LONGWOOD UNIVERSITY
BOARD OF VISITORS

– MEETING MATERIALS –

MARCH 19, 2021

Minutes

LONGWOOD UNIVERSITY
BOARD OF VISITORS MEETING
Friday, December 4, 2020
Minutes

******* DRAFT *******

Call to Order

The Longwood University Board of Visitors met via conference call Friday, December 4, 2020. The meeting was called to order at 2 p.m. by Rector Eric Hansen.

Members Present:

Mr. Eric Hansen
Mrs. Eileen Anderson
Ms. Pia Trigiani

Ms. Katharine Bond (via conference call)
Mr. Michael Evans (via conference call)
Mr. Steven Gould (via conference call)
Mr. David Hallock (via conference call)
Mrs. Colleen Margiloff (via conference call)
Mrs. Nadine Marsh-Carter (via conference call)
Mr. Larry Palmer (via conference call)
Ms. Polly Raible (via conference call)
Ms. Ricshawn Adkins Roane (via conference call)
Ms. Cookie Scott (via conference call)

Also present:

President W. Taylor Reveley IV
Justin Pope, Vice President and Chief of Staff
Cameron O'Brion, University Counsel
Dr. Larissa Smith, Provost and Vice President for Academic Affairs (via conference call)
Ms. Louise Waller, Vice President for Administration and Finance (via conference call)
Ms. Victoria Kindon, Vice President for Strategic Operations (via conference call)
Ms. Courtney Hodges, Vice President for Institutional Advancement (via conference call)
Dr. Tim Pierson, Vice President for Student Affairs (via conference call)
Dr. Lee Bidwell, Faculty Representative (via conference call)
Mr. Matt McGregor, Associate Dean of Wellness
Ms. Jennifer Fraley, Dean of Students
Ms. Jennifer Green, Associate Vice President for Enrollment Management
Mr. Jonathan Page, Director of Multicultural Affairs and Title VI Coordinator
Mr. Cameron Patterson, Executive Director, Moton Museum

Dr. Naomi Johnson, Professor of Communication Studies
Dr. John Miller, Professor of English and Modern Languages
Mr. Cainan Townsend, Director of Education and Outreach, Moton Museum

The Rector welcomed the Board and commended the entire University community on its achievement this year keeping the University moving forward in the face of Covid-19. He asked for a motion to approve the Consent Agenda, Mr. Evans so moved, Mr. Gould seconded and the motion was approved unanimously.

President Reveley said the challenges of 2020 have been extraordinary, and the University is exceptionally proud. He emphasized tremendous uncertainty remains regarding Covid, including state and federal financial support, as well as the overall landscape for higher education. He particularly commended students for their stalwart public health practices, and thanked the Board, the Farmville community, and the University vice presidents.

Dr. Pierson gave an overview of student response to the challenges of the year. He said the opening of Moss and Johns has made a big difference for first-year students, and the new dean of the Honors College has also brought great energy. He said results from a recent National Survey of Student Agency showed a strong sense of community, "home," and traditions even through the course of the unusual fall. He said it was important for students to find safe ways to gather and connect, and that it was reaffirming to see students take ownership for the course of the semester. He gave an overview of the cross-campus work to preserve campus traditions safely and responsibly. Mr. Hansen repeated his commendation of students for taking their responsibilities so seriously this semester. Dr. Pierson addressed a question from Ms. Raible about demand for mental health services, which he said has been steady, with CAPS conducting meetings by Zoom.

Ms. Waller focused her remarks on the partnership with Aramark and Budd Group, and their work in partnership to assist with the University's Covid response. She commended their commitment to professionalism and training staff, including the addition of four certified disinfection experts. Budd Group also played an essential role in support of students. Over the semester, Longwood used 1,181 gallons of sanitizer. She also commended Aramark on its adjustments to food service and dining arrangements, and helping deliver meals to students in quarantine, including in some cases off campus. Longwood benefitted from the experience, commitment and national expertise of these two partners. Mr. Hansen commended Ms. Waller on Longwood's navigation of the financial changes of 2020.

Ms. Meadows expressed her pride in the return to competition by the basketball programs. She said this season will be a unique experience, which Longwood has already experienced with several games postponed by opponents. Longwood has been moving forward under protocols from the NCAA and Big South and in conjunction with the Virginia Department of Health. She said she was optimistic regarding the prospects for both the men's and women's teams on the court and very proud of both programs in terms of character development and academic success. The basketball programs recently reported Graduation Success Rates of 93 and 92 percent, respectively, and 90 percent for the department overall. She gave a brief overview regarding spring competition plans for Longwood's other NCAA programs.

Ms. Hodges gave an overview of how the University Events and Ceremonies office worked under the leadership of Judith Campbell as part of the University Covid response, transferring their skills in hospitality and customer service to help support students in quarantine. Staff aimed to put guests at ease. Students received a packing list, a welcome letter upon arrival with phone contacts, and a live person (often Judith) they could call if unanticipated needs arose. Ultimately Longwood had 545 students in quarantine and 155 in Arc at some point in the semester, and served almost 4,000 meals. Judith's team ensured each room was stocked with clean sheets and other necessities, which ultimately served the cause of public health by ensuring students felt supported if they had to go into quarantine. Ms. Raible commended the efforts to support students during an anxious time.

Ms. Kindon gave an update on adaptations by the Admissions Office to respond to the challenges of Covid, including limitations affecting campus visits and college fairs. She said Longwood has met December benchmark goals for the incoming freshman class, with about 4600 applications in place, compared to a target of 4300. She gave an overview of programming adjustments to respond to the constraints of the fall and continue campus visits. Covid has provided an opportunity to do some new things virtually, for instance a College 101 for Parents Happy Hour. She commended the rapid growth of the Faculty Ambassadors program, with the number of volunteers tripling from 40 to about 120 thanks to the recruitment efforts of Dr. Emily Heady. She noted deposits are running ahead of last year, but said she believes it will be a challenging admissions cycle, with family finances a serious concern; clearly a national trend that Longwood cannot avoid is that low-income students are struggling noticeably to enroll in college. In response to a question about the Common Application, she indicated it was clearly the right step for Longwood. Last year's yield pool was about 43 percent from the Common App, and the number is slightly higher so far this year. It is especially useful to have in place this year with high school counselors stretched so thin.

Dr. Smith commended faculty for their exceptionally hard work, teaching under conditions that challenged even the most experienced teachers. They met challenges with creativity and determination and hard work. She also thanked the staff of the Digital Education Collaborative and the IT Services staff, who made the work of the semester possible. What lies ahead is another semester with Covid guidelines in place. Based on current enrollment, Longwood anticipates that 53 percent of undergraduate on-campus classes this spring will be fully in person. About 25 percent of courses will be fully online, mostly synchronous. About 21 percent are a combination of in-person and online. These figures will be very similar to the fall. She then gave a forward-looking overview of the upcoming SACS-COC reaccreditation process.

Mr. Pope gave an overview of the University's Covid response over the course of the semester, noting the goals were to maintain mostly in-person learning for the benefit of students, to mitigate spread and contain inevitable cases, and to protect the vulnerable in the community. He said those efforts had been successful because of the strength of Longwood's residential model and sense of community, which proved to be a great asset, and the behavior of students, who contrary to the criticism and doubts faced by college students nationally showed exceptional commitment to keeping the community safe and healthy. Longwood's priorities in its plan were enlisting student leadership, aggressive quarantine and contact tracing, and providing a

supportive environment in quarantine so students would be willing to participate. All three of these efforts were highly successful. Overall he emphasized the semester is not finished yet, let alone the challenge of the full academic year, but the results on campus show success is possible. Longwood served 545 individuals in quarantine at some point in the semester and 155 in Arc. The 116 cumulative student cases averaged about one per day, and there have been no hospitalizations. The fact that a large portion of the positives came from students already identified as contact exposed and in quarantine showed the system works.

On the employee side, there have been 9 positives, or about 1 percent of all employees, as compared to a rate of 4.3 percent in Prince Edward County altogether, 4 percent of all Virginians, and 4.3 percent nationally. There is no evidence of any cases of workplace transmission at Longwood. In pursuit of such outcomes, Longwood redesigned 288 classrooms and learning spaces, upgraded 3,000 air filters, posted 6,900 signs and notices, used 1,181 gallons of sanitizers, placed 100 Adirondack chairs for outside gatherings, and delivered 3,260 meals to students in quarantine.

Matt McGregor discussed the exceptional value and service provided by Potomac Healthcare at the University Health Center. He noted there was no evidence of transmission from faculty to students and vice versa, or in fact any transmission other than student-to-student. He noted that the UHC has acquired sufficient resources to provide peace-of-mind testing and we expect to be able to continue that over the spring. The reentry for the spring will be an important occasion to continue the precautions that have worked in the fall, and he is in close consultation with the Virginia Department of Health, which is exceptionally pleased with Longwood's approach. He emphasized treating students as adults and a part of the process has been key to success. He noted the University has closely followed evolving CDC and VDH guidance, and recent changes should make quarantine management somewhat simpler in the spring.

Jennifer Fraley reported that quarantine numbers were surprisingly low, as were compliance problems. Students had no reservations holding one another accountable and she is optimistic that will continue in the spring.

Jennifer Green gave an overview of academic support provided for students who requested scheduling adjustments, and academic support for students who were in quarantine. Fewer than 1 percent of students in quarantine and isolation were too sick to engage with academic work, and students consistently expressed appreciation for their faculty's support.

Mr. Evans asked for a motion that the Rector and the President compose a public resolution thanking the University leadership, faculty and staff for the hard work that allowed in-person learning to take place this semester, and to share the resolution publicly with the community via the Farmville Herald. Mr. Evans so moved, Mr. Hallock seconded and the motion was approved unanimously.

Dr. Bidwell thanked the Board for the resolution. She said faculty feel relief, pride in students for their cooperation, appreciation for those who worked behind the scenes, and thankful for the careful planning, consistent messaging and leadership. She said faculty feel relieved, and fortunate to have had the opportunity to teach face to face at least to some degree. She said that

kind of teaching is a large part of why many faculty work at Longwood. She said faculty are also exhausted by the work of adjusting to the new teaching requirements, technology and physical layout challenges. She noted faculty have completed this work while earning less this year, which she said they do not resent but was important to note to the Board.

Equity and Diversity

Cameron Patterson provided an update on the work of the Equity Action Task Force, commending the appointment of Jonathan Page as Title VI coordinator. The group has engaged with more than 30 student groups this semester, and is making progress integrating the Moton Experience into the coaching group experience for students, as set out in the original goals or the Task Force. These include 1) developing a process for addressing potential incidents of racial discrimination under Title VI of the 1964 Civil Rights Act, 2) developing plans for every Longwood student to engage with the Moton story and 3) planning campus conversations related to race. He gave progress reports on each, noting more than 30 academic groups engaged with Moton in the fall of 2020 despite the pandemic. He said students have engaged in a variety of campus conversations, including two town halls, and events with Police Chief Doug Mooney.

John Miller and Cainan Townsend provided an update on the work of the Bicentennial Initiative. Steps include meetings with stakeholders regarding what stories to tell, how to tell them and incorporate into pedagogy, and meeting with the Initiative's distinguished advisory board.

Dr. Naomi Johnson thanked the Board for their interest in the work of the Diversity Council, and thanked Provost Smith and President Reveley for their generosity with time and resources in supporting their work. Jonathan Page provided an update on campus survey work and described a framework called the "Full Participation Model" to ensure campus communities have an opportunity to access campus resources. He described steps including an audit of campus practices, and a literature review of nearly 200 strategic diversity plans across higher education as part of the develop of a Diversity Strategic Plan. He also described the work of the new Multicultural Student Advisory Committee to solicit feedback from underrepresented students, who he said frequently do not feel their voices are adequately heard. He said much of the work this semester, including the outreach of the Task Force and the opening of the Clark House, focuses on that important work of making sure students feel welcomed and heard.

Mr. Evans and Mrs. Marsh-Carter commended the group for the work they have accomplished and the careful planning they have undertaken.

President Reveley concluded the meeting with a final word of thanks and appreciation for the work of persevering through the semester. Mr. Hansen also reiterated his appreciation for how hard faculty, staff and administration have worked to keep the campus a safe and vibrant learning community.

There being no further business, the meeting adjourned at 4:30 p.m.

Consent Agenda

And

Informational Items

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:

- A Resolution in honor of Longwood's nursing faculty and students, and others at the University who contributed to community vaccination efforts.
- A Motion to approve the acquisition of 2.9 acres of property in Farmville from the Longwood Real Estate Foundation in support of the new Environmental Health and Safety and Facilities Annex Building project.
- An update to the Faculty Manual, and University Policy 1016, the University's Substantive Change Reporting Policy, to clarify, simplify and update aspects of how the University notifies its main accreditor, the Southern Association of Colleges and Schools Commission on Colleges, of changes to academic programs, reflecting recent guidelines from SACSCOC.
- Approval of Program Closure for the Bachelor of Science degree in Social Work at New College Institute in Martinsville.
- The standard one-page dashboard financial overview for the University providing current fiscal year budget progress to date.

LONGWOOD UNIVERSITY

RESOLUTION IN HONOR OF

LONGWOOD'S NURSING PROGRAM AND

OTHERS WHO SUPPORTED

COMMUNITY VACCINATION EFFORTS

WHEREAS, a defining trait of the Longwood spirit is determination in the face of a crisis and challenge to step forward selflessly and provide help for the greater good, with compassion, care and expertise, and

WHEREAS, building on an exceptionally strong partnership developed over the past year between the University and the Virginia Department of Health's Piedmont Regional Office, Longwood stepped forward and volunteered, as Covid-19 vaccines first became available, to serve as a clinic site, and safely and efficiently administer vaccinations to essential personnel identified by VDH, and was enlisted by VDH to do so, and

WHEREAS, Longwood nursing faculty and students, under the leadership of Department Chair Dr. Kim Little, on top of their full existing academic and work commitments, administered over the course of 16 clinic days on campus more than 2,200 vaccine doses to more than 1,100 individual members of the Longwood and local communities, including K-12 teachers and staff from Prince Edward and Buckingham Counties, accounting for well over half of all doses administered in Prince Edward County during the initial phase of the rollout, and

WHEREAS, in addition to the role of Nursing faculty and staff, the clinic was made possible by essential organizational and event management support provided by departments whose quick-acting collaboration also embodied the Longwood spirit, in particular Human Resources, the Director of Local and Community Relations, Marketing and Communications, Facilities, Campus Police and the University Health Center,

BE IT RESOLVED The Longwood Board of Visitors and the entire University Community extend their appreciation and gratitude to our faculty and student nurses, and to all those across the University who worked tirelessly and to profoundly meaningful effect in this effort.

ERIC HANSEN
RECTOR

W. TAYLOR REVELEY IV
PRESIDENT

Motion to Approve Property Acquisition
From Longwood University Real Estate Foundation

WHEREAS, in the 2018 session, the General Assembly authorized Longwood University to acquire approximately 2.9 acres at 211 Fourth Street in Farmville. Once ownership of the property is remitted to the University, construction will begin on the Renovation and Expansion of the Environmental Health and Safety and Facilities Annex Building, and

WHEREAS, currently the site houses the Andy Taylor Center, which will be relocated to the center of campus in Lankford Hall, and

WHEREAS, the Longwood University Real Estate Foundation purchased the property in 2013 and constructed the Andy Taylor Center in 2017, and it has also served as the University supplies and equipment storage yard with an attached 20,000 square foot warehouse used by the Facilities Department and Landscaping and Grounds,

BE IT RESOLVED that the Board of Visitors approve the University to acquire the property located at 211 4th Street, in Prince Edward County, Virginia from the Longwood University Real Estate Foundation.

University Policy 1016

SUBSTANTIVE CHANGE REPORTING POLICY

I. PURPOSE

Longwood University recognizes the importance of compliance with the ~~*Substantive Change for* SACSCOC~~ *Substantive Change Policies and Procedures*~~*Accredited Institutions of the Commission on Colleges* policy statement~~ of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which requires the University to report all substantive changes accurately and in a timely manner to SACSCOC. This policy exists specifically to establish, clarify and communicate the requirement that ~~all University changes deemed to be "substantive" must be approved by the President and Board of Visitors~~the President and Board of Visitors must approve all University changes deemed to be "substantive"~~,~~ if they must also be subsequently approved by ~~with subsequent notification to and/or approval by~~ the University's ~~regional~~ institutional accrediting body, SACSCOC. The Provost and Vice President for Academic Affairs (PVPAA) must approve all University changes deemed to be "substantive" if such changes require only notification to SACSCOC; the PVPAA must also notify the President and Board of Visitors.

SACSCOC accredits the University and its programs and services, wherever they are located or however they are delivered. SACSCOC is recognized by the United States Department of Education as an agency whose accreditation enables its member institutions to seek eligibility to participate in federally funded programs. SACSCOC requires accredited institutions to follow its substantive change procedures. In order to retain accreditation, the University is required to comply with SACS COC procedures concerning substantive changes.

While the purpose of this policy is to document the approval and transmittal process to SACSCOC, new, revised or discontinued degrees and establishment of distance learning sites may also require reporting and prior approval from the State Council of Higher Education for Virginia (SCHEV). The requirements of both agencies must be met; compliance with one does not constitute compliance with the other. This policy is primarily designed to address academic programs and curricular issues, although other defined substantive changes are also covered.

II. DEFINITIONS

A. Approval: An official action by the SACSCOC Board of Trustees enabling an institution to implement a proposed substantive change.

~~A.~~B. Branch Campus: A location of an institution that is geographically apart and independent of the main campus of the institution, and one where instruction is delivered. A location is independent of the main campus if

1. The location is permanent in nature.
2. The location offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.
3. The location has its own faculty and administrative or supervisory organization

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and has its own budgetary and hiring authority. Source: SACSCOC.

~~B.~~C. ~~Degree Completion Program~~Cooperative Academic Arrangement: ~~A program typically designed for a non-traditional undergraduate population such as working adults who have completed some college- level course work but have not achieved a baccalaureate degree. Students in such programs may transfer in credit from courses taken previously and may receive credit for experiential learning. Courses in degree completion programs are often offered in an accelerated format or meet during evening and weekend hours, or may be offered via distance learning technologies.~~An agreement between a SACSCOC-accredited institution and another entity (or entities) to deliver program content recorded on the SACSCOC institution's transcript as its own (e.g., consortia, collaborative agreements with international institutions). Source: SACSCOC.

~~C.~~D. Distance Education: A method of delivery ~~formal educational process~~ in which the majority of the instruction (interaction between students and instructors and among students) ~~in a course~~ occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. ~~A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD- ROMs if used as part of the distance learning course or program.~~ Source: SACSCOC.

~~D.~~E. Dual ~~Degree~~Academic Award: A student receives instruction at two (or more) institutions in prescribed curricula leading to each institution granting academic awards at the same credential level.~~Separate program completion credentials each of which bears only the name, seal, and signature of the institution awarding the degree to the student.~~ Source: SACSCOC.

~~E.~~F. Educational Program: A coherent course of study leading to the awarding of a credential (~~i.e.~~e.g., a degree, diploma or certificate). Source: SACSCOC.

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~~F. Geographically Separate: An instructional site or branch campus that is located physically apart from the main campus of the institution. Source: SACSCOC.~~

~~H.~~G. Joint ~~Degree~~Academic Award: A student receives instruction at two (or more) institutions in prescribed curricula leading to the institutions granting a single academic award ~~single program completion credential~~ bearing the names, seals, and signatures of each participating institution.~~of the two or more institutions awarding the degree to the student.~~ Source: SACSCOC.

~~I.~~H.Level: SACSCOC's taxonomy categorizes institutions by the highest degree offered. Longwood University is designated as a Level III institution because it offers the master's degree as the highest degree.

~~J.~~I. Merger/Consolidation: SACSCOC defines a consolidation as the combination or transfer of the assets of at least two distinct institutions (corporations) to that of a newly-formed institution (corporation), and defines a merger as the acquisition by one institution of another institution's assets. For the purposes of accreditation, consolidations and mergers are considered substantive changes requiring review by the Commission on Colleges. (Examples include: a senior college acquiring a junior college, a degree-granting institution acquiring a non-degree-granting institution, two junior or senior colleges consolidating to form a new institution, or an institution accredited by the Commission on Colleges merging with anon-accredited institution). Source: SACSCOC.

~~K.~~J. Notification: A letter from an institution's chief executive officer or theirhis/her designated representative to SACSCOC President to summarize a proposed change, provide the intended implementation date, and list the complete physical address, if the change involves the initiation of an off-campus instructional site or branch campus. Source: SACSCOC.

~~L.~~ Off-Campus Instructional Site: A location geographically apart from an institution's sole main campus and where instruction is delivered. This may or may not be a branch campus. Source: SACSCOC.Procedure One: SACSCOC procedure associated with a substantive change that requires SACSCOC notification and approval prior to implementation. Changes under Procedure One require notification, a prospectus or application, and may involve an on-site visit. Source: SACSCOC.

~~N.~~ Procedure Two: SACSCOC procedure associated with a substantive change that requires SACSCOC notification prior to implementation. Source: SACSCOC.

~~P.~~ Procedure Three: SACSCOC procedure associated with closing a program, instructional site, branch campus, or institution. Source: SACSCOC

K.

~~R.~~L. Significant Departure: A program that is not closely related to previously approved programs at the institution or site or for the mode of delivery in question. To determine whether a new program is a significant departure, it is helpful to consider the following questions:

1. What previously approved programs does the institution offer that are closely related to the new program and how are they related?
~~1.~~2. What percentage of the required coursework is new?
~~2.~~3. Will significant additional equipment or facilities be needed?
~~3.~~4. Will significant additional financial resources be needed?
~~4.~~5. Will a significant number of new courses be required?
~~5.~~6. Will a significant number of new faculty members be required?
~~6.~~7. Will significant additional library/learning resources be needed?
~~7.~~8. Will the CIP code change?

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Source: SACSCOC, SCHEV.

~~S.~~M. Substantive Change: A significant modification or expansion of the nature and scope of an accredited institution. ~~According to SACSCOC, s~~Substantive changes includes but are not limited to:

1. Any change in the established mission or objectives of the institution.
2. Any change in legal status, form of control, or ownership of the institution.
3. The addition of a ~~courses or~~ programs that represents a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.
4. The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
5. Initiating programs by distance education or correspondence course.

~~4.~~6. Adding a method of delivery to an existing program.

~~5.~~7. A change from clock hours to credit hours.

~~6.~~8. A substantial increase in the number of clock or credit hours awarded for successful completion of a program.

~~7.~~9. The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.

~~8.~~10. The establishment of a branch campus.

~~9.~~11. Closing a program, off-campus site, method of delivery, branch campus or institution.

12. Entering into a ~~collaborative~~ cooperative academic agreement~~rrangement~~ such as a dual or joint academic award with another institution.

~~10.~~13. Initiating programs designed for prior learning.

~~11.~~14. Acquiring another institution or a program or location of another institution.

~~12.~~15. Adding a permanent location at a site where the institution is conducting a teach- out program for a closed institution.

~~13.~~16. Entering into a contract by which an entity not ~~eligible~~ certified for Title IV funding offers ~~25% or more of~~part of one or more of the accredited institution's programs.

Source: SACSCOC.

~~T.~~N. Teach-Out: The process and time period of a written teach-out plan by which the University provides instructional and academic support services to students enrolled at a site that has been closed and/or in a program that has been discontinued. The teach-out plan ~~process often extends well beyond the closing of a site or program to allow time for enrolled students to complete their programs in a reasonable amount of time.~~provides an orderly process, the equitable treatment of students, minimal disruption and additional costs to students, and covers all enrolled students regardless of their progress to completion. Source: SACSCOC.

~~U.~~O. Teach-Out Agreement: A written agreement between institutions that provides for the equitable treatment of students covered by a teach-out plan to ~~and a reasonable opportunity for students to~~ complete their program of study ~~if an institution, or an institutional location that provides 50 percent or more of at least~~

~~one program offered, ceases to operate before all enrolled students have completed their program of study. Such a teach- out agreement requires SACSCOC approval in advance of implementation.~~. Source: SACSCOC.

III. APPLICABILITY

This policy applies to all University officers who can initiate, review, approve, and allocate resources to any changes, including those to academic and non-academic programs and activities that may be considered a substantive change according to SACSCOC ~~*Policy for*~~ *Substantive Change Policy and Procedures~~s for Accredited Institutions~~*. Within academic areas, such changes can originate with individuals or groups of faculty members, Department committees, Department Chairs, Deans and Associate Deans, the Provost and Vice President for Academic Affairs (PVPAA), Faculty Senate, or any other area reporting to the PVPAA~~rovost and Vice President for Academic Affairs~~.

In those areas outside of Academic Affairs, potential substantive changes may arise in individual units, among supervisors in each area, executive management teams within Vice Presidential areas, or with the Vice Presidents or Cabinet. Further, the need for a potential substantive change may come to the attention of the President or those in ~~his/her~~their direct reporting line.

Each individual hereby designated is required to be familiar and comply with this policy.

IV. POLICY

As the University pursues structural and programmatic changes, the President and Board of Visitors must approve all University changes deemed to be "substantive" if they must also be subsequently approved by SACSCOC. The PVPAA must approve all University changes deemed to be "substantive" if such changes require only notification to SACSCOC; the PVPAA must also notify the President and Board of Visitors.~~all of those changes deemed to be "substantive" changes require approval by the President, Board of Visitors and the SACSCOC.~~

The University will follow the substantive change procedures of SACSCOC, and inform the SACSCOC of such changes and proposed changes in accord with those procedures. Regardless of the origination point, all substantive changes must be tracked and reported under this policy.

V. ENFORCEMENT

A. Responsibility

1. **SACSCOC Accreditation Liaison**: The Provost and Vice President for Academic Affairs serves as the SACSCOC Accreditation Liaison. In the years between accreditation reviews, the liaison is responsible for ensuring the timely submission of annual institutional profiles and other reports as requested by the Commission. The liaison is responsible for the accuracy of all information submitted to the Commission and for ensuring ongoing

compliance with Commission standards, policies, and procedures beyond reaffirmation. During the Reaffirmation Cycle, the liaison serves on the SACSCOC Reaffirmation Leadership Team and oversees all staffing aspects of the Reaffirmation process. The liaison is responsible for internal and external monitoring of substantive change progress, and responsible for reporting final change status.

2. **Vice Presidents:** The vice presidents are responsible for their respective areas bringing forward any potential substantive changes under this policy.

3. **President:** The president, with the SACSCOC Accreditation Liaison, is responsible for the accuracy of all information submitted to SACSCOC and for ensuring ongoing compliance with SACSCOC standards, policies, and procedures beyond reaffirmation. The president is responsible for oversight and final reporting of substantive changes to SACSCOC.

B. Sanctions: If Longwood University fails to follow SACSCOC procedures for notification and approval of substantive changes, its total accreditation may be placed in jeopardy. For that reason, the sanction for failure to follow this University policy must be sufficient to avoid such failure. If an academic program, unit or officer initiates a substantive change without following the procedures outlined in this policy, the President or PVPAA~~rovost and Vice President for Academic Affairs~~ may direct the immediate cancellation or cessation of that change, with due regard for the educational welfare of students, when it is discovered. In areas outside of Academic Affairs, the same sanction may be applied by the President or relevant Vice President.

VI. PROCEDURE

Procedures do not require approval of the Board of Visitors.

BOARD OF VISITORS

ACADEMIC AFFAIRS

CURRICULUM

Approval of Program Closure at an Approved Off-site Location:

Closure of the Bachelor of Science (BS) degree in Social Work in Martinsville

Longwood University is closing the program at the New College Institute (NCI) in Martinsville because of a lack of student demand. The degree program will cease admissions for the program at the NCI location for fall 2021.The eight students currently enrolled in the BS in Social Work program at NCI should see no disruption in their remaining coursework. Four are scheduled to graduate this spring, and the remaining four are scheduled to graduate in Spring 2022. A full-time faculty member who oversees the program at the NCI location will transition to the main campus to teach social work. This closure does not affect the status of the main campus social work program. Longwood continues to offer the BS in Early Childhood Education and the BS in Elementary Education and Teaching at NCI.

The Social Work program faculty and the Interim Dean of the College of Education and Human Services have been involved in this decision and the Faculty Committee on Educational Policy has been notified of the proposal to close this program at the particular location.

Longwood University
Financial Overview
As of February 28, 2021

FY2020-21 Budget Dashboard YTD

E&G	BOV Budget	FYE Forecast	YTD Actual	Percent of FYE Forecast	PY Percent
Revenues					
Tuition	36,384,683	36,507,790	32,235,529	88%	83%
Fees	1,063,774	1,108,681	1,108,681	100%	85%
General Fund	31,498,893	31,596,644	21,481,087	68%	67%
Federal Workstudy	50,000	50,000	-	0%	44%
Other	290,375	324,539	128,502	40%	0%
Total Revenues	69,287,725	69,587,654	54,953,799	79%	76%
Expenditures					
Instruction	35,250,016	36,161,347	24,109,711	67%	69%
Public Service	503,725	610,885	371,209	61%	76%
Academic Support	6,666,064	6,777,835	4,294,867	63%	65%
Student Services	4,547,866	4,491,911	2,681,690	60%	67%
Institutional Support	11,887,958	11,699,447	7,427,728	63%	67%
Facilities Operations	6,996,422	7,461,370	4,758,905	64%	69%
Scholarships	3,693,039	3,693,039	4,851,271	131%	145%
Salary Savings	(257,365)	(1.099,836)	(849,836)		
Total Expenditures	69,287,725	69,795,998	47,645,544	68%	70%
TOTAL	0	(208,343)	7,308,255		
AUXILIARY					
Revenues					
Housing	24,340,895	23,071,698	16,773,483	73%	78%
Dining	7,898,414	7,514,835	6,680,845	89%	192%
Comprehensive Fee/Other	29,620,461	28,630,544	19,297,868	67%	75%
Federal Workstudy	154,300	154,300	-	0%	0%
Total Revenues	62,014,070	59,371,377	42,752,196	72%	87%
Expenditures					
Housing	25,921,213	26,240,006	18,532,351	71%	65%
Dining	7,968,414	8,241,372	8,143,329	99%	144%
Athletics	9,354,196	9,151,789	7,323,435	80%	87%
Other Services	18,770,247	18,805,077	15,976,603	85%	82%
Salary Savings	0	(643,473)	(393,473)		
Total Expenditures	62,014,070	61,794,771	49,582,246	80%	81%
TOTAL	0	(2,423,394)	(6,830,050)		

Cash & Investment Assets	
Longwood University	26,133,368
All Longwood Foundations	142,051,113

Working Paper prepared by management to estimate year end results

Deliberation Items

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

3/4/2021

Legislative Update
2021 Regular Session and Special Session I

Boards of Visitors Transparency

HB 2120 (Keam) Higher educational institutions, public; governing boards, meetings, input, and disclosures.

Requires the governing board of each public institution of higher education to establish and maintain on the institution's website (i) a listing of all board members, including the name of the Governor who made each appointment and the date of each appointment; (ii) a listing of all committees created by the board and the membership of each committee; (iii) a schedule of all upcoming meetings of the full board and its committees and instructions for the public to access such meetings; (iv) an archive of agendas and supporting materials for each meeting of the governing board and its committees that were held; and (v) an email address or email addresses that allow board members to receive public communications pertaining to board business. The bill requires such boards to solicit the input of representatives of the institution's faculty senate or its equivalent (a) at least twice per academic year on topics of general interest to the faculty and (b) in advance of decisions to be made on the search for the institution's new chief executive officer. The bill also requires the State Council of Higher Education for Virginia, in consultation with the Virginia Freedom of Information Advisory Council, to work with each public institution of higher education and with technology experts to develop a minimal uniform standard, to the extent practicable, for providing the public with real-time electronic access to meetings of the governing boards of public institutions of higher education.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2120

COVID-19

HJ 549 (Guy)/SJ 308 (Lucas) COVID-19; JLARC to study the impact on Virginia's public schools, students, and school employees.

Directs the Joint Legislative Audit and Review Commission to study the impact of COVID-19 on Virginia's public schools, students, and school employees, including (i) examining and

determining reasons for barriers to student success in virtual and hybrid models as well as the overall impact of COVID-19 face-to-face learning restrictions on previously existing student achievement gaps, student achievement, and student well-being, including any disproportionate impact on at-risk populations; (ii) determining the impact of the COVID-19 pandemic on staffing levels, including the impact of teacher and school employee retirements and resignations on delivery of instruction and the ability of local school boards to fully staff their needs, employment levels, and local budgets; (iii) determining the short-term and projected long-term changes in student enrollment in response to the COVID-19 pandemic and the impact of such changes on funding levels; (iv) determining the impact of implementing COVID-19 health and safety measures in public schools; (v) evaluating public schools' level of emergency preparedness to face another pandemic or statewide crisis and making recommendations to help guide planning for such events and (vi) examining programs that can address learning loss and identifying barriers to implementing those programs, including resource gaps.

Last Action: *Bill text as passed Senate and House (SJ308ER)*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hj549/ https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sj308

Diversity, Equity and Inclusion

HB1993 (Askew) State agencies and their appointing authorities; diversity, equity, and inclusion strategic plans.

Requires state agencies to establish and maintain a comprehensive diversity, equity, and inclusion strategic plan in coordination with the Governor's Director of Diversity, Equity, and Inclusion.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1993

Finance and Administration

HB2177 (Torian) Capital outlay plan; repeals existing six-year capital outlay for projects to be funded.

Updates the six-year capital outlay plan for projects to be funded entirely or partially from general fund-supported resources.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*
Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2177

HB 1986 (Bulova)/SB 1204 (Barker) George Mason University; management agreement with the Commonwealth.

Provides a management agreement between the Commonwealth and George Mason University pursuant to the Restructured Higher Education Financial and Administrative Operations Act (§ 23.1-1000 et seq.).
Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*
Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1986/ https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1204

SB 1134 (Howell) Refunding bonds; alters the principal and interest requirements.

Alters the principal and interest requirements, maturity date, and allowable discount for previously issued refunding bonds. The bill contains an emergency clause and has an expiration date of June 30, 2023.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*
Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1134

Financial Aid

HB 1980 (Reid) Enslaved Ancestors College Access Scholarship and Memorial Program; established, report.

Establishes the Enslaved Ancestors College Access Scholarship and Memorial Program, whereby Longwood University, the University of Virginia, Virginia Commonwealth University, the Virginia Military Institute, and The College of William and Mary in Virginia, with any source of funds other than state funds or tuition or fee increases, are required to annually (i) identify and memorialize, to the extent possible, all enslaved individuals who labored on former and current institutionally controlled grounds and property and (ii) provide a tangible benefit such as a college scholarship or community-based economic development program for individuals or specific communities with a demonstrated historic connection to slavery that will empower families to be lifted out of the cycle of poverty. The bill requires the State Council of Higher Education for Virginia to collaborate with such institutions to establish guidelines for the implementation of the Program and to annually

collect information on the implementation of the Program from such institutions and report such information to the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, the Senate Committee on Finance and Appropriations, and the Virginia African American Advisory Board.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1980

HB2204 (Filler-Corn)/SB 1405 (Saslaw) Get Skilled, Get a Job, Give Back (G3) Fund and Program; established.

Establishes the Get Skilled, Get a Job, Give Back (G3) Fund and requires the Virginia Community College System to establish the G3 Program for the purpose of providing financial assistance from the Fund to certain low-income and middle-income Virginia students who are enrolled in an educational program at an associate-degree-granting public institution of higher education that leads to an occupation in a certain high-demand field. The bill contains provisions for student eligibility, financial assistance award amounts, and data reporting.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2204/ https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1405

HB 2123 (Lopez)/ SB1387 (Boysko) Students; eligibility for in-state tuition.

Provides that students who meet the criteria to be deemed eligible for in-state tuition regardless of their citizenship or immigration status shall be afforded the same educational benefits, including financial assistance programs administered by the State Council of Higher Education for Virginia, the State Board for Community Colleges, or a public institution of higher education, as any other individual who is eligible for in-state tuition. The bill has a delayed effective date of August 1, 2022, and directs the State Council of Higher Education for Virginia, in coordination with institutions of higher education in the Commonwealth, to promulgate regulations to implement the provisions of the bill.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2123/ https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1387

HB 1820 (Helmer) SNAP benefits program; eligibility for benefits, postsecondary education.

Adds participation in educational activities that lead to a post-secondary credential from an accredited institution of higher education or other postsecondary school licensed or certified by the Board of Education or the State Council of Higher Education for Virginia to the list of activities to which a participant in the Virginia Initiative for Education and Work may be enrolled and directs the Board of Social Services to amend the Supplemental Nutrition Assistance Program (SNAP benefits program) to (i) establish broadbased categorical eligibility, (ii) set the gross income eligibility standard at 200 percent of the federal poverty guidelines, (iii) not impose an asset limit for eligibility, and (iv) increase opportunities for self-sufficiency through postsecondary education by allowing SNAP benefits program participants to satisfy applicable employment and training requirements through enrollment in an accredited public institution of higher education or other postsecondary school licensed or certified by the Board of Education or the State Council of Higher Education for Virginia.
Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1820

HB 1930 (Aird) Higher educational institutions, public; admissions applications criminal history questions.

Prohibits each public institution of higher education, with the exception of the Virginia Military Institute and a law school of a public institution of higher education that is accredited by the American Bar Association, from (i) utilizing an institution-specific admissions application that contains questions about the criminal history of the applicant or (ii) denying admission to any applicant on the basis of any criminal history information provided by the applicant on any third-party admissions application accepted by the institution. The bill permits each public institution of higher education to inquire into the criminal history of any individual who has been admitted to but has yet to enroll at the institution and withdraw an offer of admission to any individual whom the institution subsequently determines to have a criminal history that poses a threat to the institution's community. The bill has a delayed effective date of January 1, 2022.
Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1930

HB 2031 (Aird) Facial recognition technology; authorization of use by local law-enforcement agencies, etc.

Provides that no local law-enforcement agency or campus police department shall purchase or deploy facial recognition technology, defined in the bill, unless such purchase or deployment is expressly authorized by statute. The bill prohibits a local law-enforcement agency or campus police department at a public institution of higher education currently using facial recognition technology from continuing to use such technology without such authorization after July 1, 2021.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2031

Workforce, Economic Development and Data Analytics

SB 1365 (Barker) Data Governance and Analytics, Office of; created.

Creates the Office of Data Governance (the Office) in the Office of the Secretary of Administration, to be directed by the existing Chief Data Officer of the Commonwealth. The Office is charged with overseeing general data governance in the Commonwealth, as well as developing and managing the Commonwealth Data Trust, a multi-stakeholder data exchange and analytics platform. A multi-level governance structure is established to govern the Trust. The bill also establishes the advisory Virginia Data Commission to advise the Office on issues relating to data sharing.

Last Action: *Title replaced 21200308D-H1*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1365

SB 1314 (Hashmi) Education and Labor Market Alignment, Office of; established.

Directs the Virginia Economic Development Partnership Authority to establish an Office of Education and Labor Market Alignment (the Office) to coordinate data analysis on workforce and higher education alignment and translate data to partners. The Office shall provide a unified, consistent source of information or analysis for policy development and implementation related to talent development and shall partner with the State Council of Higher Education for Virginia, institutions of higher education, the Virginia Department of Education, the Virginia Employment Commission, GO Virginia, and other relevant entities to offer resources and expertise related to education and labor market alignment.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1314

HB 1876 (Subramanyam) Workforce development; expands type of data sharing.

Expands the type of workforce development data that state agencies may share with the Virginia Workforce System to support workforce program evaluation and policy analysis. The bill removes the requirement that all personal identifying information be removed before being shared among other state agencies and with the Workforce Development System and instead requires the identifying attribute information necessary to match entities across programs, support the coordination of services, and evaluate outcomes to be shared among agencies that enter into the memorandum of understanding supporting the Virginia Workforce Data Trust.

Last Action: *Governor: Governor's Action Deadline 11:59 p.m., March 31, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1876

Academic Affairs

HB 1904 (Jenkins)/ SB 1196 (Locke) Teachers and other licensed school board employees; cultural competency.

The bill requires teacher, principal, and division superintendent evaluations to include an evaluation of cultural competency. The bill requires every person seeking initial licensure or renewal of a license from the Board of Education (i) to complete instruction or training in cultural competency and (ii) with an endorsement in history and social sciences to complete instruction in African American history, as prescribed by the Board. The bill also requires each school board to adopt and implement policies that require each teacher and any other school board employee holding a license issued by the Board to complete cultural competency training, in accordance with guidance issued by the Board, at least every two years.

Last Action: *Governor: Approved by Governor-Chapter 23 (effective 7/1/21)* Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb1904 / https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=sb1196

HB 2058 (Simonds) Virginia STEM Education Advisory Board; established, report.

Creates the Virginia Science, Technology, Engineering, and Mathematics (STEM) Advisory Board to create a unified vision regarding STEM education initiatives, language, and measures of success to promote a culture of collaboration for STEM programming in the Commonwealth. The Board shall develop the infrastructure for creating STEM Regional Hubs and naming STEM Champions in communities across the Commonwealth. Additionally, the

Board shall report annually to the Governor and the General Assembly on STEM challenges, goals, and successes across the Commonwealth.

Last Action: *Enrolled Bill communicated to Governor on February 26, 2021*

Bill URL: https://lis.virginia.gov/cgi-bin/legp604.exe?ses=212&typ=bil&val=hb2058

Title VI Policy

In August 2020, Longwood announced the creation of a Title VI office, among the first in the Commonwealth, with Director of Multicultural Affairs Jonathan Page as its first leader. He has worked closely with colleagues across the campus community, in particular including Student Affairs, the Office of Human Resources, and the Office of the Attorney General, to develop the Title VI policy that follows, among the first such policymaking initiatives in the nation, pursuant to Title VI of the Civil Rights Act. It is designed to ensure and protect each student's right to pursue education free from race-based discrimination, and to make Longwood a more welcoming community through this explicit commitment.

Longwood University Title VI Policy

Policy Statement

Under Title VI of the Civil Rights Act and its implementing regulations, "no student shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a recipient receiving federal financial assistance." These programs include: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, and housing.

Longwood is required to respond to racial or national origin harassment that is sufficiently serious to deny or limit a student's ability to participate in or benefit from the recipient's education programs and activities (i.e., creates a hostile environment). Longwood will take immediate and appropriate steps to investigate and address racial or national origin harassment. If an investigation reveals that the harassment created a hostile environment, Longwood must take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

This policy provides for the orderly resolution of complaints of discrimination or harassment on the basis of race, color, or national origin and is not intended to restrict the exercise of any expressive activities protected under the U.S. Constitution nor regulate the content of speech but to protect students from discrimination.

Definitions

Discrimination Inequitable treatment based upon race, color, or national origin in violation of Title VI, such as exclusion from participation in any University program or denial of benefits.

Harassment Unwelcome conduct directed against a person based upon that person's race, color, or national origin, which conduct is severe or pervasive that it denies the person equal access to education, opportunity, or benefit. This includes in person, digital, or online conduct.

The Office for Civil Rights (OCR) has emphasized that harassment does not encompass all offensive speech regarding a protected category. Harassment "must include something beyond the mere expression of views, words, symbols or thoughts that some person finds offensive." Moreover, the conduct must also be considered sufficiently serious to "deny or limit a student's ability to participate in or benefit from the educational program." Finally, the conduct alleged to be harassment must be evaluated from the perspective of a reasonable person in the alleged victim's position, considering all the circumstances, including the alleged victim's age.

Respondent An individual who has been reported to be the perpetrator of conduct that could constitute a violation of policy.

Complainant An individual who is alleged to be the victim of conduct that could constitute a violation of this policy.

Party A complainant and/or respondent

Informal Resolution Resolution of a complaint other than an investigation. Informal resolution may include mediation, restorative justice, or other models of alternative dispute resolution. Informal resolution is voluntary and requires the written consent of both parties and the University.

FERPA, FOIA, and Privacy

Records created by the Title VI Coordinator may be education records subject to protection under the Family Educational Rights and Privacy Act (FERPA). If the complainant or respondent is a student, records should be safeguarded and not shared with university employees unless the employee has a legitimate educational interest in viewing the documents and in compliance with University policy. Similarly, the University does not release personnel records related to specific employees. See Va. Code § 2.2-3700, *et seq.* If there is an instance where a student makes a complaint against a University employee, the University may not be able to release records related to the complainant.

Procedures

Scope These procedures are available to:

1) Any student who believes they have been subjected to discrimination or harassment on the basis of race, color, or national origin;

2) Any student who has knowledge of discrimination or harassment on the basis of race, color, or national origin against another student in order to report such incidents.

If a complaint is filed under this policy, it may be investigated regardless of whether the conduct occurred off campus in order to determine whether the continuing effects of the off-campus conduct are having adverse effects on the University's educational environment.

Reporting

Using the procedures outlined below, students should promptly report conduct that constitutes discrimination or harassment as defined by this policy.

False Reports A person who intentionally or maliciously makes a report of a Title VI complaint to the University without regard for the truth, and whose report is found to be false, may be subjected to University discipline. This provision does not apply to reports made in good faith, even if an investigation of the incident does not find a Policy violation.

A. General

1. The following procedures are intended to protect the rights of the Complainant, aggrieved party, and Respondent as required by state and federal laws. Each complaint must be properly and promptly investigated and, when warranted, appropriate disciplinary action taken.

2. In situations that require immediate action, because of safety, the Office of Student Conduct and Integrity may take any appropriate, temporary action to address the safety concern.

B. Filing Complaints

1. All incidents of discrimination and/or harassment should be reported. Longwood University's complaint procedures provide for a timely, thorough, and objective investigation of all claims. The University will take appropriate remedial action that is commensurate with the severity of the offense. The University encourages those who have experienced or observed these types of incidents immediately report them to the University Title VI Coordinator:

Title VI Coordinator
Jonathan Page
Office: Upchurch 309F
Office Phone (434) 395-4808
Email: pageje@longwood.edu

Students may also make complaints online via the Say Something reporting platform:
https://cm.maxient.com/reportingform.php?LongwoodUniv&layout_id=6

Employees who believe they have either witnessed harassment against employees or been subjected to discrimination or harassment should notify the Chief Human Resources Officer:

Lisa Mooney, Chief Human Resources Officer
Office: Lancaster Hall, 120B
Phone: (434) 395-2074
Email: mooneylj@longwood.edu

If a student files a complaint alleging a Title VI violation against an employee, the investigation shall be handled by the Chief Human Resources Officer pursuant to University and/or Commonwealth employment policies, and consistent with the University's obligations under Title VI and other federal law.

2. The complaint shall include the facts giving rise to the complaint, the dates of the alleged occurrences, and names of witnesses, if any. The Complainant shall sign the complaint; however, when the Complainant refuses to provide or sign a written complaint, the matter will still be investigated. In the event that a Complainant decides that they do not want to pursue the complaint or makes the complaint anonymously, the Title VI office, in determining if it will investigate, will balance the Complainant's request with the University's obligation to respond to racial or national origin harassment that is sufficiently serious to deny or limit a student's ability to participate in or benefit from the recipient's education programs and activities (i.e., creates a hostile environment).

3. The Title VI office shall notify the Complainant of resources and services available to them, such as counseling or health services.

4. If the facts alleged in the complaint do not rise to the level of discrimination or harassment, the complaint may be dismissed without further investigation. The Complainant should be informed of other available processes such as a student non-academic complaint process through the Office of Student Conduct and Integrity. The University may offer supportive measures and services to students who have experienced discrimination or harassment. Supportive measures are designed to address an individual's safety and well-being and to allow the individual continued access to educational or employment opportunities.

C. Investigation

1. The Title VI office shall be notified of the complaint as soon as possible, and an investigation will be conducted.

2. For each Title VI complaint to be investigated, the Coordinator may select an investigator of their choosing. Any investigator chosen to conduct the investigation will be impartial and free of any conflict of interest. The investigator shall be a University employee.

3. The investigator shall conduct an investigation of the complaint to determine whether there has been a violation of this policy. The investigation shall include interviews with the Complainant, Respondent, and any relevant witnesses. The investigation shall also include interviews with relevant witnesses named by the Complainant and Respondent. It is the responsibility of the investigator to weigh the credibility of all individuals interviewed and to determine the weight to be given information received during the course of the investigation.

4. To the extent possible, the investigation will be conducted in such a manner to protect the confidentiality of both parties, though information may need to be revealed to the Respondent and to potential witnesses.

5. The investigator shall notify in writing the Respondent within five (5) working days of receipt of the complaint, and the Respondent shall receive a copy of the complaint. The Respondent

shall respond in writing to the complaint within five (5) working days following the date of receipt of the investigator's notification.

6. At any time during the course of the investigation, the Coordinator and investigator may meet with both the Complainant and the Respondent individually for the purpose of resolving the complaint through informal resolution. Either party has the right to end the informal resolution processes at any time. If informal resolution is successful in resolving the complaint, a report of such, having first been reviewed and approved by the Title VI Office and the Office of Student Conduct and Integrity, shall be documented. If informal resolution is unsuccessful, the investigation and process will proceed.

7. The investigator shall determine, by a preponderance of evidence, whether the respondent violated this policy. Preponderance of evidence means that it is more likely than not that a violation occurred. If the investigator determines that the respondent did not violate this policy, the matter will be closed.

8. Prior to completion of the investigative report, the University will make available to each party the evidence subject to inspection and review, and the parties have ten business days to submit a written response, which the investigator will consider prior to completion of the investigative report.

9. At the completion of the investigation, both the respondent and complainant will be informed within ten business days, in writing, of the outcome of the investigation.

10. If the investigator determines by a preponderance of the evidence that a violation of policy occurred, the Coordinator will report the findings to the Office of Student Conduct and Integrity to take appropriate corrective action.

11. The respondent may accept the findings of the investigation and the sanctions/measures determined by the University Title VI Coordinator and the Office of Student Conduct and Integrity to prevent the violation's recurrence, or they may challenge the findings and request an appeal. The respondent must make a decision to accept the findings or challenge the findings and sanctions/measures, and request an appeal within five business days from the written notification of the outcome of the investigation. In investigations that the respondent has been found responsible and accepts those findings, informal resolution can again be considered if both parties are amenable.

D. Informal Resolution

1. Some complaints can be resolved through informal resolution between the parties. The Title VI Coordinator and/or designee may arrange for or facilitate informal resolution between the involved parties.

a. Informal resolution is voluntary and requires the written consent of the parties and the University.

b. Once the informal resolution is complete, written notification of the agreed upon resolution shall be given to both parties by the Title VI Coordinator or designee.

c. The involved parties will sign a voluntary agreement specifying the behavioral expectations. If re-occurrence takes place, those responsible for such behavior will be subject to additional action, with greater penalties, under this policy.

d. If the parties are unable to reach an informal resolution the formal process will resume.

2. After completion of the investigation, and any subsequent disciplinary proceedings, all documentation shall be forwarded to and copies maintained in the Title VI Office. If disciplinary action was taken, copies of documentation establishing such action taken against the Respondent shall also be maintained in the Respondent's student disciplinary record.

3. The complainant may decide, subsequent to the filing of formal charges against the respondent, to withdraw the complaint.

E. Appeal of Decision

1. Respondents and complainants have the right to appeal:

a. The Title VI Coordinator's and Office of Student Conduct and Integrity's decision, and
b. The University's decision to dismiss a complaint.

2. Appeals must be filed within three business days of the University's written decision, or the University's decision to dismiss the complaint.

3. To file an appeal, students must fill out the appeal form provided with written notice of the University's decision, or the University's decision to dismiss the complaint.

4. The University will provide a copy of the appeal to the other parties.

5. Appeals may only proceed based on the following reasons:

a. Procedural irregularity that materially affected the outcome of the matter. A procedural irregularity may include a failure to objectively evaluate or admit all relevant evidence, including inculpatory and exculpatory evidence;

b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;

c. The Title VI Coordinator, investigator(s), or decision maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

6. The Appeals Officer, the Vice President for Student Affairs or their designee, will review the appeal within five business days of the receipt of the appeal. All parties will receive notice of the time and place of the appeal.

7. Each party will have the opportunity to submit a written statement in support or opposition to the appeal.

8. Within ten business days the Appeals Officer shall issue a written decision to the parties:

a. Denying the appeal and upholding the decision of the University Hearing Board, or

b. Granting the appeal and remanding the issue to the Title VI Coordinator or the Office of Conduct and Integrity.

9. Both parties will be informed within five business days, in writing, of the outcome of the appeal and of any sanctions being recommended.

F. Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent indicates an intent to accept responsibility for all of the alleged misconduct, the case will be closed and the statement of the Respondent will be documented and forwarded to the Office of Conduct and Integrity.

When a resolution is accomplished, the appropriate sanction or responsive actions are promptly implemented in order to effectively stop the harassment or discrimination, prevent its recurrence, and remedy the effects of the discriminatory conduct.

G. Retaliation

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

H. Title VI Record Keeping

It is the policy of the University to create and preserve appropriate documentation of all Title VI-related complaints. The Coordinator shall document receipt of all reports, and its response to each report through investigation, determination, remediation, appeal, or other means. The University shall retain such documentation in accordance with the Commonwealth of Virginia Records Retention and Disposition Schedule.
https://www.lva.virginia.gov/agencies/records/sched_state/GS-111.pdf