



***LONGWOOD UNIVERSITY  
BOARD OF VISITORS***

**– MEETING MATERIALS –**

**March 21-22, 2024**

## Minutes

**LONGWOOD UNIVERSITY  
BOARD OF VISITORS**

**December 1, 2023**

**Minutes**

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

**Call to Order**

The Longwood University Board of Visitors met on Friday, December 1 in Stallard Board Room. The Rector called the meeting to order at 9 a.m.

Members present:

Katharine Bond  
Shawn Smith  
Polly Raible  
Fabiola Carter  
Ron White  
Steven Gould  
Nadine Marsh-Carter  
Jeffrey Nottingham  
Kristie Helmick Proctor  
Kathryn Roberts  
Brian Schmalzbach

Also present:

President W. Taylor Reveley IV  
Tim Hall, Director of Athletics  
Courtney Hodges, Vice President for Institutional Advancement  
Lara Smith, Provost and Vice President for Academic Affairs  
Matt McGregor, Vice President for Administration and Finance  
Victoria Kindon, Vice President for Strategic Operations  
Cameron Patterson, Vice President for Student Affairs  
Justin Pope, Vice President and Chief of Staff  
Cameron O'Brion, University Counsel

Tammy Bird Jones, Longwood University Foundation  
Chris Tunstall, Alumni Board  
Meredith Foster, Student Government Association  
Lisa Kinzer, Faculty Representative

## **Rector's and President's Welcome**

The Rector welcomed Board members, offering brief opening remarks noting the political landscape in the Commonwealth following the November elections and saying “bipartisanship is in Virginia’s DNA.” She highlighted a new Longwood video that is connected to an upcoming Longwood Magazine story on freshman Martha Bailey Brown, who was locked out of the Prince Edward schools from 1959-64 and is starting college at 77 years old, the recipient of Virginia’s *Brown v. Board of Education* scholarship.

President Reveley said that campus is looking especially resplendent for the holidays and encouraged Board members to visit the tree in downtown Farmville, which is “picture perfect around Christmastime.”

President Reveley touched on the atmosphere in the United States as well as around the world and its effect on college campuses, noting that in part because of the habits and strengths of Civitae, Longwood hasn’t been beset by the same kind of discord present at other higher education institutions. He highlighted a recent educational event co-hosted by Jewish and Muslim student organizations.

President Reveley also mentioned recent successes from different areas of the university: Homecoming and Alumni Weekend, the dedication of Allen Hall, the opening of the Joan Perry Brock Center, and significant progress made on SACS-COC reaccreditation.

## **Consent Agenda and Approval of the Minutes**

The Rector asked for a motion to approve the Consent Agenda and Minutes of the previous meeting. Polly Raible so moved, Ron White seconded, and the motion was approved unanimously.

## **Reports of the Vice Presidents**

Cameron Patterson highlighted the annual Student Clubs and Organizations Dinner, at which more than 170 student organizations were represented. He said that engagement was one of our strengths during the Covid pandemic, and that each year membership in clubs and organizations continues to rise. Student Affairs has been responsive to groups that are affected by international events in myriad ways, from individual outreach to organizational support. He said “our students are an example of civility and respect.” He highlighted the work of the Lancers VOTE initiative, which engaged in voter education efforts throughout the fall and set a high standard statewide. Two new initiatives are taking shape: a lounge and resource space for first-generation students, and a partnership with the Centra Southside Community Hospital forensic nursing department, for which Longwood students helped to advocate. The Rector thanked Patterson for his work on connecting with students.

Tim Hall thanked the board for attending the previous night’s basketball game. He said that the opening of the Joan Perry Brock Center and the Homecoming celebration put us “in another stratosphere.” Several student-athletes earned honors and awards this Fall semester, including Peyton Curney, a true freshman who was second in voting for Big South Player of the Year.

Athletes continue to engage in community service, volunteering at FACES food bank, Moton Museum, Habitat for Humanity, and local schools. Longwood also reached another level of academic success, qualifying the department to receive more funding from the NCAA Academic Success Initiative next year. Hall and President Reveley offered thoughts on the state of the NCAA and the changing nature of college athletics, particularly national litigation that could potentially change the status of student-athletes to employees.

Larissa Smith highlighted several upcoming productions and events: *A Christmas Carol* theater production, the annual Design and Craft sale in Bedford Hall, and the annual Holiday Dinner. She noted that it was 10 years ago in Fall 2013 that President Reveley formed the faculty committee to develop and implement the Civitae Core Curriculum. She said it has been energizing to see the fruits of that work come together in this semester's Symposium and Research showcase, and that Civitae is accomplishing its goals. During Symposium, she said "students were practicing the skills of communication and collaboration and exercising those civic muscles that we try to instill in them over the course of Civitae." Academic Affairs has also worked with SCHEV to partner with the Constructive Dialogue Institute and has piloted deliberative dialogue concepts in twelve sections of CTZN 110 this fall, to great success.

President Reveley said that Civitae remains distinctive in higher education, as there are no other institutions we are aware of that have remodeled their general education with citizenship at its core in the manner of Longwood's initiative.

Victoria Kindon said that it is an important day in the admissions cycle: Dec. 1 is the early action deadline, which gives students priority access to merit aid. She noted this year Admissions returned to a deadline-driven admissions strategy rather than rolling admissions, which guarantees a decision by the holidays if a student applies by Dec. 1, and reminded Board members of the context around that strategy.

She gave an overview of proposed changes to the FAFSA form, which will be different in construction and calculation, and the delays at the federal level in the rollout, posing a challenge not only to Longwood but to every institution of higher education. Longwood is very transparent about merit awards and strives to get complete financial aid packages to families as soon as possible, and is very transparent about merit aid levels based on GPA. Because of that, she believes Longwood is better equipped than other institutions to meet the challenges of the delayed FAFSA rollout. However, the delay presents a real challenge. Communication with families is key.

Fabiola Carter and Polly Raible asked questions related to the potential impact of a possible federal government shutdown on the delivery of student aid. President Reveley said the delays in the new FAFSA form would affect families and the timeline of the financial aid process, though are less likely to be disruptive in terms of delivery of actual aid dollars to students and institutions when next year's freshmen enroll. Nadine Marsh-Carter complimented the work of the Student Success and Admissions team in keeping the needs of prospective students and families at the fore. Kathryn Roberts asked whether Longwood foresaw a difference in the

awards with the changes in FAFSA calculations when it's rolled out. Kindon said yes, and said we are working hard to help students and families navigate those changes.

Brian Schmaltzbach asked about our approach to recruiting students in the wake of changes to the K-12 landscape after the Covid pandemic, especially for the growing population of homeschooled and private school students. Kindon said that while most students still come from Virginia public schools, admissions staff has been putting resources into developing a stronger pipeline to private schools and in making inroads with homeschool groups. Staff have been educating homeschool groups about dual enrollment opportunities at Longwood and have put together a one-page "road to college" checklist that is provided to churches and individual families.

Kristie Proctor asked about challenges that could be faced when the new FAFSA form automatically pulls in tax data, especially for rural families who operate farms. Kindon agreed that was a challenge for the form designers, but that our size gives us a distinct advantage in that we can talk to families in that and similar situations about their individual circumstances and work with them to navigate issues they are facing.

Matt McGregor recognized the grounds and facilities staff who have been hard at work transitioning from summer and fall work to winter preparations. He said that financially the university is in a strong position heading into the holidays, especially after the commonwealth passed its budget compromise. He said that operationally Longwood learned a lot from the Oliver Anthony concert in October and the first basketball games in November at the Joan Perry Brock Center.

McGregor also noted that preliminary work is beginning on the next campus master plan, which will be an extension of the current "Place Matters" plan that runs through 2025.

Courtney Hodges commended the pep band under the direction of Tyler Gage for its revitalized energy this year, noting it is also enlisting area high schools students who are themselves prospective students. She noted that the growth in basketball season ticket sales, nearly 800 this year versus roughly 200 last year, illustrates how philanthropy can act as a catalyst for institutional priorities and growth. She said that work is progressing on other philanthropically funded capital projects, including an upgrade to baseball facilities. Conferences and Event Services continues to work with a wide array of partners to bring groups to campus, including more than 400 Zetas who came to campus this fall for the 125<sup>th</sup> anniversary of the founding of the sorority.

### **Reports of Representative to the Board**

Tammy Bird Jones reported that the University Foundation Board met in October and has started a Fellows program. Two recent graduates have joined the board in non-voting roles for three-year terms. The endowment is estimated to have rebounded to about \$98 million after the down-market year in 2022 and is in line with 10-year fund benchmarks. She noted that the Foundation awarded \$2.5 million in scholarships in 2022, and raised that figure to \$2.9 million in scholarships in 2023. President Reveley shared that he is excited about the trajectory of the endowment and its potential for future growth.

In response to a question from Kristie Proctor, President Reveley said that we have been working on recruiting more students from Southwest Virginia and making sure that they have access to Foundation scholarship dollars as well.

Chris Tunstall reported on behalf of the Alumni Board that Homecoming and Alumni Weekend was a huge success, with more than 700 people participating. He said that several alumni reached out to express pride in what Longwood has become. He also noted that alumni participated in the career fair to help students develop networking skills, which Polly Raible said she found rewarding and meaningful. President Reveley said that he was happy to hear alumni offer the feedback that as Longwood grows, it continues to feel like home.

Lisa Kinzer described faculty members' efforts to help students thrive at Longwood. She described the introduction-to-the-major courses which a number of departments have created, which have a transition-to-college aspect to them. These courses discuss career options, help students to form meaningful relationships with others in their major (a boon for retention), promote good study habits, and put students in touch with helpful campus resources. President Reveley said he looks forward with "great anticipation" to the new music building, which will be a jewel of the master plan.

Meredith Foster gave an overview of recent areas of activity for SGA. She noted PRIDE recently made a presentation to advocate for greater recognition of Longwood's LGBTQ history on campus, training for faculty and staff, and group spaces on campus. She said that Thanksgiving dinner went well from the student perspective, and that SGA leaders are taking a look at their constitution to see how it can be amended to be more inclusive. President Reveley noted that SGA is among the few student governance organizations across the country that run their own budget and annually manage a high six-figure sum. He also commended their interest in infusing the holiday spirit into campus life.

The Rector took a moment to thank all students, alumni, faculty and staff who go above and beyond to contribute time and energy to making the University special.

The meeting adjourned for lunch in the Mayo Gallery in the Rotunda.

Following lunch, the Board gathered for a presentation by former House Speaker Kirk Cox on behalf of the Virginia Higher Education Business Council, reporting on public opinion research concerning Virginians' attitudes toward higher education and Virginia's universities.

President Reveley asked for a motion to elect Ron White to serve on the executive committee as vice-rector, and Shawn Smith as secretary. Polly Raible so moved, Steven Gould seconded and the motion was approved unanimously.

With no further business, the meeting adjourned at 3:30, ahead of the annual Holiday Dinner and Concert that evening.

## Consent Agenda

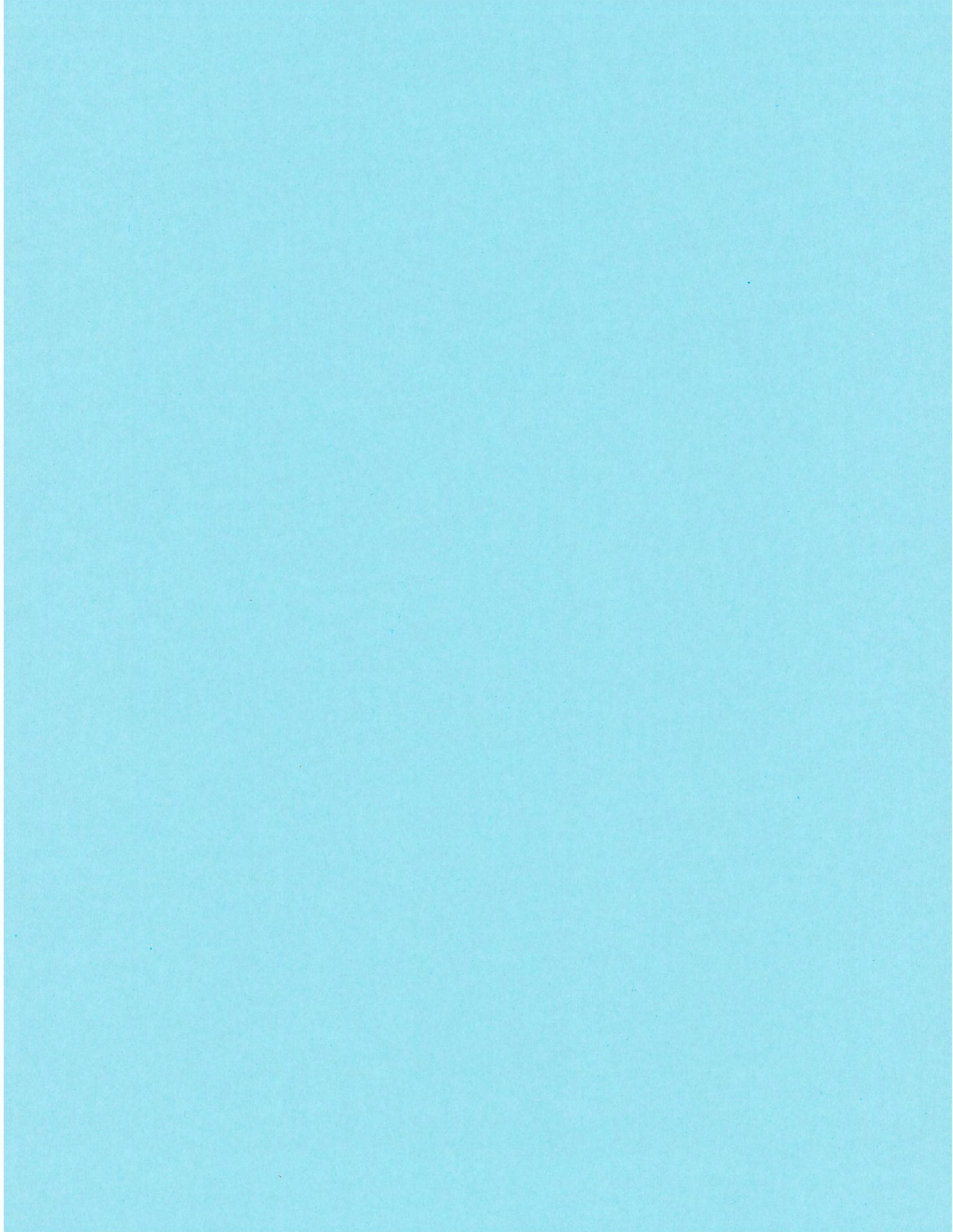




## **Edits, Updates, and Amendments Regarding Policy, Procedure and Planning**

This section includes standard procedural steps and routine edits, updates, and amendments to policies and procedures, as well as other reports and straightforward University matters for the Board of Visitors. These include:

- Update of Awarding of Degrees Policy to reflect academic calendar
- Approval of a curriculum change from a BA/BS degree designation to only a BS degree in Physics
- Change in required credits in the Elementary and Middle School Education and Teaching, to align more closely with revised licensure requirements and facilitate four-year degree completion.
- Minor updates to Policy on Educational Benefits for Employees
- Update to Policy on Managing and Collecting Receivables
- Update to Policy Regarding Personal Transportation Devices on campus
- Naming resolution regarding spaces and structures at the Baliles Center



## ACADEMIC AFFAIRS

### POLICY

**Action Item:** Change to Policy 1003: Awarding of Degrees

Policy 1003 has not been updated in over 20 years. The proposed changes would clarify some language and add an additional degree conferral time after intersession, when needed for students completing their remaining coursework during that session.

## Awarding of Degrees 1003

### I. PURPOSE

The purpose of this policy is to define ~~commencement~~ degree conferral times for the University.

### II. POLICY

Degrees shall be awarded in May, August, ~~and~~ December, and January. Commencement exercises are held in May. Students receiving degrees in the preceding ~~August and December~~ terms of the academic year will be invited to participate in the May commencement. Students participating in commencement exercises are required to wear caps, and gowns approved by the University.

## ACADEMIC AFFAIRS

### CURRICULUM

**Action Item:** Approve the curriculum change from a Bachelor of Arts (BA)/Bachelor of Science (BS) degree designation to only a Bachelor of Science (BS) degree designation in Physics

After analyzing the number of majors who chose to enroll in the degree designation of BA for Physics, faculty from the program determined that maintaining solely the BS degree designation was sufficient and in line with student demand. The Educational Policy Committee (EPC), Faculty Senate, and Provost have approved this proposal.

No students have enrolled in the BA degree designation of Physics for over five years. Additionally, the requirements for the current concentrations in Physics (Biophysics, Cooperative Engineering, Engineering Physics, General Physics, and Teacher Preparation) align more closely with the BS degree option.

## ACADEMIC AFFAIRS

### CURRICULUM

**Information Item:** The required credits in the Bachelor of Science (BS) degree in Elementary and Middle School Education and Teaching will decrease from 127-134 to 120-123, pending SCHEV staff approval.

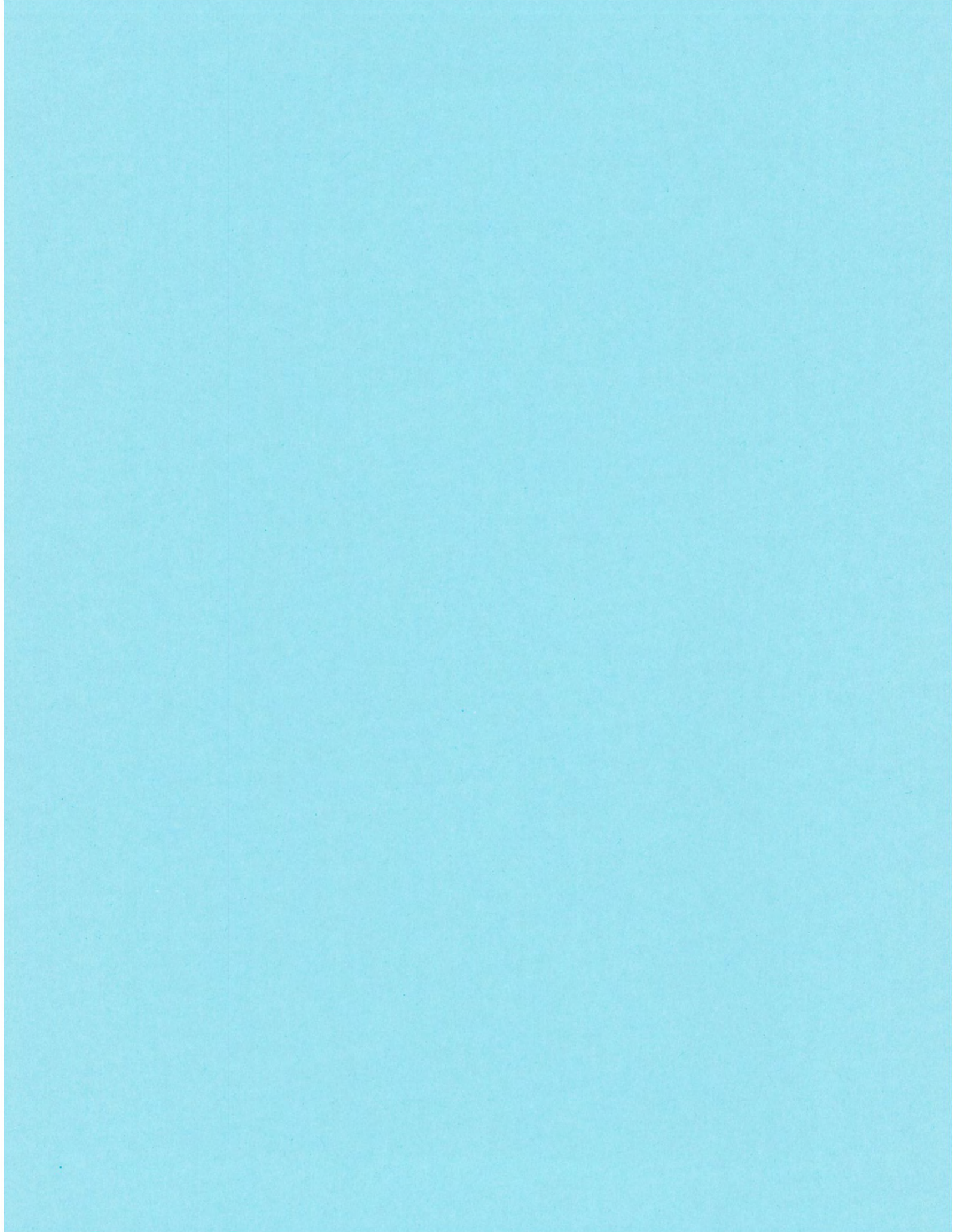
Between Fall 2022 and Summer 2023, a committee of faculty discussed changes to the program. Faculty in both the College of Education, Health, and Human Services and the Cook-Cole College of Arts and Sciences collaborated on proposed changes, particularly a shift in arts and sciences courses into Civitae to increase the ability for students to achieve the degree in four years.

Program faculty wanted to align the program more closely with revised licensure requirements and also, to the extent possible, increase the ability for both first-time and transfer students to complete the degree in four years. The Educational Policy Committee (EPC), Faculty Senate, and the Provost have approved this proposal.

In accordance with SCHEV guidelines, information about duplication and labor market projections is included below.

**Duplication:** In Virginia, there are 10 public institutions that offer a similar or related degree program. However, of the 10, none offer a combined degree in elementary and middle school education at the baccalaureate level.

**Labor Market Projections:** According to the VDOE, elementary education ranks second and middle school education ranks third among the most critical shortage areas for teaching endorsements in 2023-24. Additionally, the Virginia Employment Commission anticipates an 11% change in labor market demand for middle school teachers over the 2022-2032 decennium.



## Educational Benefits for Employees 2014

### I. PURPOSE

Professional growth is important to Longwood University. This policy seeks to assist its employees and their families in gaining increased, affordable access to Longwood University's course offerings.

### II. APPLICABILITY

The following Longwood University employees are eligible for the Educational Benefit:

- A. Full-time, salaried Longwood University faculty and staff;
- B. Funded Wage and *Miscellaneous* employees working at least twenty (20) hours a week regularly;
- C. Part-time instructional faculty teaching at least three courses in the semester the benefit is used.
- D. Longwood University Retirees
- E. Legally married spouses of eligible Longwood University employees;
- F. Unmarried dependent children (claimed on Federal Tax Return) under the age of twenty-five (25) of eligible Longwood University employees or retired Longwood University employees;
- G. Exclusions: Temporary employees, part-time seasonal employees, employees occupying any grant funded positions (includes any portion of the position being grant-funded), and employees on leave without pay are not eligible for the Educational Benefit.

### III. POLICY

Eligible employees must have been continuously employed by Longwood University for a minimum of one year prior to being eligible to receive benefits under the Employee and Retiree Educational Benefits Program and remain employed during the term of the course.

Tuition Assistance for Courses Taken at Longwood University

- A. Employees/Retirees: Tuition, student activity, comprehensive and registration fees are waived for one four (4) credit course or one non-credit course per semester. Summer school is considered one semester for the purpose of this policy. Intersession is considered part of the spring semester for the purpose of this policy. Eligible employees shall be exempt from paying the comprehensive fee when taking classes full-time or part-time at the University. Employees remain responsible for any lab, technology or other course-associated fees.

Enrollment in credit courses is contingent upon having vacant seats in the class subsequent to regular student registration. Enrollment in non-credit courses is contingent upon having sufficient paying students to cover costs. The institution presently does not have any agreements with other institutions, which would permit Tuition or Comprehensive Fee Waiver at institutions other than Longwood.

PLEASE NOTE: Employees are registered only on the last business day prior to the beginning of the semester/first official day of classes.

1. Auditing Courses: Auditing a course involves taking the course but receiving no course credit. Employees normally audit courses if they have an interest in the subject matter but they are not interested in receiving credit toward a degree. The Educational Benefit courses may be audited or taken for credit.
2. Time Accounting Alternatives: Attending class during work hours is at the discretion of the supervisor. If the employee has obtained supervisory approval to attend class during work hours, the time missed from work to attend a class will not be considered time worked and the employee will not be compensated. The employee must either make up the time lost to attend the class or must use personal leave balances for time used during the work hours.
3. Supervisor's Approval: The supervisor has the discretion to approve or not approve classes. If an employee wishes to take a class during normal work hour, the employee must receive the approval of his or her department head prior to enrolling in the course.
4. Tax Implications: The Economic Growth and Tax Relief Reconciliation Act of 2001, made a permanent exclusion for job-related, graduate level courses previously included under IRC Section 127. Fees waived will not be included in the employee's taxable income. This exclusion applies to courses taken after December 31, 2001

Eligible employees may have tuition waived up to the amount of the In-State Tuition Rate, set by Longwood University. If an eligible employee does not qualify for an In-State Tuition Rate due to domicile, the eligible employee will be responsible to pay in advance the difference between the In-State Tuition Rate and Out-of-State Tuition Rate.

- B. Spouses and Children: Spouses and unmarried dependent children (claimed on Federal Tax Return) under the age of twenty-five (25) of eligible Longwood University employees shall be exempt from paying the comprehensive fee when taking classes at the University. Spouses and dependent children of Longwood University employees must pay in full all other charges and associated fees, e.g., tuition, graduation fee, internship fee, lab or technology fees, room and board, etc.
- C. Dependent Children of Retired Employees: Unmarried dependent children (claimed on Federal Tax Return) under the age of twenty-five (25) years of retired Longwood University faculty or staff shall be exempt from paying the comprehensive fee when taking classes, full-time or part-time at the University.
- D. Separation of employment: If an employee involuntarily separates from employment, the employee will be required to withdraw from any course he/she is currently enrolled in for which tuition and/or fee were initially waived. The employee will not be responsible to repay Longwood University for waived fees.



If an employee voluntarily separates from employment, the employee will be required to reimburse the University for the tuition, student activity, comprehensive and registration fees for any course taken within the current semester. Furthermore, if the employee's spouse or eligible dependents benefited from any fee waivers within the current semester, the employee will be required to reimburse the University for those waived fees.

#### Tuition Reimbursement for Graduate-Level Courses Taken at Other Institutions

Eligible full-time, salaried University faculty and staff employed for three or more consecutive years at Longwood University may receive Tuition Reimbursement for graduate-level courses at other four-year Virginia public colleges or universities, provided that the courses are not offered at Longwood University. The employee must meet the performance expectations of his or her current position. The maximum number of credit hours is limited to the maximum of twelve (12) credit hours including a combination of Tuition Assistance and Reimbursement during a calendar year.

It will be the employee's responsibility to pay for the cost of tuition and other fees in advance. Courses authorized by this policy must be unavailable at Longwood University. The employee must complete the Request for Tuition Reimbursement form with all appropriate signatory approvals and proof of enrollment prior to classes beginning with the other institution. The first phase of approval is subject to a review by the Longwood University Executive Steering Council. The second approval phase is based upon successful completion of the course with grade of "B" or better, copy of the tuition bill and proof of payment.

The reimbursement expenses for courses taken will be limited to \$250 per course and not to exceed \$1,000 per calendar year.

Exceptions to this policy must be approved by the Executive Steering Council in advance.

#### **IV. PROCEDURE**

##### **Appendix A: Procedures for Educational Benefits for Employees**

##### **Employees Requesting Approval for Educational Benefits:**

- A. The employee gives his/her immediate Supervisor notice of their interest in utilizing the Educational Benefit.
- B. The eligible employee will need to complete a "Longwood Faculty/Staff-Application For Class Attendance form". This form is located in both the Registrar's and Human Resources' Offices. (This form is on NCR paper and is not available on-line.)
- C. The employee will need to forward the form to their immediate supervisor for written approval.
- D. After signing, the immediate supervisor will forward the form to the Department's Vice President for written approval.
- E. Once approved, the Vice President will forward the form to the Human Resources Office to verify the employee's eligibility status. Once the form has the required signatures, Human

Resources will forward the original application to the Registration Office; copies of the form will be sent to Student Accounts and Financial Aid.

- F. The employee will receive notification from Human Resources only if the employee is not eligible for Education Benefits.

#### **Requesting Comprehensive Fee Waived for Spouse and Dependents:**

The “Longwood University Employee Verification Form to Waive Comprehensive Fee for Spouse and Dependents” will need to be completed by the spouse/dependent. This form should be completed for any student eligible to have the comprehensive fee waived because of their relationship to an employee of Longwood University. After the form has been completed and the employee employment status has been verified, the form should be forward to the Cashiering and Student Accounts Office. This form must be on file before the comprehensive fee can be charged off a student’s account.

The Longwood University Employee Verification Form to Waive Comprehensive Fee for Spouse and Dependents can be found here: [Comprehensive Fee Waiver Form \(doc\)](#)

#### **Appendix B: Tuition Reimbursement for Grad Courses Taken At Other Institutions**

Employees have to be enrolled in the course at the other institution before requesting approval for tuition reimbursement.

Pre-Approval:

- A. The eligible employee will need to complete a “[Faculty-Staff Tuition Reimbursement \(doc\)](#)”. This form is on the Office of Human Resources website at <http://www.longwood.edu/hr>. A brief description of the course and confirmation of course enrollment will need to be submitted with the form.
- B. The employee will need to forward the form to their immediate supervisor for written approval.
- C. Once step 2 has been completed, the employee is to submit the form to [EducationalBenefit@longwood.edu](mailto:EducationalBenefit@longwood.edu) (*subject line: Educational Pre-Approval*) with proof of enrollment in the class prior to the beginning of classes with the other institution. The Agency Approval Officer will verify the employee’s eligibility status based on the requirement of Policy 5211. If eligibility has not been met, Agency Approval Officer will notify the employee. If eligibility has been met, the employee will receive notification from the Agency Approval Officer with approval or denial.

Steps for Approvals Only

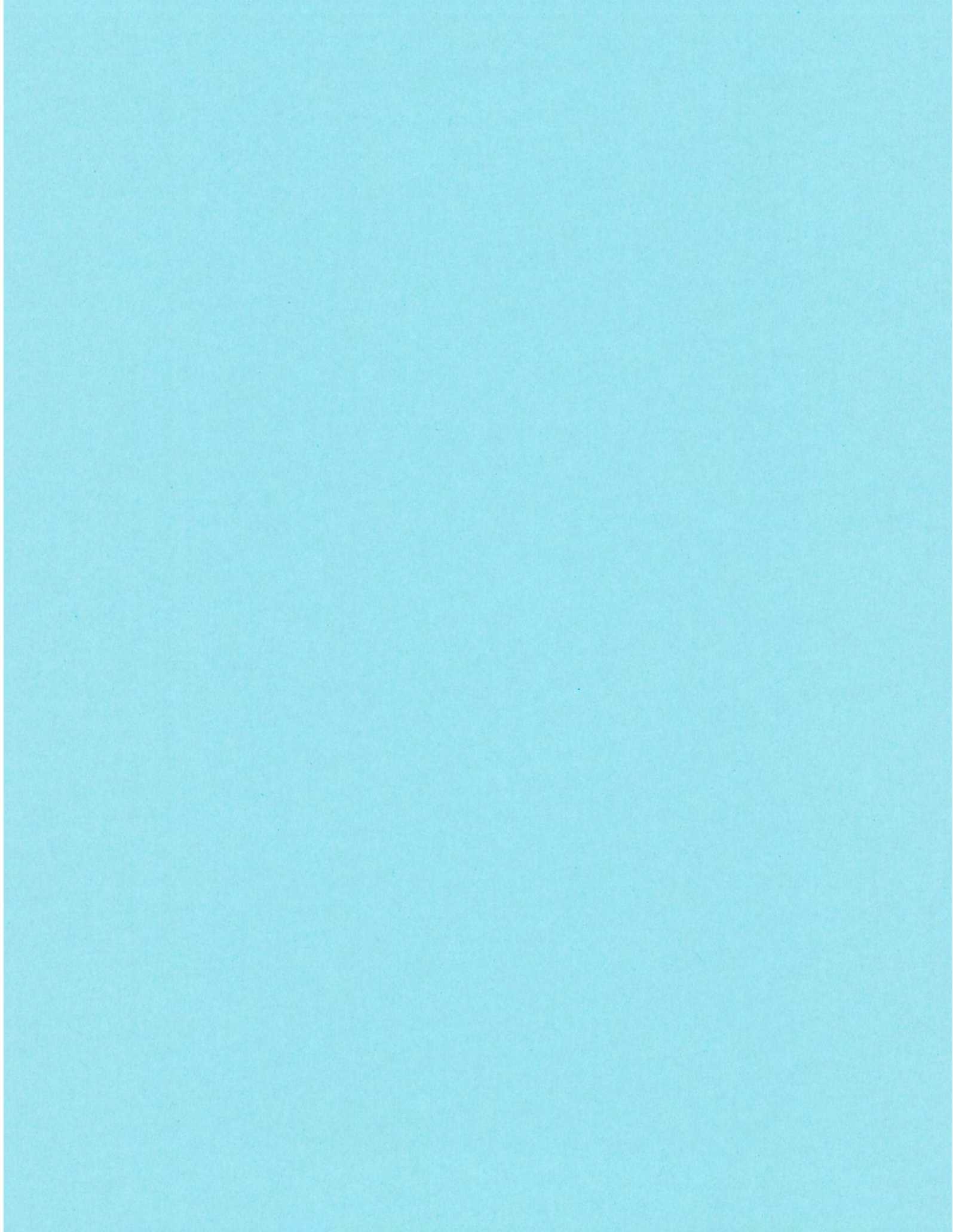
- A. Employee has 30 calendar days from classes ending to submit to [EducationalBenefit@longwood.edu](mailto:EducationalBenefit@longwood.edu) (*subject line: Educational Documents*) the following documents:
  - 1. Proof of final course grade of “B” or better
  - 2. Copy of tuition bill
  - 3. Copy of tuition paid

- B. The Agency Approval Officer will review the supporting documents and process the request for tuition reimbursement.

Approved by the Board of Visitors December 1, 2001.

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

Revised and approved by the Board of Visitors, April 01, 2016.



## Managing and Collecting Receivables 2031

### PURPOSE

The purpose of this policy is to establish a standard for managing receivable balances and collecting University financial obligations.

### POLICY

Longwood University will take all appropriate actions to aggressively collect accounts receivable. Balances owed the University are considered debts of the Commonwealth. The State Comptroller promulgates procedures for the collection of all Commonwealth receivables.

#### A. Collection of Student Accounts

Student account balances must be paid in full or secured to the satisfaction of the Director of Cashiering and Student Accounts prior to the semester due date. Failure to receive a bill does not waive the requirement for payment when due. Students may access account summaries/billing statements via Longwood University's Student Information System. Charges for courses, room/board assignments, or any other charges added after the semester payment due date are due immediately.

1. An account may be secured in lieu of cash payment through:
  - a. Verification by Financial Aid that the student has aid;
  - b. Verification in writing from an outside agency that a scholarship, grant or third-party assistance is in progress;
  - c. Contract under Longwood's Monthly Payment Plan
2. The following collection procedures will be implemented in an effort to manage institutional debt:
  - a. The University bills approximately one month prior to the fall and spring semester due dates. Additionally, the University bills all registered students weekly throughout the semester and reviews accounts for unsecured balances due. A final billing letter outlining collection procedures will be mailed to the student's permanent address before the end of each semester for all unpaid charges. Students are responsible for updating their permanent address with the Office of the Registrar.
  - b. Students with balances due may be subject to course schedule cancellation or administrative withdrawal from the University. In the event of course schedule cancellation, any student who wishes to be reinstated must pay a reinstatement fee in addition to satisfying all financial obligations. The student's original course schedule may no longer be available. Administrative withdrawal does not waive the student's financial obligation.
  - c. Residential students with unpaid balances may be denied access to student housing, ~~and meal plans, and bonus dollars on their scheduled fall move-in day.~~

- d. Registration and transcript holds will be placed on the student account.
- e. Accounts at least 60 days past due will be sent a final billing letter. Accounts not settled by the due date stated in the final billing letter will be submitted to a collection agency, and collection costs will be added to the account balance. Delinquent accounts may also be reported to the credit bureau. Once an account has been assigned to a collection agency, any additional debt incurred will be added to the collection agency balance.
- f. Unpaid balances will be listed with the Virginia Department of Taxation, which may result in the seizure of funds due the student from the Commonwealth, such as a tax refund or lottery claim.
- g. Accounts of \$3,000 or more may be submitted to the Attorney General for appropriate collection action.
- h. Accounts less than \$5 may be written off by the Director of Cashiering and Student Accounts.
- i. No debt may be discharged without appropriate authorization by the Office of the Attorney General.

B. Collection of Non-Student Accounts

Non-student account balances must be paid by the billed due date to avoid further collection activity. The following collection procedures will be implemented in an effort to collect delinquent balances:

1. A billing letter outlining collection procedures will be mailed to the debtor.
2. Accounts receivable holds will be placed on the account.
3. Accounts at least 60 days past due will be sent a final billing letter. Accounts not settled by the due date stated in the billing letter will be submitted to a collection agency, and collection costs will be added to the account balance. Delinquent accounts may also be reported to the credit bureau. Once an account has been assigned to a collection agency, any additional debt incurred will be added to the collection agency balance.
4. Unpaid balances will be listed with the Virginia Department of Taxation, which may result in the seizure of funds due the student from the Commonwealth, such as a tax refund or lottery claim.
5. Accounts of \$3,000 or more may be submitted to the Attorney General for appropriate collection action.
6. Accounts less than \$5 may be written off by the Director of Cashiering and Student Accounts.
7. No debt may be discharged without appropriate authorization by the Office of the Attorney General.

Approved by the Board of Visitors May 8, 1981.

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

Revised and approved by the Board of Visitors, December 10, 2005.

Revised and approved by the Board of Visitors, March 24, 2007.

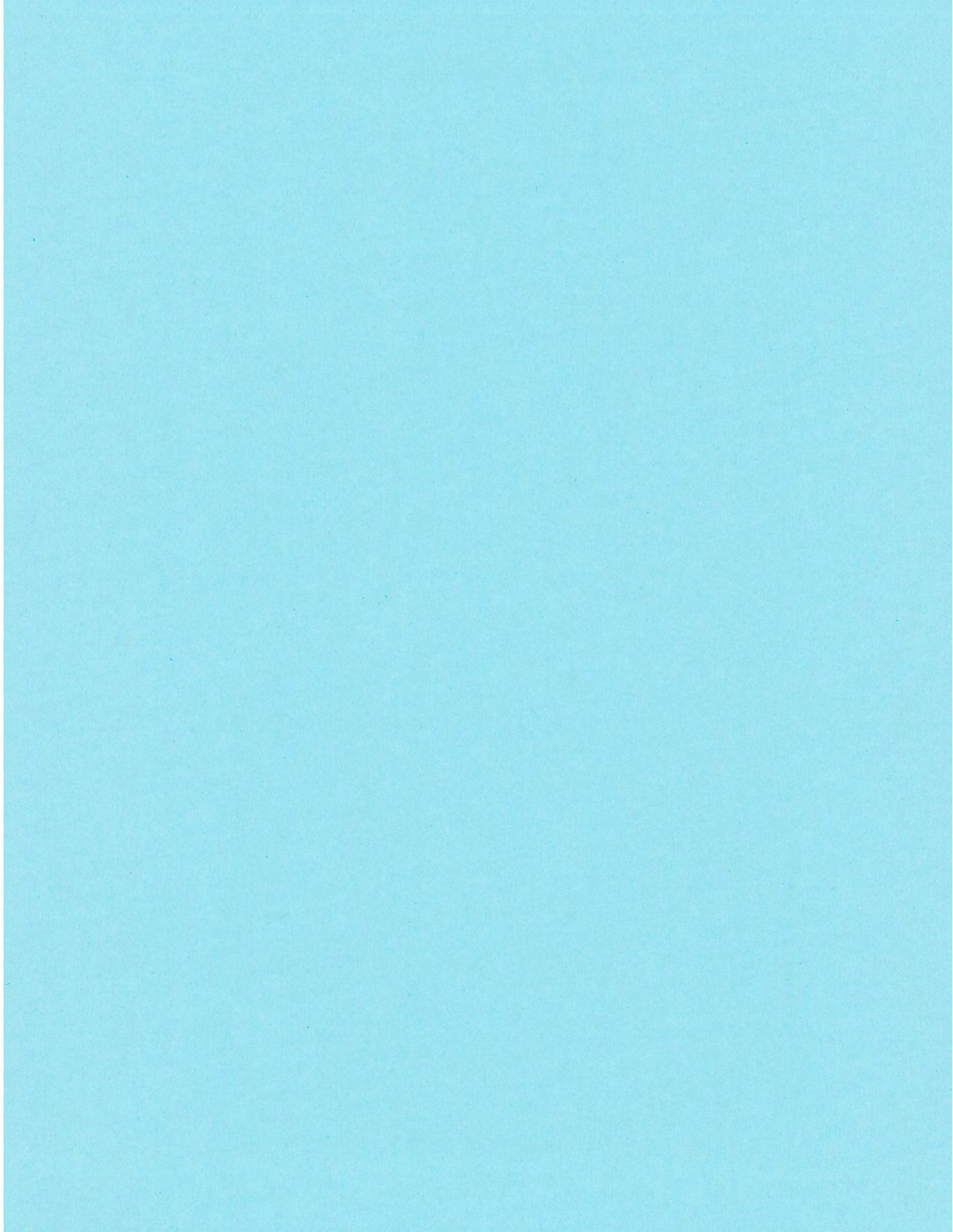
Revised and approved by the Board of Visitors, June 15, 2012.

Revised and approved by the Board of Visitors, December 03, 2010.

Revised and approved by the Board of Visitors, September 14, 2012.

Revised and approved by the Board of Visitors, March 22, 2013.

Revised and approved by the Board of Visitors, March 22, 2024.





## Personal Transportation Device Bicycle, Skateboard, In-line Skates, and Scooter 5002

### I. PURPOSE

This policy is to ensure the safe operation of ~~bicycles, skateboards, in-line skates, and scooters~~ personal transportation devices (not to include ~~devices motorized scooters~~ used by persons with disabilities) on the Longwood campus and University-managed properties. This policy ~~is also intended~~ intends to protect Longwood students, faculty, staff, and property by prohibiting activity that is dangerous to users or others.

### II. DEFINITIONS

A. Personal Transportation Devices: Bicycles, skateboards, in-line skates, scooters, and other similar devices, both battery and electric powered and non-powered. Does not include devices used by persons with disabilities.

A.B. Transportation Use: ~~T~~For the purposes of this policy, transportation use is defined as a means of conveyance while traveling from point to point on the campus.

~~B. Recreational Use: For the purposes of this policy, recreational use is defined as use of described devices for entertainment. Entertainment uses might include practicing tricks or stunts.~~

### III. POLICY

The safe and reasonable use of ~~bicycles, skateboards, in-line skates, scooters, and similar~~ personal transportation devices is permitted on university sidewalks and ~~in~~ parking lots, unless otherwise posted, for transportation ~~purposes~~ use. Anyone using these devices on Longwood property shall give right of way to any pedestrian and ~~those with disabilities and~~ shall travel in at a reasonable, safe, and prudent manner ~~speed for the given circumstances~~. Operators of such devices assume the inherent risks associated with such devices.

### IV. PROCEDURES

#### A. Limitations:

1. The use of ~~bicycles, skateboards, in-line skates, and scooters~~ personal transportation devices ~~shall not be~~ is not permitted inside any building on Longwood's campus and University-managed properties.
2. ~~bicycling, skateboarding, in-line skating, or scooter~~ Personal transportation devices are not ~~permitted use be allowed on~~ permitted on ramps, curbs, benches, steps, stairs, or other such structures (no stunts or "trick riding").
3. ~~Skateboards, in-line skates, roller skates and scooters~~ The use of personal transportation devices ~~is~~ are not permitted on the Brock Commons ~~pavilion area, which is described as the area between the Madison Street intersection and the Redford Street intersection~~ corridor from the High Street Entrance to the Parking Garage elevators (across from Brock Hall), or on any covered walkways.
4. ~~Bicycle P~~ parking/storage of personal transportation devices is limited to ~~bike~~ racks and other designated areas. Parking a ~~bicycle~~ personal transportation device in any other location ~~area~~ (i.e. building lobbies, stairwells, porches, trees, bushes, fences,

access ramps, etc.) is prohibited. ~~Bicycles-Devices blocking locked to an access ramp aregress are~~ subject to confiscation by the Longwood University Police Department.

~~5. Wearing headphones while operating bicycles, skateboards, in-line skates, and scooters is prohibited.~~

B. ~~Sanctions~~Violations:

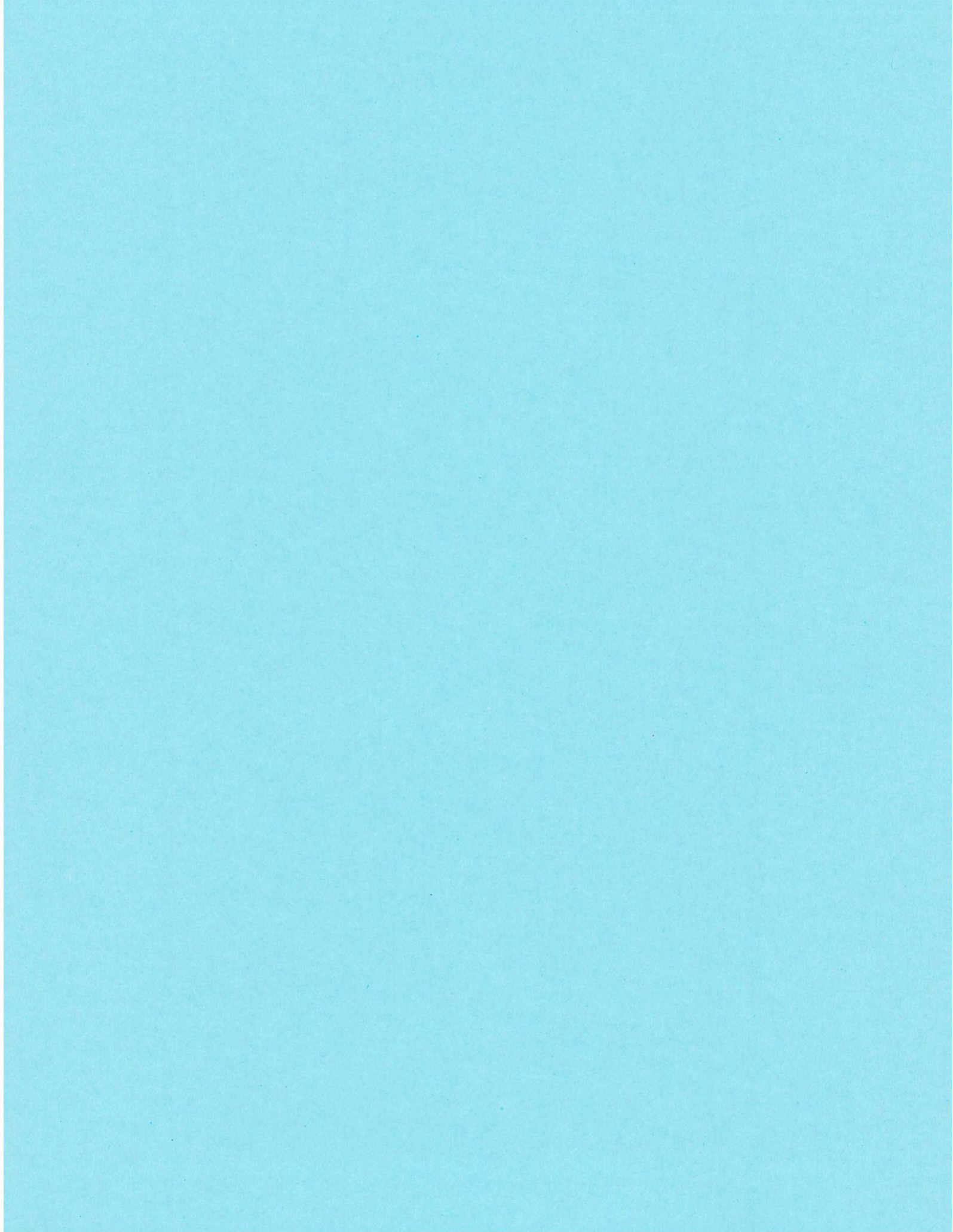
- ~~1. Any one causing property damage through unauthorized use of bicycles, skateboards, in-line skates, scooters, or similar devices may be required to render restitution to the University.~~ Students: Violations of this policy may result in restitution to the University for any damage, disciplinary action through referral to Student Conduct and Integrity, and appropriate action taken by the Longwood University Police Department.
- ~~2. Employees of the university may be subject to disciplinary actions.~~ Faculty and Staff: Violations of this policy may result in restitution to the University for any damage, action through referral to Human Resources or the contract supervisor, and appropriate action taken by the Longwood University Police Department.
- ~~3. Students may be subject to student judicial proceedings.~~ Guests and Visitors: Violations may result in restitution to the University for any damage and appropriate action taken by the Longwood University Police Department.
- ~~4. Persons not affiliated with Longwood may be subject to a ban from the campus by the Longwood University Police Department.~~

Approved by the Board of Visitors, September 7, 2002.

Revised and approved by the Board of Visitors, June 17, 2004.

Revised and approved by the Board of Visitors, June 15, 2012.

Revised and approved by the Board of Visitors, March 22, 2024.



**LONGWOOD UNIVERSITY**

**RESOLUTION REGARDING NAMES OF SPACES AT THE BALILES CENTER**

WHEREAS, the Gerald L. Baliles Center for Environmental Education continues to grow and thrive, through the generosity of loyal supporters, and to honor the legacy of its namesake;

**NOW THEREFORE BE IT HEREBY RESOLVED** by the Board of Visitors of Longwood University, that the following names be approved for signage and use:

- The “Policy Pavilion” – in honor of the members of the highly distinguished policy team that served Governor Baliles during his time in office.
  
- “Smith Cottage” – in honor of Rita M. Smith, loyal supporter of the Baliles Center.
  
- “Barbara Cottage” – in honor of Barbara Moyer Willis, a 1963 Longwood graduate, the sister of Rita Smith, and also of Barbara (Bobbie) Garrett.

## Vice Presidents' Reports



**Academic Affairs**  
***Larissa M. Smith, Provost & Vice President***

**Highlights**

- **SACSCOC On-Site Committee visits March 18-21.**
- **April 1-5 is Global Lancers Week, featuring study abroad programs and international student experiences.**
- **The LCVA holds its biennial fundraising Gala on April 13.**

**Academic Affairs**

In December, the University mourned the loss of Dr. Carolyn Wells, professor emerita of biology who also served as Longwood's chief academic officer from 1975-1981. In 1999, a year before her retirement, she was named Board of Visitors Distinguished Professor, the highest honor the Board bestows upon a faculty member. Carolyn was a vital presence in the Longwood and Farmville communities, and she is deeply missed.

In January, Longwood's SACSCOC vice-president visited in advance of the submission of the Focused Report, a response to the SACSCOC Off-Site Team's request for further information about nine standards. On February 2, we submitted both the Focused Report and the Quality Enhancement Plan (QEP), entitled the Post-Graduate Success Initiative. An executive summary and a one-page handout about the QEP are included at the end of this report.

The SACSCOC On-Site Team, consisting of eight members, Longwood's SACSCOC vice-president, and an observer, visits campus March 18-21. Preparations for the visit accelerated in the first eleven weeks of the year, including a series of presentations to faculty, staff, and students about the QEP. The On-Site Team plans to conduct interviews with campus stakeholders, seeking more information about standards in the Focused Report, examining compliance with standards linked to federal requirements, and delving into all aspects of the QEP. On March 18, representatives from the group also visit Longwood's approved off-campus instructional sites in Martinsville and Charlottesville.

On March 21, at the end of their visit, the On-Site Team gives a comprehensive set of determinations about Longwood's compliance across the 73 SACSCOC standards. Longwood

will have the opportunity to respond further, if needed, in a Response to the Visiting Committee Report, due in mid-August. The SACSCOC Board will make the final determination on Longwood's reaffirmation in December 2024 at its annual meeting in Austin, TX.

### **Brock Experiences**

In January, the Office of Brock Experiences announced the newest location for travel – New Orleans. Dr. Gregory Mole, assistant professor of history, has put together a team of faculty/staff from music, environmental science, and the Moton Museum for exciting exploration of whether communities can escape their past. Students will learn about the history of New Orleans and its many iterations as a city, make active connections to the struggle for civil rights in the Prince Edward community, and consider how cities can move forward in light of their past. Following a year of professional development and planning, Dr. Mole will travel with students to New Orleans for the first time in summer 2025.

Two Brock courses will run this coming summer. Sixteen students are currently accepted into the Place & Voice course offering to San Francisco. The Longwood University @ Yellowstone National Park (LU@YNP) program – the longest running Brock Experience – has accepted 67 students to travel, but anticipate that closer to 40 students will end up enrolling in the course.

### **Civitae Core Curriculum**

The Civitae Core Curriculum strives to teach students vital skills to lead lives as citizens and professionals. Two of the skills students practice in their Civitae courses include written communication and quantitative reasoning. The assessment of first-year students reveals some promising results for the development of these skills.

Civitae aims to prepare students to create and deliver written messages appropriate to audience, purpose, and context. Students are assessed for awareness of and ability to negotiate these writing-related elements for their major, the workplace, and civic spaces. Assessments of first-year students reveal that over 70 percent of students performed at a competent level, with over 40 percent of them demonstrating exemplary written communication. Students who perform at a competent level or above are prepared to adapt their writing-related skills and knowledge to diverse rhetorical situations in both workplace and civic spaces.

In assessing the impact of the Civitae program, particularly in the domain of Quantitative Reasoning, the National Survey of Student Engagement (NSSE) serves as a valuable tool. In 2017, prior to the implementation of Civitae, Longwood University's first-year students ranked significantly below their counterparts in southeast public institutions regarding their use of Quantitative Reasoning in their courses. However, data from the NSSE collected in 2020 and 2023 indicates that students have successfully closed this gap and now stand statistically on par with their peers from other southeast public institutions in use of Quantitative Reasoning methods during their first year at Longwood University. Civitae is making a difference.

## Cook-Cole College of Arts and Sciences (CCCAS)

Cook-Cole faculty are engaged in bringing community members as well as prospective students to campus for numerous events and experiences.

- On February 3, the Department of History, Political Science, and Philosophy sponsored the 25<sup>th</sup> annual Civil War Seminar, jointly hosted with the Appomattox Court House National Historical Park. Dr. David Coles, professor of history, has been the chief organizer of the event over the course of his career at Longwood. The day's theme was "Lesser Known Engagements and Some Civil War Sleuthing" and included five presentations from noted scholars and authorities on the Civil War era, including Zachary Pittard '14, director of education and interpretation at Pamplin Historical Park.
- On February 22, Longwood Theatre hosted high school theatre juniors/seniors for the annual Thespian for a Day. Prospective students shadowed current theatre students, had lunch in the dining hall, and attended the performance of "Little Shop of Horrors" that same evening. The show, directed by Visiting Assistant Professor of Acting RJ Magee, with Dr. Chris Swanson, professor of music, as musical director, was a great success, selling out all shows a week in advance.
- Dr. Mike Waddell, assistant professor of music and director of the Longwood Wind Symphony, and Dr. Laretta Werner, assistant professor of music and director of the Chamber Orchestra, welcomed 300 high school instrumentalists, many taught by Longwood alumni, at the annual Longwood Honors Band & Orchestra event in January. Guest composer Anthony O'Toole offered masterclasses and clinics for current music majors and for students who played in the Honors ensembles. O'Toole's compositions were featured in the joint Wind Symphony and Chamber Orchestra concert on February 28.
- On February 24, the Virginia Regional Junior Science and Humanities Symposium was held at Longwood. This externally funded national science fair competition brought over 70 talented high school students, their teachers, and their families from across the Commonwealth to campus for a day to present their research projects and compete for college scholarships. The regional competition is directed by Dr. Andrew Yeagley, Dr. Tyler St. Clair, and Dr. Sarah Porter, all faculty in the Department of Chemistry and Physics. Joining them this year was Dr. Larry Collins, lecturer in the Department of Biological and Environmental Sciences. This is the fifth year that Longwood hosted this event.

Cook-Cole faculty also continue to be recognized for their scholarship and contributions to their discipline.

- Brandon Haffner, associate professor of creative writing, earned a Pushcart Prize nomination for his story "The Bridge Kids" in the *New Orleans Review* and was invited to participate in an International Writers seminar in Kenya this past fall.
- Dr. Tim Ritzert, associate professor of psychology, recently published an article in the journal *Stigma and Health* with recent graduates Kylie Gannon '23 and Leah Richardson '23



as first and second authors, respectively. The project, “The mental health climate and mental health-related academic help seeking on U.S. college campuses” began as a PRISM student research project in summer 2022. Using data from the Healthy Minds Study from the 2020 to 2021 academic year, they tested possible predictors of mental health-related academic help seeking and perceived degree of support for students who did reach out to faculty when mental health problems interfered with coursework. Overall, results of this project indicate that structural-level variables such as perceptions of campus social norms are linked with mental health-related academic help seeking, over and above other significant predictors such as personal stigma. Kylie is in her first year in the clinical psychology PhD program at Kent State, and Leah is now a Research Specialist with the University of Virginia under the Autism Research Core. She also works with the Infant and Toddler Connection of the Heartland in Farmville.

### **College of Business and Economics (CBE)**

As part of the CBE’s strategic plan, the faculty have focused on making several curriculum changes and seeking University approvals for those changes. The changes are based on the AACSB accreditation continuous improvement process, in which the CBE engages alumni, corporate partners, students, and faculty and staff to identify what will prepare students for post-graduate success. For example, the CBE has finalized the Introduction to Business and Economics course that all first-year students interested in the college will take. Students will learn about the CBE major and concentration options while also acquiring some basic skills in using Microsoft Excel. In addition, the University has approved the new Entrepreneurship and Innovation minor that will be available next year to all Longwood students.

On February 22, the CBE hosted a Career Café with alumni from a number of companies joining students to have introductory interviews intended to lead to jobs. In addition, the College’s virtual speaker series continues to show strong attendance with in-person components driving student participation.

To capitalize on the location in the center of campus and in order to drive enrollment, the CBE has been working with Capital Planning, Academic Affairs, and Advancement on a plan for Hiner improvements. The goal of the improvements is to provide more collaboration space for students as well as improved and updated classroom functionality.

### **College of Education, Health, and Human Services (CEHHS)**

The Department of Nursing celebrated another successful quarterly report of its students’ NCLEX licensure exam scores. Longwood is the only BSN program in the Commonwealth to have achieved a 100% pass rate.

CEHHS faculty regularly engage in curriculum revisions and program updates to ensure that all programs are responsive to student and community needs. A revised curriculum in Elementary Education and Teaching and Elementary and Middle School Education and Teaching was approved by Faculty Senate in January 2024. Once additional approvals are received, the curriculum will be implemented in the new academic catalog for 2024-2025. In addition to

providing easier pathways for dual enrollment and other students bringing in prior academic credit, the updated curriculum ensures that graduates of the program possess a deep understanding of technological pedagogical content knowledge and are ready to effectively implement evidence-based practices necessary to meet the diverse learning needs and interests of all elementary students.

CEHHS students benefit from innovative experiences to prepare them for their careers as professionals in education and health-related fields.

- The Communication Sciences and Disorders graduate students have taken their developing expertise in providing hearing services to Richmond. They recently offered free hearing screenings at the state capitol to members of the General Assembly.
- With expertise from the Institute for Teaching through Technology and Innovative Practices (ITTIP), CEHHS has launched a new STEAM lab classroom in the Hull Education Center. The STEAM Lab is designed for engagement with undergraduate teacher preparation students, PK-12 students (including children from the Andy Taylor Center), and PK-12 teachers. The lab serves multiple interconnected purposes aimed at enhancing education through the integration of Science, Technology, Engineering, Arts, and Mathematics (STEAM). The lab acts as a bridge between theoretical knowledge acquired in classroom settings and the practical application of such knowledge. This is particularly beneficial for undergraduate teacher preparation students who are getting ready to enter the teaching profession, as it equips them with the necessary skills and confidence to incorporate STEAM into their teaching practices effectively. This is done through the incorporation of educational technology, innovation concepts, science exploration tools, and math manipulatives. ITTIP is leading the formation of the STEAM Lab and collaborations are already underway this semester. The STEAM Lab will also be used throughout the summer months as ITTIP hosts various K-12 student camps and teacher professional development opportunities.
- Several programs in CEHHS will benefit from the Virginia Talent and Opportunity Partnership (VTOP) grants offered by SCHEV. Due to a successful collaboration with Academic Affairs and Alumni & Career Services, the Departments of Nursing, Education, and Communication Sciences & Disorders will receive equipment (i.e., blood pressure cuffs and stethoscopes) and software to manage internship placements.
- The fourth annual CEHHS Interprofessional Education Event will be held on March 26, in the Soza Ballroom. This event joins students and faculty from across multiple areas of specialization within the College to address case study scenarios in interprofessional teams. For the first time this year, the event will also be paired with a health professions career fair in partnership with the Office of Alumni & Career Services. This year's case study includes themes about literacy, ESL, early intervention, diabetes, socialization, and hearing impairment challenges. This year's event is supported by a Parents Council grant.

## **College of Graduate and Professional Studies (CGPS)**

Graduate Studies has increased its marketing initiatives. This recruitment season (July 2023 – March 2024) Graduate Studies attended 35 tabling events, more than they ever have before, thanks to the addition of a new staff member. In addition, CGPS launched a podcast highlighting some outstanding alumni and showcasing the influence that their graduate program had on their professional lives and in their careers. There are currently 117 downloads of the first three episodes with five more episodes still to launch.

New agreements with Virginia School divisions in Chesterfield County, Richmond City, and Franklin County Public Schools have led to the creation of three cohorts of teachers pursuing either the endorsement or master's degree plus endorsement in reading and literacy.

The Graduate Research Symposium will be held on Saturday, April 27, in the Upchurch University Center. This symposium highlights new and ongoing graduate research and class projects, as well as offers students an opportunity to present their work in a professional setting to faculty, fellow students, and visitors.

In Professional Studies, the new Provisional Licensure Completion Initiative (PLCI) supporting teachers in the field on their journey from provisional to full licensure has spread throughout Superintendent Region 8 and beyond. With the support of the Office of Teacher Preparation and state educational professionals, CGPS staff work with school divisions to provide provisionally licensed teachers individualized plans mapping out what courses to take and when they are offered. Teachers are supported throughout the coursework and provided feedback to keep them on track, filling a prominent need for many school divisions.

## **Cormier Honors College for Citizen Scholars (CHC)**

"Cormier is where cognition unites with compassion to build community."

The CHC's emphasis on scholarship is exemplified by its students. Tess Robertson '25 was nominated as Longwood's next Truman Scholar, and Ryan Urban '26 was nominated as the University's Goldwater Scholar. Both students have submitted scholarship applications.

The CHC is compassion oriented through its volunteer activities. Current CHC students, for instance, created an activity for prospective students during Accepted Students Day where they all constructed backpacks consisting of supplies for the clients of Farmville Area Community Emergency Services (FACES).

The CHC students, staff, and faculty have collaborated with other offices and departments to strengthen overall involvement and inclusivity as well as student recruitment. The CHC has been collaborating with different teams in athletics to help sponsor events and assist with recruiting student-athletes. Fostering community, the CHC is a strong partner with academic departments and Admissions for various recruiting events, including Governor School visits, Immersion Days, Open Houses, and Accepted Students Day.

## **Greenwood Library**

As Greenwood Library continues its process of improving collections in order to support current research and curricular needs and offer “adequate and appropriate library and learning/information resources” (SACSCOC Standard 11.1), librarians are now working with faculty to review Library of Congress Classification areas: A (General Works), B (Philosophy, Psychology, Religion), C (Auxiliary Sciences of History), G (Geology, Anthropology, Recreation), N (Fine Arts), P-PM (Language and Literature), and Q (Science). Items identified for review were added to the collection more than 5 years ago, were published more than 20 years ago, and have not circulated in more than 10 years.

This past fall, with the cooperation of instructional faculty, Greenwood Library completed the first phase of its Collection Review. As part of the process, more than 1600 items were resold or recycled through the vendor Better World Books, saving 25 trees, 12,000 gallons of water, and 3400 pounds of greenhouse gasses.

The Library is excited to again partner with the Moton Museum, the Department of History, Political Science, and Philosophy, and the Provost’s office for the annual C. G. Gordon Moss Lecture. On April 5, the campus will welcome Dr. Mia Bay, professor of American History at the University of Pennsylvania, to discuss her book *Traveling Black: A Story of Race and Resistance*. This lecture is coordinated with the Organization of American Historians.

## **Office of Teacher Preparation**

On February 13, the Office of Teacher Preparation hosted the Teacher Preparation Pinning ceremony for the fall 2023 cohort, which included 28 teacher candidates from Elementary Education, Art, English, Health and Physical Education, Special Education, Mathematics, and History. The pinning signifies the first of several milestones that candidates will accomplish prior to student teaching and graduation.

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

CAFE prioritizes building collaborative relationships with campus partners across all divisions. Some of their collaborations for the spring semester include:

- Third Annual Pre-Spring Semester Workshop Series: Teaching Effective Collaboration: Collaboration/Teamwork is recognized as the second most important skill by the National Association of Colleges and Employers (NACE) and a critical learning outcome of our Civitae Core Curriculum; over two days participants explored innovative approaches, shared best practices, and inspired each other to cultivate collaborative learning across the curriculum and through co-curricular student experiences. Faculty/staff participants learned strategies for teaching students how to collaborate in multiple modalities – such as writing and speaking – and in multiple contexts – such as information literacy and with a focus on equity. Each session included time to work on classes so that educators walk away with a product to help improve their spring semester.

- We've Got a Reflection Assignment for You: CAFE collaborated with Student Affairs to encourage students to connect what they are learning in the classroom to their co-curricular experiences. We provided faculty with reflection assignments (including event learning outcomes) that they could tailor to their courses. We focused on two student affairs events, the Welcome Back Well-Being Fair and the MLK Day Keynote Speaker event.
- Trigger Warnings in the Classroom Lunch & Learn: In this lunch and learn, professionals in Counseling and Psychological Services (CAPS) presented a workshop on trigger warnings in the classroom. In this guided discussion, they presented leading research in the field on the effectiveness of trigger warnings. They also offered opportunities to discuss whether trigger warnings should be implemented in the classroom at all, and if so, how they should be used.
- Aligning Course Curriculum with Career Competencies Lunch & Learn: In this workshop, instructors learned about NACE's Career-Readiness Competencies, which are identified as most important, but often missing, for new graduates when they pursue their first jobs. Participants spent time aligning a current syllabus, project, or assignment to the competencies to intentionally incorporate them into future coursework and student learning experiences.
- A Jazz-y Faculty Reception: On March 14 from 5:30 p.m.-7:00 p.m., faculty attended a pre-concert reception to celebrate Dr. Charlie Kinzer's retirement and final on-campus Jazz Ensemble concert.
- Consider Life Design: 11th Annual Teaching and Learning Institute in collaboration with the Quality Enhancement Plan: On May 13, institute participants will explore ways to implement Life Design in the varied contexts of work with students, including one-on-one mentoring and advising, small and large group co-curricular support, and teaching in Civitae and in academic majors. The schedule will include a keynote address, concurrent learning sessions, implementation work sessions, and a celebratory reception to end the day. All are invited to also attend a pre-Institute virtual event on Friday, May 10. Inspired by Stanford's Life Design Studio, participants will immerse themselves in life design as students, applying life design to their own life and vocational wayfinding. By the end of the Institute, all participants should be ready to prototype activities and discussions that help students consider their own life design.

### **Center for Global Engagement (CGE)**

Lancers continue to explore the world and the educational opportunities available to them on study abroad programs and by coming to Farmville to study as international degree-seeking or exchange students. Spanish major Sarah Donahue '25 has immersed herself in significant language and culture learning in Cusco, Peru, this semester, including studying Quechua, the language of the Incas. That course has provided her with the opportunity to hike from Puka Pukara to Sacsayhuán with classmates, all the while enjoying waterfalls and learning from Incan ruins.

Preparations are in full swing for an exciting summer of study abroad. Students will travel alongside faculty to several locations this summer, with programs focusing on healthcare

systems in Australia, sport and sociology in the United Kingdom, children's literature in Croatia, global health and wellness in Guatemala, and Spanish in Valencia, Spain. Other adventurous students are traveling to a variety of locations on independent programs to take coursework such as "Alcohol, Drugs, and Young Adulthood" and "Early Childhood: Nordic Education and Parenting" in Copenhagen; "Spanish for Health Professionals" in Buenos Aires; and "Tourism and Island Systems: Assessment of Sustainable Practices" on Isla Colón, Panama.

International student recruitment and enrollment continues apace with positive notes: Spring 2024 saw a 22% increase in the total number of international students enrolling for the term compared to Spring 2023. Additionally, the CGE reports a 45% increase in prospects for Fall 2024 over last year and a 20% increase in completed applications for Fall 2024.

Global engagement is happening on campus this semester through courses such as "Introduction to International Studies" with Dr. Emily Kane, associate director of the CGE, and "Inquiry into Citizenship: World Vision" with Dr. Deborah Westin, director of the English Bridge program. Global Lancers Week is planned for April 1-5, with guest speaker and clinical psychologist Janelle Peifer from the University of Richmond offering workshops on intercultural competence for students and for faculty and staff.

### **Baliles Center for Environmental Education at Hull Springs**

Construction of the new buildings at the Baliles Center at Hull Springs is progressing, and weather permitting, is on schedule for completion by early summer. At that time, a ribbon-cutting ceremony will be held to open the two student cabins, three faculty cabins, and screened pavilion. A pervious paving system has been installed for ADA-compliant parking and connective walkways by the research lab and throughout the new facilities area; it will become an important part of the property's overall "sustainability story."

A student intern from the College of Business and Economics is developing a comparative study of rental fees for accommodations and event space in the Northern Neck area. Using this collected data, rates will be established for the rental of the new cabins and pavilion, providing another source of revenue toward property maintenance.

Funding for the complete renovation of the two existing bunkhouses adjacent to Ames Creek has been secured through grants awarded by the E. B. Duff Charitable Lead Annuity Trust. These two original bunkhouses will be designated as faculty cabins and will feature an open-concept sitting room, bedroom with one double (full) and one single bed, and kitchenette, along with one bathroom and heating/air. The grants total more than \$110,000.

A team from the Baliles Center, including Executive Director Sherry Swinson and members of the Biology faculty, Dr. Mark Fink, Dr. Dina Leech, and Dr. Ravi Sankar, are working toward submitting two grant applications related to living shorelines. The first is through the Virginia Department of Conservation and Recreation Shoreline Erosion Advisory Service (SEAS). This grant would allow the Baliles Center team to work with the Virginia Institute of Marine Science (VIMS) on developing a living shoreline design. The second grant is offered through the National Oceanic and Atmospheric Administration (NOAA) via the Virginia Department of

Environmental Quality Coastal Zone Management program and would involve funding for extending the Baliles Center's existing living shoreline and/or creating a new living shoreline along Ames Creek. The Northern Neck Planning District Commission has agreed to assist in writing the grant proposals and administering the grants if awarded.

Fundraising efforts during this year's Love Your Longwood Day will be geared toward the design and construction of a screened pavilion for teaching, meeting, and event space adjacent to the Ames House on the site of the current "honeymoon cottage." The pavilion design will feature an outdoor kitchen, wood-burning fireplace, catering kitchen, and restroom facilities. This new space with its fabulous views of the Lower Machodoc River will increase options for hosting events, conferences, and student stays. Longwood students will be able to conduct work at the research lab, a short walk away, then bond over meal preparation and social time at this new riverside pavilion.

### **Longwood Center for Visual Arts (LCVA)**

Jack Blanton, long-time LCVA benefactor and former advisory board president, passed away on January 7, 2024. The museum is planning a memorial to be held in fall 2024. Jack very generously named the LCVA as the primary beneficiary of his estate. Jack maintained an extensive art collection in his home in addition to the works he already donated to LCVA, and museum staff expect to spend significant time transferring these works to Virginia over the next several months following confirmation of the estate's executor.

The installation of a new, industry-standard mobile art storage system took place this past August. Final facilities work took place in early January, clearing the way for the collections to be installed. The system provides for optimal preservation and access to LCVA's collection while simultaneously doubling the usable space within the existing storage area.

*Citizens and Leaders*, LCVA's 2016 exhibition of Associated Press (AP) presidential campaign photography, will travel this year to Carl-Schurz-Haus, a German-American Institute in Freiburg, Germany. Freiburg is a vibrant university town with around 240,000 inhabitants. Carl-Schurz-Haus was founded as a former Amerikahaus in 1952. It hosts 200-250 events each year on US culture, politics, arts and transatlantic issues. Justin Pope, who co-curated the exhibition with the AP's Chuck Zoller and LCVA executive director Rachel Ivers, negotiated the licensing agreement with his contacts at the Associated Press.

Aqualuxe, the LCVA biennial Gala and fundraiser for its educational programs, is planned for April 13. Nash and Mindy Osborn are serving as co-chairs. Interior designer Shannon Friedman, this year's creative director, draws her inspiration from the 1960s Palm Beach and Palm Springs jet set parties captured by lifestyle photographer Slim Aarons. A limited number of reserved tables and tickets are still available.

## **Moton Museum**

The museum was thrilled to assist in the planning of the Virginia Council for Social Studies (VCSS) Conference for educators at Longwood, held March 1-3. The museum hosted a reception for exhibitors and special guests, and museum staff participated in conference sessions. Joan Johns Cobbs, sister of Barbara Johns and a participant in the 1951 Moton student strike, spoke at the closing plenary session, along with Executive Director Cainan Townsend. In addition, Cameron Patterson and Cainan Townsend were awarded the Excellence in Diversity, Equity, and Inclusion award by VCSS.

Moton was also involved in the Virginia Association of College and Teacher Educators (VACTE) held at Longwood on March 7-8. Moton hosted a board meeting for the group to start the conference. Additionally, Moton staff presented at the conference and provide tours of the museum. Cainan Townsend will provide the closing presentation for the conference with the presentation: “70 Years Since Brown: the History of Civil Rights in Education in Virginia.”

Museum staff attended the Virginia Association of Museums conference in Virginia Beach March 9-12. This annual attendance helps Moton staff to remain current on best practices and developing trends in the museum field. The R.R. Moton High School Class of 1954 composite photograph has been awarded one of Virginia’s Top 10 Endangered Artifacts, which is a program of the Virginia Association of Museums. If Moton wins the prize of most endangered artifact at the conference, this award will provide crucial funding to get the artifact preserved in the year of the 70<sup>th</sup> anniversary of the Brown v. Board of Education decision.

In collaboration with Patrick Henry’s Red Hill, Moton is cohosting an event to discuss the history of African American contributions to the Commonwealth of Virginia, entitled “From Resistance to Resilience: Black Virginia’s Path to Freedom.” This two-part event takes place at Red Hill on April 6 and Moton on April 13. Moton staff will cover history from 1945-1970, and will focus on connections to contemporary issues.

The Museum’s Moton LIVE annual day of giving fundraiser will take place on April 27 at the Moton Museum. They will offer six hours of programming from 10:00 a.m. until 4:00 p.m. A full schedule will be available in early April.

## **Office of Student Research (OSR)**

The OSR is looking forward to the Spring 2024 Student Showcase for Research and Creative Inquiry on April 17. As part of the Spring Student Showcase, the OSR is working with the University Diversity Council to host an Inclusive Excellence Research Symposium, providing opportunities for students interested in conducting research in DEIB topics. In addition, the OSR is working with the QEP implementation team to pilot multiple workshops during the Spring Student Showcase to teach students how to highlight their Student Showcase projects and presentations on their resumes, cover letters, during interviews and in other professional settings.

To increase the recognition of outstanding faculty mentors for independent student research and inquiry projects, the OSR will award two Faculty Excellence in Mentoring Awards. This Faculty



Excellence and Mentoring Award will be presented at the Excellence in Research and Creative Inquiry Award ceremony during the Spring 2024 Student Showcase. OSR will also present an award for faculty who mentored students who published in *Incite*, Longwood’s undergraduate research journal.

In fall 2023 and spring 2024, the OSR provided funding for student research through Student Research and Travel grants. The OSR had provided funding to students to support 31 different independent research projects and 42 students who presented their research at state, regional, national, and international conferences.

In spring 2024, the OSR continued to conduct the in-semester undergraduate research program called the Undergraduate Research Apprentice Program (URAP). This introductory program encourages undergraduate students to become involved in independent research and inquiry projects early during their time at Longwood (during their first, second, or third year). This program provides undergraduates an opportunity to become involved in faculty-mentored research projects before their senior year and also provides professional development training to help students develop research skills. Seven students from various disciplines (Communication Sciences and Disorders, Biology, and Sociology) are participating in URAP in spring 2024.

**Office of Research and Sponsored Programs (ORSP)**

**Portfolio of active awards**

<b>Prime (origin) source</b>	<b>Total awards (#)</b>	<b>Total awards (\$)</b>	<b>Examples of agencies/programs included</b>
Federal	22	\$7,970,675	<ul style="list-style-type: none"> <li>• National Science Foundation (8)</li> <li>• National Endowment for the Humanities</li> <li>• Institute for Museum and Library Services (2)</li> <li>• Substance Abuse and Mental Health Services Agency (3)</li> </ul>
State	19	\$3,403,395	<ul style="list-style-type: none"> <li>• SCHEV V-TOP (3)</li> <li>• SCHEV Pell Initiative</li> <li>• SCHEV Mental Health</li> <li>• Tech Talent Investment Program</li> <li>• Commonwealth Cyber Initiative (2)</li> </ul>
Private	7	\$264,978	<ul style="list-style-type: none"> <li>• Jessie Ball duPont Fund</li> <li>• New College Foundation</li> <li>• Centra Health, Inc.</li> </ul>

Recently funded (included above)

- V-TOP Institutional Data Gathering (\$100,000; Narehood)
- V-TOP Student Support (\$100,000; Narehood)
- MLA Pathways – Department of English & Modern Languages (\$10,000; Magill)

#### In review

- NEH Preservation (Greenwood Library; Hines)
- NSF Racial Equity (with VCU; Department of Chemistry; Rhoten)
- US ED Title III Strengthening Institutions (Pederson et al.)
- American Philosophical Society (History; Cantrell)
- Small Rural Tribal (SRT) Body-Worn Camera Program (LUPD)
- Virginia Department of Criminal Justice Services Equipment Grant (LUPD)
- US ED Title III Eligibility Application (Office of Research, Grants, & Sponsored Projects)

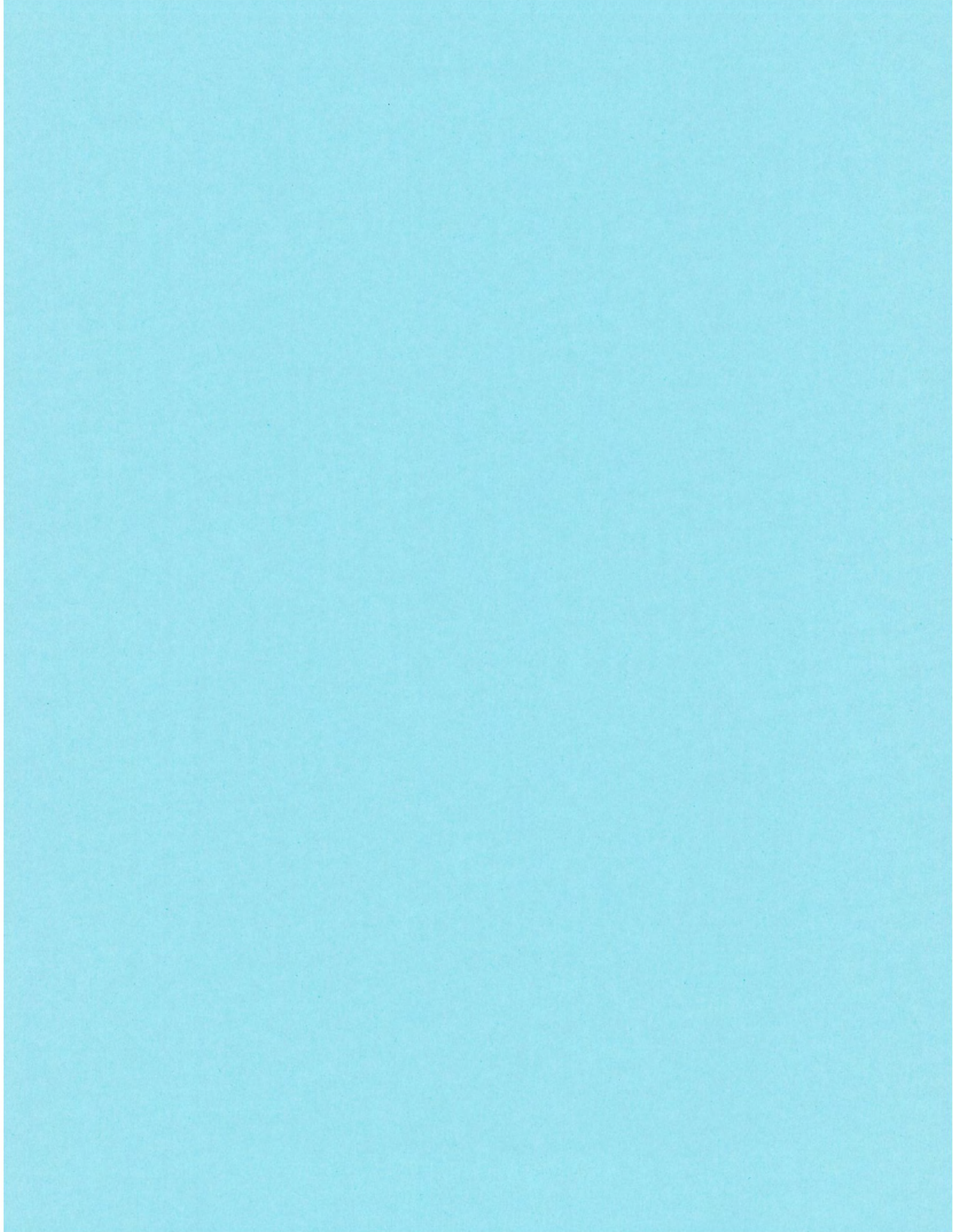
#### In the pipeline for spring/summer submissions

- V-TOP Vision Grant – for submission in March
- US ED TRIO Student Support Services – for fall submission (deadline TBD)
- US ED Personnel Preparation – for resubmission this summer (deadline TBD)
- SAMSHA – Campus Suicide Prevention program – for submission in May
- Homeland Security – for submission in May
- National Science Foundation Noyce Track 3 – for August submission

Longwood currently has three active awards through the V-TOP (Virginia Talent + Opportunity Partnership) program, which is a statewide effort that seeks to engage more students with work-based learning opportunities. Most recently, two projects led by Dr. Elizabeth Narehood, Senior Director of Career and Professional Engagement, received a total of \$200,000 in funding. Those projects will support students in important ways, including:

- Use of a new platform for managing clinical and professional placements in CEHHS;
- Expanding use of the Handshake platform;
- Hiring the Associate Director in Career Services;
- Expanding the CBE Career Closet;
- Expanding the Career Services clothes closet;
- Purchasing stethoscopes, blood pressure cuffs, and scrubs for CEHHS students; and
- Creating a pilot program that will provide stipends to students to support work-based learning placement.

These efforts complement Longwood's first V-TOP award, which is focused on reimagining the ways in which Federal Work Study funds can be used to support internship-like experiences. In the 2024 calendar year, Longwood will submit at least two more V-TOP proposals, one for the next stage of the Federal Work Study transformation and the other for the Vision grant. The latter proposal, to be submitted in March, will aim to ensure that all of these efforts come together in a holistic portfolio that provides more opportunities for work-based learning.



## QEP EXECUTIVE SUMMARY

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Longwood University's QEP is the result of a comprehensive and iterative multi-year process integrated with ongoing institutional planning. The QEP team members and a wide range of campus constituents engaged in the process that led to selection of the QEP topic "Preparing for Post-Graduate Success." Informed by best practices literature, campus feedback, and a QEP guiding principle of building sustainable faculty and staff partnerships, three scaffolded student learning outcomes were identified. The QEP, officially called the Post-Graduate Success Initiative, will equip students to:

1. set post-graduate goals consistent with a holistic sense of self and community,
2. a) create and b) revise a plan integrating curricular and co-curricular experiences that support post-graduate goals, and
3. articulate the connection between curricular and co-curricular experiences and their post-graduate plans.

In the context of Longwood's citizen leadership mission and strategic plan key principles of transforming lives and camaraderie, *consider life design* and *practice career everywhere* were selected as best practice frameworks to facilitate student achievement of the QEP learning outcomes and serve particularly the retention of students of color, first-generation students, and Pell-eligible students. To *consider life design* is to "encourage students to be active agents in their career process while embracing a designer's mindset" (Catrino, 2023, p.134). To *practice career everywhere* is to recognize that formally trained career educators do not have to be engaging in or overseeing all career conversations; everyone should be prepared to embrace a career-readiness conversation. These two frameworks organize QEP activities into two broad phases; *consider life design* is associated with a student's first year at Longwood and QEP SLO 1 and 2a, whereas *practice career everywhere* is associated with all subsequent semesters and QEP SLO 2b and 3.

The University's QEP will enhance existing campus programs and refine ongoing projects. For example, Longwood's approach to academic advising will be strengthened by the QEP. By funding stipends and course releases for designated first-year advisors, the QEP will facilitate earlier and more frequent advising conversations, particularly in academic programs with significant gaps in retention of historically underrepresented students. Paired with expanded professional development (available to all faculty and staff) enhanced advising will facilitate achievement of SLOs 1 and 2. A revitalized micro-internship program will support SLOs 2 and 3 and articulation opportunities (SLO 3) will be embedded in campus-wide events, such as the existing, semiannual Research and Creative Inquiry Showcase and an innovative new Graduate School Immersion Day. With dedicated human and financial resources and a robust assessment structure, the Post-Graduate Success Initiative is set to strengthen the self- and career-development of Longwood's future citizen leaders.

# Post-Graduate Success Initiative

## What is a quality enhancement plan (QEP)?

A QEP is an integral part of the reaccreditation process for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) member institutions.

It is a five-year plan developed (a) from the institution's evaluation and planning processes, (b) with broad-based participation, that will (c) support student learning or success, by (d) committing resources to successfully implement and complete the plan, (e) including methods to assess achievement of the outcomes.



The goal of Longwood's Quality Enhancement Plan, the *Post-Graduate Success Initiative*, is for students to choose and complete curricular and co-curricular experiences that are linked to their post-graduate success. Accomplishing this goal requires building sustainable faculty and staff partnerships. This QEP will equip students to:



- Set post-graduate goals consistent with a holistic sense of self and community
- Create and revise a plan integrating curricular and co-curricular experiences that support post-graduate goals, and
- Articulate the connection between curricular and co-curricular experiences and their post-graduate goals.

To *Consider Life Design* is to be an active agent in the career process, embracing ambiguity and failure, and working experimentally and optimistically to design a career and a life that are meaningful.

In their first year at Longwood, whether as transfer students or new-to-college freshmen, students will encounter life design ideas and activities through orientation, the first-year student success coaching program, select general education and major-specific courses, and first-year advising.

To *Practice Career Everywhere* is to recognize that career education is everyone's business, a collective and communal effort to prepare students for a new world of work.

Longwood students can practice career everywhere through existing campus activities like student employment, Symposium Day, and the Research and Creative Inquiry Showcase, as well as new programs like a sophomore-year micro-internship and a junior-year graduate program immersion day.

# LONGWOOD UNIVERSITY

## QEP-linked Programming

### How will we know we are making progress?

- Improved first to second year retention
- SMARTer post-graduate goals and improved alignment of goals with (co) curricular plans
- Faculty, staff, and student participation in workshops and professional development
- Improved student résumé and cover letter quality



### Consider Life Design • Practice Career Everywhere

#### Beginning Our New Direction (B.O.N.D.)

Transition-to-Longwood program for students from historically underrepresented groups to create community and connect with resources

#### Student Success Coaching Groups

Customized Life Design training to equip coaches and peer mentors to help new to Longwood students clarify their purpose, identities, and goals

#### First-Year Advising

Holistic and intentional advising from summer orientation through the first year to support post-graduate goal-setting and planning

#### Longwood Graduate Program Immersion Day

Juniors network with current graduate students, faculty, and graduate program alumni, to discover options and improve their application materials

#### Virtual Micro-Internship

Students complete a short-term project (~20 hours) with an alumni supervisor to build workplace competencies and professional relationships

#### Symposium Day

Students will reflect on their Civitae Core Curriculum experience and practice narrating their educational story

### For more information:

#### The QEP Leadership Team

**QEP Lead: Sarai Blincoe**  
Academic Affairs  
blincoesc@longwood.edu

**QEP Co-lead: Quincy Goodine**  
Student Affairs  
goodineqa@longwood.edu

**QEP Co-lead: Waleed Ahmed**  
Strategic Operations  
ahmedwm@longwood.edu

[go.longwood.edu/QEP](http://go.longwood.edu/QEP)

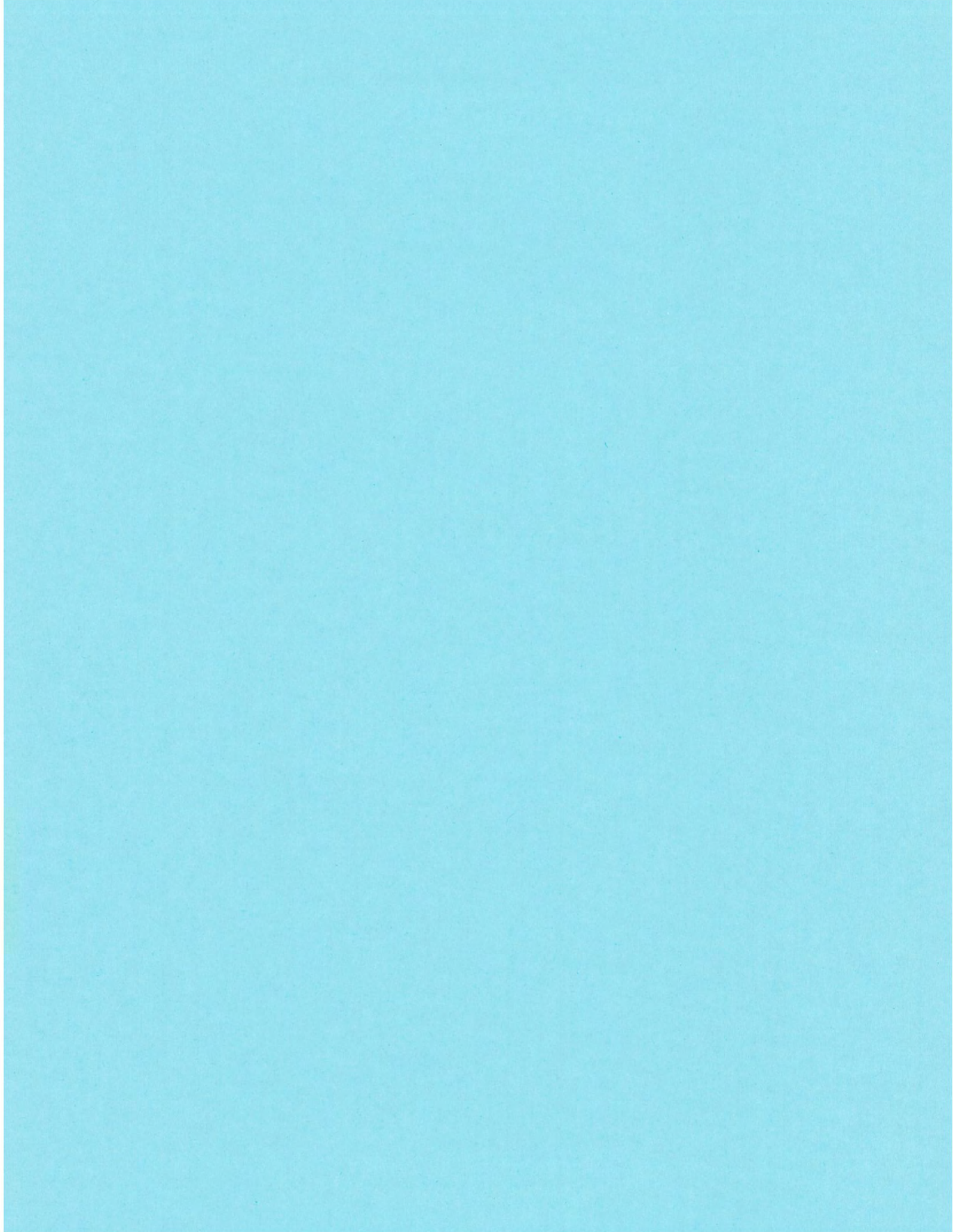
#### The QEP Advisory Board

**Max Feuti**  
Office of the Registrar  
feutiml@longwood.edu

**Elise Green**  
English & Modern Languages  
greenea4@longwood.edu

**Elizabeth Narehood**  
Alumni & Career Services  
narehoodem@longwood.edu

**Julie Ramsey**  
Student Engagement  
ramseyjw@longwood.edu





**Administration & Finance**  
*Matthew McGregor, Vice President*

**Highlights**

- **APA Audit Completed**
- **Bookstore Management Partner**
- **SEED Innovation Hub Construction**

The start of the spring semester is an energetic time on campus with lots of excitement and lots of work. Spring outdoor sports keeps our Landscaping and Grounds staff busy and productive. Our Financial Operations staff keeps one eye on budget negotiations in Richmond while working hard to finalize financial statements for the past year, prepare to close out the current year, and begins planning for the next. All of this while meeting the routine facility, financial and administrative needs of students, faculty and staff throughout the year.

One of the unique items this winter was the Request for Proposal (RFP) process for our bookstore operations. The committee, consisting of faculty and staff representing areas across the campus, spent a lot of time and effort to review five submissions for our bookstore management partner. Negotiations are ongoing but we are confident we will have a strong partner in place by July for this important role for Longwood University.

**Financial Operations**

*Financial Operations* coordinated the completion of our Auditor of Public Accounts (APA) audit in late February. This is about six months earlier than last year to coincide with the SACS-COC on-site visit to Longwood University. This collaborative process involves individuals from Financial Operations, Information Technology Services, Financial Aid, Athletics and our Internal Auditors' Office responding to questions and providing information to the APA auditors team working with our institution.

*Financial Planning and Analysis* have begun the process of developing our FY2025 Operating Plan and budget. This involves monitoring legislative activities, coordinating data with the Department of Planning & Budget and working with staff across campus to develop forecasting models for revenue expectations and expense budgets.



**Longwood University**  
**Financial Overview**  
**As of January 31, 2024**

FY2023-24 Budget Dashboard YTD

E&G	BOV Budget	Adjustments	FY Estimate	YTD Actual	Percent	PY Percent
<i>Revenues</i>						
Tuition	37,099,350	(1,000,000)	36,099,350	30,864,975	85.50%	76.61%
Fees	1,200,000	60,406	1,260,406	1,097,036	87.04%	115.45%
General Fund	43,233,148	3,153,561	46,386,709	24,930,409	53.74%	60.95%
Federal Workstudy	50,000		50,000	0	0.00%	0.00%
Other	474,161	98,615	572,776	554,394	96.79%	97.85%
<i>Total Revenues</i>	<u>82,056,659</u>		<u>84,369,241</u>	<u>57,446,813</u>	<u>68.09%</u>	<u>69.94%</u>

<i>Expenditures</i>						
Instruction	40,845,303		40,845,303	23,552,753	57.66%	55.80%
Public Service	472,105	93,731	565,836	333,755	58.98%	60.72%
Academic Support	8,106,952	(35,494)	8,071,458	4,462,391	55.29%	58.45%
Student Services	4,923,222	89,023	5,012,245	2,796,280	55.79%	48.22%
Institutional Support	18,238,482		18,238,482	10,584,437	58.03%	60.25%
Facilities Operations	7,614,389	293,061	7,907,450	5,390,273	68.17%	70.72%
Scholarships	2,995,639		2,995,639	5,461,619	182.32%	179.97%
Salary Savings	(1,139,433)		(1,139,433)	(644,886)		0.00%
<i>Total Expenditures</i>	<u>82,056,659</u>		<u>82,496,980</u>	<u>51,936,623</u>	<u>62.96%</u>	<u>61.93%</u>
TOTAL	0		1,872,261	5,510,190		

**AUXILIARY/LOCAL**

<i>Revenues</i>						
Housing	24,376,152	(1,000,000)	23,376,152	21,804,798	93.28%	84.17%
Dining	7,980,000		7,980,000	7,549,430	94.60%	94.80%
Comprehensive Fee/Other/L	28,653,567		28,653,567	20,680,211	72.17%	72.24%
Federal Workstudy	154,300		154,300	0	0.00%	0.00%
<i>Total Revenues</i>	<u>61,164,019</u>		<u>60,164,019</u>	<u>50,034,439</u>	<u>83.16%</u>	<u>79.83%</u>

<i>Expenditures</i>						
Housing	25,659,107		25,659,107	16,341,326	63.69%	68.04%
Dining	8,126,030	252,758	8,378,788	8,378,788	100.00%	63.44%
Athletics	10,537,379	60,529	10,597,908	10,084,085	95.15%	77.30%
Other Services	16,962,067	(300,822)	16,661,245	12,973,368	77.87%	55.31%
Salary Savings	(120,564)	(179,436)	(300,000)	(239,585)		0.00%
<i>Total Expenditures</i>	<u>61,164,019</u>		<u>60,997,048</u>	<u>47,537,982</u>	<u>77.93%</u>	<u>64.55%</u>
TOTAL	0		(833,029)	2,496,457		

**Cash & Investment Assets**

Longwood University  
All Longwood Foundations

18,149,235  
169,111,186 Based on most recent statement

Working Paper prepared by management to estimate year end results

## **Campus Planning**

*Environmental Health & Safety (EH&S)* provided in-house safety training to campus partners on Fork Lift Safety as well as to JPB personnel on Crowd Management and AED's. They revamped their webpage to be more user friendly. EH&S has been a good partner with JPB staff and assisted in creating Fire Alarm Protocols for events to mitigate unnecessary evacuations. They worked with a contractor to perform the semi-annual fire sprinkler inspections in 56 buildings. They also coordinated and reviewed over 200 backflow inspections and identified which needed replacement and/or repair for code compliance.

*Facilities* has been working with Enterprise Fleet Management on a variety of options for our campus fleet including the Loaner Fleet, Facilities Fleet, and Golf Cart Fleet. Several personnel have been involved with campus projects such as Campus-wide BAS Upgrades, Bedford Hall BAS Upgrades, Campus Lighting Controls Upgrades, Dorrill Dishwasher Replacement, Backflow Preventer Replacement/Repairs, New Facilities Building, Chilled Water Master Plan Update, and Summer Residential Hall Flip Meetings for Summer 2024.

*The Heating Plant* initiated a steam trap survey which was recently completed. The survey results show all failed traps in the steam tunnels and mechanical rooms. They are currently working on quotes for replacement of the failed traps. These are important to the overall steam distribution system as they reduce water and chemical waste. The Heating Plant staff completed a full Department of Environmental Quality (DEQ) compliance audit. The audit included the Heating Plant, all emergency generators and wood working shops. The Heating Plant, HVAC and Electrical Shop worked together as a team to ensure Longwood is operating within its permit. They have been working steadily to ensure sawdust remains the primary fuel source this heating season. Supply chain issues have made it difficult to obtain particular replacement parts in a timely manner.

*Landscaping and Grounds* worked with a contractor to landscape the front of Hiner Hall for the College of Business and Economics. They renovated the landscape bed in front of Lankford Hall and worked with the Office of Multicultural Affairs and students on a project for MLK Day to include cleaning up leaves on campus. Landscaping and Grounds successfully handled two inclement weather events to date. The milder temperatures have allowed for additional pruning and mulching earlier than usual. The Sports Turf Team prepared for the opening of the spring sports schedule for both Athletics and Recreational Sports. Baseball kicked off the season on campus on February 17<sup>th</sup>.

*Space Planning and Business Information Systems* has assisted with CHI's 125<sup>th</sup> Anniversary gift to the university which is now fully funded. A contractor is working on the stone pavers. The pavers will be scattered across campus along with a larger stone on Brock Commons. They worked with Athletics to create a basketball recovery suite next to the basketball performance center. The recovery suite has a state-of-the-art sauna and new flooring, paint, graphics and electrical upgrades. To conform to a DEQ requirement, they worked with the Art and Theater departments to install a monitoring system for their equipment in Communication Studies and Theatre Arts Center (CSTAC) and Bedford Hall. There was collaboration with the Assistant Provost for Academic Outreach to create a Jotform for the Deans and Department Chairs to

submit budgetary requests for equipment, space configuration changes or technology needs. This form will be a predecessor to the Space Planning Request process.

*Lancer Post Office and Lancer Print Shop* both continue to support Longwood Partners. The Print Shop is also working to support the community such as Farmville Police/Fire Departments, FACES, Hampden-Sydney, and Dixie Youth Softball Leagues. The Post Office processed approximately 3,500 acceptance letters from the Admissions Office for potential future Lancers.

February 12, 2024

Major Project In Design									
Description	New Construction	Renovation	Appropriation To Date	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Authorized Design Phase	Current Design Phase	Milestones
Wygal Hall Replacement	60,894 GSF	0 GSF	\$89,056,922	\$89,056,922	\$0	\$7,764,111	Working Drawings	Working Drawings	The architect's contract to develop the Working Drawings was signed on July 11, 2023, and work is in progress. Appropriation of funds for furniture, fixtures, and equipment must be requested from the 2025 General Assembly

Major Projects Under Construction									
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Construction Contract Amount	Percent Completed	Construction Start Date / Completion Date
Facilities Annex Renovation and Expansion	19,209 GSF	24,624 GSF	\$29,950,374	\$29,950,374	\$0	\$28,032,132	\$23,373,521	65%	Construction commenced on January 3, 2023, and is expected to be completed in late summer 2024
Baliles Center Construction Phase 2 (LUREF project)	2,530 GSF	0 GSF	\$1,577,500	\$0	\$1,577,500	\$763,690	\$1,204,415	55%	Construction commenced on July 10, 2023, and is expected to be completed in spring 2024

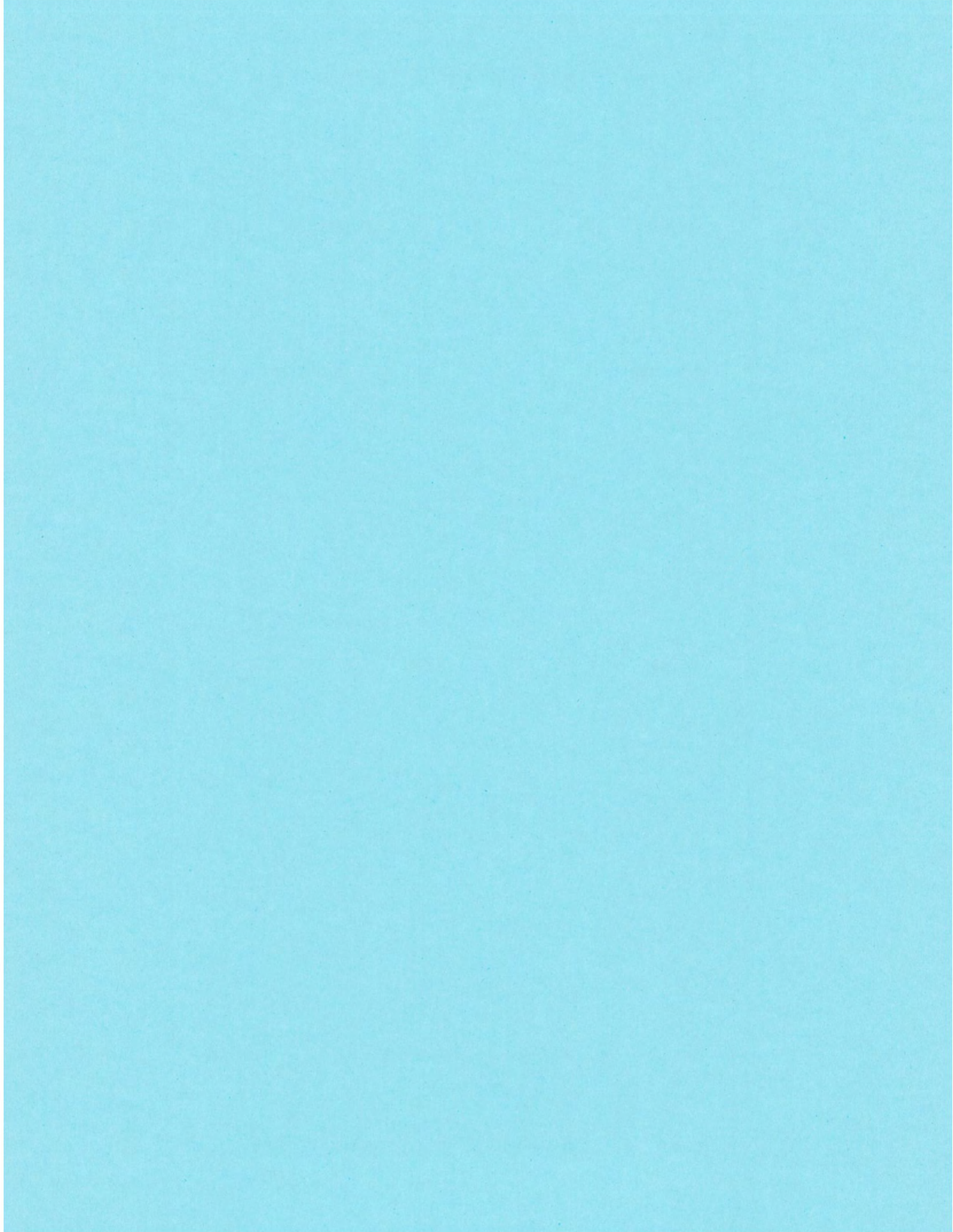
Major Projects With Multiple Subprojects									
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Percent Expended and Encumbered	Sub-Projects' Status	
HVAC System Controls and Equipment Replacement – COVID-19 Response (four sub-projects)	0 GSF	Equipment	\$3,773,000	\$3,715,000	\$58,000	\$2,689,284	71%	1. Maugans chiller: Overhaul has been completed 2. Hinerfan coil units: Installation has been completed 3. Bedford HVAC controls: Replacement to commence spring 2024 4. Building Automation System interface units for multiple campus buildings: Replacement has commenced	
Replace Air Conditioner Chillers in CSTAC, Eason, Lankford, and LCVA	0 GSF	Equipment	\$5,000,000	\$5,000,000	\$0	\$25,131	0.5%	1. CSTAC: In design 2. Eason: In design 3. Lankford: In design 4. LCVA: In design	

## **Community & Economic Development (OCED)**

OCED and Small Business Development Center (SBDC) are collaborating with SOVA Innovation Hub and Mid Atlantic Broadband in a third GO Virginia grant awarded in September 2023. Through these grant funds, SBDC is currently hosting the first of two 10-week business boot camps for Region Three.

OCED and SBDC continue to leverage investments from local governments and economic development entities. The office has submitted 24 budget requests to county governments and economic development offices to support operations in FY24/25. OCED also continues to collaborate with regional entities for grant funding to support operations and growth in programming.

OCED, working with the Longwood Real Estate Foundation (LU REF), GO Virginia, Virginia Tobacco Region Revitalization Commission, and US Economic Development Administration (US EDA), successfully obtained \$3.3 million in grant awards to plan and construct SEED Innovation Hub at Midtown Square. This quarter, LU REF received two bids for construction, and is awaiting US EDA approval of contract documentation to move forward with the selected construction firm. Construction is estimated to start in late March and finish in approximately eight months. Currently, we estimate that SEED will be opening and operational in January 2025, providing a community centric space for innovation in collegiate and community programming, resources, and business development.





**Intercollegiate Athletics**  
*Tim Hall, Director of Athletics*

**Highlights**

- **Department GPA Fall Record**
- **Other Academic Honors**
- **Basketball Attendance**
- **Shipp-Davis 1K Points, 500 rebounds**
- **Basketball Finish**
- **Spring Sports Starts**
- **Team Store**

**Lancers Set New Academic Records in Fall Semester**

Longwood student-athletes set a new academic standard with a department-record 3.374 GPA, breaking the previous high water mark set last fall at 3.35.

All 14 teams posted a GPA above 3.0, only the second time the teams have achieved the goal.

Eight percent of the department's student-athletes had a GPA above 3.0, and nearly half of the student-athlete population had a GPA above 3.50. Sixteen percent of them had a perfect 4.0.

A total of 86 undergraduate student-athletes earned Dean's List honors, and 30 more were named to the President's List.

**Other Academic Honors**

Longwood field hockey had six players named to the NFHCA Division I National Academic Squad in Meghan Hyatt, Hunter-Paige Johnson, Kylie Levine, Kate Frey, Noortje Geurts and Cara Obeirne for holding a cumulative GPA above 3.5.

In addition, Hyatt, Johnson and Levine also were named NFHCA Division I Scholars of Distinction for maintaining a cumulative GPA of 3.9 or above.

Also, the Longwood cross country teams earned USTFCCCA All-Academic Team honors for posting a cumulative GPA above 3.0. The Lancer women earned the honor for a third straight season, and the Lancer men earned it for a second straight year.

**Strong Attendance at the Joan Perry Brock Center**

Longwood basketball games have been in demand throughout the year at the Joan Perry Brock Center. Both the men and the women rank second in the Big South in average attendance per game.

The men are second in the league in attendance at more than 1,800 fans per game, a mark that would have sold out Willett Hall, and attendance is up more than 40 percent from a season ago. The attendance is the best in program history.

Meanwhile, the Lancer women also are second in the Big South in average attendance and are one of only three schools averaging at least 900 fans per contest. Their attendance has more than doubled over last season.

**Adriana Shipp-Davis Clears 1,000 Points, 500 Rebounds**

Adriana Shipp-Davis became the 81st player in Big South history to tally both 1,000 points and 500 rebounds in her collegiate career in the league.

In Longwood history, she is 22nd all-time in scoring and became the 26th player to score at least 1,000 points. She hit the mark on Saturday, Feb. 17 at home against Presbyterian.

**Men's Basketball**

March Madness!!

**Spring Sports Underway**

Longwood baseball opened up the season with back-to-back weekend sweeps to get off to its best start in more than a decade. The offense was sensational, piling up 92 runs in its first six wins.

Longwood softball has played a schedule that features a who's who among teams in the top 25. Nine teams on the slate are Power 5 opponents.

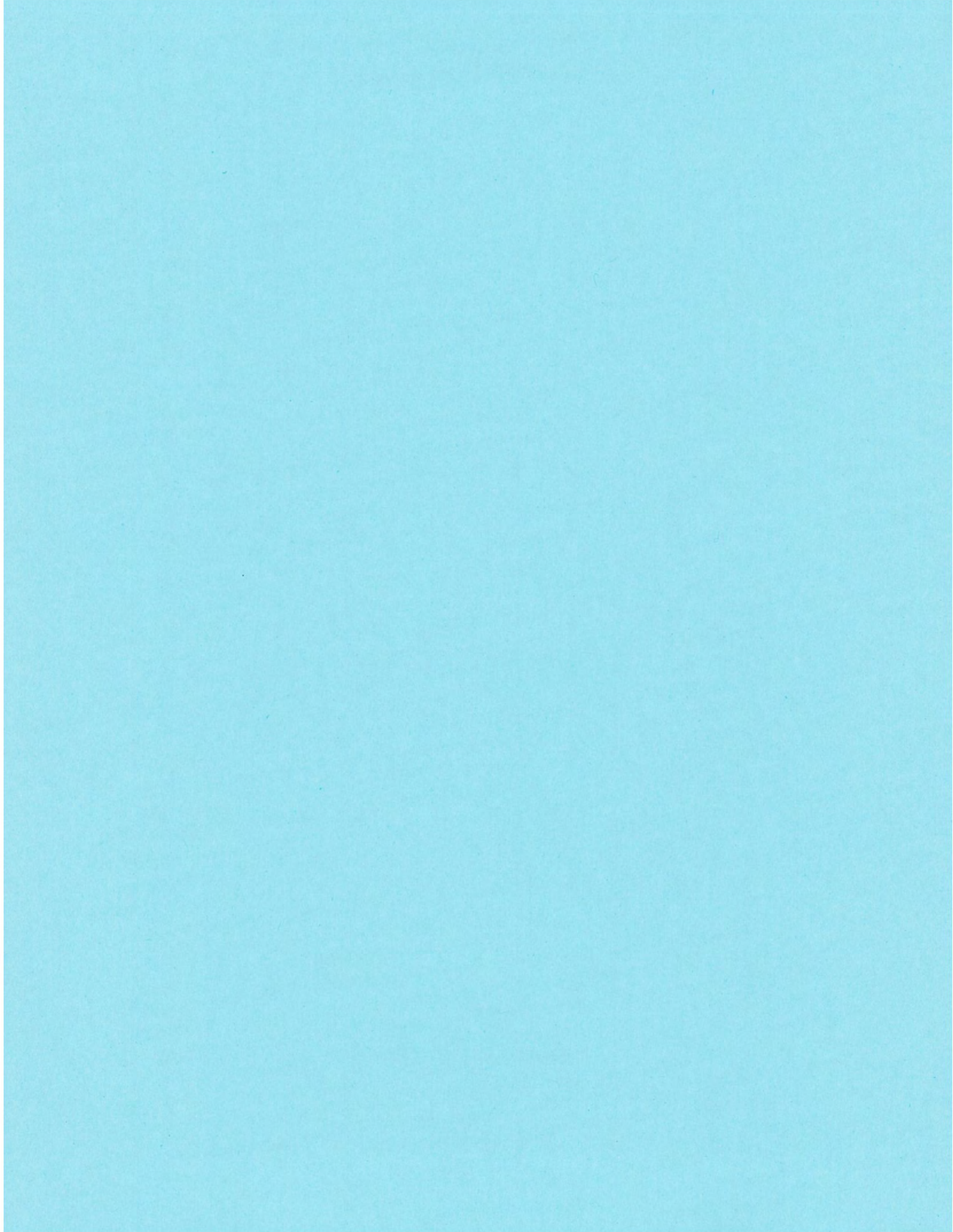
Longwood lacrosse has had a young roster that has showed growth early in the season, with freshman goalkeeper Bridget Robinson posting 19 saves in a game, the second-most in a game in the program record book.

Lancer tennis and golf are also underway, with the teams putting up solid results early.

**Carly Fullerton Heads New Student-Athlete Development Unit**

Carly Fullerton will take the helm of the new Student-Athlete Development Unit. Fullerton, a longtime veteran in the Longwood Athletics Department, will lead efforts in student-athlete development initiatives such as alcohol education and prevention, dating and relationship violence, bullying and hazing, and education on life skills such as financial literacy. In addition, she will serve as the day-to-day liaison with Longwood student affairs.







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

**Highlights**

- **Mark your calendar for “Love Your Longwood Day” March 20, 2024**
- **Celebrating the Class of 2024, the *Share the Chair* campaign launches in April**
- **2024 Commencement exercises for Southside Virginia Community College to be held in JPB Center**

**Development**

**ANNUAL GIVING**

**Love Your Longwood Day**

On March 20, 2024, Longwood will host its ninth annual day of giving with the theme: **The Time is NOW**. Through meaningful gifts of any size; alumni, students, parents, and friends can make a difference in the lives of current and future Longwood students. This year, we have 58 campaigns planned to include everything from Lancer Giving Madness for all sports teams, to Cormier Honors College, Nursing, and everything in between. The Annual Giving team reshaped the Ambassador Program this year by hand selecting ambassadors to help promote Love Your Longwood Day at regional events and within each of these ambassadors’ personal networks. There are fifteen very engaged members from all across Virginia ready to spread the word on March 20. We are expanding our Love Your Longwood Day footprint this year by launching regional events. The regional event locations include: Farmville – 3 Roads Brewery; Richmond – Buskey Cider; Hampton Roads – Hackers at Hilltop; and Northern Virginia – Bronson Bierhall. Alumni and friends can register for regional events, check out the prizes available, and see if there is a match or a challenge you’re interested in taking advantage of on the following link: [love.longwood.edu](http://love.longwood.edu).

The Student Philanthropy Council will table from 10 a.m.-2 p.m. on Beale Plaza during Love Your Longwood Day. They will take photos with “I Love Longwood because \_\_\_\_\_” signs, giving away Longwood swag, and collecting donations. The fun continues for students through the evening as the Office of Institutional Advancement is hosting Bingo for students at 3 Roads Brewery from 7-9 p.m. We want to get faculty and staff in on the action as all faculty/staff donors and faculty/staff alumni are invited to come by the Oppenheimer Gallery between 7:30 – 9:30 a.m. to enjoy donuts and coffee. This event is being hosted by the Office of Institutional

Advancement in conjunction with the Alumni Office. For more information and a countdown to the day, go to [love.longwood.edu](http://love.longwood.edu).

As Love Your Longwood Day is an email/social media campaign, we are also sending out a mail-in appeal that will support the day of giving. This piece will be sent to donors without current email addresses. All gifts received during the month of March will be counted toward the day of giving totals.

### **Fiscal Year-End Appeals**

The spring appeal will be sent to our loyal donors requesting a second gift and continuing to garner support from donors that need to renew through the end of FY24. The piece will focus on gifts for the Longwood Fund and Athletics with special emphasis on scholarships for incoming freshmen and athletes. All pieces should be in the mail in mid-April.

One of the smaller campaigns in response to metrics received from our fall/winter campaigns, was a lapsed donor appeal for donors who did not renew in the fall. Working in conjunction with Novus Creative LLC, we quickly took a look at preliminary metrics to determine we had approximately 180 donors who did not renew. These donors were sent an appeal in early February to remind them of how important their support is to the university.

The office of Institutional Advancement will once again celebrate the Class of 2024 with the *Share the Chair* campaign. The campaign is set to launch via social media and email beginning April 1-26. Donors will have the opportunity to make a gift of \$20.24 to celebrate and honor the graduating class of 2024 with a note of encouragement and congratulations. Each graduating student will be able to pick up their special message from the Office of Institutional Advancement table located near Willett Hall the morning of graduation. The goal is for each student walking across the stage to have a special message of encouragement from family members, faculty/staff, and friends.

### **Upcoming Events**

Our Giving Society Celebration is planned for April 17- 19, 2024. Each day, donors will have the opportunity to interact with students and faculty/staff. Scholarship recipients will have the opportunity to meet their scholarship donor at several scholarship receptions on Wednesday and Thursday. Scholarship receptions for Cormier Honors, Cook-Cole College, and College of Education and Human Services students, along with an Athletics reception, will be held throughout the two-day event. The event schedule and invitations will go out to all giving society members and scholarship donors in early to mid-March.

### **Stewardship**

Members of each giving society were recently emailed *On the Rise*, our digital newsletter. The newsletter for February was redesigned adding donor and student highlights. *On the Rise* was sent to 1,912 donors with 1,135 opening the newsletter, and 116 clicks made within various areas.

Donors will soon be receiving a ThankView thank you video message that will include a link to watch the live graduation ceremony celebrating our Lancers.

The Student Philanthropy Council donor thank you calls were made in January. Members of the council left mostly messages, but a few members got to chat with donors expressing their thanks for gifts received in December and January.

## **Leadership Giving**

The Leadership Giving Team welcomed Phil Robinson '23 to his new role as a Leadership Gift Officer in January.

Highlights from November-February include a \$65,000 gift for the “A Common Place” endowment, \$193,000 for the Cormier Honors College Deanship Endowment, \$55,000 for Hull Springs Farm, and a \$400,000 planned gift for Athletics.

Additionally, more than \$725,000 was given or committed to scholarships during that time. This includes \$84,000 in immediate use scholarship funds and the creation of nine new scholarship endowment funds. The new scholarship endowments support various areas of campus, from first-generation students and soccer student-athletes, to the Department of Health, Recreation and Kinesiology and students pursuing teaching licensure for elementary education.

## **Baseball Capital Projects**

Advancement and Athletics have continued to work collaboratively this winter to build philanthropic support for the turf field and player development center project. Since the lead gift of \$1.2 million was committed in the fall, an additional \$855,980 has been raised or pledged over the past several months, bringing the total raised for the project to \$2.05 million. This project remains a priority area for the Leadership Giving Team through the spring.

## **University Events and Ceremonies**

In 2023, University Events and Ceremonies ended the year having provided event coordination services for 520 events hosted by campus partners and external guests combined, which was 20 more than projected. Many of these events were multi-day or had several separate programs under one. Last fiscal year from January 2 – March 15, 2023 we produced 107 events; currently from January 2 – March 20, 2024 we have served 115. With the Joan Perry Brock Center open and hosting a variety of events, we estimate that we'll coordinate 600 events that require personal attention by the close of 2024. This is in addition to the basic day-to-day room scheduling, Commencement, and summer conference season.

There has been an uptick in requests this year for groups that wish to host multi-day, multi-event conferences that are comparable to our current type of summer conference volume programming. Two significant events to note are the Virginia Council for the Social Studies Conference which

spanned over three days, and the upcoming Commencement exercises for Southside Virginia Community College in the Joan Perry Brock Center scheduled for May 11.

This year we are continuing to focus on commuter/day programming for Summer Conference Season. Choosing to implement this programming in 2023 resulted in allowing our campus partners (particularly Facilities) the time and spaces they needed to prepare for our fall '23 students to arrive. It allowed the University Events and Ceremonies team time to support more fully the July campus programs such the New Teacher Institute, student orientation, and the Institute for Teaching Through Technology & Innovative Practices (ITTIP).

In addition to the above listed programs, we're looking forward to conference season 2024 and welcoming back the Virginia Department of Forestry, assorted Basketball Camps, American Legion Auxiliary Virginia Girls State, Call Me Mister, Summer Literacy Institute, and the Talented and Gifted (TAG) program.

# Fundraising Report

As of January 30, 2024

FUNDRAISING OVERVIEW

## TOTAL PHILANTHROPIC DOLLARS

Fiscal Year	Total Raised
2015	\$7.94M
2016	\$4.18M
2017	\$11.18M
2018	\$12.41M
2019	\$17.61M
2020	\$4.00M
2021	\$5.98M
2022	\$10.1M
2023	\$6.7M
2024 YTD	\$5.2M

## TOTAL ANNUAL GIVING DOLLARS

Fiscal Year	Unrestricted	Annual Giving
2015 YTD	\$257,333	\$693,705
2016 YTD	\$263,330	\$821,868
2017 YTD	\$235,404	\$1,201,597
2018 YTD	\$230,639	\$1,428,126
2019 YTD	\$159,262	\$687,739
2020 YTD	\$153,548	\$602,389
2021 YTD	\$144,751	\$539,237
2022 YTD	\$173,472	\$747,606
2023 YTD	\$164,046	\$784,332
2024 YTD	\$135,261	\$835,792

## ALUMNI PARTICIPATION

Fiscal Year	Total Alumni Donors	# of Undergraduate Alumni of Record	Alumni Participation
2015	2,976	27,197	10.94%
2016	3,126	27,894	11.21%
2017	2,890	28,691	10.07%
2018	2,813	29,522	9.53%
2019	2,303	30,286	7.60%
2020	1,773	31,074	6%
2021	2,257	31,803	7.10%
2022	2,052	32,458	6.32%
2023	1,861	33,002	5.64%
2024 YTD	902	33,582	2.69%

## TOTAL DONORS

Fiscal Year	Total Donors
2015 YTD	2,965
2016 YTD	3,152
2017 YTD	2,590
2018 YTD	2,589
2019 YTD	1,784
2020 YTD	2,223
2021 YTD	2,137
2022 YTD	1,895
2023 YTD	1,677
2024 YTD	1,366

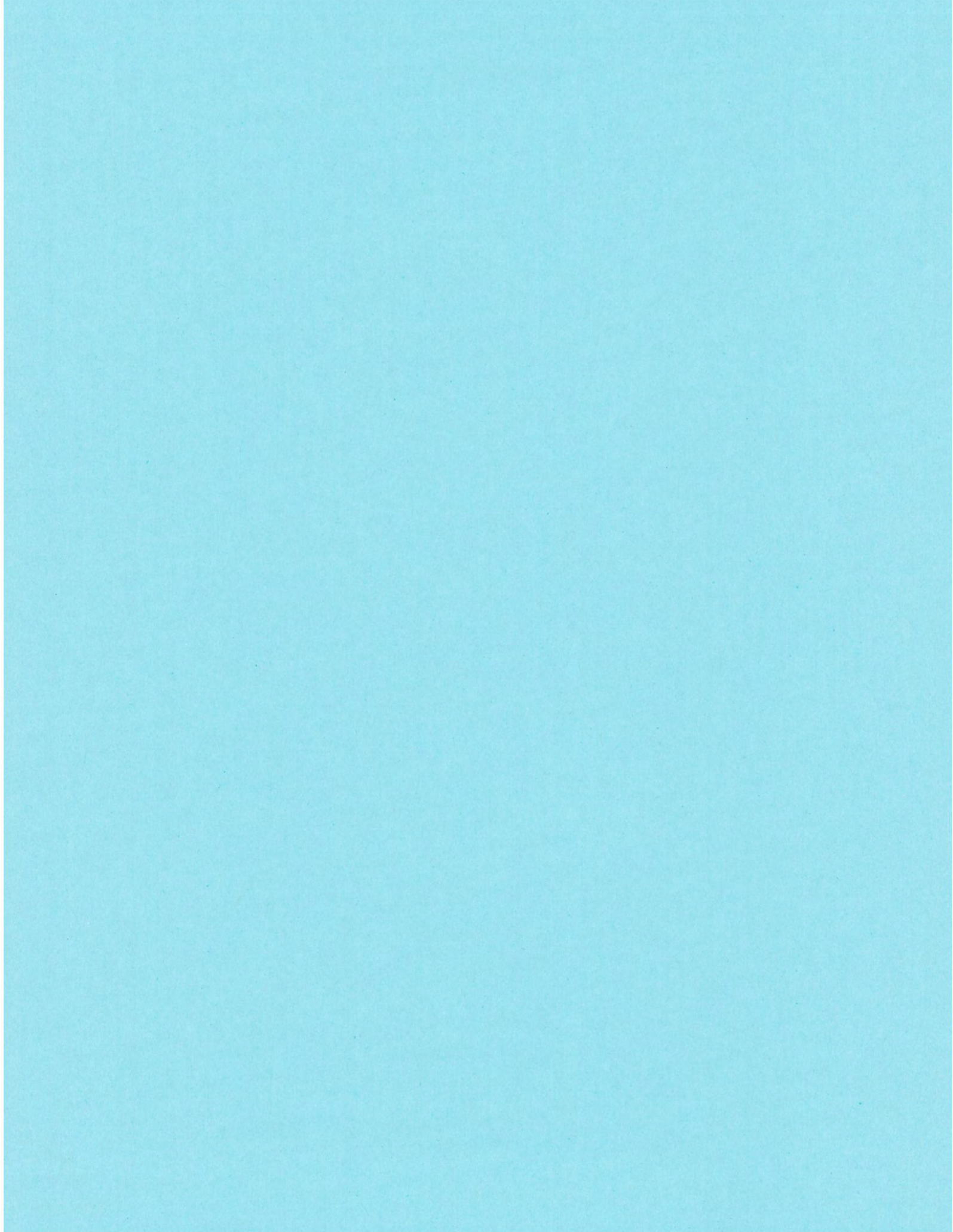
# Fundraising Report

*As of January 30, 2024*



LOVE YOUR  
LONGWOOD DAY

Year	Donor Goal	Total Donors	Total Dollars
2016	500	533	\$65,000
2017	1,839	1,405	\$126,000
2018	1,790	2,976	\$268,000
2019	2,500	2,700	\$325,000
2020	2,020	Cancelled due to Covid-19	
2021	1,839	1,863	Over \$390,000
2022	1,839	1,723	\$392,500
2023	1,839	1,894	\$735,247
2024	Save the date: March 20, 2024		







**Strategic Operations**  
*Victoria Kinson, Vice President and CIO*

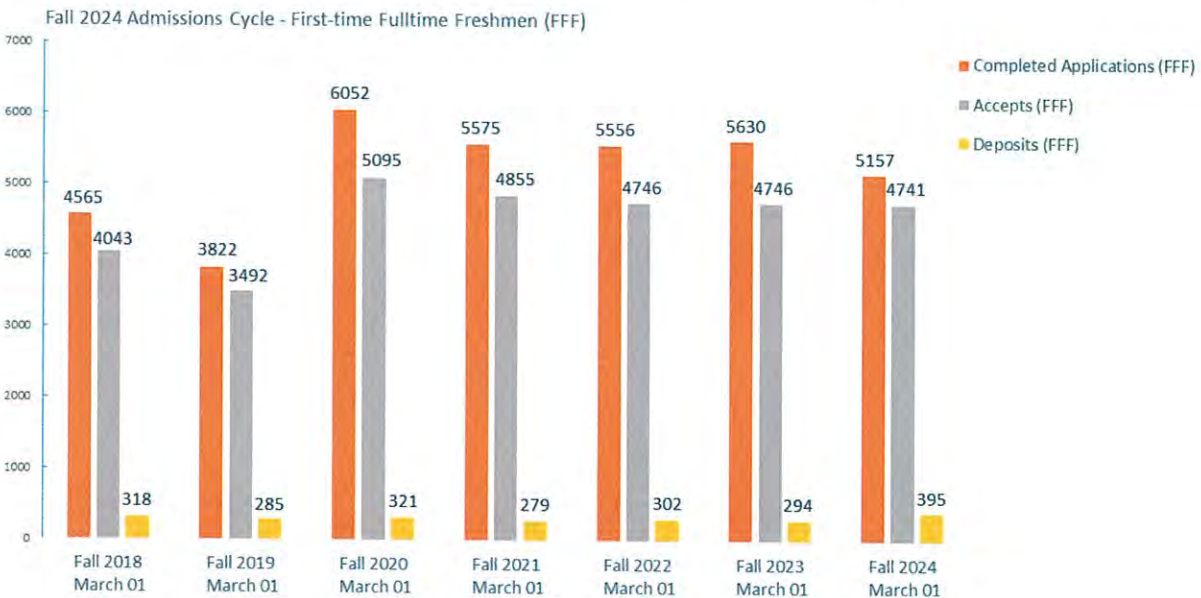
**Highlights**

- **Freshman deposits up 25% year-over-year**
- **Freshman fall-to-spring retention rate is at an all-time high of 92%**
- **Longwood awarded \$200,000 to support student work-based experiences**
- **Longwood.edu gets a refresh designed to enhance our visual brand and improve user experience**

Undergraduate Admissions, Enrollment Management and Student Success

*Fall 2024 Cycle Update*

The fall 2024 admissions cycle has been moving along at a promising pace. While total applications are lagging year-over-year, our accept pool is on par and our deposits are up 25%. In fact, this is a March 1 deposit record, achieved despite the FAFSA delays.



## *The Admissions Cycle – Yield is the Name of the Game*

As of today, we are on pace to meet (if not exceed) our enrollment goals. The majority of the factors we monitor to predict how our class will come in—especially our visit data—paint a very positive picture. Last January, 339 students registered for our Accepted Student Open House with 263 making the trip to campus. This January, 443 students registered and the number attending was 339—equaling the number of registrants from last year. There were only a few empty seats at our opening session in Jarman Auditorium.

Our team continues to evaluate and improve our visit experiences with the goal of making them as informative and as personable as possible. In addition to our two large Accepted Student Open Houses (January and April), we host events for those students on most Mondays and Fridays and have added additional Saturday tours to better meet the needs of our prospective families. At the same time, we have not neglected our underclassmen: We hosted more than 150 of them at our February Junior Day Open House. We also offer sessions for them on Tuesdays and Thursdays. We reserve Wednesdays for “Lancer Herds,” where busloads of students visit from high schools around the commonwealth. Finally, we offer private tours upon request and one-on-one meetings with the dean to all of our accepted students. Many prospective students have taken us up on a one-on-one meeting, including the meeting described below that provided Admissions Dean Jason “Ferg” Ferguson with his favorite anecdote of the cycle thus far:

“A young man from Midlothian was visiting with his mother. As we sat down in the lobby of Radcliff, she apologized to me and made a quick phone call. As the conversation was happening right in front of me, I heard her tell the person on the other side, “Well, you were wrong. You owe me.” She hung up, smiled at me, and thanked me. She went on to tell me that her husband said there was no way that they would meet with the Dean of Admissions, and it was just a marketing ploy. There are many stories like this, and they aren’t true just for admissions. As we get prospective families to campus, we connect with them—and we connect them with faculty, staff, students and each other. They leave here with a true sense of this being their home, and that is just fine with us.”

## *The F-Word – FAFSA*

Ah, the FAFSA delay, a saga more drawn out than waiting for a sloth to finish a marathon. All of us in higher education are navigating the FAFSA time warp, where deadlines now seem more like suggestions, and the financial aid process moves at a pace that makes the proverbial tortoise look like an Olympic sprinter. Even before the new FAFSA was set to launch at the end of 2023, we were in direct communication with our prospective families, assuring them that, no matter what happened, we would be there and we would help them through it. As the government continues to delay the necessary information getting to us, we are continuing to help our families navigate that uncertainty. We feel that this constant contact has helped us create a relationship that will bode well for us later in the cycle and facilitate conversations about aid, affordability and return on investment. Again, we are being cautiously optimistic—that’s what we need to keep in mind.

### *Positive Retention Trends Continue*

The positive trends regarding retention reported in December 2023 continue. There are two early indicators of retention: the fall-to-spring re-enrollment of the freshman class and the academic performance of the freshman class at the end of their first semester. The fall-to-spring re-enrollment rate is at an all-time high of 92%. Since 2015, we have had only two years with fall-to-spring re-enrollment rates in the 90s: 90% in 2015 and 91% in 2016. In both of those years, the fall-to-fall retention rates also reached their peak during the same period (79% and 80%, respectively).

We know from the retention task force's data analysis that one of the critical factors predicting student departure is academic difficulty at the end of the student's first semester. It appears that the strategies we highlighted in December 2023 (outreach about mid-term grades, and increased engagement between first-time students and their coaches and peer mentors) have contributed to a 6.6 percentage point increase in the number of students in good academic standing (87.14%) compared with the fall 2023 freshmen. This improvement is accompanied by a substantial decline in freshmen on probation (by 5.3 percentage points) and a decrease in suspensions as well (by 1.26 percentage points), compared with fall 2023. Upper-class students followed a similar trend as freshmen, with an increase in those in good standing and fewer on probation and suspension, though the differences are not as pronounced as with the freshmen.

At the conclusion of the fall semester, we took time to assess the adjustments we made to the coaching program, one of our key strategies to support students in their successful transition to Longwood and to ensure they retain to their following fall semester. The most significant shift in the coaching program this past year was a focus on individual connections with students versus primarily group interactions. This approach was met with tremendous success, with two-thirds of students engaging in an individual meeting with their coach in the first four weeks of the semester. The effectiveness of these individual meetings was reinforced by student feedback about the program, with 89% of students indicating the meetings were very or extremely helpful.

Coaches and peer mentors also strive to connect freshmen with the various support services on campus (such as tutoring, the Writing Center, etc.), and this fall substantially more students (15 percentage points more) reported utilizing these services. And, similar to previous years, students told us their coaches and peer mentors facilitated their transition, with peer mentorship being slightly more impactful in some areas. These highlights and other feedback from the assessments are being used to improve the program for the upcoming fall semester.

### *Student Employment Totals*

Five hundred fifty-three students are currently participating in the federal and college work-study programs. Twenty-six of these students serve in the FreeLancer program. These students are not interested in an hourly position but are notified when small jobs are available on campus that may fit into their schedules.

### *Usage of the Joanie by the Phonie Temporary Pool Grows*

More people are utilizing the Joanie by the Phonie Temporary Pool. These students are employed in an hourly position by Student Employment and can be sent to help offices across campus with various projects at no cost to that office. The students have assisted both the Greenwood Library and Printing Services with larger projects that have taken weeks to complete. They also have assisted with smaller tasks like packing boxes, desk coverage, hanging posters and delivering packages.

### *Transforming Federal Work-Study Planning Grant Updates*

Two new initiatives have already begun thanks to the funding provided by the State Council of Higher Education for Virginia (SCHEV) and Virginia Talent + Opportunity Partnership (V-TOP) grant. Student Employment will be organizing an appreciation activity for both student employees and their supervisors in the month of April. Student Employment has also hired a new student videographer who will create videos for students on topics ranging from how to create a resume right out of high school to how to apply for a job on campus. They will also create videos for on-campus employers on topics ranging from how to advertise a position to what college students want from a supervisor.

### Information Technology Services (ITS)

#### *End-point Encryption Project*

End-point encryption continues to be configured on campus workstations as computers are replaced. Server implementation will begin over spring break with hardware installation, and configuration changes will follow over the next several weeks.

#### *Ellucian Banner Self-Service Upgrades*

We have started the planning phase of upgrading our Banner Self-Service applications, also known as myLongwood. Committees and focus groups will be created to help test and implement the upgraded applications. We will also be working with administrative departments to research and implement new functionality.

#### *Multi-factor Authentication (MFA)*

Testing is in progress to implement MFA on our Evisions suite of products, which includes Argos, our enterprise reporting solution. We also are planning the implementation of myLongwood and are discussing the possibility of including this with our upgrade project.

## Office of Alumni and Career Services (OACS)

### *Longwood University Awarded \$200,000 to Support Student Work-Based Experiences*

Longwood Career Services and the Office of Sponsored Programs worked collaboratively to secure two \$100,000 state grants from the Virginia Talent and Opportunity Partnership (V-TOP) to support expanding student participation in work-based experiences. The Institutional Award for Student Internship Support Grant will address challenges that could impede a student's participation in an internship by providing professional attire and equipment needed to be successful in the workplace and through a student stipend pilot project to address financial barriers such as transportation and housing. The Institutional Internship Data Collection Grant will expand important infrastructure by adding an associate director of work-based experiences position and upgrading tracking and data-collection software for work-based programming. The addition of this key position housed in the Office of Alumni and Career Services will support the future micro-internship initiative included in the university's Post-Graduate Success Quality Enhancement Plan (QEP).

### *Grand Opening Planned for new Longwood Career Closet*

Students will soon have access to business attire with the opening of a Career Closet planned for April 2024. The closet is a collaborative project among the Office of Alumni and Career Services, the Alumni Association and the Student Government Association. The closet will be housed in OACS offices and is currently accepting donations of business casual and professional attire. All enrolled students will be able to select and keep a limited number of items per semester for use during job interviews, internships, career fairs and professional networking events. Career Services is currently working with a professional contractor on the installation of shelving and wall racks in the repurposed space. Renderings of the new OACS career closet are seen here.



### *Nearly 300 Longwood Alumni Express Interest in Engaging in Career Programming*

Career Services kicked off the spring 2024 semester by deploying an Alumni Engagement Survey as part of ongoing strategic planning efforts. Nearly 300 alumni responded to the survey, expressing an interest in supporting Longwood students in the areas of professional networking, work-based experiences, and career outreach and awareness. Career Services is using the results of this survey to develop targeted career success initiatives that will enhance the connection between alumni and students.

### *Holistic Approach to Fan Engagement is Creating Stronger Ties Between the University and its Dedicated Alumni*

By integrating alumni, community and student interactions with unique game-day experiences, the Office of Alumni and Career Services (OACS) has successfully bolstered attendance at home basketball games and deepened the bond between the university and its alumni base.

A standout example of this approach was on January 11, when the Alumni Association teamed up with the Lancer Lunatics to co-host a Pregame Happy Hour before a nationally televised ESPN game against Radford. This event, along with a speed networking event held on February 10 before a home game, provided alumni and community members with a unique opportunity to network and engage with current students. These events not only fostered a sense of connection and continuity within the Longwood community but also highlighted the importance of alumni involvement in current campus activities.

OACS further elevated the game-day experience throughout February by offering an Ultimate Fan Experience package during Saturday home games. These exclusive opportunities allowed fans to participate in a private shootaround on the new Jerome Kersey court, enjoy a behind-the-scenes tour of the Joan Perry Brock Center, and engage with players and coaches during a meet-and-greet after the game. These efforts show how committed we are to creating a great visit experience and helping to nurture a supportive and engaged alumni community.

### Marketing, Communications and Engagement

#### *Partners in Preparation: Assisting This Year's Presidential Debate Hosts*

Leveraging our experience from hosting the Vice Presidential Debate in 2016, our team has been actively supporting universities slated to host this year's presidential and vice presidential debates, including Virginia State University, Lafayette College and Texas State University. We've provided comprehensive guidance covering various aspects, including preparatory expectations, resource allocation, effective communication strategies and innovative approaches to ensure seamless execution. This collaboration not only fosters a spirit of community but also highlights our institution's leadership and prowess in managing events of national significance.

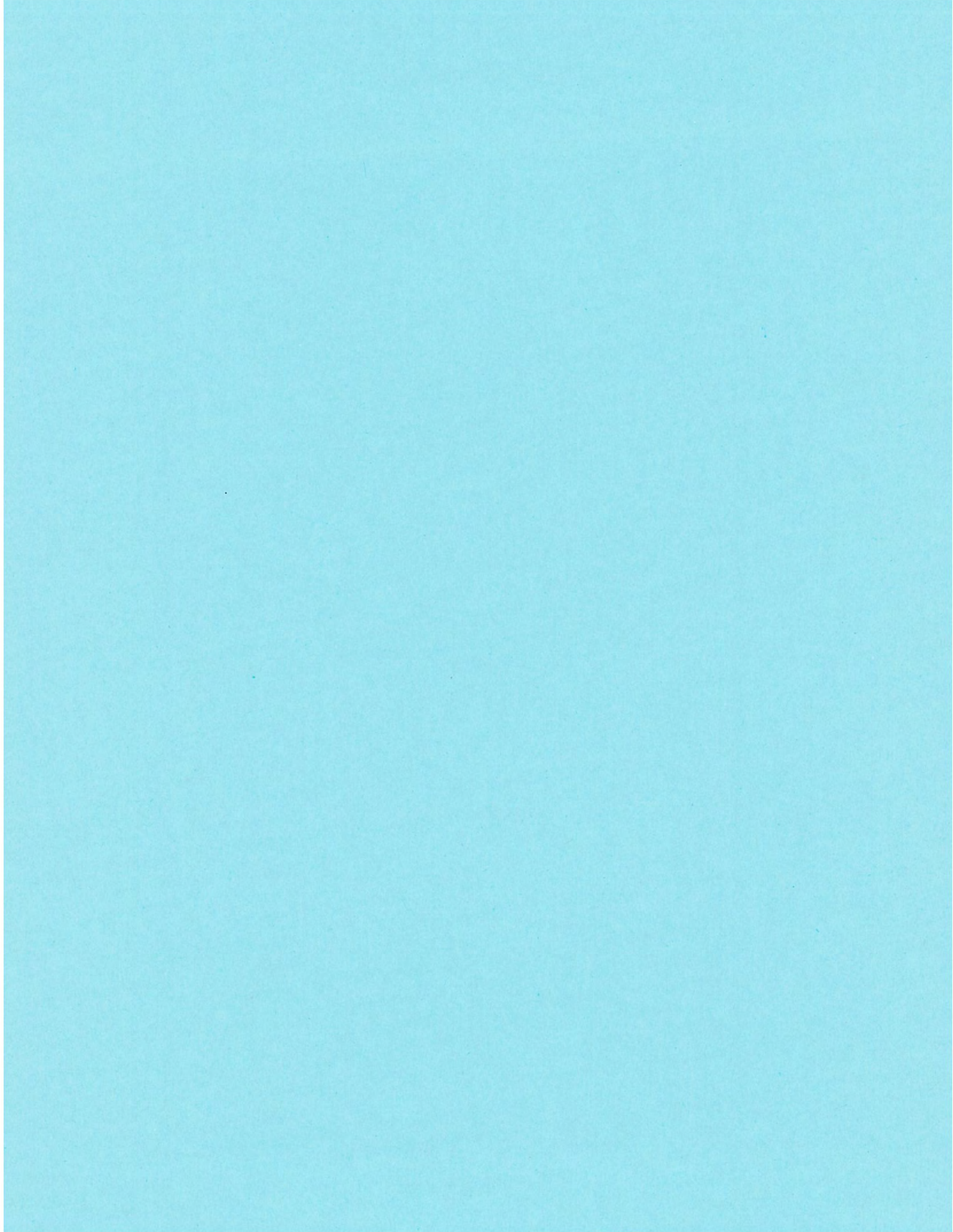
## *Longwood.edu Gets a Refresh With Mobile-First Approach*

February marked a noteworthy milestone in the evolution of Longwood’s digital presence, with a refresh of our website (longwood.edu) designed to enhance our visual brand and improve user experience.

This refresh was not a complete overhaul of the website but simply an iterative refresh that embraces current design standards, ensuring our website looks and feels more modern and engaging. A significant highlight of this refresh is our mobile-first approach, which prioritizes the mobile user experience. It is important and strategic because nearly two-thirds of our website visitors are accessing it through mobile devices.

Additionally, the refresh features enhanced user-friendly functionality—one notable feature being a combined web and people search, allowing for a smoother search experience without the need to toggle between options. This feature and other improvements help make our website as intuitive and efficient as possible.









**Student Affairs**  
*Cameron Patterson, Vice President*

**Highlights**

- **The Welcome Back Well-Being Fair provided students with a great opportunity to connect to wellness-based resources on campus and in the community to start the semester.**
- **We continue to experience growth in support of Longwood's First-Generation student population with the opening of a First Gen Student Lounge and Resource space in Upchurch and the new Tri Alpha, First Gen Honors Society.**
- **In collaboration with the LCVA, the Office of Accessibility Resources is hosting the second annual First, People exhibition. The exhibition is currently available for viewing at the LCVA to support disability awareness month.**

The spring semester is humming along, and the warm weather brings lots of good energy across campus as we prepare for a number of events that will carry us until the end of the academic year. Student Affairs staff continue to contribute in multiple ways to help create a vibrant campus experience for our Longwood students through a number of activities and initiatives.

The semester started with a wonderful week of activities to highlight our MLK Week Celebration bookended by our MLK Service Challenge and the Harlem Nights Gala held at the Moton Museum. Both events saw a substantive increase in student participation. We also held our Welcome Back Well-Being Fair in the Pierson Hall Health & Fitness Center. This event featured a number of offices both on-campus and off-campus highlighting wellness resources for our Longwood students and campus community. This a fantastic initiative that highlights our wellness goals of wanting to help students Be Active Be Well, and Be Themselves as they create their sense of belonging on campus. Finally, we held our annual Club & Organization Fair. This event allows students to once again find a home with the more than 65 student organizations that

were present to participate in this event. Helping students find opportunities for engagement continues to be a priority for our Student Affairs Team.

One initiative that continues to be of important focus is our staff and faculty's work to support our First-Generation students on campus. Longwood continues to recognize and support the needs of First-Generation students and has been recognized for its commitment to improving experiences and advancing outcomes through our participation as a First Scholars Network member through the Center for First-Generation Student Success. Recent activities for the spring semester include opening a First Gen Student Lounge area on the third floor of Upchurch with the support of a Parent's Council Grant and the addition of the Tri Alpha Academic Honorary Society, which is welcoming more than 50 students. We are also thankful for continued collaboration with the Office of Institutional Advancement and a generous matching gift for Love Your Longwood Day to support student access to First-Generation programs.

We are also excited for the second annual *First, People* exhibition, a collaboration between the Longwood Center for the Visual Arts and Office of Accessibility Resources to highlight disability awareness month. This exhibit runs through April 12 and we encourage you to visit the LCVA to engage with the more than 60 artwork submissions from faculty, staff, and community members as they share their perspective of disability and what it means to them.

As we enter the second half of the semester, we look forward to some signature activities and celebrations including but not limited to The Big Event: A Day of Service, Relay for Life, Greek Awards, Citizen Leader Awards, Joan of Arc Awards for Excellence, Lavender Ceremony, and Multicultural Gala/Donning of the Kente, and the inauguration of our new Executive and Senate Members for the Student Government Association.

### **Dean of Students Unit**

In the spring semester, the Dean of Students office and Care Team has assisted 237 students with medical absences, family and personal emergencies, mental health, transition issues, and academic and financial concerns.

### Accessibility Resources Office

Registered students total 481 for this academic year, the highest number of students registering with mental health diagnoses. The overall average of student meetings is approximately 40 per week for registration intake, continued follow-up, and assistance with immediate issues. The Testing Center is operating at total capacity, having worked to administer, proctor, and return 150 tests so far this spring semester.

In collaboration with the LCVA, the *First, People* exhibition is currently available for viewing in the gallery to support disability awareness month. More than 60 artwork submissions by faculty, staff, students, and alums are displayed. This powerful display of artwork runs from March 1 through April 12.

### Residential and Commuter Life

Residential and Commuter Life is currently administering the housing registration process for 2024-25. Apartment registration concluded at the end of February. Since spring 2022, the spring semester occupancy has increased by 14%, or 341 students. The twelve-month housing/summer storage option and three-year residence requirement have contributed to these increases. During the process, 547 students chose to “squat” or return to the same apartment unit, an increase of 92 students compared to the previous year. At this time, apartment spaces are at 99% occupancy.

### Student Conduct and Integrity

Forty disciplinary case adjudications so far in spring 2024. Student demand for administrative resolution remains high, with 28 cases heard by Administrative Hearing and Agreed Resolution Officers. The Honor and Conduct Board completed additional mid-year training in January and adjudicated the remaining twelve cases. Of these cases, the most significant percentage dealt with academic integrity violations, with a majority related to the inappropriate use of artificial intelligence; the next most significant percentage dealt with alcohol, nicotine, or drug-related offenses.

### Title IX

Eleven reports of notice have been received since the start of the spring semester. One formal complaint and investigation initiated at the end of the fall semester is nearing the end of the process. Two pregnancy-related requests have been received this semester; supportive measures and collaborative work with academic programs are coordinated as appropriate. One additional staff member has completed civil rights investigator training, totaling seven trained and authorized to investigate formal complaints.

### **Student Engagement Unit**

The spring semester has been a very busy one so far, with exciting energy on campus. The Student Engagement Staff continues efforts focusing on: access and inclusion, community, education and learning, transformative experiences, and accountability and transparency and continues to support students in many ways as advisors and mentors.

Exciting, continued growth in support of Longwood’s First-Generation students includes the opening of a First Gen Student Lounge area on the third floor of Upchurch and the addition of the Tri Alpha Academic Honorary Society, which will welcome almost 50 students in its first group of initiates in late March.

Lancers VOTE continues efforts to encourage student voter registration and participation, most recently in the Super Tuesday primary election. The Student Government Association has spent

time reviewing its Constitution this year and making several important updates. There has been thoughtful conversation around proposed changes.

### Fraternity and Sorority Life

Greek life continues to grow in exciting ways in terms of both participation and activities. This spring semester has been very productive, with CPC sororities welcoming 104 new members, and the IFC fraternities had a total of 34 men join their chapters. NPHC chapters will be revealing new members later this semester. The total membership in the 20 chapters is an impressive 522 undergraduate students, and groups are still growing. Students also excel academically as the All-Greek GPA continues to be higher than the All-Campus GPA. Members of the organizations are highly involved on campus and in the community and have donated more than \$21,000 to various philanthropies and 4,500 service hours so far this year, including a partnership with Piedmont Habitat for Humanity. Strong departmental leadership also supports a number of partnerships across campus, including with Athletics and Alumni offices, with support for events and programs and a new, ongoing alumni newsletter.

### Multicultural Affairs

The semester began with MLK Week activities, including a successful Day of Service with 150 student, faculty, and staff registrants who served at 14 service sites in the community. Student organizations hosted a festive Harlem Nights Gala at the Moton Museum with over 100 students in attendance. Speaker Ebone' Bell addressed *How to Be a Good Ally and Level Up Leadership*. Staff members have presented Constructive Dialogue Institute workshops and discussions with student clubs and organizations to develop skills in engaging in and navigating difficult conversations. Support continues on the topics raised by the CHANGE (Community, Humanity, Allyship, Grace and Equity) student coalition, most recently collaboration in the development and publication of the inaugural DEI Newsletter and continued planning for a more centralized location for the campus Intercultural Center. Staff within OMA and across the Division continue to support our LGBTQ+ students as they share concerns and opportunities to create more visibility and support across campus. Twenty-three students of color participated in the *Get on the Bus* graduate school tour to VCU and the University of Richmond in late February to seek information about graduate school opportunities.

### Education and Prevention Programs

The office continues to ensure compliance with federal and state laws and University policies related to providing education and prevention programs for students on substance use, sexual misconduct, hazing, and human trafficking. Bystander Intervention is a theme throughout the Keeping It Real anti-hazing trainings, which continue to be successful with the support of Student Activities and Fraternity and Sorority Life, who require participation to join recognized student clubs and organizations with a new member process. More than 100 students, faculty, and staff have been trained to administer Narcan/Naloxone in the event of a possible drug overdose. Participants are taught to be active bystanders and provided the necessary tools to

succeed; more than 200 free doses have been made available through Crossroads and distributed after participants complete the REVIVE rapid response training. The Director was re-elected as Chair of the local Substance Abuse Coalition. In January, this local community coalition was recognized at the CADCA's National Leadership Forum. This continued involvement will position the coalition to apply for federal grants to strengthen the community's prevention efforts, including at Longwood. The Longwood University Peer Health Educator (LUPHE) student organization has been re-organized by students and the department will provide important support and advising.

### University Center and Student Activities

The semester kicked off with a Spring Involvement Fair in which more than 65 student organizations participated in and provided the opportunity for new and returning students to connect to opportunities for engagement. The workshops for students and student organization leaders on topics such as constructive dialogue, community engagement, diversity and inclusion, and officer transitions have been very successful this year. The Mortar Board honor society welcomed 33 new members in February. It hosted the *Last Lecture* program, which featured four faculty members speaking on their chosen topics and sharing advice for students. Lancer Productions has continued to host successful weekly events, including bingo, trivia nights, craft nights, movies, and performances. They are also planning the upcoming Spring Weekend activities, including the highly popular student organization booths. The Big Event service projects in Farmville and the Relay for Life, which raises funds for the American Cancer Society, have grown back to pre-Covid levels of involvement. The Upchurch University Center continues to be a vibrant location for student life.

### **Well-Being Unit**



### Campus Recreation



Campus Recreation delivers diverse programming and services to keep community members active. The Fitness Center started the semester strong by logging almost 10,000 visitations, the highest January total in four years. The Welcome Back Well-Being Fair, hosted in the Fitness Center by the Well-Being Unit, was a collaboration among nine campus partners to educate students about resources for well-being. The new Longwood Boxing Club has more than 25 active participants, two of whom will represent Longwood at the Intercollegiate Boxing National

Championships in Houston, Texas. The Equestrian Club has returned to Longwood after a two-year absence with nearly 20 active members, seven of which will compete and represent the University in local and regional events. Group Fitness has enjoyed record-breaking participation in spin classes (due in part to new spin bikes), necessitating the addition of a first-ever Friday evening class. On Saturday, February 24, 2024, Women's Volleyball hosted a 6-team tournament in the Fitness Center that included more than 250 athletes and spectators from Lynchburg University, Radford University, Loyola University, George Mason University, and others. On Sunday, February 25, 2024, the Fitness Center hosted the 14th Crux Climbing Wall Competition with 25 climbers, including Longwood students, faculty, and staff; Hampden-Sydney College faculty and students; and community climbers from the Richmond area.

### Counseling and Psychological Services



A Parents Council Grant was secured to purchase supplies and is providing Somatic Therapy to Longwood University students, including a three-part series in collaboration with the Office of Multicultural Affairs titled “The Body Can Change The Score.” The series will include intentional movement to release tension and pain stored in the body as the result of racialized and generational trauma.

The Resident in Counseling (a SCHEV grant-funded position) provides four hours of clinical services as an embedded counselor in the Office of Multicultural Affairs.

Longwood University initiated the contract with ProtoCall Service, Inc. (a mental health crisis support line) in January 2022, partly with SAMHSA grant funds. At this point in AY24, ProtoCall, Services, Inc. has received 102 calls from the Longwood University community. One call was elevated to the (highest) emergent level of care, 15 were elevated to the urgent level, and the remaining coded as routine. CAPS clinicians responded to 17 crisis situations so far during AY24 (and 10 during the same period AY23) compared with 32 during the same period AY22. The investment in ProtoCall Services, Inc. has proven to be a great asset in student care and CAPS staff morale.

Partially funded by the SAMHSA grant, the Trauma Specialist continues to cultivate a trauma-informed campus community. The Trauma Specialist has trained 157 members of the faculty, 257 members of the staff and 208 student leaders (e.g., Resident Assistants, Student Nursing Association, Desk Aids). In addition to other clinical services, the Trauma Specialist provides evidence-based Cognitive Processing Therapy to assist students in trauma recovery.

The CAPS Training program provides on-site training and supervision to graduate students from regional graduate programs. Three current Counselors-In-Training, each from Longwood

University's Counselor Education program, provide significant clinical services to Longwood University students under the supervision of licensed providers.

### **Longwood University Police Department**

Based on collaborative efforts between campus police chiefs, the Virginia Association of Chief of Police/Virginia Association of Campus Law Enforcement Administrators (VACP/VACLEA), and the Virginia Secretary of Public Safety, campus police agencies are now eligible for grants previously available only to local and municipal agencies. As critical infrastructure needs are at the forefront of Chief Comer's strategic plan, LUPD is preparing grant submissions to acquire new body-worn cameras and upgrade the record management system to one compatible with regional partners. Chief Comer hosts quarterly meetings with regional law enforcement agencies to solidify and enhance collaboration, communication, and joint response protocols as a force multiplier toward campus safety goals.

A strong partnership has developed between LUPD, the JPB management team, and Athletics. In response to a few emergency medical incidents, LUPD, JPB, and Athletics chose to staff all home games with EMS personnel to ensure a dedicated response to these incidents.

Ensuring our officers have access to training and professional development opportunities to remain abreast of professional best practices continues to be a priority. Recent opportunities that our officers and leadership have participated in include the FBI National Command Course Association Leadership Seminar, VACP/VACLEA Winter Conference, FBI LEEDA Command Leadership Institute, Virginia Emergency Management Symposium, and the VACP First Line Supervisors Course.

During the summer months, LUPD will be working to develop a Cybersecurity and Infrastructure Security Agency (CISA) Infrastructure Visualization Platform (IVP) to map Longwood University's campus and surrounding areas to produce a portable and interactive document that will assist LUPD in training, planning, and making informed incident preparedness and management decisions.

## Informational Items



## Report from Lisa Kinzer, Faculty Representative, March 22, 2024

It would be simplistic to attribute current student dispositions solely to the consequences of the Covid-19 pandemic. Nevertheless, it is undeniable that the world swiftly transitioned online in its response. As we emerge, faculty are noticing new challenges in the classroom (see “Students Crossing Boundaries; Rudeness, disruptions, unrealistic demands. Where to draw the line?” in *The Chronicle of Higher Education*, <https://www.chronicle.com/article/students-crossing-boundaries>). This report delineates our faculty’s observations of both concerning and positive student behaviors, along with strategies and activities to address these challenges.

Across disciplines, faculty, program directors, and department chairs share common observations. Foremost among these is the perception that students exhibit apathy towards their education, evidenced by failure to attend class, arrive on time, meet deadlines, and submit assignments. During the pandemic, many K-12 teachers were forced to accept late work and refrain from assigning failing grades. Unfortunately, students often assume these lenient standards apply in college. With the academic bar lowered in some high schools, students lack the skills to engage in college-level reading, writing, and assignment interpretation. Meg Thompson, Associate Professor of Kinesiology, shared, “I use very explicit wording and emphasize transparency when discussing assignment expectations. While on its face this may be seen as effective communication and student-centered pedagogy, the underpinning is faculty acquiescence to students’ perceptions and expectations of learning in higher education.”

Many faculty reported spending increased class time reviewing expectations already outlined on the course syllabus and looking at Canvas to be sure assignments and their deadlines are clear to students. According to Chris Bjornsen, Professor of Psychology, “I have had policies regarding [meeting deadlines] on my syllabi including grade deductions after a certain limit is reached for the last several years, *because* students have demonstrated less self-control and an increased sense of entitlement. I also include *on my syllabi* the FPPM text stating that ‘students are expected to attend all classes.’” Addressing students’ reliance on online platforms, Katrina Marks, Lecturer in Communication Studies, offered, “Canvas is a highly useful tool that opens up many opportunities for pedagogy and it’s only natural that it became a stronger force in online and hybrid classes over the pandemic, but I think we should reflect on its impact for in-person instruction and think about how we might balance its influence with other methods of project management.” She continues, “I’ve made adjustments to how I give instructions and even the timeline for the peer review [assignment], but unless I get each step to show up on that to-do list, confusion remains. This is a small logistical issue, but it does concern me when I think about the implications for their time management and project management outside of class.”

Perhaps the virtual world to which students grew accustomed has degraded their sense of decorum in the classroom setting. Faculty recognize that students are uncomfortable speaking in large groups and less able to engage in collaborative or communicative work. More than ever, students are tethered to their laptops, cell phones, and smart watches. Meg Thompson continued, “student behavior is more often disrespectful, to the point of sometimes being disruptive. Incidences of talking while I am doing direct instruction as well as use of cellphones during instruction and during class activities are at an all-time high.” Charles Kinzer, Professor of Music, says he reminds students *at the beginning of every single class meeting* to put away their electronic devices in order to spend the next 50 minutes together, interacting with each other.

Most alarming, perhaps, are the reports of increased student mental health issues faculty must attempt to navigate. We read in Cam Patterson’s December report that our Accessibility Resources

office is busy; emotional/mental health diagnoses rose about 3% over the last year, and the Testing Center has seen an increase of 100% for administering tests. Eric Hodges, Associate Professor of Political Science, observed, "Overall, I'd say their [students'] attitude is more defiant and they expect more accommodations." Hodges shared an account of a student who had consistently missed class, and consequently regular reading quizzes. With no valid (or truthful, as it turned out) excuses for her absences, the student petitioned Hodges for the opportunity to make up the tests. In an effort to work with her, Hodges met with the student in his office, during which time the student "exploded" on him, alarming a professor from a nearby classroom. Admittedly, this is an extreme case, but frankly not surprising to hear.

Sarah Tanner-Anderson, Assistant Dean of the College of Graduate and Professional Studies, contributed, "Much of what I have experienced as a faculty member and program director has been an overwhelming sense of stress, depression, and anxiety among my educational leadership candidates. I believe a large part of their experience hinges on the fact that they are full-time, working professionals in the trenches of our PK-12 education system, who, in striking juxtaposition, are dealing with students displaying behaviors such as those you referenced" (see *Chronicle* article above). Lee Bidwell, Professor of Sociology, put it bluntly: "Depression is the new epidemic." She has worked to adapt her classroom with the assistance of trauma-informed practice training. "I try to remind myself not to ask 'what's wrong with the student' but 'what has happened to the student.' I have given more grace to students, but balance that with accountability. It's really a delicate balance."

David Magill, Chair of English and Modern Languages, observed, "Students are less resilient." Renee Gutierrez says that over the past 3 years she has become adept at recognizing panic attacks and assisting students who have them. With the guidance of with professionals such as Erica Brown-Meredith, director of CLASP (Collaborating with Lancers for Academic Success), she has learned to "recognize much more quickly the students who will fall through the cracks in the system, and I push them hard towards resources here on campus."

It is clear that Longwood faculty are recognizing and responding to our students' needs. Virginia Beard, Chair of Sociology, Anthropology and Criminology, strongly encourages students to meet with her during office hours and visit the Writing Center. She outlines course expectations early on, and encourages students to find other classes if they are not willing to engage and/or collaborate.

Sarah Tanner-Anderson has found embedding "pulse checks" at the beginning of each class session helps to focus students on content, while acknowledging the difficulty of the work as it relates to day-to-day and ongoing leadership.

Despite these challenges, there are bright spots. Faculty note students displaying genuine enthusiasm for college and learning in general. Jennifer Beach, Associate Dean of the Library, mentioned that there is a 49% increase in foot traffic in the library (37k visitors in F20 to 55k in F23). In addition to continuing Zoom research appointments, staff in Greenwood have offered free food, de-stress coloring sheets, and puzzles for passers-by.

Dave Magill acknowledged a strong cohort of students in his department this year and continued, "I see several students who are on top of their game, producing amazing work and pursuing challenges such as senior theses, research apprenticeships, and public performances of their creative work. And I would argue that Longwood's continued approach to 'high-touch' education and close interactions in small classes is an important difference in how our school has fared relative to others."

In conclusion, my colleagues remain dedicated to meeting students' needs. While spending increasing class time addressing mental wellness and time management issues, often at the expense of teaching content, can be frustrating, we whole-heartedly appreciate the influx of curious and engaged students we are beginning to see, and recognize their positive contribution to overall morale.

## Strategic Plan & Metrics

# LONGWOOD UNIVERSITY



## FOREFRONT FOR THE COMMONWEALTH

### *Strategic Plan 2019-2025*

**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:**

*In a Turbulent Time, a Thriving Institution – American democracy and American higher education are in a time of division and uncertainty, but Longwood can accelerate and thrive, proving the power of residential, citizenship-focused university education*

#### **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 preparing citizen leaders committed to the common good in our pluralistic democracy*

*Transforming Lives – we are at our best when helping to transform lives, by connecting students with people and experiences that broaden their minds, challenge them, and equip them with strong career skills; to succeed we must also help keep college affordable, provide a campus culture that fosters well-being, and be mindful of Longwood’s role as a steward in our region of the Commonwealth*

*Camaraderie – enriched by our many traditions, including our honor code, and commitment to diversity of backgrounds, identities, and intellectual perspectives, we enjoy a distinctive camaraderie, which is fueled by our belief that individuals can make a difference, here on campus and beyond; cultivating this camaraderie gives real strength for collaborating and working-together in challenging times*

#### **Our Priorities:**

*Intensifying Enthusiasm across All Enrollment – the University will thrive if students and prospective students at all levels cherish the chance to attend Longwood; academic rigor is fundamentally part of cultivating this enthusiasm, as is affordability via scholarships*

*Innovation in What We Offer – inspired by Civitae, we can innovate in our major, graduate, co-curricular, and student-employment offerings, enhancing career skills by drawing on strengths like Hull Springs, the LCVA, Moton, Study Abroad, and the Brock Experiences*

*Reflecting the Diversity of America – strong commitment to diversity of backgrounds, identities, and intellectual perspectives is crucial for our success pedagogically and civically, as is focus on faculty and staff recruitment and retention, including competitive compensation*

*Distinction in the Commonwealth and the Nation – communicating Longwood’s successes and strengths, qualitative and quantitative, will make one of the fifty-oldest NCAA Division I schools into the household name in Virginia and beyond that it should be*

*A Sense of Beauty and Place on Campus – with its historic sense of place and its accessibility, our campus can serve as a sanctuary of natural and architectural beauty fostering physical and mental well-being; sustainable practices are powerfully important in this regard*

*College-Town Vibrancy – Farmville, Prince Edward, the surrounding region, H-SC, and Longwood stand together where the Civil War ended and Civil Rights began, as America’s first two-college community; our college-town vibrancy is resurgent and crucial*

*A Culture of Philanthropy – with the Commonwealth as a vital support and catalyst always, it is also of paramount importance for Longwood to build a true culture of philanthropy, among alumni and friends as well as on campus in spirit, budget and procedure*

#### **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 as barometers reflecting institution-wide progress, assessed to inform decision-making and budgeting:

- Enrollment for Undergraduates, “4+1” and Graduate Students
- Retention and Graduation Rates
- Composition of Student Body, Faculty, Staff, Boards and Volunteer Leadership
- Purchase Volume of University Licensed Logos and Marks
- Overall Attendance at University Events (Performances, Athletics, Exhibits, Lectures, etc.)
- Total Population of the Local Community
- Alumni Annual Giving Percentage



## FOREFRONT FOR THE COMMONWEALTH Strategic Plan 2019-2025

### - Dashboard of Principal Metrics -

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023*
<i>Applications Prior Year</i>	4087	4224	4354	4683	4869	5160	4417	6689	5893	6098	6101
Freshmen	1106	1097	1036	928	1053	1007	799	819	718	800	797
Sophomores	809	854	872	799	728	770	770	636	604	536	612
Juniors	774	745	798	782	718	655	691	677	545	527	457
Seniors	635	734	711	740	742	669	588	632	628	485	469
5 <sup>th</sup> Year +	259	223	257	233	220	217	180	176	192	177	142
Transfers and Part-Time	891	907	971	913	994	764	823	835	751	644	770
"4+1" Students	68	99	113	91	115	100	102	118	104	115	121
Graduates	463	522	474	499	603	587	609	901	1126	1050	1096

<i>Innovation in What We Offer-Principal Metric: Retention and Graduation Rates</i>				
Reporting Year	Year 1-2 Retention Rate		Graduating Class	4-Year Graduation Rate
2013	82%		Class of 2013	44%
2014	79%		Class of 2014	47%
2015	80%		Class of 2015	48%
2016	80%		Class of 2016	54%
2017	81%		Class of 2017	50%
2018	75%		Class of 2018	51%
2019	75%		Class of 2019	52%
2020	79%		Class of 2020	52%
2021	73%		Class of 2021	47%
2022	76%		Class of 2022	47%
2023	78%*		Class of 2023*	51%

<i>Distinction in the Commonwealth and the Nation-Principal Metric: Purchase Volume of University Licensed Logos &amp; Marks</i>	
Fiscal Year	Purchase Volume
FY 2013	\$570,472
FY 2014	\$572,725
FY 2015	\$613,646
FY 2016	\$726,167
FY 2017	\$942,622
FY 2018	\$803,744
FY 2019	\$1,000,355
FY 2020	\$546,878
FY 2021	\$313,073
FY 2022	\$492,892
FY 2023	\$319,710

\*indicates preliminary data

<i>Reflecting the Diversity of America Principal Metric: Composition of Student Body, Faculty, Staff, Boards and Volunteer Leadership</i>									
Academic Year	Boards and Volunteer Leadership			Faculty and Staff			Student Body		
	% Men	% Women	% URM	% Men	% Women	% URM	% Men	% Women	% URM
2012-13	42%	58%	8%	43%	57%	13%	31%	69%	19%
2013-14	42%	58%	10%	43%	57%	13%	32%	68%	21%
2014-15	51%	49%	9%	43%	57%	14%	32%	68%	22%
2015-16	52%	48%	11%	42%	58%	13%	30%	70%	24%
2016-17	49%	51%	10%	42%	58%	14%	31%	69%	24%
2017-18	44%	56%	8%	42%	57%	12%	31%	69%	26%
2018-19	48%	52%	11%	43%	57%	12%	30%	70%	26%
2019-20	42%	58%	18%	43%	57%	13%	29%	71%	26%
2020-21	43%	57%	18%	43%	57%	13%	29%	71%	28%
2021-22	44%	65%	25%	42%	58%	12%	31%	69%	30%
2022-23	35%	65%	27%	43%	57%	12%	30%	70%	29%

<b>College-Town Vibrancy- Principal Metric: Total Population of the Farmville Region (by registered voters)</b>										
	July 2014	July 2015	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023
Total Population	38,925	37,626	38,078	38,009	38,280	38,122	38,630	39,556	40,091	40,270
<b>A Culture of Philanthropy- Principal Metric: Alumni Annual Giving Percentage</b>										
FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY2021	FY2022	FY2023
10.15%	9.4%	10.9%	11.2%	10.1%	9.5%	7.6%	5.7%	7.1%	6.3%	5.6%