellors, the chairs of the Division I Council and the Division II and III Management Councils, and the NCAA president. NCAA Constitution 4.1.1 (Composition). Like public companies, major non-profit associations usually include outside board members to provide objectivity, relevant experience, perspective and wisdom. Board members with those qualities will provide valuable insight to the NCAA generally, and as it works towards the restoration of college basketball. The NCAA should promptly identify candidates with the appropriate stature and characteristics, and change its rules to require public voting members on its highest governing body. The Commission will make independent board member recommendations to the NCAA to assist it in assembling a first-rate list of candidates.

* * * *

The NCAA has often failed to carry out its responsibilities to “maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the student body.” NCAA Constitution 1.3.1 (Basic Purpose). But, the NCAA is not really Indianapolis: It is the sum total of its member institutions. When those institutions and those responsible for leading them short-circuit rules, ethics and norms in order to achieve on-court success, they alone are responsible. Too often, these individuals hide behind the NCAA when they are the ones most responsible for the degraded state of intercollegiate athletics, in general, and college basketball in particular. The Commission makes these recommendations to support fulfillment of the NCAA's purposes and to impose accountability on institutions and individuals undermining their achievement.



REPORT OF THE COMMISSION

Introduction

On September 26, 2017, the United States Attorney's Office for the Southern District of New York announced the arrest of ten persons for involvement in fraud and corruption schemes related to college basketball – four NCAA Division I college basketball coaches, a senior executive and two employees at a major athletic apparel company, and three athlete advisors. The first scheme involved allegations that college coaches took cash payments from athlete advisors to steer players and their families to the advisors making the payments. The second scheme involved allegations that a senior executive at a sports apparel company worked with athlete advisors to funnel payments to high-school players and their families to obtain their commitment to attend universities sponsored by the apparel company.

After the announcement of these charges, the NCAA's President, Mark Emmert, stated that it is "very clear the NCAA needs to make substantive changes to the way we operate, and [to] do so quickly." *Statement from Pres. Mark Emmert, Oct. 11, 2017.* He continued: "[w]hile I believe the vast majority of coaches follow the rules, the culture of silence in college basketball enables bad actors, and we need them out of the game. We must take decisive action. This is not a time for half-measures or incremental change." As a first step, he announced that the NCAA Board of Governors, the Division I Board of Directors and the NCAA President had established an independent Commission on College Basketball, chaired by Dr. Condoleezza Rice. The Commission was to "examin[e] critical aspects of a system that clearly is not working" and focus on three areas:

- The relationship between the NCAA national office, its members, their student-athletes and coaches and third parties, including apparel companies, non-scholastic basketball and athlete agents and advisors.
- The relationship between the NCAA and the NBA, including the challenging effect of the NBA's current age eligibility rule which created the one-and-done phenomenon in men's college basketball.
- The creation of the right relationship between the NCAA's member institutions and its national office to promote transparency and accountability.

The NCAA appointed the following additional members of the Commission:

- Mary Sue Coleman, President, Association of American Universities
- General Martin E. Dempsey, U.S. Army, Retired, Chairman, USA Basketball



- Jeremy Foley, Athletic Director Emeritus, University of Florida Athletic Association
- Jeffrey Hathaway, Vice President/Director of Athletics, Hofstra University
- Grant Hill, Owner/Vice Chairman, Atlanta Hawks
- Rev. John I. Jenkins, C.S.C., President, University of Notre Dame
- Mike Montgomery, Retired Basketball Coach, Analyst, PAC-12 Networks
- David Robinson, Founder, Admiral Capital Group
- Kathryn Ruemmler, Former White House Counsel, Partner, Latham & Watkins LLP
- Gene Smith, Sr., Vice President and Wolfe Foundation Endowed Athletics Director, Ohio State University
- John Thompson III, Board of Directors, National Association of Basketball Coaches

The Commission was charged with gathering information and expert opinions for making “transformative recommendations” to the Division I Board of Directors and NCAA Board of Governors on “legislation, policies, actions and structure(s) to protect the integrity of college sports, with a focus on Division I men’s basketball.” Members of the Commission were appointed for an initial six-month term. The Commission’s goal was the completion of its work and a report to the NCAA Boards for action at their April 2018 meetings. This document is that report, and it contains the Commission’s recommendations with respect to the challenges currently facing college basketball.

Before going further, however, the Commission believes it is important to confront the uncomfortable fact that the challenges identified in this report have been part of the landscape of pre-professional basketball for many years, and that others have previously made serious efforts to address them with only limited success. To be sure, these challenges have become more prominent in the past decade as elite basketball – pre-college, in-college and post-college – has become exponentially more lucrative. The fact remains, however, that today’s issues have been around a long time, and their existence is widely acknowledged. Virtually all stakeholders and others providing information to the Commission at some point uttered the discouraging phrase: “Everyone knows what’s been going on.”



The Commission now recommends that the NCAA seeks changes from other organizations, such as the NBA and the NBPA, and that it make significant internal changes, including fundamental changes to the process, rules and penalties related to compliance. However, the Commission recognizes that some humility is required in light of past failures and the size of the challenge. Stakeholders do *not* agree about either the causes or the potential solutions to the current challenges that face pre-professional basketball. The Commission believes that these challenges will persist unless all stakeholders accept responsibility for the credibility of the game, the reputations of the schools who field teams and the integrity of the athletes who compete.

The Commission's Process

A. Information Gathering: Conversations with Stakeholders

From mid-October 2017 through early April 2018, the Commission sought the views of stakeholders. In meetings, the Commission directly heard the views of a number of parties. In addition, the Commission opened a portal and solicited public comment on its work, receiving numerous helpful written responses. The Commission heard directly from the NBA, the NBPA, USA Basketball, numerous NCAA offices and departments, multiple athletic conferences, several apparel companies and agents, college and high school coaches associations, student and faculty associations, athletic directors' associations, other interested associations and groups, the Uniform Law Commission, athletes and other individuals. The Commission appreciates all of this helpful input into its work.

B. Information Gathering: Briefings from the NCAA, Its Agents and Others

The Commission also benefited from the following briefings:

- *Path of an elite men's basketball player*, Dan Gavitt, Senior Vice President of Basketball, NCAA;
- *Current NCAA eligibility, accountability and infractions framework*, Donald Remy, Executive Vice President of Law, Policy & Governance and Chief Legal Officer, NCAA; Oliver Luck, Executive Vice President of Regulatory Affairs, NCAA;
- *NCAA Compliance and Infractions Model*, Kay Norton, President, University of Northern Colorado; Greg Christopher, Director of Athletics, Xavier University;



- *Prosecutions Involving NCAA Division I Coaches*, Ron Machen, Partner, Wilmer Hale, outside counsel to the NCAA;
- *Division I Men's Basketball Study on Youth Sport, Recruiting and College Choice*, NCAA Research, presented by Lydia Bell, NCAA.

C. Deliberations

In its meetings, the Commission spent close to 70% of its time in executive session to discuss its dialogue with stakeholders and the materials and presentations it had received. The Commission's discussions were enhanced by the varied and deep experience of its members, including former student-athletes, former professional athletes, coaches, athletic directors, university presidents and provosts and NBA owners. The Commission also benefited from the insights, experience and expertise of its members who are "outsiders," and brought to bear their unique perspectives from government and the military on the current problems of men's Division I basketball. Through executive session discussions, the Commission was able to assess how the information it received and the perspectives of stakeholders might affect potential NCAA actions to address the issues identified for the Commission's consideration.

SUMMARY IDENTIFICATION OF THE ISSUES

Both Division I men's basketball and the NBA are multi-billion dollar enterprises. Many individuals and entities earn a living and more by direct and indirect association with these entities. Thus, the financial stakes are high for elite players,¹⁴ coaches, athletic directors, colleges and universities, apparel companies, agents and athlete advisors of all stripes. Where this much money is at stake, the incentives to break rules are high. To identify issues and craft potential recommended responses, the Commission was asked to focus on three categories of relationships in college basketball: (1) the relationships between college basketball and the NBA and NBPA; (2) the relationships between the NCAA and its member institutions; and (3) the relationships between college basketball and apparel companies, non-scholastic basketball (coaches and leagues), agents and other third parties.

A. The Relationships Among College Basketball, The NBA and The NBPA

In 2006, the NBA and the NBPA first entered into a collective bargaining agreement that made high school players ineligible for the NBA draft. There is,

¹⁴ There is no single definition of elite. There is a small group of players each year considered to have the potential to jump from high school to the NBA (single digits); a larger group of 25-30 players heavily recruited by prominent Division I programs; and still a larger group playing in the elite apparel companies' circuits (perhaps 800 spread over four recruiting classes). All told, Division I schools recruit roughly 1125 basketball players each year. Each of these categories may be referred to as "elite."



however, a small group of elite players who would prefer to bypass college and play in the NBA after high school and who would be drafted, were it permitted under the NBA's and NBPA's collectively bargained rules. These players often do not find the alternative professional options – such as the G League or non-U.S. leagues – as desirable as making a name for themselves in Division I men's basketball. Thus, these players, colloquially referred to as one-and-done players, attend college for a single year – and sometimes only until the day their schools are eliminated from the NCAA tournament.

Since 2006, NBA teams have drafted an average of eight college freshman each year. Most of these one-and-done players attended one of six schools.¹⁵ However, the small numbers mask a large issue with respect to third-party influence and corruption, as well as the corruption of academic standards.

Many who number among elite players while in high school believe and expect that they will play professional basketball. See Executive Summary (ES) Section 1.B. Many third parties – e.g., agents, apparel companies and other athlete advisors – see some high school players' potential for a professional career, and the potential for earnings for themselves, and are willing to invest in a significant number of players in the hope that some will be drafted and yield returns. Thus, the incentives for third parties to make improper payments to players and others with influence over players exist beyond the small group of players who may be one-and-done, and extend into the slightly larger group of players who will play additional years of college basketball before playing professionally. Nonetheless, it is fair to say that substantial third-party attention, including financial attention, will focus on one-and-done players and a relatively small additional group.

For a subset of these players who have no intention of spending more than a year or two in college or whose time is fully consumed by basketball, maintaining academic eligibility to play may be a challenge. If that player is good enough, however, the school may be strongly motivated to assist that student-athlete in maintaining his eligibility. This situation creates another opening for corruption – the manipulation and dilution of academic standards by school officials, along with other academic misconduct. A series of recent cases involve this phenomenon. Other cases illustrate the lack of clarity about the NCAA's rules and the likely punishment for academic misconduct, as well as inconsistency in the NCAA's application of the rules.¹⁶ This problem of corruption of college standards clearly is not

¹⁵ Over the past decade, the number of one-and-done players has ranged from five to 18. In the past four years, the range is 9-18 (9 in 2014, 13 in 2015, 14 in 2016, and 18 in 2017). Backup Information Regarding "One-and-Done" Players, Dec. 6, 2017.

¹⁶ See, e.g., University of North Carolina at Chapel Hill Public Infractions Decision, Oct. 13, 2017 (holding that only member institutions – not the NCAA – can determine whether academic fraud has occurred and that student-athletes did not receive extra benefits because the sham courses at issue were available to all students); University of Notre Dame Infractions Decision, Feb. 13, 2018 (upholding decision that Notre Dame must vacate all records in which student-athletes participated while ineligible due to academic misconduct in which a full-time student working a part-time job as a student trainer was involved); Georgia Southern Univ. Public Infractions Decision, July 7, 2016 (finding that institutional staff members provided impermissible academic assistance where one gave a student-athlete a flash drive containing completed coursework and another wrote and submitted extra credit papers for student-athletes).

restricted to one-and-done players, but these players effectively illustrate one issue created by the matriculation of student-athletes who enroll in school solely to play basketball.

The one-and-done phenomenon has provided some benefits to colleges and universities and to elite high school basketball players. Schools achieve national notice and prominence with athletic success and championships due to the presence of these players, with associated financial and reputational benefits. As for players, many believe that they will have the opportunity to play professional basketball if they can draw the attention of professional coaches and scouts. Playing Division I men's basketball allows players to make a name for themselves among professional leagues and teams. Further, these players receive some of the educational and other benefits associated with a year in college.

In addition, elite high school players currently understand that in order to play Division I basketball, they must meet the eligibility requirements to attend a Division I school. See NCAA Division I Bylaw 14.3 (Freshman Academic Requirements). Because numerous players who will not play professional basketball nonetheless believe that they will, these players gain the benefit of educational levels and opportunities that they might otherwise have forgone. The Commission takes these benefits seriously and, in particular, does not underestimate the transformative possibilities in attaining academic eligibility for college or in spending a year or more in college.

Finally, many high school and collegiate student-athletes do not receive the information and assistance they need to accurately determine whether and when to pursue professional basketball. The NCAA's current rules on amateurism place limits on the ability of those players to test the professional market for their services and to obtain assistance from an agent in assessing their potential value. This, in turn, may prevent student-athletes from taking full advantage of their collegiate opportunities.

B. The NCAA's Relationship With Member Institutions

The Commission heard from many commenters who identified both the NCAA's *enforcement process* and the *substance* of the NCAA's rules as inadequate to deal with the challenges presented by Division I men's basketball.

1. Process

There appears to be a strong consensus that when the stakes are high – *i.e.*, when violations are serious and the potential penalties are substantial – the NCAA's member institutions are not complying with the NCAA's shared governance and cooperative principles and NCAA rules are not being effectively enforced. See NCAA Division I Bylaw 19.2 (Expectations and Shared Responsibility); NCAA Division I Bylaw



19.2.3 (Responsibility to Cooperate); NCAA Constitution 2.8 (The Principle of Rules Compliance). Specifically, the NCAA's investigative and enforcement powers are limited and often appear inadequate to effectively investigate and address serious violations of NCAA rules in consequential situations. The Commission did not hear from a single stakeholder who supported the current system in addressing high-stakes infractions.

In support of the allegation that the NCAA's investigative powers are insufficient, many stakeholders noted that when the U.S. Attorney's Office announced the charges that prompted the NCAA to establish this Commission, no one in the relevant community expressed surprise and many stated that "everyone knows" that these kinds of payments occur. Where an entire community is aware of substantial rule breaking and the governance body fails to act, the result is cynicism and contempt.

Virtually all stakeholders, including NCAA staff, expressed the view that the current model for adjudication of NCAA rules violations should not continue. Representatives of member institutions that have crosscutting and potentially self-interested incentives with respect to punishment administer the NCAA's current adjudication process. While many stakeholders expressed gratitude and respect for the hard work of the volunteers who administer the current infractions process, all expressed the belief that the current system is not working in cases involving serious violations.

2. Substance, Including Penalties

Stakeholders further suggested that the Commission consider whether the substantive content of certain NCAA rules is contributing to the problems identified above. Stakeholders identified numerous issues with the NCAA's current rules governing eligibility, amateurism and recruiting. As noted above, they also expressed the view that the consequences for rule violators were insufficient in many instances and excessive in others.

Eligibility and Academic Misconduct. The Commission heard criticism of the NCAA's rules related to academic eligibility. See NCAA Bylaws, Art. 14. With respect to post-enrollment academic performance, the NCAA's "progress towards degree" requirements determine whether individuals remain eligible to play. Stakeholders did not take issue with the substance of these rules. Instead, the Commission heard criticism about the NCAA's relationship with member institutions' course offerings and academic requirements.

Some stakeholders believe that the NCAA should not be in the business of enforcing academic standards. However, many others assert that the NCAA's current rules with respect to academic standards undermine the integrity of the collegiate experience and game. All agree that the NCAA's jurisdiction to address academic fraud and



misconduct as related to athletic eligibility must be clarified and become more consistent.

Amateurism. The Commission also heard from critics of current NCAA rules regarding amateurism. NCAA rules require that students who play for college teams qualify as “amateurs” and continue to be so qualified throughout their collegiate years. Although there are exceptions and complexities, the Bylaws forbid college athletes to receive compensation in any form in the sport, to accept a promise of pay, to sign a contract or commitment to play professional athletics, to receive consideration from a professional sports organization, to compete on a professional team and to enter into an agreement with an agent. In addition, a student-athlete cannot receive preferential treatment, benefits or services because of his athletic reputation or skill, unless specifically permitted by NCAA rules. NCAA Division I Bylaws 12.1.1.2.1 (Amateur Status After Certification); 12.1.1.1.3 (Eligibility for Practice or Competition), 12.1.2 (Amateur Status); 12.1.2.1.6 (Preferential Treatment, Benefits or Services).

Some stakeholders note that many elite players receive some form of payment to play basketball before attending college; that student-athletes are bringing substantial sums into NCAA and collegiate coffers; and that playing Division I men’s college basketball is essentially a full time job that does not leave room for a normal college experience. They conclude for some or all of these reasons that players should receive some recompense (beyond the full value of their education) for playing basketball.¹⁷

Others recognize the validity of some of these points, but contend the student-athletes receive significant benefits from their college experiences, including the value of the scholarship (the full cost of a college education), the associated training, coaching and benefits of being on a collegiate team, and the lifelong incremental increase in earning power resulting from a college degree. See ES Section 1.D. Many believe that paying players is not financially or legally feasible and that doing so would fundamentally alter the nature of the collegiate game. They support a variety of means – other than payment – to address the economic circumstances and equities of student-athletes in high-revenue sports, and to ensure that they receive the education that the college promises. In addition, they support continued enforcement of the amateurism rules.

¹⁷ The NCAA has faced and continues to face legal challenges to its amateurism rules under antitrust and employment theories. *Northwestern Univ. and College Athletes Players Ass’n*, Case 13-RC-12135, 362 NLRB No. 167 (Aug. 17, 2015) (declining to accept jurisdiction over bargaining unit of Division I FBS football players who receive scholarships); *In re: National Collegiate Athletic Ass’n Athletic Grant-in-Aid Cap Antitrust Litigation*, Case No. 4:14-md-2541-CW (N.D. CA 2014) (challenging failure to pay Division I men’s and women’s basketball and FBS football players the difference in the value of an athletic scholarship and the full cost of attendance); *Jenkins et al. v. NCAA*, Civil Action 14-CV-3:33-av-0001 (D.N.J. 2014) (challenging agreement not to compete for services of Division I men’s basketball and FBS football players as violation of the antitrust laws without legitimate pro-competitive purposes); *O’Bannon v. NCAA*, 802 F.3d 1049 (9th Cir. 2011) (challenging NCAA’s bylaws limitation precluding compensation for student-athletes’ images and likenesses in violation of the antitrust laws); *Berger v. NCAA*, 843 F.3d 285 (7th Cir. 2016) (alleging that all Division I student-athletes are entitled to minimum wage for practice and competition as employees regardless of whether they receive athletic-related scholarships).

Still others believe that the NCAA rules are so focused on pre-professional sports that the NCAA has failed to create a system that makes sense for the majority of student-athletes who will not make a living at their sports. Under these rules, stakeholders assert, student-athletes who accept any “benefit,” no matter how small, risk losing their eligibility to compete. The NCAA’s administration of the “no benefit” rule, see NCAA Bylaw 16.11.2 (Nonpermissible), was criticized as penalizing student-athletes and preventing them from engaging in normal interactions with friends and mentors. Those holding this view suggest that the NCAA should engage in common sense calibration of the “no benefit” rule for particular contexts.

Agents. NCAA rules further forbid collegiate athletes to enter into any agreement (oral or written) with agents for purposes of marketing their athletic ability or reputation for financial gain, even if that agreement is limited to *future* representation. Prohibited marketing includes negotiations with professional teams, seeking product endorsements and efforts to place an athlete at a particular school. The rules likewise forbid family members or other representatives to enter into such an agreement on behalf of an athlete. In addition, athletes may not accept benefits from agents even if those benefits do not have strings visibly attached. NCAA Division I Bylaws 12.3.1 (General Rule); 12.3.1.2 (Representation for Future Negotiations); 12.02.1 (Agent); 12.3.3 (Athletics Scholarship Agent); 12.3.1.3 (Benefits from Prospective Agents).¹⁸

Some stakeholders expressed the view that agents should be permitted to have earlier access to athletes, potentially as early as during high school, and certainly at the beginning of each academic year in college. Agents opined that parents, families and students are eager for knowledge about their collegiate, professional and post-collegiate options and that they will find that information one way or another. They assert that student-athletes routinely misunderstand their own professional prospects and their best path to success and that agents and advisors could assist student-athletes in making the best choices about eligibility, including choices that would result in higher levels of educational achievement.

In addition, many stakeholders, including agents, told the Commission that agents are determined to develop relationships with professional prospects and, whatever the rules provide, will find ways to make contact with student-athletes and those who influence them. Most stakeholders believe that many agents are already communicating with elite high school players and with collegiate players with professional prospects,

¹⁸ There are some exceptions to this prohibition. For example, a student-athlete may use the services of an attorney or other individual to evaluate a professional sports contract (though that person may not be present for or otherwise represent the athlete in negotiations with a professional team). NCAA Division I Bylaw 12.3.2 (Legal Counsel). A school’s professional sports counseling panel is permitted to review a proposed professional contract and provide other services to student-athletes considering a professional career, NCAA Division I Bylaw 12.3.4 (Professional Sports Counseling Panel). An athlete may also engage and pay a recruiting service to provide information to colleges on the athlete’s behalf, provided the fee paid to such a service is not based on placement of the prospective student-athlete in a college as a recipient of institutional financial aid. NCAA Division I Bylaws 12.3.3 (Athletics Scholarship Agent); 12.3.1 (Talent Evaluation Services and Agents).

often in violation of NCAA and school rules. It would be better, stakeholders argue, if these contacts were in the open and regulated by the NCAA, including by requiring NCAA certification and registration with schools and by restricting contact to specific times and places.

Still other stakeholders, including a number of agents, took the position that allowing agents to have contact with high school students will result in even earlier agent involvement in student-athletes' decision making, including their selection of a grassroots or non-scholastic basketball coach, a high school, a college, etc. These stakeholders maintain that the barriers to entry for professional agents should be higher (while recognizing that the NBPA has recently taken important steps to improve the quality of the agent cadre), and that the penalties for agents who violate NCAA rules should be higher (either through enforcement of state laws or through reporting of violations to the NBPA or other unspecified rule changes).

Recruiting. In the view of many Division I coaches, the NCAA rules hamstringing college coaches and allow non-scholastic coaches and other third parties to become the primary influences over elite high school players. For example, Division I coaches have limited opportunities to evaluate high school players in both scholastic and non-scholastic settings, and those players cannot officially visit colleges and universities until late in their junior year. See generally NCAA Division I Bylaws, Art. 13. Indeed, Division I coaches complain that they are dependent on non-scholastic coaches, leagues and events for opportunities to view players, giving those third parties even more leverage over high school players. In the interim, high school players are playing non-scholastic basketball sponsored by apparel companies who provide those high school players with gear, travel and experiences. Division I coaches seek to increase their direct contact with high school players at critical junctures, and to limit their dependence on non-scholastic coaches, leagues and apparel companies for access to high school players.

Penalties. Finally, most stakeholders believe that the NCAA must have authority to impose harsher penalties on schools, coaches and administrators (including presidents) who violate the rules or know of rules violations and do nothing or who fail to cooperate with NCAA investigators. There was a strong sentiment that the NCAA must have the ability to impose loss of post-season play, including the NCAA tournament, and loss of revenue from post-season play on those who commit serious infractions and those who decline to cooperate with NCAA investigations. They believe that the availability – and utilization – of these penalties would get presidential and board-level attention at colleges. These persons further note that administrators, athletic directors and coaches who violate the rules often move on to other member institutions, and do not pay a significant price for violations that occur on their watch. Moreover, the institutions that hire individuals who have violated the rules pay no significant price for taking the risk of hiring past offenders.



3. The Relationships Among College Basketball, Non-Scholastic Basketball, Apparel Companies, Agents and Other Third Parties

Currently, the NCAA “certifies” some non-scholastic or non-scholastic basketball events and leagues. NCAA Division I Bylaws 13.18 (Basketball Event Certification); 17.31.4.1 (Summer Basketball Leagues). Coaches at NCAA member institutions can attend these summer events only if the NCAA certifies them. Unfortunately, however, the requirements for NCAA certification are minimal, to be generous; and some of the requirements are poorly implemented while others are not enforced. Non-scholastic basketball is largely unregulated.

While an elite basketball player is in high school, he will virtually always develop a relationship with a non-scholastic basketball team and coach and with an apparel company – most likely one of Nike, Adidas or Under Armour. Specifically, apparel companies sponsor elite high school teams that participate in NCAA-certified and other events around the country, including all-star games, camps, and other so-called elite experiences. In addition, Nike sponsors the USA Basketball Men’s Developmental National Team. By funding non-scholastic basketball, the apparel companies receive valuable input about their products, important exposure and credibility through their products’ use, and an opportunity to form early relationships with future college and professional athletes. In connection with participating in these events and experiences, elite players (and their families) may receive luxury travel, gear and other benefits. Sometimes the apparel companies pay the non-scholastic basketball coaches for working with these teams and/or participating in their events.

In addition to coaching, experience, gear and travel, these non-scholastic basketball teams and events offer players exposure, including to Division I coaches. For example, Division I coaches attend and recruit at the NCAA-certified events which are held in April and July each year. Many summer coaches have ongoing relationships with Division I coaches. They can thus bring “their” players to the attention of Division I coaches and potentially influence players to attend particular schools, including schools where “their” apparel company is a sponsor.

The Commission heard varying views on whether the NCAA should be more or less or differently involved in non-scholastic basketball. All stakeholders agreed that non-scholastic basketball has provided substantial benefits to many student-athletes – competition, gear, travel and similar enriching experiences, coaching, exposure to college coaches and an opportunity to receive a college scholarship, among other things. In addition, many college coaches use the events at which significant numbers of high school players gather to evaluate potential recruits efficiently and economically. Coaches at less advantaged schools rely on these large gatherings to scout the numbers

of players they must see in order to put their teams together.

That said, virtually all stakeholders expressed the view that currently, non-scholastic basketball lacks sufficient regulation, with detrimental effects on college basketball. For example, significant money flows into summer ball from apparel companies, agents, investment advisers and other sources, and there is little accountability or transparency about many of the sources and expenditures of those funds. Many state that it is well known that student-athletes are paid – either directly or indirectly (through family members or otherwise) – to play for particular summer teams. Almost all elite basketball players participate in non-scholastic basketball. Thus, as noted above, many players and their families are accustomed to being paid before they attend college.

Many stakeholders further observed that non-scholastic event operators and coaches are sometimes paid to influence student-athletes on their teams to attend particular schools or to work with particular agents and advisors. Players and their families often are not aware of these relationships, and thus not aware that the coach has a financial interest in the player's decisions about school or representation. Further, college coaches seeking to recruit a player with a relationship to a non-scholastic basketball event operator or coach may have to pay or provide benefits to that operator or coach to be successful in recruiting that player.¹⁹

A number of stakeholders expressed the view that one way to lessen the negative influence of non-scholastic basketball event operators and coaches would be for the NCAA to administer its own regional non-scholastic basketball camps in July and to restrict NCAA coaches to those NCAA camps for July. Coaches would be able to see numerous elite high school players in one location, in theory without the need for an advance blessing from a non-scholastic basketball coach.

Even putting non-scholastic basketball aside, an elite high school player will develop relationships with a variety of other third parties who may affect his college eligibility and career. Most notably, as already discussed, many of these players will have relationships with agents, often through a "runner" for an agent who is hoping (and perhaps paying) to secure the player as a future client. Sometimes a player's family members have substantial influence with the player; and they, too, may be paid by agents or other third parties hoping to develop relationships with a future professional.

Thus, when a college coach first reaches out to a high school player, that player may already have a coach to whom he is loyal, and that coach may have relationships

¹⁹ Sports journalists have recounted the stories of non-scholastic basketball, as summarized in the Pac-12 Men's Basketball Task Force Report & Recommendations, pp. 16, 19-22 (Mar. 2018) (citing G. Dohrmann, *Play Their Hearts Out* (Ballentine Books 2010); K. McNutt, *Playing Time: Tough Truths About AAU Basketball, Youth Sports, Parents and Athletes, African American Images*, ch. 2 (2015)).



with other Division I coaches. The player will also be on a team associated with and loyal to a particular apparel company, and be at the center of a web of other influences and loyalties beyond family and friends, often including an agent. Of course, the college coach too may have a contract with an agent or apparel company. This context makes college recruiting complex and challenging.

Under the current system, Division I men's basketball players are amateurs (student-athletes) and may receive a scholarship to matriculate and play basketball for their institution, but may not be paid for doing so. In the context described above, however, a player may be strongly tempted to break NCAA rules and enter into a relationship with an agent or attend a particular college in order to be paid. Similarly, coaches and other college representatives may be strongly tempted to pay players, family members and others who can influence players to attend particular schools. As illustrated by the recent charges brought by the U.S. Attorney's Office, this possibility is not merely theoretical.

This situation is exacerbated for elite players who have solid professional prospects in the NBA, and thus potential future earnings in the tens or hundreds of millions. Apparel companies and agents will be highly motivated to start paying a player (and those who may influence the player) even before he attends college to develop as deep a relationship as possible.

Many of these incentives for third-party conduct are present not only when high school players enter college, but also when college players consider transferring to another institution. As noted above, roughly 40% of freshmen in Division I men's basketball depart the institution they choose to attend by the end of their sophomore year. Third parties influence many of these transfers. The question of improper influence, accordingly, clearly extends to transfers.

In sum, numerous players provide value to their schools and to third parties who may benefit from their success, and they and/or their families may receive offers of financial support for choices that they make. Some players and/or their families may be in challenging financial circumstances; others may become accustomed to receiving financial support and benefits even before attending a college or university. Student-athletes are currently restricted in their ability to earn income related to their status as student-athletes while matriculating. See, e.g., NCAA Division I Bylaw 12.1.2 (Amateur Status). Thus, players or their families may be offered and receive money the NCAA rules prohibit them from taking, and coaches and others associated with NCAA member institutions may be involved in those payments or themselves take payments to influence players in a variety of ways.



Development of a Framework and Commission Recommendations

As it gathered information and listened to stakeholders, the Commission heard numerous recommendations for specific reforms to address the issues in Division I men's basketball described above. In assessing both the challenges and the potential reforms, the Commission accepted as its foundational principle the collegiate model of athletic competition. The NCAA's basic purpose is "to maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the student body and, by so doing, retain a clear line of demarcation between intercollegiate athletics and professional sports." NCAA Constitution 1.3.1 (Basic Purpose). Member institutions are responsible for controlling their intercollegiate athletics program "in compliance with the rules and regulations of" the NCAA. NCAA Constitution 2.1.1 (Responsibility for Control). "It is the responsibility of each member institution to establish and maintain an environment in which a student-athlete's activities are conducted as an integral part of the student-athlete's educational experience." NCAA Constitution 2.2.1 (Overall Educational Experience). The Commission's recommendations seek to support and further both the NCAA's purpose and its members' acceptance of responsibility for its achievement.

The Commission recognizes that Division I men's college basketball is just one part of a much larger ecosystem that includes Youth, High School, Non-Scholastic and Professional Basketball. Stakeholders include student-athletes, parents and extended families, coaches, trainers, agents and other advisers, apparel companies, colleges and universities, professional leagues and players' associations and others. In making its recommendations, the Commission sought to take into account these other parts of the basketball ecosystem.

The issues currently confronting the NCAA and Division I men's college basketball are long standing and complex. The Commission believes, however, that implementing the recommendations below will support the integrity of the collegiate game and the NCAA's member institutions without unduly limiting the individual opportunities of student-athletes.



RECOMMENDATIONS

Section 1: Realistic Pathways for Student-Athlete Success

A. Separate The Collegiate Pathway And The Professional Pathway By Ending One-And-Done.

The Commission concludes that requiring elite high school players whom the NBA would draft to attend college contributes significantly to the corruption of college basketball and higher educational institutions generally. Holding college players with professional prospects captive, and depriving them of the opportunity to earn professional salaries, also fuels the firestorm of complaints that the NCAA and its member institutions are exploiting college players. *Only the NBA and the NBPA can change this rule.* Thus, the Commission calls on the NBA and the NBPA promptly to negotiate NBA eligibility for players who are 18 years old.

Before 2006, extraordinary high school graduates such as Kevin Garnett, Kobe Bryant and LeBron James bypassed college and went directly to the NBA. Numerous other high school players, however, were drafted and struggled. The NBA began to push for a minimum age requirement – to provide teams with more time to evaluate developing young talent – and this effort succeeded in 2006. Starting with the 2006 draft, elite basketball players graduating from high school who are capable of playing in the NBA have not been eligible to do so because they are not 19 years old. Thus, to complete at a high level, these players must either attend a Division I school with a high quality basketball program or play professional basketball overseas. The vast majority do not view the international professional option as viable and choose to attend college. The Commission concludes that elite high school athletes should be able to choose a professional pathway if one is available.

In the Commission's view, preventing young athletes capable of and preferring to play in the NBA from doing so, and pushing them into enrolling in college for a single year (or less), is doing more harm than good for college basketball and college. The potential earning power of marquee college players who can win championships for their schools is an irresistible draw for third-party attention and money, most notably from athlete advisors. Their game-changing potential for a college team creates the strongest motivation for improper payments from third parties and violations of NCAA rules by school administrators, coaches and other persons associated with member institutions.

The Commission heard from many stakeholders that agents and associated advisers are the primary source of money used for direct and indirect payments to players and their families and for payments to coaches and other persons of influence with players. To state the obvious, agents receive enormous commissions



for negotiating the NBA, shoe and apparel, and other endorsement contracts of professional players. Financial advisers earn significant commissions for investing professional players' funds. Competition to sign potential professional players is cutthroat. Agents and other advisers seek to enter into relationships with potential professionals when those players are in high school and in college, and they do so by paying the players and those with influence over the players, including family members and coaches, in violation of NCAA rules. Agents and other advisers also appear to have (and many actually have) valuable information and access to opportunities, such as coaching, training and exposure to college coaches. Agents and other advisers thus form early relationships with potential professional players and their "influencers," and players and their "influencers" become accustomed to being paid.

Eliminating one-and-done players from college basketball will remove the group of most likely future professionals, and the associated potential for corrupt payments from agents. Allowing collegiate players who become clear professional prospects to depart when they choose to do so should similarly lessen the temptation to cheat while in college.

Student-athletes, of course, are not the only ones subject to these financial temptations. The potential financial benefits that these players bring to a college can also corrupt the school's academic program and standards; schools might offer special benefits to these athletes in violation of NCAA rules or dilute the education of all students. Finally, the matriculation of players virtually certain to attend school for a short time primarily to play Division I basketball is a public acknowledgement that certain student-athletes will not, as a practical matter, be college students.

The Commission is not naïve. It understands that implementation of this recommendation will not eliminate the problems described above, most notably third-party payments to athletes to attend particular colleges and the resulting potential for corruption of collegiate programs. Many Division I college basketball players who will never play in the NBA will bring championships and money to their schools and, as a result, may be offered payment by those who would benefit or by boosters. In addition, many of those players will have professional potential and receive payments based on the mistaken hopes of third parties for eventual rewards. Colleges, too, will reap enormous benefits from the attendance of players unlikely to make it to the NBA, and thus may be motivated to compromise academic standards. Many student-athletes who play Division I college basketball have the "student" part of their student-athlete experience diluted so they can focus on basketball, without regard to their professional potential.

Nonetheless, the Commission believes that its recommendation both expands



opportunity for individuals and significantly reduces the incentives for improper payments, and is thus one important part of an overall effort to limit corruption in college basketball and to support the collegiate model. The Commission recognizes that this change will be most effective in combination with the other recommendations it is making, including reformed and improved NCAA investigative and adjudicative processes, higher penalties for infractions, and new requirements for financial transparency and accountability in member institutions' athletic programs and in non-scholastic basketball.²⁰

The Commission considered alternatives to the recommendation above. In light of the value and importance of staying in college for more than a year, the Commission carefully considered recommending adoption of the so-called baseball rule.²¹ To oversimplify, that rule would provide that if a player enrolls in college, his eligibility terminates on the first day of matriculation and he remains ineligible to play in the NBA or G League until he is at least 21 years old or his entering class completes its third year in college. This rule offers some significant benefits. It would require students who choose the collegiate path to understand that they are making a serious commitment to their education, and it would create a context in which athletes are ultimately more likely to receive their degrees.

However, the baseball rule would also force collegiate players who could sign with an NBA team to remain in school, with the negative consequences that would entail. Moreover, both the culture and professional path of a major league baseball player differ dramatically from that of an NBA player. Baseball has a tiered, large-scale minor league system, and even elite players often spend years developing in the minors. In addition, one baseball player generally cannot change the fortunes of a baseball team. As a result, the baseball rule does not translate perfectly to basketball.

If the NBA and the NBPA were to adopt the "baseball rule," we believe that the challenges created by the presence of one-and-done players would simply migrate to older future NBA players unhappily captive in their second and third collegiate years. Holding players with NBA opportunities hostage also feeds the narrative of collegiate player exploitation, putting pressure on the NCAA's commitment to the collegiate model. Players with professional earning power should have the freedom to choose a professional path. The Commission believes that student-athletes should be encouraged but not forced to remain in college.

The Commission also considered ending freshman eligibility. This change would penalize many student-athletes ready to play Division I college basketball in their first years (and their schools) in order to address a problem created by a small group. As

²⁰ As noted in the Executive Summary, Section 1.A., the NCAA should also monitor the impact of this change in areas such as reclassification in case further action is required.

²¹ Office of the Commissioner of Baseball, The Official Professional Baseball Rules Book, Rule 4-First-Year Player Draft.



an alternative to the blanket elimination of freshman eligibility, the Commission also considered conditioning such eligibility on some additional measure of Freshman Readiness, a demonstration that a student-athlete's high school experience has prepared him for college academic requirements. As a less drastic measure, the Commission considered making all Division I basketball scholarships three or four year scholarships such that colleges would be required to "lock up" scholarships if they recruited a player unlikely to matriculate for more than a year or did so regularly. There are serious downsides to each of these alternatives.

The Commission is optimistic that the NBA and the NBPA will agree with its assessment. If the NBA and the NBPA are unable to negotiate an end to one-and-done by the end of 2018, however, the Commission will reconvene and reassess the viability of some of these alternative tools. The current situation is unacceptable.

B. Allow Student-Athletes To Test Their Professional Prospects And Maintain Eligibility If They Do Not Sign A Professional Contract.

The Commission recommends that student-athletes be permitted to enter the draft and retain their collegiate eligibility if they are not drafted, provided they otherwise remain eligible to do so and they return to the same school.

The NCAA should provide high school and college players with additional flexibility in retaining collegiate eligibility while assessing their professional prospects. Under current NCAA rules, players may apply for an NBA Undergraduate Advisory Committee evaluation and participate in the NBA Combine, but players lose their collegiate eligibility if they do not remove their names from the draft within ten days after the NBA Combine. NCAA Division I Bylaw 12.2.4.2.1 (Exception – Basketball). It is easy to say that young players should know that they will not be drafted and that they "make their own beds" when they fail to withdraw from the draft. But, this kind of misjudgment is widespread, and the penalty for it should not be so high, if we are serious about the value and importance of college. The quality and value of the college experience increases with the amount of time a student-athlete spends on campus. With the completion of each academic year, a student will face a lower hurdle to earning a degree. Student-athletes who are wrong about their professional prospects should retain the opportunity to work toward the degree they were promised.

We recognize that this regime has some downsides. Under current collectively bargained rules, a player who declares for the draft, but is not drafted, is a free agent and may sign with any NBA team at any time, including the middle of the next college season. To address this problem, the Commission requests that the NBA and the NBPA agree that players who are not drafted become ineligible for the NBA until they enter the draft again.



In addition, if players remain in the draft until it occurs, college coaches will not know until June which players are eligible for, or remain on, their rosters for the next season. However, the NBA draft is two rounds and involves only 60 players. Data show that international players will take approximately 40% of these slots. Thus, this uncertainty implicates very few players (around 36), and we believe that college coaches are sufficiently experienced and knowledgeable to accurately predict whether a young player is, in fact, likely to be drafted. Student-athletes may make some decisions that cost them collegiate eligibility, but the Commission recommends that these points of no return be modified in light of current realities.

The Commission also has concluded that the NCAA should retain one aspect of the current transfer rule, which provides that players who transfer must sit out a season before returning to college basketball competition. NCAA Division I Bylaw 14.5.1 (Residence Requirement – General Principle). Students who transfer face serious disadvantages in completing their degrees, and are less likely to do so. Despite this issue, over the last few years, hundreds of players transfer each year, and the trend is upward.²² Division I basketball players who transfer overwhelmingly do so in order to be in a better “basketball situation,” without regard for earning their degrees. Moreover, third parties influence many transfers for their own purposes, often without the best interests of the player in mind. Thus, the Commission recommends that the “residence requirement” of the transfer rule remain in place, whatever other changes are made in the NCAA’s transfer rules.²³

The Commission believes that this and other rule changes will provide student-athletes with better information about their likely professional careers and a greater likelihood of ultimately achieving a college degree.

C. Permit Students To Receive Meaningful Assessment of Professional Prospects Earlier With Assistance From Certified Agents.

The Commission recommends that the NCAA and its member institutions develop strict standards for the certification of agents, and authorize and make opportunities for those certified agents to engage with student-athletes at school at specific times during the calendar year. To implement this requirement, the NCAA must appoint a Vice-President level executive to develop detailed standards for NCAA certification and administer the program. The NCAA’s program should also educate elite student-athletes at member institutions about NCAA eligibility rules and requirements and professional prospects.

²² NCAA Research, Tracking Transfer in Division I Men’s Basketball (Dec. 2017).

²³ The Commission further recommends that the NCAA and its Transfer Working Group examine the growing trend in graduate transfers, along with their falling degree completion rate, to ensure that the graduate transfer rule continues to serve its purposes. See ES Section 1.B.



The NCAA's rules already allow student-athletes to retain lawyers and advisors to provide professional advice at market value, provided the lawyer or advisor does not engage in the representational activities of agents. NCAA-certified agents should also be permitted to provide such advice. Further, high school players considering entering the draft should be allowed to engage NCAA-certified agents and advisors just as high school baseball players may engage agents for advice about the draft. Cf. NCAA Division I Bylaw 12.3.1 (Exception – Baseball and Men's Ice Hockey – Prior to Full-Time Collegiate Enrollment).

As stated above, both high school and college students misjudge – that is, over rate – their chances of a professional basketball career. Very few high school players will play professional basketball. Yet, many high school student-athletes believe they have professional prospects, and they work hard in high school to maintain eligibility to play that one-and-done year in college. The concern is that, with the end of one-and-done, misguided high school players will assume that their NBA careers will start at 18 without a backup plan to attend college. College students, too, misunderstand their prospects. In addition, the families of players lack objective, credible sources of information about the professional and collegiate paths. All of these students need timely, reliable and trusted sources of information about their likelihood of professional success.

Current NCAA rules forbid players, their families and their associates to enter into written or oral agreements with, or to receive benefits from, individuals whom NCAA rules define as “agents”²⁴ or their employees. However, the Commission was advised that agents court elite players from an early age, and that many such players are paid, either directly or indirectly.²⁵ Yet, virtually all agents with whom the Commission met advised the Commission *not* to allow high school or collegiate athletes to enter into *agreements* with agents in advance of their professional careers. They generally thought that this would simply increase the influence of corrupt agents at an even earlier age. Instead, agents recommended creating opportunities for “good” agents to talk with high school and collegiate players and make their cases so that players would have all available options *before* they enter the professional market. The Commission intends NCAA-certification to provide these opportunities for “good” agents.

Players and families desperate for information are entering into relationships with agents, sometimes as early as the player's sophomore year of high school. The NCAA should bring these conversations into the light and allow elite players to discuss their prospects with agents whom it certifies under NCAA-approved standards. This would

24 An agent is any person who either directly or indirectly represents a prospective or current student-athlete in marketing his athletic ability or reputation for financial gain or seeks to obtain any kind of financial gain or benefit from securing a student-athlete's enrollment at an institution or potential earnings as a professional athlete. NCAA Division I Bylaws 12.02.1 (Agent); 12.02.1.1 (Application).

25 Virtually all such payments, including those involved in the indictments that led to appointment of the Commission, would be unlawful under the Revised Uniform Athlete Agent Act. See Uniform Law Commission, Acts, Athlete Agents Act, www.uniformlaws.org. More than forty states have adopted either the Revised or original Act, but it is rarely enforced.



provide a channel through which information about a player's professional prospects and value could flow.²⁶

The Commission understands that contact with agents can lead to illicit payments and other rule violations. It thus recommends serious consequences for NCAA-certified agents who participate in violations of NCAA rules. For example, such agents should lose their NCAA certification and be barred from non-scholastic basketball events certified by the NCAA (see Section 3, *infra*). In addition, agents who the NCAA decertifies may not pass along representation of their student-athlete clients to other agents at the same agency. Such agents should also be reported to the NBPA. Finally, a student-athlete who enters into an agreement, or whose family members enter into an agreement, with a non-certified agent should lose his eligibility.

The Commission also recommends that the NCAA work with the NBA and the NBPA to establish additional venues for representatives of those entities to meet with collegiate players and provide information about professional status and opportunities. The NBA and the NBPA have unique credibility with collegiate athletes. Players would make more informed choices about college if they had additional opportunities to hear from the NBA and its players.

D. Provide Resources To Make The Promise Of A College Education Real.

The Commission recommends that the NCAA immediately establish a substantial fund and commit to paying for degree completion for student-athletes with athletic scholarships who leave college after progress of two years towards a degree. The NCAA must *require* Division I programs to establish a Degree Completion Program to support degree completion by student-athletes who compete and complete two years of college and then leave school, but later seek to return to college to finish their education. The NCAA and its member institutions must keep focused on the prize here – a college degree.

As described above, the Commission starts from the premise that students who are athletes – not paid professionals – play college sports. It is worth noting that student-athletes *choose* the collegiate path, and we want to enhance their ability to decide whether to do so. But they are making a choice; if it is not the right choice and a professional path is more desirable, they should take it.

We recognize that many do not accept that premise, and instead argue that those who play men's Division I football and basketball earn substantial revenues for their

²⁶ The Commission also recommends that the NCAA itself make additional educational efforts directed at high school players during NCAA non-scholastic basketball camps. See Section 3.C., *infra*.



schools, cannot participate fully in the academic and social experience of college, and therefore should be treated as professional athletes and paid more than the full cost of their college educations. Proponents of pay-for-play contend that it is past time to recognize that men's Division I football and basketball players are not student-athletes, but are instead professional athletes who are *not* receiving a college education. As a matter of fairness, they contend, the players who earn these massive revenues should share in them, rather than seeing the money flow to coaches, athletic directors, excessive facilities and elsewhere. Thus, the argument continues, colleges should openly bid for players' services, instead of obtaining their services through a corrupt process as they are alleged to do now.²⁷

Opponents of pay-for-play strongly believe that college basketball should remain a game played by student-athletes that has unique value and appeal. They also strongly resist the argument that student-athletes do not benefit from attending college and participating in intercollegiate basketball. Their counter is simple. Student-athletes in fact benefit enormously. They receive full scholarships up to the cost of attendance, see ES Section 1.D. Students with demonstrated financial need are also eligible for Pell grants of \$5,800 annually. Student-athletes often receive benefits such as meals, special academic support, travel expenses, coaching, training and nutritional advice, career guidance and more, worth tens of thousands of dollars annually. Obviously, student-athletes who remain in school for four years receive four times this value, along with the increased earning power of a college degree, which is roughly \$1 million over a lifetime. See ES Section 1.D.

In addition, all agree that the complexities of developing a lawful and fair pay-for-play system are staggering. In an open market for player services, payments would vary based on the talent of the individual, the revenue that he or she would generate, the local sports market, etc. It is unclear what happens to the players who are not worth that much in a pay-for-play model, or whether colleges can compete for players' services annually. Opponents of pay-for-play also point out that no system would be fair to all students, sports and schools, and that many programs would cease to exist, depriving large numbers of student-athletes without professional potential of an opportunity to attend college. They also observe that if players were paid a salary instead of the full cost of attendance at college, they would pay taxes on that salary, and thus receive little benefit. Paying student-athletes, others assert, would erode the associations between athletes and their schools, athletes and their teammates, and athletes and their fellow students.

²⁷ The public argument about pay-for-play includes hundreds of articles and opinion pieces. Here is a small sample: J. Thelin, *Paying College Athletes: How will colleges pay the price?* in *Inside Higher Education* (Feb. 2018); M. Lemmons, *College Athletes Getting Paid? Here Are Some Pros and Cons* in *HuffPost* (March 29, 2017); J. Nocera, *A Way to Start Paying College Athletes* in *The New York Times* (Jan. 8, 2016); T. Ross, *Cracking the Cartel: Don't Pay NCAA Football and Basketball Players*, in *The New Republic* (Sept. 2, 2015); J. Solomon, *NCAA Critics Offer Way to Begin Paying College Players* in *CBS Sports* (2014); P. Hruby, *Should College Athletes Get Paid? Ending the Debate Once and For All* in *The Atlantic* (Apr. 2011); T. Branch, *The Shame of College Sports* in *The Atlantic* (Oct. 2011).

This debate is longstanding, and many have entrenched views. College basketball has earned billions for NCAA institutions. Indeed, the major, revenue-generating college sports have supported the inter-collegiate athletic experiences of thousands of athletes in sports that are not profitable and have provided a multitude of other benefits to member institutions. However, those billions have also been used to finance breathtaking salaries for some coaches in revenue-generating sports and extravagant athletic facilities, while some colleges reduce academic offerings. Many, including some members of this Commission, wonder whether colleges and universities are making the right choices about their institutions' educational missions.

The Commission has already expressed its view that student-athletes receive valuable benefits by pursuing a degree and participating in intercollegiate sports. In addition to the economic benefits detailed above, college sports is a valuable part of a college education, as illustrated by numerous student-athletes who study, train and compete with no thought or possibility of "going pro." But the Commission shares the concerns of those who believe that the athletes generating these billions in revenues for NCAA colleges and universities and their coaches and administrators often are *not* receiving the benefit of the college education that they are promised. This problem is compounded when players with professional options are not permitted to leave college and play professionally. The Commission likewise believes that the large sums of money and the prestige that accompany college basketball championships can corrupt colleges' admission standards, academic offerings and integrity.

One aspect of this debate is particularly relevant to the Commission's mandate. Paying modest salaries to Division I basketball players will not address the particular corruption the Commission confronts; nor will providing student-athletes a modest post-graduation trust fund based on licensing of names, images and likenesses. None of the contemplated payments would be sufficient to reduce the corrupt incentives of third parties who pay certain uniquely talented players in the hope of latching onto their professional futures, of coaches and boosters seeking to secure the success of their programs, or of colleges willing to undermine their education mission to ensure the eligibility of players. One would have to adopt a full-scale professional model to forestall that corruption or, as the Commission recommends, try instead to revitalize the college model.

Finally, the Commission is also aware of many voices suggesting that allowing student athletes to earn some financial benefit from the marketing of their names, image and likenesses (NIL) is consistent with the collegiate model, particularly if students do not receive those funds until after college. Notably, the NCAA is a defendant in litigation involving the NCAA's refusal to allow students to do so. The court suggested that if the NCAA allowed students to benefit financially from NIL marketing, plaintiffs would then



be able to argue that *all restrictions* on income are anti-competitive. The court stated that “[t]he difference between offering student-athletes education-related compensation and offering them cash sums untethered to educational expenses is not minor: it is a quantum leap. Once that line is crossed, we see no basis for returning to a rule of amateurism and no defined stopping point.” *O’Bannon v. NCAA*, 802 F.3d 1049, 1078 (9th Cir. 2015) (emphasis added).

A number of members of the Commission were drawn to the idea of reforms in this arena. However, given the lack of legal clarity on this matter, the Commission was concerned about the unintended consequences of such changes. See ES Section 1.D. The Commission recommends that if the legal context changes or clarifies, the NCAA should remain open to rule changes addressing student-athletes and NIL. But, in the current legal circumstances, the Commission decided to address the charge of exploitation by providing individual student-athletes with access to professional opportunities, and ensuring that the student portion of student-athlete is real. Specifically, the Commission recommends allowing student-athletes with a professional pathway to make the choice to leave college every year, creating resources so that they can make an informed choice whether to do so, welcoming back student-athletes whom the NBA does not draft, making a serious financial commitment to degree completion and severely punishing those who undermine the premise that student-athletes must receive a valuable – not a sham – education.

In sum, the Commission recognizes that the money generated by Division I basketball makes its task extremely difficult. Nonetheless, the Commission recommends changes intended to expand the professional opportunities of high school athletes who do not wish to attend college, to blunt the incentives to corrupt major college sports, to increase the likelihood that colleges, coaches and administrators participating in corruption will be punished, and to help student-athletes receive the college education they are promised. To meet the latter obligation, the NCAA must establish a substantial fund to assist its member institutions in fulfilling their commitment to student-athletes and mandate that its members establish degree completion programs. This recommendation will be expensive; but in today’s world, it is necessary to provide meaning to the phrase student-athlete.

Section 2: Establish Professional Neutral Investigation and Adjudication of Serious Infractions and Hold Institutions and Individuals Accountable

1. Implement Independent Investigation and Adjudication of Complex Cases.

The Commission recommends a prompt radical transformation of the NCAA’s



investigative and enforcement process for cases involving complex or serious violations (hereafter “complex cases”).

The consensus view – including within the NCAA – is that the NCAA investigative and enforcement process is broken. The NCAA’s shared governance and cooperative principles do not work in situations when large sums of money and serious reputational damage is at stake. Schools and individuals “lawyer up” to protect their financial and reputational interests. The current NCAA system does not provide its personnel with the tools and authority necessary to investigate complex cases and effectively prosecute violators of the rules. Decision makers are volunteers and NCAA members; they face perceived conflicts of interest in adjudicating complex cases with adverse consequences for the credibility of the process. Punishment is often unpredictable and inadequate to deter violations. In many cases, the process takes years, and the NCAA imposes punishment long after the departure of bad actors. Prominent coaches and administrators escape accountability for what they knew or should have known was occurring in their programs. A significant institutional overhaul is required.

First, the Commission recommends that the NCAA establish two tracks for addressing rules violations – one track for complex cases²⁸ and a second for all others. The current NCAA process would remain in place for the second category of cases, but the NCAA must create an entirely new process for investigating and deciding complex cases. Most significantly, the Commission recommends that the Committee on Infractions appoint a panel of paid independent decision makers, such as lawyers, arbitrators and retired judges. These decision makers would form a pool from which three adjudicators would be randomly selected to resolve each complex case. Members of the panel would serve for a term of five years (with some shorter and longer terms initially so that the entire panel does not turn over simultaneously). The panel would operate under the rules of the American Arbitration Association or analogous rules; its decisions would be final and binding, subject to review only under the Federal Arbitration Act. Volunteers and members should not decide whether fellow member institutions have violated NCAA rules, nor the appropriate punishment for those violations. It is time for independent adjudication of the NCAA’s complex cases.

The Commission recognizes that instituting an adversary process may further delay a process already criticized as too slow. The Commission recommends two measures to address this issue. First, the NCAA should adopt rules authorizing the independent panel of adjudicators to grant preliminary injunctive relief – that is, to forbid or require certain action while the adjudication is taking place – against institutions and individuals where the NCAA’s investigator and advocate demonstrates a substantial likelihood of

²⁸ One threshold question is how to define the cases subject to the new process. The Commission recommends that both the NCAA and the alleged violator be empowered to designate a case as “complex,” provided the panel of adjudicators may disagree and return the case to the second track. In addition, the NCAA may wish to designate cases with certain potential penalties as complex as a matter of rule.

success on the merits and the balance of harms favors immediate relief. This mechanism may be particularly relevant in cases of failure to cooperate. Second, the NCAA should establish reasonable time limits for submission and decision of a case, which must be enforced except in extraordinary circumstances, as determined by the panel.

Second, the Commission recommends that the NCAA ensure professional investigation and prosecution of serious violations. There are at least two ways to do so. After its appointment, the independent adjudication panel could create a panel of outside counsel (not the NCAA's usual counsel who would be in a conflict of interest) to investigate and advocate in complex cases. In the alternative, the NCAA could establish a separate investigation and advocacy office, with rules guaranteeing its independence.

The Commission also recommends that the newly formed investigative office (or appointed law firm) and, indeed, all relevant NCAA investigative bodies, be instructed to exercise appropriate enforcement discretion and common sense – that is, to set appropriate priorities for enforcement, to make reasonable decisions about punishment, and not to expend excessive resources on violations that are *de minimis*. This investigative entity should give serious infractions substantial attention and seek punishments that will deter future violations. But it should also recognize that certain kinds of minor violations should be handled differently, both in terms of resources expended and punishment recommended. In the exercise of such discretion, plainly self-reporting and other indicia of cooperation should be considered.

The NCAA Bylaws require member institutions, their staff and student-athletes to cooperate in NCAA investigations. See, e.g., NCAA Division I Bylaw 19.2.3 (Responsibility to Cooperate). A failure to cooperate is one factor the NCAA can consider in assessing penalties. NCAA Division I Bylaw 19.9.2 (Factors Affecting Penalties). This regime has proved insufficient. The NCAA also must adopt rules that require member institutions and their personnel to cooperate with NCAA investigations, with a failure to respond to investigators' requests promptly bearing significant consequences, including loss of post-season eligibility and revenues. Specifically, to participate in Division I basketball, member institutions and their presidents, administrators, and coaches must agree to cooperate with NCAA investigations, including by providing documents and testimony where sought by NCAA investigators. In addition, while the NCAA does not have subpoena power, it can adopt rules requiring as a condition of membership, that member institutions enter into contractual agreements to cooperate in investigations and that member institutions contractually impose the same requirement of cooperation on presidents, administrators and coaches. NCAA rules should specifically protect whistleblowers who report and provide evidence of violations.



Relatedly, the independent panel of adjudicators must have the authority, on a motion to show cause, promptly to impose consequences for failure to cooperate in investigations of complex matters, including, where appropriate, loss of the right to participate in post-season tournaments and other NCAA events and the loss of associated revenues.

In a related point, the NCAA must authorize its investigators and advocates to submit and rely on the evidence admitted in judicial and administrative tribunals and on the decisions of those tribunals. There is no reason to require the NCAA to redo the work of other tribunals. The independent panel of adjudicators can determine the reliability of the evidence and the preclusive effect of other decisions.

B. Enact and Impose Increased Core Punishments With Significant Deterrent Effects.

The Commission recommends significant changes in the penalty structure and the nature of penalties imposed on NCAA member institutions for certain violations. The Commission considers non-cooperation a separate serious offense that should receive substantial penalties, including the loss of participation in and revenues from the NCAA tournament for up to five years. In addition, the Commission believes that serious repeated violations of NCAA rules must be subject to these same severe penalties.

Current core penalties for violations of NCAA rules are set out in the Division I Manual, Article 19, Figure 19.1. The NCAA adopted these penalties in October 2012, effective August 2013. Due to the length of the NCAA's adjudication process, the first cases in which the current penalty matrix applies have only recently been resolved. (The penalty matrix in effect at the time of a violation applies to that violation without regard to subsequent amendments.) The matrix provides appropriate types of penalties for violations by institutions – *i.e.*, probation, fines, suspensions, scholarship reductions, forfeitures, post-season bans, head-coach restrictions, recruiting visit restrictions.

The Commission considered whether the core institutional penalties are sufficiently severe to have the desired deterrent effect. The Commission believes that many at NCAA member institutions consider the rewards of NCAA rule violations to outweigh the risks, and thus it recommends the following changes in the NCAA's *institutional penalties and penalty structure*:

First, the Commission recommends the following increases in the core penalty structure: (i) increase the competition penalties for Level I violations to allow a five-year post-season ban; (ii) increase the financial penalties for Level I violations to allow loss of all sharing in post-season play, including the NCAA tournament, for the same five-year period; (iii) increase the penalties for a show-cause order to allow life-time bans; (iv)



increase the penalties for head coach restrictions to allow imposition of more than one season; and (v) increase the penalties for recruiting visit violations to allow full year visit bans. Colleges with comprehensive, effective compliance programs should see their penalties mitigated; those without such programs may see their penalties enhanced.

Second, the Commission recommends that the NCAA inform members that past penalties imposed for particular violations have no precedential value, and that the independent panel shall conduct a *de novo* assessment of the appropriate penalties for violations with the need for deterrence in mind. The panel must be free to calibrate punishment without regard to past practice.

Third, the Commission recommends that member institutions that employ a coach, athletic director or other administrator under a show cause order for a previous violation of NCAA rules must receive enhanced penalties if that individual's program re-offends. Institutions that hire an individual under a show cause order must be aware that they are taking a significant risk.

Fourth, the Commission recommends that the NCAA highlight the availability of a five-year ban from the NCAA tournament and the loss of all revenues from the tournament for that same period for member institutions' programs found to have engaged in systematic, severe and repeated violations of NCAA rules. The Commission acknowledges that imposing this penalty will result in significant punishment of innocent members of the college community and beyond, and that it must be limited to the extreme circumstances. Nonetheless, the NCAA should use this punishment where necessary to address sufficiently grave patterns of misconduct.

In its current enforcement structure, the NCAA addresses individuals who participate in rules violations through punishments imposed on member institutions. The Commission recommends a significant expansion in *individual accountability* for rules violations for presidents, administrators and coaches:

- a. As noted, the NCAA must require member institutions' contracts with their coaches, athletic directors and other administrators associated with the athletic department to provide that these individuals must cooperate with NCAA investigations and enforcement proceedings.
- b. The NCAA must require member institutions' contracts with these individuals to include agreement to be subject to NCAA enforcement investigations and infractions decisions and discipline, up to and including discharge.
- c. The NCAA must enact a rule requiring college presidents, athletic



department directors and coaches to certify annually that they have conducted due diligence and that their athletic programs comply with NCAA rules. The NCAA rules should provide for significant penalties for those individuals if they knew or should have known of violations and did not address them, up to and including termination.

The NCAA is certainly not blameless for its failure to address the corruption in college basketball that led to the recent prosecutions, but the primary failures belong to the individuals at colleges and universities who allowed their programs to be corrupted, averting their eyes to keep the money flowing. With enhanced individual accountability, the Commission believes that more college presidents and athletic directors will find it beneficial to adopt and enforce comprehensive compliance programs. *See also* NCAA Constitution 2.1 (Principle of Institutional Control and Responsibility).

In terms of substantive rules changes, the NCAA's jurisdiction with respect to academic issues must be clarified, stated in amended rules and communicated to member institutions. The rules must be amended to allow the NCAA to address *all* academic fraud and cheating *to the extent it is used to corrupt athletic eligibility*. Member institutions should not be able to shield academic fraud to ensure athletic eligibility by extending that fraud to the entire student body. In addition, the NCAA's imposition of discipline for academic fraud and misconduct has been inconsistent and untimely. The relationship between punishment and the school's involvement, including its self-reporting, is unclear. Member institutions do not fulfill their commitment to student-athletes when they allow them to maintain eligibility through academic fraud or misconduct. The NCAA must also amend its rules to clarify the standard for academic fraud and misconduct and to establish consistent punishments for the violations of these rules. Going forward, the NCAA must apply a revised standard consistently across member institutions.

Finally, in connection with its certification of agents who may engage in sanctioned on-campus meetings with high school and college students, the NCAA must enact rules to ensure that agents who participate in rules violations are punished. As noted above, agents who participate in violations of NCAA rules must lose their certification and be banned from NCAA-certified non-scholastic basketball events. Decertified agents may not pass along their student-athlete clients to others in their agencies. In addition, the Commission recommends that the NCAA report any agents' participation in NCAA rule violations to the NBPA. The Commission believes that the NBPA would be willing to punish and potentially decertify agents who participate in violations of NCAA rules. Indeed, the NBPA is currently focused on improving the quality and ethics of the agents it certifies. The NBPA has a large stick and its efforts in increasing the standards for certification and in regulating agents will be invaluable to the NCAA's efforts to limit the influence of corrupt agents.



Putting to one side agents paying large sums of money to players, the Commission heard comments that collegiate players or their families may receive from agents a meal or minor travel expenses or some other small benefit that those with limited financial means are strongly tempted to accept. The Commission concludes that the NCAA and its member institutions must enhance the resources of Student Assistance Funds and educate student-athletes about the benefits that it can provide to address the legitimate school-related needs of student-athletes. NCAA Division I Bylaws 15.01.6.1, 16.11.1.8 (Student Assistance Fund). Specifically, the Commission believes that the Fund should be increased and used for additional purposes, such as providing Division I schools with the resources to assist parents and families to travel to student-athletes' games, subject to means testing.

Finally, the Commission is aware of the Revised Uniform Athlete Agents Act ("RUAAA") developed by the Uniform Law Commission, in response to an NCAA request that state law address agents' provision of cash and other economic benefits to student-athletes. Forty-two states, DC, Puerto Rico and the U.S. Virgin Islands have adopted the Uniform Athlete Agents Act and eight have adopted the RUAAA. The Uniform Law Commission provided useful input to the Commission and sought its support in encouraging states to adopt the RUAAA. Unfortunately, while a number of states have enacted state laws regulating sports agents, the Commission is not aware of any significant number of enforcement actions. The Commission encourages States to both enact *and enforce* state laws regulating sports agents.

Section 3: Mitigating Non-Scholastic Basketball's Damaging Influence on College Basketball

The NCAA must adopt rules that will reform non-scholastic basketball or disassociate college basketball from the corrupt aspects of non-scholastic basketball. The Commission recommends that the NCAA take both short and long-term action. In the short term, the NCAA must adopt rigorous certification criteria for non-scholastic basketball events its coaches may attend, including significant measures to ensure financial transparency and accountability. In the long term, the NCAA should administer its own regional camps for high school players in the group subject to college recruiting in July of each year.

A. Reform Non-Scholastic Basketball and Make Its Finances Transparent.

The Commission heard from numerous stakeholders that non-scholastic basketball provides recreation, competition and gear for thousands of children who will never play elite high school or college basketball, let alone play professionally. The Commission



further heard about many selfless individuals who volunteer to administer and coach non-scholastic basketball, investing their skill and countless hours without thought of remuneration or benefit. However, the Commission also heard from many that because non-scholastic basketball is unregulated, some teams, events and tournaments have damaging consequences for college basketball.

The NCAA certifies non-scholastic basketball events and leagues, but the requirements for certification are minimal and those that exist appear to be poorly implemented and inadequately enforced. At the elite levels, apparel companies, agents and other sponsors finance leagues, events and teams, without accounting for the expenditure of the funds. The Commission spoke with several apparel companies that sponsor substantial non-scholastic basketball events and leagues as part of their community partnerships and brand marketing. It did not appear to the Commission that any of these entities carefully followed the money or sought a complete understanding of the financial arrangements of the event operators and coaches of non-scholastic basketball for elite players. The Commission learned that non-scholastic basketball event operators and coaches steer elite players to the agents and advisors who pay them or otherwise provide “favors,” and to the collegiate programs with which they develop relationships. In turn, players (and those who influence them) may be paid or receive excessive travel and other benefits to select particular teams or leagues.

The NCAA must manage its relationships with non-scholastic basketball, with the objective of preventing the corruption of college basketball. The Commission believes that the elimination of one-and-done players from college basketball will diminish the influence of non-scholastic basketball event organizers and coaches with college programs. Clearly, however, problems will remain. College coaches recruit roughly 1125 high school players to Division I programs every year. To the extent college coaches and non-scholastic basketball event organizers and coaches are scratching each other’s backs for personal gain, they are corrupting college basketball. To the extent non-scholastic basketball event organizers and coaches are paying – or arranging for the payment of – players and their families to participate in or enter particular summer programs, they are creating a culture that contributes to the expectation of continued payment while in college.

The NCAA and its member institutions have some leverage in their relationship with non-scholastic basketball. Players whom the NBA will not draft from high school – that is, most players – seek to play college basketball. To do so, they must be seen and evaluated by college coaches. Most college coaches cannot see sufficient players by attending high school games, involving only one or two players whom they are recruiting at a time. Instead, they assess players at summer events where numerous players with the potential to play college basketball compete against each other. Put differently,



non-scholastic basketball needs NCAA coaches, and NCAA coaches need non-scholastic basketball. The Commission's guiding principle in this area is that the NCAA should not certify, and NCAA coaches should not participate in, non-scholastic basketball events involving coaches, leagues or sponsors who are not fully transparent about the sources and amounts of their financial support.

More specifically, while NCAA coaches are forbidden to attend non-scholastic basketball events not certified by the NCAA, the NCAA's current criteria for certification are plainly insufficient. The new criteria for certification must include detailed requirements for financial transparency. Any person or entity that sponsors a summer league, team or event must disclose any payments made to or received from any coach, event operator, owner or any other entity associated with that league, team or event. Any coach, event operator, owner or other entity associated with that summer league, team or event must disclose any payment received that is related to the event and how the payments will be expended. The Commission leaves to the NCAA the design of the disclosure forms and the details of the requirements, but it must require the provision of any non-profit organization's financial filings with the government and full financial transparency – going both ways – for non-scholastic basketball sponsors, event operators and coaches.

The Commission further recommends that the NCAA enforce existing requirements and impose additional prerequisites for certification of non-scholastic basketball events. Current NCAA rules require as a condition of certification that non-scholastic basketball events contain an educational component. That requirement is not effectively administered and enforced – a missed opportunity. Moreover, the NCAA should enforce limits on the paid travel and other benefits associated with the events, and require commercially standard charges for admission (where allowed) and programs (rather than allowing individualized expensive arrangements for college coaches). Further, the certification should specifically state that NCAA enforcement personnel have unfettered access to any event, including physical access to the venue and the ability to inspect all financial documentation associated with the event.

B. Enlist the Apparel Companies in Transparency and Accountability Efforts.

The Commission notes that during its meetings with representatives of several apparel companies with high profiles in professional and college basketball, all expressed a commitment to a culture of compliance at their companies. This commitment included respect for and adherence to NCAA rules and a willingness to be transparent about their relationships with college coaches and professional agents and about their expenditures in non-scholastic basketball.



While these statements were welcome, the Commission does not believe that the apparel companies have always delivered on this promise. In fact, it was difficult to ascertain how closely these companies track funding for non-scholastic basketball and associated activities. The Commission will formally ask the boards and leadership in these companies to make a commitment to transparency and accountability for the expenditure of company funds in college and non-scholastic basketball, particularly in light of the recent indictments in the Southern District of New York. Indeed, the Commission looks forward to statements but more importantly actions by these public companies that demonstrate their commitment to integrity and accountability in this space.

C. In Cooperation with Partners, Establish NCAA Youth Development Programs.

In this section, the Commission recommends significant changes to the resources and programs available for the development of young, pre-collegiate players, ideally by the summer of 2019. Allowing players to enter the professional ranks earlier brings with it the responsibility to provide appropriate resources for earlier development. We acknowledge that institutional influence—by USA Basketball, the NCAA, and the NBA and the NBPA—has been largely missing in this space for the past 20 years and that non-scholastic basketball has been largely ungoverned. We strongly recommend that the named institutions lend their expertise and, wherever possible, work together to provide an alternative to the individual and corporate influences which currently dominate pre-collegiate youth basketball particularly in the summer. In the Commission’s view, the NCAA, USA Basketball, the NBA and the NBPA all have significant institutional interests in developing prominent roles in non-scholastic basketball, particularly in the areas of player identification, development and evaluation. There is a great deal of work to be done in the development of pre-collegiate players, and the three institutions should also welcome partners and sponsors willing to work within the standards, disciplines, and accountability these institutions will bring to youth development.

The Commission makes distinctions among three levels of players in addressing pre-collegiate youth development: Level 1 for those players across the four high school years with identified **National Team Potential**, Level 2 for those players across the four high school years with identified **Highest Collegiate Potential**, and Level 3 for those players across the four high school years with identified **Collegiate Potential**.



Every year, the number of players to be identified, evaluated and developed at each level follows:

| | |
|---|--------------------|
| Level 1 (National Team Potential) | 80-100 |
| Level 2 (Highest Collegiate Potential) | 400-500 |
| Level 3 (Collegiate Potential) | 2,000-2,500 |

It is important to note that the Commission believes developing players at each level will require a collaboration among USA Basketball, the NCAA, the NBA and the NBPA. The absence of any one of these stakeholders in the youth development space will exacerbate the current problems with recruiting and development.

While the NCAA, USA Basketball, the NBA and the NBPA should work out the details, the Commission believes that there is a role for each organization to play at each of the three Levels—although the degree to which each organization takes a leadership role should naturally vary by level. At Level 1, USA Basketball with the NBA should take the lead in organizing and implementing a program targeting this tier of players. USA Basketball with the NCAA should take the lead in organizing and implementing Level 2, and the NCAA should take the lead in organizing and implementing Level 3. Each of the stakeholders will need to bring commitment, experience, financial resources, and the necessary authorities to this shared effort.

The tasks to be accomplished in youth development include:

- **Player identification.** USA Basketball will be primarily responsible for the identification of those players with the highest potential for Level 1 (Junior National Teams). The NCAA will be primarily responsible for identification of those players with the highest potential for Levels 2 and 3. The Commission understands that college coaches annually identify the prospects they seek to recruit using electronic databases and recruiting services. Based on these systems, players can be assigned to an appropriate level based on the interest shown in them. As a further step to ensure that players are properly identified, the Commission recommends that USA Basketball, the NCAA, and the NBA and NBPA establish a “collaborative advisory group” to annually review and validate the player identification and player evaluation processes.
- **Player development.** Player development must expand well beyond basketball to include academic, health, wellness, and life skills. The Commission recommends four physical interactions with pre-collegiate players at each level annually (camps, clinics and tournaments) with continuing on-line



education and mentoring throughout the year. The Commission recommends that one of these contacts occur at NCAA-administered regional camps each summer during July, which NCAA coaches would exclusively attend during that time, and that current NCAA-directed recruiting windows be adjusted to account for these events. The Commission also recommends that events organized and implemented under this youth development initiative be required to adhere to USA Basketball licensing requirements for coaches and the October 2016 Youth Development Guidelines for safe play published by the USA Basketball and the NBA. Finally, the Committee recommends that participation in NCAA summer events be limited to students making appropriate academic progress towards initial college eligibility.

- **Player evaluation.** The most important outcome of player evaluation is a realistic assessment of a player’s potential. The Commission recommends that a “collaborative advisory group” among the NCAA, USA Basketball and the NBA and NBPA be established to provide a realistic assessment of professional potential to players in Levels 1 and 2. Importantly, the Commission believes these evaluations must be transparent and accessible.

The Commission further recommends that working with USA Basketball, the NBA, the NBPA, the WNBA and the WNBPA, as appropriate, the NCAA also consider creating analogous programs and initiatives for the development of young women basketball players for the collegiate and professional levels.

In conclusion, the Commission received extensive commentary about the corruption prevalent in youth basketball organized outside the high school academic setting. We believe that the only way to mitigate the influence of third parties (who may not be working in the best interest of young, talented players) is to introduce financial transparency and accountability to all such entities, establish NCAA youth development programs and provide regulated access to expert player evaluation for students and their families. Individually, none of these reforms is sufficient, but taken together the Commission hopes they will improve the corrosive culture of youth basketball. Protecting, educating and developing youthful players – from the time they first enter high school – is likely to be among the most challenging and important tasks ahead.

D. Enact Changes in Rules Governing Recruiting and Coaches’ Interaction with Recruits and Student-Athletes.

The Commission endorses NCAA consideration of some of the recommendations made by the National Association of Basketball Coaches (NABC) and other stakeholders with respect to recruiting and coaches’ interaction with their players and recruits. These

recommendations are intended to strengthen the relationships between NCAA coaches and prospective and current student-athletes so that these coaches are not required to recruit and instruct through third parties.

First, the Commission supports the NABC's recommendation that the summer recruiting calendar for evaluating college prospects be modified to allow college coaches to attend two weekends of scholastic-sponsored events in June and to attend three weekends of NCAA-sponsored events in July (once established). The Commission further supports the requirement that once NCAA-sponsored events for July are established, NCAA coaches be limited to recruiting at those events during that time. Many of the problems associated with non-scholastic basketball occur in the summer.

Second, the Commission supports NABC's recommendation that official visits be permitted to begin during the summer between a prospective student-athlete's sophomore and junior years. The rules should allow five official visits before completion of the junior year and five additional visits during the senior year, and limit the student to one visit per year per institution. Prospective student-athletes are visiting colleges earlier in their development, and third parties may fund those visits where families cannot afford the trips. The Commission agrees that allowing earlier official visits may alleviate some of this pressure.

Third, the Commission further supports the recommendation that coaches be permitted to provide more than two hours of skills instruction per week in the off-season. We are informed that an unintended consequence of current limits on NCAA coaches' hours of skills instruction is that agents and other third parties pay for trainers, and we agree that allowing coaches additional time to work with players would be preferable.

Finally, to establish additional points of interaction between college coaches and student-athletes, the Commission supports the recommendation that video operators and other "staff" be permitted to coach their teams. The Commission was informed that NCAA schools are not doing enough to develop the next generation of coaches; in any event, this restriction sets artificial limits on relationships between coaching staffs and team members.

The Commission believes that additional recommendations of the NABC and others are worthy of NCAA study. It also supports the NABC's intent to reinvigorate its Code of Ethics and disciplinary rules and enforcement.



Section 4: Add A Significant Cadre of Public Members To The NCAA Board of Governors.

The Commission recommends that the NCAA restructure its Board of Governors to include at least five public voting members with the experience, stature and objectivity to assist the NCAA in re-establishing itself as an effective and respected leader and regulator of college sports. It further recommends that at least one of these public members also be a member of the NCAA's Executive Board.

The NCAA Board of Governors is currently composed of presidents or chancellors of NCAA colleges and universities, chairs of NCAA division governance bodies and the NCAA president. NCAA Constitution 4.1.1. Each of these Board members wears a second hat for a school, conference or NCAA division or body that creates at least an appearance that he or she cannot be entirely objective in determining the direction of the Association.

The NCAA administers what is effectively a public trust in the United States — athletic competition among college athletes. Public members of boards serve important functions. They provide objectivity, fresh perspectives and independent viewpoints and judgments. Many non-profit associations utilize public board members for precisely these reasons. The NCAA Board needs excellent public members, with the benefits that such members provide. The NCAA should promptly amend its Constitution to restructure the Board to include public voting members, while simultaneously creating a slate of candidates with the appropriate stature and characteristics. The Commission will provide recommendations to assist the NCAA in ensuring compilation of a high-quality slate of potential public board members.

CONCLUSION

The Commission calls on the NCAA to draw up draft legislation and plans to implement its recommendations for Commission review by early August 2018. The Commission will promptly reconvene and provide its input.

The Commission has made a number of important recommendations. Some call for action by third parties, such as the NBA, the NBPA, apparel companies and member institutions. Most call for substantial NCAA action. Some are simple in concept, but not in execution — such as creating independent investigative and adjudicative systems. Others should be easy to execute — specific changes in the available punishments under Article 19 and in the recruiting rules. Some do not require rules changes, but instead the devotion of financial and administrative resource to planning, for example, the creation of NCAA non-scholastic basketball camps. The Commission is committed to completing the task that its recommendations will start. It must have a chance to review the responsive draft legislation and action plan, to provide its viewpoint and, hopefully, its affirmation of the NCAA's plan to help ensure the success of this important effort to renew college basketball.

