LONGWOOD
UNIVERSITY

BOARD OF VISITORS

SEPTEMBER 10-12, 2015

BOARD OF VISITORS
September 2015

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BOARD OF VISITORS
September 2015

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

Thursday, September 10

12:00pm – 3:00pm	Executive Committee and Audit Committee Meetings, *Longwood House*
3:15pm – 4:00pm	Robing for Convocation, *President's Office*
4:00pm – 5:00pm	Convocation Ceremony, *Lancaster Mall*
5:30pm – 7:30pm	Board of Visitors Picnic with Alumni, *Longwood House*

Friday, September 11

8:30am – 9:00am	Continental Breakfast
9:00am – 9:30am	Rector's Welcome and Consent Agenda
9:30am – 11:00am	President's Report and Discussion
11:00am – 11:30am	Reports of Representatives to the Board
11:30am – 1:00pm	Task Force Meetings and Lunch
1:00pm – 1:30pm	Review of Task Force Meetings
1:30pm – 3:30pm	Discussion of Campus Master Plan with Cooper, Robertson & Partners
3:30pm – 4:30pm	Executive Session
6:00pm – 9:00pm	Board of Visitors Reception and Banquet for Longwood's Most Generous Lifetime Supporters, *Maugans Alumni Center*

Saturday, September 12

8:30am – 9:00am	Continental Breakfast
9:00am – 11:00am	Update on the Process of Renewing General Education
11:15am – 12:00pm	Dedication Ceremony, *Maugans Alumni Center*
12:00pm – 1:00 pm	Brunch, *Beale Plaza*

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Overview Message from the President

copy follows in this tab, as distributed September 3, 2015

From: Reveley IV, Taylor
Sent: Thursday, September 03, 2015 9:13 AM
To: BOV
Subject: Longwood BOV Meeting

Friends,

We all look forward to seeing you next week, and you should receive your briefing materials tomorrow by overnight delivery. This first board meeting of the academic year will be a particularly important one. It will be a chance to celebrate the opening of the Maugans Alumni Center, and a chance to celebrate the powerful support of many of Longwood's most generous benefactors, as well as the relationship of Farmville and the University, with Mayor David Whitus '83 as our Convocation speaker. And as we look to the future, this meeting will also be a chance to focus closely on key long-term initiatives: the master plan, general education reform, and of course the possibility of hosting a presidential debate.

When so many colleges and universities today are buffeted by increasingly severe short-term pressures, we are able to take the long view here because --- through focus on retention --- our enrollment is strong and growing stronger. Last week, we welcomed the largest sophomore class in the University's history. Enrollment is the animating force of everything we can achieve as an institution. It is also our fundamental purpose --- keeping students on track to graduation, transforming lives through the power of the education we offer.

In our 177th year, Longwood is making good progress on many fronts, and it is a delight to see this new year underway.

Thanks, as always, and see you soon,

Taylor

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Longwood University
Board of Visitors

June 12-13, 2015
-Minutes-

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

Friday, June 12, 2015

Call to Order

The Longwood University Board of Visitors met on Friday, June 12 at the Inn at Poplar Springs in Warrenton, Virginia. The meeting was called to order at 10 a.m. by Rector Colleen Margiloff.

Members present:

Mrs. Eileen Anderson
Mrs. Katherine Busser
Mr. David Hallock
Mr. Eric Hansen
Mr. Thomas Johnson
Mrs. Colleen Margiloff
Mr. Stephen Mobley
Mrs. Marianne Radcliff
Mr. Brad Schwartz
Ms. Pia Trigiani
Mr. Lacy Ward
The Hon. Robert Wertz, Jr.

Mrs. Walker was absent due to a family illness.

Also Present:

President Taylor Reveley
Cameron O'Brion, Office of the Virginia Attorney General
Chief of Staff Justin Pope
Vice President for Administration and Finance Ken Copeland
Vice President for Facilities Dick Bratcher
Vice President for Student Affairs Tim Pierson
Provost and Vice President for Academic Affairs Ken Perkins
Vice President for Strategic Operations Victoria Kindon
Interim Vice President for Commonwealth Relations Courtney Hodges
Dean College of Graduate and Professional Studies Jeannine Perry
Faculty Representative, Dr. Audrey Church
Executive Assistant Kay Stokes

Rector's Welcome and Consent Agenda

Mrs. Margiloff commended the events of graduation weekend and the Yellowstone program she accompanied last month, praising the program's outstanding leadership and the students who participated. Mrs. Margiloff asked for a motion to approve the Consent Agenda. Mr. Mobley so moved and Mr. Ward seconded. President Reveley answered several questions concerning items on the Consent Agenda. The motion was approved unanimously. (A copy of the Consent Agenda is included as Appendix 1).

President's Welcome

President Reveley reported on a successful conclusion to the academic year, provided an update on transitions, in particular the arrival of Joan Neff on July 1 as vice president for academic affairs and provost, and the recent death of Barry Case, former rector and devoted supporter of Longwood. He discussed the status of Longwood's application to host a presidential debate. He thanked Audrey Church for her service as faculty representative, and offered his praise and thanks to Ken Perkins and Dick Bratcher, on the occasion of their final Board meetings in their current positions, as well as to Thomas Johnson, on the occasion of his final Board meeting as a member.

The president provided updates and answered questions from members regarding finalization of the Moton Museum affiliation, strategies for continuing to build momentum in philanthropy and structural and organizational issues in Advancement, Alumni Relations and related departments. Focus areas for the year ahead include: improved operations in admissions; retention; marketing; continued progress in engagement between Longwood and Farmville; and updating the budgeting process.

The Board voiced its congratulations to Troy Austin for an outstanding year of academic achievement by student-athletes, including this year's valedictorian, Kelsey O'Brien McDonald of the women's soccer team.

Budget Discussion

Mr. Copeland provided an overview of the proposed Operating Budget and answered assorted questions on topics including federal research grant funding strategies and use of auxiliary reserves. Mrs. Busser suggested development of a comprehensive strategy for making most effective deployment of reserves.

Mr. Bratcher presented an overview of the capital budget and answered questions with Mr. Copeland on topics including parking, snow removal, construction and renovation.

Mrs. Margiloff asked for a motion to approve both the operating and capital budgets. Mrs. Busser so moved, Mr. Schwartz seconded and the motion to approve both budgets was unanimously approved (copies of the budgets are included as Appendices 2 and 3).

Task Force Meetings and Lunch

At 12 noon, Board members broke for lunch and to meet in their Strategic Priorities groups for focused discussion with members of the executive steering committee: Retention and Graduation (Hallock and Radcliff, with Kindon, Perkins and Pierson); Foot Traffic by Alumni and Friends (Anderson and Johnson, with Austin, Hodges and Pope); Organization, Structuring and Governance (Schwartz and Wertz, with Bratcher, Copeland and Reveley); National Marketing (Hansen and Ward, with Austin, Hodges and Kindon); Strengthening the University Community (Mobley, with Copeland, Perkins and Pope) and Regional Prosperity (Busser and Trigiani, with Bratcher, Pierson and Reveley). John Kirk of Cooper Robertson Partners gave a short presentation on master planning recommendations for Hull Springs Farm.

At 1:30 p.m. the full Board reconvened to review the task force meetings – to discuss the outcome of discussions and offer feedback on the strategic priority areas. Suggestions included occasionally rotating Board members among task forces so they can broaden their familiarity and contribute more widely.

At 2 p.m. John Kirk gave a presentation to the Board outlining the ideas that are beginning to emerge for inclusion in the Campus Master Plan. After extensive discussion and questions, Mr. Bratcher asked Board members if they were comfortable with the vision outlined in the presentation, and endorsed it as a basis to move the plan toward completion. Board members expressed support for the plan and thanked Mr. Kirk for his work.

Mrs. Margiloff proposed a motion to go into Closed Session under Section 2.2-3711(A)(1) of the Code of Virginia to discuss matters pertaining to the performance of Longwood University employees. Mrs. Radcliff so moved, Mrs. Busser seconded and the motion was unanimously approved.

By roll call vote, the Board returned to open session. The Board strongly commended President Reveley on his leadership of the University during the 2014-15 fiscal year.

On behalf of the nominating committee, Mrs. Trigiani recommended to the Board that the current rector, vice rector, secretary and member at large continue in their positions for the 2015-2016 year. She introduced a motion that the following officers be elected for 2015-2016: Colleen Margiloff as rector, Robert Wertz as vice rector; Shelby Walker as secretary and Stephen Mobley as member at larger. The motion was approved unanimously.

Mrs. Margiloff collected and discussed the results of an anonymous survey of Board members regarding Board practices, schedules, and agendas. There followed a discussion among members regarding communication between meetings, scheduling going forward (particularly of executive committee meetings) and possible agenda items to help the meetings as productive as possible.

There being no further business, the meeting was adjourned at 5:30 p.m.

Members gathered for cocktails and dinner at the Inn that evening, where President Reveley presented Thomas Johnson with a framed copy of a resolution approved unanimously by the Board in his honor and in thanks for his service to Longwood (a copy of the Resolution is included as Appendix 4)

Saturday June 13, 2015

The Board reconvened on Saturday, June 13 at the Inn at Poplar Springs in Warrenton, Virginia. at 9:00 a.m. All members were present except Mrs. Walker and Mr. Mobley. Also present were President Taylor Reveley, Cameron O'Brion, Justin Pope, Kay Stokes and Terry Hartle, Senior Vice President for Public Affairs, American Council on Education

The Board engaged in a substantive discussion, lasting approximately two hours, with Mr. Hartle on challenges and opportunities facing American higher education, and current policy and fiscal issues facing higher education in Washington, D.C.

There being no further business, the meeting was adjourned at approximately 11:00 a.m.

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

These items concern regular updates and standard approvals as follows: update of positions referenced in certain policies to reflect new responsibilities due to recent personnel changes; approval to purchase real property related to the Archaeology Field School; approval of regularly updated Six-Year Plan as required by SCHEV; approval of appointments to the Longwood University Real Estate Foundation Board; approval of resolution to authorize financing for capital projects, specifically the Upchurch University Center; updates to the Memorandum of Understanding between the University and the Longwood University Foundation regarding the Longwood Center For the Visual Arts (LCVA); update to the Psychological Emergency Policy, as required by Virginia Code; and updates to the University Non-Discrimination and Sexual Misconduct Policies, as required under updated and new state and federal guidelines and laws.

BOARD OF VISITORS
Memorandum of Policy Changes

Consent Agenda

Justification: Positions mentioned in the following policies have been amended to reflect new responsibilities due to recent personnel changes.

Policy#	Former Title	New Title
1008	Senior Accounting Officer	Director of Materiel Management & Financial Operations
1010	Assistant Vice President for Financial Operations	Director of Materiel Management & Financial Operations
4202	Administration and Finance Officer	Vice President of Administration & Finance
4204	Assistant Vice President for Financial Operations	Director of Materiel Management & Financial Operations
4305	Assistant Vice President for Financial Operations	Director of Materiel Management & Financial Operations
5213	Chief Administration and Finance Officer (CAFO)	Vice President of Administration & Finance
5220	Vice President of Facilities and Real Property	Vice President of Administration & Finance
5401	Director of Materiel Management	Director of Materiel Management & Financial Operations
7203	Vice President of Facilities Management	Vice President of Administration & Finance
7204	Director of Facilities Management	Executive Director of Facilities Management
7211	Director of Facilities Management	Executive Director of Facilities Management

BOARD OF VISITORS
ADMINISTRATION, FINANCE, FACILITIES, AND TECHNOLOGY

ACTION ITEM

Approval to Purchase Property

ACTION REQUESTED: On behalf of the President, I move that the Board of Visitors approve the University to acquire the property located at 2082 Black Walnut Road, located in the Town of Randolph, Halifax County, Virginia.

RATIONALE: The University has leased the property located at Black Walnut Farm since November of 2001 for the Archaeology Field School. In 2012, the Longwood University Board of Visitors named the Field School in honor of Dr. James W. Jordan for his contributions to science, his students, the University, and the cultures that he has helped illuminate through archaeological research. The property at Black Walnut Farm was recently purchased by REW Land, LLC and an agreement established for selling the Field School parcel to the University. The purchase will continue to provide students the opportunity to engage in archaeological research projects throughout the year and enhance the learning experience.

BACKGROUND: The Archaeology Field School was not part of the Campus Master Plan approved by the Board of Visitors in September, 2008 but was leased by the university since 2001 for educational purposes. The Field School will be incorporated into the new University Master Plan.

Longwood University

2015 SIX-YEAR PLAN

Part II (Narrative)

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

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

Longwood University is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. Building upon its strong foundation in the liberal arts and sciences, the University provides an environment in which exceptional teaching fosters student learning, scholarship, and achievement. As the only four-year public institution in south central Virginia, Longwood University serves as a catalyst for regional prosperity and advancement.
Approved by the Longwood Board of Visitors, July 1997.

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

B. Strategies – Describe in more detail strategies proposed in the spreadsheet. Identify each strategy with the title used in the spreadsheet.

1) Improved Retention and Graduation Rates

Objective: 2 – Optimize Student Success for Work and Life (especially 2.2 "provide effective academic and student services focused on persistence and completion" and 2.3 "increase on-time completion of certificates and degrees").

(carried over from previous six-year plan). Upon assuming office in the summer of 2013, President Reveley identified his top strategic priority as a systematic, cutting-edge effort to raise the University's retention and graduation rates to the top of its peer group, and to become a model for the Commonwealth and beyond. This is also a top priority of the university strategic plan. While Longwood's completion rates are currently strong for peer institutions, too many students begin a path toward a degree and fail to complete. The goal is to ensure that every student who enrolls in Longwood has an opportunity to complete a degree, thus enjoying – and contributing to the Commonwealth – the substantial economic and citizenship benefits that a completed degree carries. Retention is also critical to the financial strength of the institution.

Longwood has been engaged in a data-driven process to identify the most promising practices in improving graduation and retention rates, particularly for low-income students and those pursuing degrees in STEM-H fields.

That process has identified ensuring adequate student support staff as critical and cost-effective mechanisms to keep students on path to graduation, and we believe boosting support in these areas would help more students finish. Under the Enhanced Student Success program (continued from 2014-2020 Plan) Longwood will look to increase and better train support staff such as tutors and counselors to work with identified at-risk students to overcome obstacles and ensure they have the study skills, academic support and confidence to move toward degree completion.

Other targeted areas for investment in retention:

- **Software and other technological tools to develop a stronger "big data" understanding of factors in student success and risk**. These tools can provide "early warning radar" that identifies students who are struggling in courses, or falling off-track on their degree path, in time to intervene successfully.
- **Summer bridge program for at-risk students**. Such programs, which have provided extremely valuable and cost-efficient at other institutions, would help incoming students with lower levels of preparation improve their success rates in their first college courses – a key determinant of overall graduation success.
- **Mental health counseling and partnerships with parents to help students through their transition to college**. We believe such investments will be extremely cost-effective, particularly when focused on the first weeks of college, when students are at most danger of growing discouraged and dropping out.

2) Strengthening the Commonwealth and Region

Longwood is the only four-year public university serving roughly 7,500 square miles of Southside, Virginia, and a key priority identified in our 2014-18 Strategic Plan is to serve our community and region. The following initiatives would contribute directly to that goal:

Objectives 1 and 4

- **Early Childhood Education**. Longwood is working to design and implement a comprehensive early childhood services program – an area of extraordinary need across our region. Components of the initiative will include an academic program to prepare new graduates, as well as regional professionals working in the field, training and certification in early childhood development. The initiative builds upon a strong body of research demonstrating the return on investment and value of early childhood development training, as well as the wide disparities in access to well-designed and implemented early childhood programs that exist between low-income and high-income communities across the Commonwealth.

  (especially objective 1.1 "Expand outreach to PK-12 and traditionally underserved populations").

- **New and Expanded Health Profession Degrees** (Continued from 2014-2020 Plan). We will work to continue to expand capacity in our traditional nursing and new RN-to-BSN program, for which demand severely outstrips supply, and potentially expand capacity to offer nursing degree tracks at offsite locations such as Martinsville.

(especially objectives 4.1 "Build a competitive, future-ready workforce for all regions and E.6 "Increased degree production in the areas of STEM-H.)

- **Additional faculty, particularly in popular majors with strong workforce demand, and to expand Cyber-Security Initiative**. Longwood is seeing exceptional demand in programs such as nursing, exercise science, therapeutic recreation, graphic design and programs related to Longwood's cutting-edge Cyber-Security Initiative (In 2012 Longwood re-allocated funds to establish a secure cyber-security lab, and has been designated a National Center of Digital Forensics Academic Excellence by the Defense Cyber Crime Center – the first institution in Virginia, and just the third nationally, to receive that designation).Longwood faculty overall currently carry an exceptionally heavy teaching load – four classes per semester on average. This initiative carries over from the 2014-2016 biennium and would provide additional faculty positions in heavily enrolled programs, and replace lecturers, some of whom do not have their terminal degrees, thus causing accreditation review and forcing us to turn away well-qualified students from these programs. New faculty positions will provide the necessary increase in course offerings to meet current and future student course demands necessary for students to complete their degrees on schedule.

  (especially objectives E.6 "Increased degree production in the areas of STEM-H" and 2.3 "Increase on-time completion of certificates and degrees")

- **Expanded outreach across Southside.** In recent years, Longwood's satellite program in Martinsville has expanded from four students to nearly 50 expected this coming fall, in programs in elementary education and social work, and Emporia has grown from none to 16. Longwood would be interested in expanding offerings at SCVHEC in South Boston but believes a full-time onsite director would be essential to the success of any program.

  (especially objective 4.1 "Build a competitive, future-ready workforce for all regions")

3) **<u>A new general education curriculum: a foundation of learning for every graduate</u>**

Objectives 2 and 3 (Especially 3.2 "Cultivate innovations that enrich quality, promote collaboration and improve efficiency.")

(appeared in previous six-year plan as "Review and Revise General Education Requirements). Over the previous year, Longwood has been engaged in a systematic review of its general education curriculum – the courses required of every Longwood graduate to ensure he or she is prepared for citizen-leadership and the workforce. Faculty have been working to identify key learning goals, and align those goals with the learning goals of SCHEV, the mission of the institution, and the needs of the Commonwealth. They are also working to develop a system of assessment to ensure those goals are met.

The general education review is critical to the mission and broader strategic goals of the university. What has become increasingly clear since the previous plan is the extent to which the design and implementation will facilitate faster and more successful degree completion, by ensuring the courses students need to graduate are more readily available, and more efficient

academic operations than the current general education program. It will more strongly align student learning with the needs of the Commonwealth and the demands of the 21st-century workforce.

The curriculum will be finalized in academic year 2015-16 and rolled out over the course of the following two academic years. It will require funding to design and develop courses, and build a team of faculty and staff to ensure student success.

4) **Undergraduate Research**

Objective: 2 (especially 2.1 "Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement').

(appeared in previous plan under "Implement the Quality Enhancement Plan"). This initiative would support implementation of the Quality Enhancement Plan (continued from 2012-2018 Plan): The QEP, required by our accreditors, is a five-year plan to improve our preparation of students for civic life and the workforce. The focus of Longwood's QEP is developing undergraduate research opportunities, which a wide body of research shows improve the essential skills both for the 21st century workforce and society at large -- critical thinking, information literacy, and written and oral communication. Studies also show undergraduate research experiences improve student engagement and retention. The QEP also, of course, advances research projects by faculty on important issues for the region, Commonwealth and nation – particularly STEM-H fields such as cybersecurity, environmental science -- and provides critical preparation for the growing number of Longwood students who continue their education in graduate school.

Finally, summer research opportunities facilitate greater year-round use of facilities by students. They also provide financial support to students that helps them stay on course to graduate and lessens loan debt after graduation. In 2013, Longwood launched a new summer STEM research program – PRISM ("Perspectives on Research in Science and Mathematics"). This initiative is highly successful but currently is available to only a small number of students.

5) **Faculty equity, retention and promotion pool**

Objective 3 (Especially 3.3 "Foster faculty excellence, scholarship and diversity")

A 2012 Compensation report commissioned by the Longwood Board of Visitors found Longwood faculty and staff significantly lagged peer institutions across the Commonwealth and nation, particularly factoring in the exceptionally heavy teaching load Longwood faculty carry (among the very highest of any four-year university in the state, according to JLARC). Longwood has internally funded merit-based increases to the salary pool in recent years, and this year faculty and staff will receive the 2% increase for state employees. However, average compensation remains below the competitive targets set in the compensation reports. Attracting and retaining the most able faculty to our rural campus is an absolutely essential component of our full range of strategic goals.

C. Financial Aid – TJ21 requires "plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans."

This past March, Longwood's Board of Visitors announced the university would hold tuition and fee increases below 3 percent for the second consecutive year. On top of the 2014-15 increase, Longwood's 2-year price increase is by far the smallest seen at any Virginia public university since 2001-2002.

Meanwhile, Longwood continues to work to make more institutional student aid available as well. A new strategic plan for the Longwood University Foundation is narrowing its focus to concentrate almost entirely on raising and distributing private dollars as scholarships for Longwood students. The Longwood University Foundation expects to contribute nearly $1.6 million to student financial aid this coming year, up 5 percent from a year ago and up 34 percent compared to five years ago.

Longwood noted in the previous six-year plan that the University had recently changed the way it awards financial aid, to increase aid awards to the neediest students and extending grant eligibility to middle-income students. We have followed up on the initiative with a related one to streamline and distribute more effectively and fairly the allocation of institutional aid to students. Previously, students were divided into a relatively small number of bands of need. Students in the same band would receive identical awards even though they could in some cases have non-trivial differences in need. Longwood is moving to an "algorithmic" model that determines aid awards based on the precise demonstrated need of an individual student, not the range into which they fall. This will have the effect of channeling aid dollars more efficiently to the neediest students.

About 71 percent of Longwood students receive some form of financial aid to offset their educational costs. About 26 percent of Longwood undergraduates receive Pell Grants – the federal aid program for college students from the very lowest-income families.

D. Evaluation of Previous Six-Year Plan – Summarize progress made in strategies identified in 2014-15 Six Year Plan. Note how additional General Fund support, savings and reallocations were used to further the strategies.

This year's plan has been re-organized to reflect more focused strategic priorities consistent with the university strategic plan, and many of the strategies identified two years ago now fall into new categories. There has also been progress on several additional strategies that were included two years ago and have been at least partially funded internally and through reallocations.

An update on some items from the previous six-year plan:

- New Degree Audit System. "Degree Works," a new degree audit software system, is up and running.

- Develop an RN-to-BSN Program. The program is up and running and enrolled its first students this spring.

- Implement the Quality Enhancement Plan (now part of the Undergraduate Research Strategy). The plan has been approved by SACs, and a director of undergraduate research has been hired and has begun work on implementation.

- Implement the Center for Excellence in Environmental Education Initiative. A director was hired and began programming.

- Graphic Design Animation and Simulation. The program has been developed, hired faculty and enrolled its first class, proving exceptionally popular.

- Technology-enhanced instruction. Longwood has broadened its online/hybrid course offerings from 228 courses enrolling 2,764 students in 2012 to 456 courses enrolling 5,346 students this past academic year.

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

Capital projects that are top priorities for Longwood and impact E&G and NGF costs include the following:

1. **<u>Construct Student Success Center</u>**
   O&M for 2017: $306,564
   Blended Objective: 2

   The Student Success Center is a pool project that has been approved through construction. Funding of $627,000 is needed to purchase furniture, fixtures, and equipment, thus completing the project.

   The overall project constructs a 25,000 gross square foot facility which will provide a central location for academic support, career advising, and other vital services focused on improving student retention and graduation rates. The coordinated and co-located services will assist and enable students as they move through academic transition points by providing support during the key freshman year, enhancing academic and leadership skills, and providing academic and career advising services.

2. **<u>Construct New Academic Building</u>**
   O&M for FY20: $561,000

   Objectives 2 and 3

The New Academic Building is a pool project that has been approved through detailed planning. This project constructs a 42,000 gross square foot academic building that will provide approximately 75% of the additional academic space required for Longwood's anticipated future enrollment in one cost-effective project. The New Academic Building will contain classrooms, collaborative learning space, student research and inquiry space, a library outpost, the Center for Academic Faculty Enrichment, digital and distance learning facilities, other academic support space, and faculty offices.

The New Academic Building will provide space and support for expanded student research and STEM-H programs, such as the summer STEM research program, development of new health profession degrees, and an expanded office of sponsored programs and research.

3. Construct New Admissions Office
O&M for FY19: $166,000

Objective: 1

The New Admissions Office is a pool project that has been approved through detailed planning. The project will replace Longwood's current small and outdated Admissions Office with a 21,000 gross square foot building that will adequately support growth in prospective student visits and enrollment.

This replacement facility will include a large reception area, display and information areas, and adaptable conference and presentation rooms for interviews, group presentations and community outreach events. The New Admissions Office will signify that Longwood is a leader of higher education in both the Southside Virginia region and throughout the Commonwealth.

4. Replace Steam Distribution System Wheeler Mall

Objective 3

This project will replace, repair, and reconfigure elements of the underground steam distribution system in the Wheeler Mall area of the Longwood campus. This project is a direct result of defects and deficiencies noted in a recent comprehensive study of the university's campus steam distribution system. A single overall project addressing all the problems in this area will be more cost effective and create less overall disturbance than a piecemeal approach of spot repairs and replacements.

5. Construct New Physical Plant Building
O&M for FY22: $1,234,000

Objectives 3 and 4

This project will replace the current small and outdated Bristow Building with a new 70,000 gross square foot building for the Facilities Division and the Materiel Management Department. In the more than 40 years since the Bristow Building was built, enrollment has more than doubled, as has Longwood's building infrastructure, and the current facility no longer meets the functional needs of the Facilities Division or the Materiel Management Department.

In addition, the Bristow Building sits in a highly visible location at one of the main approaches to the Longwood campus. The New University Master Plan 2025 (currently in the final draft stage) recognizes that a maintenance facility with its associated equipment parking, delivery trucks, and storage and service areas is no longer the best and highest use for this very public location.

6. Renovate Heating Plant Facility
   O&M for FY21: $68,040 (GF) $57,950 (NGF)

   Objective: 3

   This project will renovate the Old Heating Plant to install a new central chilled water distribution system. As part of this project, two electrically-driven chillers of 1,250 tons capacity will be installed, and a new underground piping system to distribute chilled water to buildings in the north and central areas of campus will be constructed.

   Construction of this facility will result in significant improvements to Longwood's campus infrastructure, reducing energy and maintenance costs and improving reliability.

7. Construct Athletic Facilities
   O&M for FY18: $446,000

   Objective: 2, 3 and 4

   This is an umbrella project that will construct seven athletic facilities phased in over a multi-year period. Two of these projects are also necessary for Longwood academic initiatives, and one is strategically designed to increase community involvement with Longwood Athletics and the foot traffic between campus and downtown Farmville to enhance regional economic development.

8. Construct Performing Arts Center
   O&M for FY22: $576,000

   Objectives 2 and 4

   This project will construct a new 500-seat assembly and performance hall with rehearsal facilities and additional Music Department space. The proposed site, as identified in Longwood's New University Master Plan 2025, is the current location of the university facilities operations building, Bristow Building.

The Performing Arts Center will fill a void for a wide variety of academic, student life, and community activities. It will be the only venue of this type and size in an eight-county area where lectures, visiting speakers, theatrical performances and civic gatherings can occur, thus greatly enhancing the interaction of the university community with the citizens of the surrounding region.

9. Construct East Madison Street Parking Garage
O&M for FY22: $288,000

Objectives 3 and 4

This project will construct a multilevel parking structure for approximately 466 vehicles in Longwood University's north campus area adjacent to East Madison Street. One of the chronic physical deficiencies of Longwood's campus is the lack of convenient, easily accessible parking for meetings, conferences, and other events. This project will offer parking support for a variety of university and community events.

10. Expand and Renovate Willet Hall
O&M in FY21: $1,134,000 (GF) $419,000 (NGF)

Objectives 2, 3 and 4

This project will renovate and expand Willett Hall to include a large multifunction assembly addition, new offices, classrooms, and athletic space. The multifunction assembly space will be a three-level facility suitable for university convocation exercises, lectures and cultural events, large performances, basketball and other indoor sports events, and indoor sports practice. This assembly space will be available to the Farmville and Southside Virginia communities for business trade shows, local civic events, K12 athletic competitions and graduation events, and education fairs. The project also includes new instructional and academic office space to support education and outreach programs, including the Department of Health, Athletic Training, Recreation and Kinesiology (HARK), which is a rapidly growing program in need of additional space.

Willett Hall is one of only two existing buildings on Longwood's campus that contains significant assembly space. Over the years, the demands on the space in Willett Hall have increased dramatically, as Willett has emerged as the de facto activity hub of Longwood University, hosting academic, student, and community activities and events. There is now a significant decrease in space and time available for other previously accommodated activities, which restricts Longwood's ability to serve its campus constituents and help fulfill the venue needs of the local community and the Southside Virginia region.

E. Restructuring – This section pertains to Level II and Level III institutions:

i. Level III and Level II institutions: please provide a list of any items that you feel need clarification under your existing authority (i.e., ability to provide employees with an early retirement plan). Please list any additional concerns or issues.

ii. Level II institutions: there was proposed legislation in the 2015 Session that would have granted "Level 2.5 authority". Level 2.5 provided each institution with the three areas as authorized under the original Level 2 legislation (IT, capital outlay & procurement) plus some additional administrative and financial authority with the same post-audit checks and balances that Level III institutions operate under in order for these authorities to continue.
Please list areas, issues, or specific items of additional authority that you would request through legislation and/or renegotiated management agreements.

Additional authority on capital projects would be beneficial. While we have not specifically contemplated requests for other additional authorities, we always welcome the opportunity to work with the Commonwealth and other institutions on ideas for providing more flexibility to reduce overall costs.

BOARD OF VISITORS
Ratification of Real Estate Foundation Board Members Requested

Consent Agenda

Justification: The Bylaws of the Longwood University Real Estate Foundation (REF) require Board of Visitors approval for appointment to the REF Board.

Otis Brown, previous Vice-Rector to the Longwood University Board of Visitors and Greg Fawcett, Principal, Piedmont Securities of Davidson, North Carolina have been nominated by the REF Board and have agreed to serve. Mr. Brown will serve the unexpired portion of the term of the late Barry Case through June 30, 2016 and Mr. Fawcett will serve a three-year term to expire June 30, 2018.

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

WHEREAS, pursuant to and in furtherance of Chapter 3.2, Title 23 of the Code of Virginia of 1950, as amended (the "Act"), the Virginia College Building Authority (the "Authority") developed a program (the "Program") to purchase debt instruments issued by public institutions of higher education in the Commonwealth of Virginia ("Participating Institutions" and each a "Participating Institution") to finance or refinance projects of capital improvement ("Capital Projects" and each a "Capital Project") included in a bill passed by a majority of each house of the General Assembly of Virginia (the "General Assembly");

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

WHEREAS, if a Participating Institution desires to finance or refinance a Capital Project through the Program it must enter into a loan agreement with the Authority, under which: (i) the Participating Institution will issue its promissory note pursuant to Chapter 3, Title 23 of the Code of Virginia of 1950, as amended, to evidence a loan to it by the Authority; (ii) the Authority will agree to issue Pooled Bonds and use proceeds thereof to purchase the promissory note; (iii) the Participating Institution will agree to use proceeds of Pooled Bonds, loaned to it and received in exchange for its promissory note, to finance or refinance the Capital Project and to not take actions that may jeopardize any federal tax-exempt status of interest on Pooled Bonds allocable to financing or refinancing the Capital Project; and (iv) the Participating Institution will agree to make payments under the promissory note in sums sufficient to pay, together with certain administrative and arbitrage rebate payments, the principal of, premium, if any, and interest due on such Pooled Bonds;

WHEREAS, the Board of Visitors (the "Board") of **LONGWOOD UNIVERSITY** (the "Institution") from time to time desires to finance or refinance Capital Projects for the Institution as a Participating Institution under the Program, and now proposes that the Institution issue its promissory note or notes (collectively, the "Note") to be sold to the Authority in accordance with a loan agreement or loan agreements between the Institution and the Authority (collectively, the "Loan Agreement"), under which proceeds of Pooled Bonds will be loaned to and received by the Institution in exchange for the Note, to finance or refinance costs of the following Capital Projects authorized for bond financing by the General Assembly: the **CONSTRUCT UNIVERSITY CENTER** (Project Code **17893**) (collectively, the "Project"); and

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

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

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD:

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

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

Section 3. The authorizations given above as to the approval, execution, delivery and issuance of the Loan Agreement, the Note and any amendments thereto (in connection with any refunding of Pooled Bonds financing or refinancing the Project or otherwise) are subject to the following parameters: (a) the principal amount to be paid under the Note allocable to any component of the Project, together with the principal amount of any other indebtedness with respect to such component, shall not be greater than the amount authorized for such component by the General Assembly plus amounts needed to fund issuance costs, original issue discount, other financing (including without limitation refunding) expenses and any other increase permitted by law; (b) the aggregate principal amount of the Note shall in no event exceed $23,774,195 as the same may be so increased; (c) the aggregate interest rate payable under the Note shall not exceed a "true" or "Canadian" interest cost more than 50 basis points higher than the interest rate for "AA" rated securities with comparable maturities, as reported by Thomson Municipal Market Data (MMD) or another comparable service or index, as of the date

that the interest rates are determined, taking into account any original issue discount or premium; (d) the weighted average maturity of the principal payments due under the Note shall not exceed 20 years after the original issue date of the Note; (e) the last principal payment date under the Note shall not extend beyond the reasonably expected weighted economic life of the Project; and (f) subject to the foregoing, the actual amount, interest rates, principal maturities, and date of the Note shall be approved by an Authorized Officer, as evidenced by the execution thereof.

Section 4. The Board acknowledges that if there is a failure to make, as and when due, any payment of the principal of, premium, if any, and interest on any promissory note issued by the Institution as a Participating Institution to the Authority under the Program, including without limitation the Note and any amendments thereto, the State Comptroller is authorized under the Program and Section 23-30.29:3 of the Code of Virginia of 1950, as amended, to charge against appropriations available to the Institution all future payments of principal of, premium, if any, and interest on such promissory note when due and payable and to make such payments to the Authority or its designee, so as to ensure that no future default will occur on such promissory note.

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

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

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

Adopted: _____ __, 20___

_____, Secretary
BOARD OF VISITORS OF
LONGWOOD UNIVERSITY

4824-9688-9103.5

MEMORANDUM OF UNDERSTANDING BETWEEN LONGWOOD UNIVERSITY AND THE LONGWOOD UNIVERSITY FOUNDATION, INC. FOR THE ~~OPERATION OF~~ LONGWOOD CENTER FOR THE VISUAL ARTS

Pursuant to the Articulation Agreement between Longwood University (the "University") and the Longwood University Foundation, Inc. (the "Foundation"), dated August 3, 1992, and for and in consideration of the benefits to be derived by each party from these undertakings, the receipt and adequacy of which are hereby acknowledged, the parties desire to set forth in this instrument their agreement to ~~govern the~~ ***manage and oversee*** the operation of the Longwood Center for the Visual Arts (the "LVCA"). This agreement shall remain in effect as long as the University and Foundation exist and are bound by the Articulation Agreement of 1992 and its subsequent revisions and amendments.

NOW, THEREFORE, the parties do hereby agree as follows:

A. General Statement of Purpose

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

2. The University acknowledges that the Foundation has undertaken a substantial responsibility in managing the assets of the LCVA including its annual operating contributions, building fund, endowment, art collection, and facility, and that the Foundation will continue to have a significant interest and role in the success of the LCVA's operations into the future as the LCVA annual contributions, endowment, and art collection continue to grow and the facility undergoes future renovations and expansion.

3. The parties desire to establish a structure for the operation and management of the LCVA to encourage and ensure its success. The LCVA's management structure is consistent with that of other University academic units. ***In this regard, the University places the responsibility for the day-to-day operations of the LCVA including personnel, budget, programs, collections, development, facilities, planning, and general administration on the LCVA Director*** ~~with the LCVA Director reporting directly to the University's Chief Academic Officer.~~

4. The University ***and Foundation are*** ~~is~~ responsible for ~~authorizing and~~ adhering to the following documents pertaining ***to*** LCVA:

    a. LCVA Resolution of Permanence
    b. LCVA Advisory Board By-Laws
    c. LCVA Mission and Value Statements
    d. LCVA Strategic Plan
    e. LCVA Code of Ethics and Institutional Standards
    f. LCVA Collections Policies and Procedures Manual
    g. LCVA Emergency Plan

    These documents and their subsequent revisions and ~~/or~~ amendments are implemented by the LCVA Director in consultation with the University ~~Chief Academic Officer~~ and approval of the University's Board of Visitors.

5. ~~The Foundation is responsible for adhering to the above required accreditation documents. In addition, s~~***S***ince documents 4(e), 4(f), and 4(g) directly deal with the handling of artwork owned by the Foundation, these documents, including any revisions and~~/or~~ amendments, will be presented to the Foundation Board for review and approval prior to final approval by the Board of Visitors.

6. The purpose of the LCVA Advisory Board is to assist the Director in the management of the LCVA by providing guidance in the development and use of its mission, policies, procedures, plans, and resources. The Advisory Board ~~is governed by~~ ***will adhere to*** formally approved by-laws, as well as documents outlining member roles and responsibilities, ~~and~~ committee roles ***and*** responsibilities, ***and*** philosophy and values statements. The LCVA Advisory Board is responsible for reviewing, recommending, and adhering to the policies of the LCVA. ~~in consultation with the LCVA Director.~~

7. ***The LCVA Advisory Board is responsible for providing professional expertise and guidance in the development, implementation, assessment, and evaluation of LCVA Programs.***

B. <u>Standards of LCVA Operation</u>

1. The University and Foundation shall consider the LCVA an academic unit of the University. ~~and thus provide it full consideration and inclusion in academic plans, policies, resources, and strategies.~~

2. ~~The University and Foundation shall adhere to guidelines set forth by the LCVA's accrediting body, to the extent such guidelines are not in~~

~~opposition to applicable federal and state law, in the management of operations and assets, emergency planning, and ensure its good standing as an accredited entity.~~ ***To ensure its good standing as an accredited entity, the University and Foundation shall adhere to guidelines set forth by the LCVA's accrediting body, to the extent such guidelines are not in opposition to applicable federal and state law, in the management of operations, assets, and emergency plans.***

C. Personnel

1. The University shall be responsible for the employment of LCVA staff including provisions for compensation, hiring, training, development, evaluation, and termination as outlined in the University's personnel policies.

D. Art Works

1. For the purposes of ~~the Governing Provisions for the LCVA between the University and the Foundation~~, ***this document***, the term "Art Works" shall refer to those certain works of art now or hereafter lent to the University ~~and~~ **or** owned by the Foundation as set forth below.

2. Art Works gifted to the University including any of its departments shall be assets of the Foundation. Their acquisition, inventory, and care shall adhere to policies and procedures outlined in University Policy 2202, the LCVA Collections Policy and Procedures Manual, and policies of the Foundation. ***The Foundation's Gift Review Committee, in consultation with University senior staff, has final authority over acceptance of all non-cash gifts including but not limited to Art Works.***

3. The day-to-day management, assessment, documentation, interpretation, and care of the Art Works, ***mentioned in section D2***, shall be the responsibility of the LCVA.

4. Art works lent to the University for the purpose of research or temporary display or as promised gifts shall be approved, inventoried, documented, managed, and cared for by the LCVA in accordance with the LCVA Collections Policies and Procedures Manual and LCVA Exhibition and Education Program Guidelines.

5. ~~The University shall provide fine arts insurance for Art Work lent to the University or owned by the Foundation. The cost of providing insurance and deductible shall be borne by the University.~~ The University is insured by the Commonwealth of Virginia Department of the Treasury/ Division

of Risk Management. The cost of providing insurance and ***the*** deductible~~s~~ for Art Work lent to the University shall be borne by the University.

a. In the case of total loss, monies resulting in claims made by the University shall be deposited in a Foundation LCVA account to be designated specifically for the replacement of affected Art Work(s).
b. In the case of conservation or restoration, the University shall pay for the associated costs. ***Any*** ~~and~~ monies resulting from the claim shall be used to reimburse the University.

6. To ensure the safety, security, integrity, and longevity of Art Works, the LCVA possesses sole authority and responsibility for handling, installing, removing, storing, transporting, and conserving ~~and restoring~~ Art Works.

7. Art Works shall be acquired and deaccessioned according to the LCVA Collections Policies and Procedures Manual.

E. Programs

1. For the purposes of ~~the Governing Provisions for the LCVA between the University and the Foundation~~, ***this document,*** the term "LCVA Programs" shall refer to the exhibition of art lent to the University or owned by the Foundation **and** educational programs managed and~~/or~~ sponsored by the LCVA.

2. ~~The LCVA Director~~ ***The University*** is responsible for creation and implementation of LCVA Programs. The guidelines for LCVA Programs are set forth in the LCVA Exhibition and Education Program Guidelines and the LCVA Collections Policies and Procedures Manual.

3. The Foundation is responsible for ensuring that monies spent in support of LCVA Programs are used in compliance with agreements and donor restrictions.

F. Facilities

1. ***The*** LCVA facility at 129 North Main Street shall be owned by the Foundation and leased to the University.

2. The University shall provide support for the repair ~~to~~ and maintenance of LCVA facilities, equipment, and grounds according to standards set forth by the LCVA accrediting body.

3. The University's ***Emergency Plan*** shall include provisions for the LCVA and Art Works ~~in the University Emergency Plan~~ according to standards set forth by the LCVA accrediting body.

4. Damage ~~of display materials~~ due to negligence and/or the failure to follow established procedures on the part of University employees shall be borne by the University. Damage ~~of~~ ***to*** display materials due to theft or vandalism shall be reported ~~in~~ ***on*** an insurance claim.

G. Finances

1. ~~General~~ ***The*** responsibilities of the Foundation ~~as to~~ ***for*** the management ***and disbursement*** of LCVA Funds ~~and their disbursement~~ **are to:**

   ~~The Foundation shall~~

   a. manage funds received by, held by, or entrusted to the LCVA (~~hereinafter~~ "LCVA Funds"), and apply such funds to the support of the LCVA in accordance with this Agreement;
   b. endeavor to preserve and enhance the LCVA Funds at all times;
   c. account for LCVA Funds separately from other funds held by the Foundation;
   d. invest LCVA Funds in accordance with ~~it's~~ the ***Foundation's*** ~~written Investment Policy Statement~~ ***investment and spending policy;*** and
   e. record donor intent when known and inform the LCVA in order to ensure compliance.

2. ~~General~~ ***The*** responsibilities of the University ~~as to~~ ***for*** financial support of the LCVA ***are to:***

   ~~The University shall~~

   a. provide an operating budget to the LCVA which ensures its good standing with the LCVA's accrediting body;
   b. match distributed endowment earnings established for the purpose of an LCVA staff position and provide all benefits and future merit increases for the endowed position ***to the extent possible, depending upon budgetary constraints and/or approval;*** and
   c. provide support from the University for the solicitation of contributions and for the production of publications.

3. Disbursements

All disbursements shall be made in accordance with donor intent to the extent known, in compliance with the provisions of any instrument governing disposition of the funds, as provided in policies and arrangements mutually determined by the University and Foundation and in compliance with federal and state law.

4. Relationship and Coordination of Development Function

a. All gift solicitations on behalf of the LCVA will be coordinated through the ***Office of*** University~~'s~~ ~~a~~Advancement ~~office~~;
b. the University, through the ***Office of*** University~~'s~~ ~~a~~Advancement ~~office~~, shall establish goals and facilitate achievement in the garnering of financial and in-kind support for the purpose of LCVA program support, endowment funds, facility renovation, and acquisition of property; and
c. all funds received by the University or the Foundation for the benefit of the LCVA will be held by the Foundation as part of LCVA Funds.

5. Financial Reporting Requirement

a. ~~The Foundation will provide a consolidated financial report of the LCVA and present a copy to the LCVA as soon as possible and in any event no later than one hundred fifty (150) days after the end of its fiscal year~~. ***The University shall provide to the LCVA on a monthly basis a financial report detailing the funds of the LCVA for the previous month through established accounting procedures.***
b. ***The Foundation shall provide to the LCVA on a monthly basis a financial report detailing the funds of the LCVA for the previous month through established accounting procedures.***
c. The Foundation shall maintain copies of disbursements and expenditures made by it from LCVA Funds accounts to or for the benefit of the LCVA. ~~in connection with a performance of the Foundation's obligations hereunder~~. ~~Such materials~~ ***Records*** shall be open to review by personnel authorized by ~~the governing body of~~ the University at any time upon reasonable written notice to the Foundation. Notwithstanding the foregoing, nothing contained herein shall be construed as providing the University or any governmental agency or department, or the general public, with any right of access to any other books, records, or documents of the Foundation. ~~The~~

~~University and the Foundation acknowledge that the Foundation is not, and shall not be construed as, either a public or a quasi-public entity, department, or agency of the Commonwealth of Virginia or the University and, accordingly, shall not be required to observe or perform the rules, regulation, laws or policies or procedures which are imposed upon public agencies or departments, nor provide any right to the public which the public may have with respect to any state or public department or agency, except as otherwise specifically provided by statue record university-related foundations.~~

d. ***The Foundation's activities shall be conducted in a manner to reasonably ensure that third parties understand that the Foundation is not part of, controlled by, or acting as an agent of the University.***

IN WITNESS WHEREOF, ~~this Memorandum of Understanding between Longwood University and Longwood University Foundation, Inc. for the operation of Longwood Center for the Visual Arts~~ ***these Governing Provisions for the Longwood Center for the Visual Arts*** ~~has~~ **have** been adopted by Longwood University and the Longwood University Foundation Inc. on this ____ day of _____, 2015. Amendments and revisions to this document must be approved by the Longwood University Board of Visitors and the Longwood University Foundation Inc. Board of Directors.

LONGWOOD UNIVERSITY

_____

By: COLLEEN MCCRINK MARGILOFF
Rector, Board of Visitors

_____

By: W. TAYLOR REVELEY IV
President

LONGWOOD UNIVERSITY FOUNDATION, INC.

_____

By: BART H. MITCHELL
President, Board of Directors

BOV – September 2015

Rationale: § 23-9.2:8. Student mental health policies.

The governing board of each public institution of higher education shall develop and implement policies that advise students, faculty, and staff, including residence hall staff, of the proper procedures for identifying and addressing the needs of students exhibiting suicidal tendencies or behavior, and provide for training, where appropriate. *Such policies shall require procedures for notifying the institution's student health or counseling center for the purposes set forth in subsection C of § 23-9.2:3 when a student exhibits suicidal tendencies or behavior.*

Psychological Emergency Policy

Longwood University aims to maintain the safety of individual students, as well as the community. Psychological emergencies include but are not limited to situations where a student attempts suicide, makes a threat or gesture of suicide, harms or attempts to harm themselves, or undergoes severe psychological distress. Faculty, staff, and students are expected to follow these procedures when there is a psychological emergency.

1. When there is a situation involving an **immediate threat** to self or others, the Longwood Police Dispatcher should be contacted immediately at 911 or 434.395.2091. The police will involve the appropriate on call administrator(s) who will involve the on-call Counselor/Psychologist.
2. When there is general concern for a student, the office of the Dean of Students should be contacted at 434.395.2485, Monday through Friday 8:00AM-5:00PM. A designated staff member will involve other administrators and Counseling and Psychological Services (CAPS) Center as appropriate. If the concern arises after business hours, the Longwood Police Dispatch should be contacted for consultation.
3. Counselors/Psychologists, Longwood Police, Dean of Students, and Residential and Commuter Life staff shall follow their department's established procedures, as trained.
4. Training resources are available for faculty, staff, and students.

The student of concern will also be discussed during the weekly Care Team meeting, and that team will follow-up as appropriate.

Consistent with the Disruptive Behavior Policy, a student's parent/guardian will be contacted if she or he is deemed to be a threat to self or others, and he or she may not attend classes or university activities or return to university housing until she or he is given clearance to return by the Dean of Students or a designee. Clearance will require (a) the completion of the designated Psychiatric Evaluation Form with signed authorization from a psychiatrist; (b) the doctor's agreement that returning to school is in the student's best interest; (c) demonstration from the student that he or she is no longer in crisis, has taken sufficient steps to address the underlying psychological concern(s) which triggered the crisis, and has a plan to maintain health; and (d) a meeting with the Dean of Students or her/his designee to complete behavioral contract, which will outline how the student can effectively function in the learning environment. Students are

responsible for costs associated with the evaluation and any subsequent care that falls outside the scope of University services.

The psychological emergency procedures are implemented with sensitivity to students' privacy and academic success. The office of the Dean of Students will work with the student and the appropriate Academic Dean's office to take measures necessary to allow students to return to school.

BOARD OF VISITORS

ACTION ITEM

Approval of Revisions to Policy 5215

ACTION REQUESTED: On behalf of the President, I move that the Board of Visitors approve revisions to Policy 5215 as presented below.

RATIONALE: This policy was last revised in June 2006.

Consistent with guidance issued by the Department of Education's Office for Civil Rights in the April 24, 2015, Dear Colleague Letter, this policy must be revised to include "the name, office address, telephone number, and email address of the Title IX Coordinator, including in its notice of nondiscrimination.[8] 34 C.F.R. § 106.8(a)" (Page 5, Section A.)

Consistent with guidance issue by the Department of Education's Office for Civil Rights in the Questions and Answers on Title IX and Sexual Violence document, this policy must be revised to include gender identity. "Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation." (Page 5, Section B-2)

Note: Language to be deleted is indicated by strikethroughs, and new language is indicated in bold.

Policy 5215

~~Equal Opportunity and Affirmative Action~~ **Non-Discrimination**

I. Purpose

The purpose of this policy is to restate the institution's commitment to diversity.

II. Policy

Longwood University, an agency of the Commonwealth of Virginia, is an equal opportunity institution of higher learning. Consistent with Federal and State law, the University promotes equal opportunity for all prospective and current students and employees. The University will not discriminate against any individual on the basis of race, sex, color, national origin, religion, sexual orientation, **gender identity,** age, political affiliation, veteran status, or disability status, except in relation to employment where a bona fide occupational qualification exists.

Anyone with questions concerning access or accommodations should contact Disability Resources at 434-395-2391 (V); 800-828-1120 (TT Relay). **If you have any questions or concerns regarding employment please contact the Equal Opportunity officer, Della H. Wickizer, at 434.395.2074. For more information or if you believe you have been subject to discrimination on the basis of sex or gender identity, please contact Longwood University's Title IX Coordinator:**
Jennifer Fraley, Associate Dean of Conduct & Integrity and University Title IX Coordinator
Office: Lancaster G26
Office Phone: (434) 395-2490
Cell Phone: (434) 808-9439
Email: fraleyjl@longwood.edu
www.longwood.edu/titleix
www.longwood.edu/studentconduct

This policy represents a commitment by Longwood University to support the practice, spirit, and good-faith effort of equal opportunity beyond mere compliance with government regulations. Longwood administrators, management staff, and supervisors are responsible for supporting and following this policy in their respective areas. Faculty, administrators, staff, and students are expected to understand and support this important policy.

Revised and approved by the Board of Visitors, September 7, 2002.
Revised and approved by the Board of Visitors, June 15, 2006.

Longwood University Sexual Misconduct Policy

Longwood University is committed to providing a healthy living, learning and working environment; an atmosphere that emphasizes the dignity and worth of the individual, which promotes personal integrity, civility and mutual respect, and creates an environment that is free from sexual misconduct and discrimination. Sexual misconduct, sexual discrimination and sexual harassment, are incompatible with Longwood's commitment to diversity and educational equity. Educational training and prevention programs will be provided along with appropriate resources and reporting options. This policy includes all forms of sexual misconduct, including sexual discrimination, sexual harassment, sexual assault, sexual violence, dating and relationship violence, and stalking by employees, students, or third parties. This policy addresses any sexual misconduct that involves members of the Longwood community regardless of whether the incident occurs during working hours and regardless of whether the incident occurs on or off campus. The intent of this policy is to provide the campus community with information, common definitions, and strategies to report and manage incidents that occur.

Eligibility for Assistance

This policy applies to all Longwood students, staff and faculty in all university programs and activities regardless of location of the incident(s). This policy also applies to individuals who join our community as an affiliate or part of an affiliated program. The University will conduct investigations to the best of their ability that may lead to appropriate criminal, personnel, and student conduct actions. Action will be taken to offer Longwood students, staff and faculty immediate resources which may include counseling, medical assistance and living, learning and/or appropriate working environment adjustments.

Commented [a1]: Language change to reflect immediate actions. Use of the term accommodations removed so as not to be confused with legally required disability accommodations.

If the complainant is a Longwood student, staff or faculty member and the accused respondent has no affiliation to Longwood, the complainant shall be offered available resources as appropriate. To the extent possible, the University will address the behaviors defined below towards any member of the Longwood community by non-members, including contractors, alumni, visitors, and any others identified as non-employees or non-students of the University.

If the complainant is a Longwood student, staff or faculty member and the accused respondent is affiliated with Longwood, both the complainant and accused respondent shall be offered available resources as appropriate.

If the complainant is not a Longwood student, staff or faculty member but the accused respondent is affiliated with Longwood, the respondent shall be offered counseling, medical and other resources as appropriate.

Definitions

Sexual Misconduct is a term that encompasses any sexual behaviors that violate Longwood University's Code of Conduct and University Policies. In general, any non-consensual contact of a sexual nature may constitute Sexual Misconduct. Sexual Misconduct may vary in its severity and consists of a range of behaviors or attempted behaviors that may be grounds for conduct action under University policy. The following policy definitions apply:

1. **Consent:** Effective consent is the basis of the analysis applied to unwelcome sexual contact. Lack of consent is the critical factor in any incident of sexual misconduct and sexual violence. Consent is informed, freely and actively given and requires clear communication between all persons involved in the sexual encounter. Consent is active, not passive. Consent can be communicated verbally or by actions. But in whatever way consent is communicated, it must be mutually understandable. Silence, in and of itself, cannot be interpreted as consent. It is the responsibility of the initiator of sexual contact to make sure they understand fully what the person with whom they are involved wants and does not want sexually. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Previous relationships or consent does not imply consent to future sexual acts. Consent may be withdrawn at any time, by any party to the sexual activity.

   Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion. Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. Effective consent cannot be given by minors, mentally disabled individuals or persons incapacitated as a result of drugs or alcohol. If a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature or extent of the sexual situation or activity, there is no consent; this includes impairment or incapacitation due to voluntary alcohol or drug consumption by the alleged victim, or being asleep or unconscious. Incapacitation is a state where one cannot make a rational, reasonable decision because they lack the ability to understand the: who, what, when, where, why or how of their sexual interaction. Use of alcohol or other drugs will never function to excuse behavior that violates this policy.

   This policy also covers someone whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of a so-called "date-rape" drug. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketomine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another person for the purpose of inducing incapacity is a violation of this policy.

2. **Sexual Activity**: includes intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch oneself or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice. Intercourse however slight, meaning vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue; or finger, and oral copulation (mouth to genital contact or genital to mouth contact).

3. **Sexual Discrimination:** includes all forms of: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties against employees, students, or third parties. Students, University employees, and third parties are prohibited from harassing other students and/or employees whether or not the incidents of harassment occur on the Longwood campus and whether or not the incidents occur during working hours.

4. **Unwelcome Sexual Contact**: includes fondling or touching, either of the complainant, or when the complainant is forced to touch another person's body, directly or through clothing. The definition of fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.

5. **Coerced Sexual Intercourse**: includes rape, attempted rape, sodomy, or other sexual acts or misconduct; or when the complainant is incapable of consent by reason of age, mental incapacity (including unwitting consumption of drugs), or physical helplessness. The definition of rape is penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. The definition of incest is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law. The definition of statutory rape is sexual intercourse with a person who is under the statutory age of consent.

6. **Sexual Exploitation:** Sexual exploitation occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

   a. Prostituting another student;
   b. Non-consensual video or audio-taping of sexual activity;
   c. Going beyond the boundaries of consent (such as allowing friends to hide in a closet to watch you having consensual sex);
   d. Engaging in voyeuristic behavior;
   e. Knowingly transmitting an STD, STI or HIV to another.

7. **Sexual Harassment:** Sexual harassment is unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to such conduct is made a term or condition of employment or the educational relationship; (2) submission to or rejection of such conduct is used as a basis for employment or education decisions affecting the individual; or (3) such conduct has the effect of unreasonably interfering with a student's or employee's work performance or creating an intimidating, hostile, or offensive working, educational, or living environment. While sexual harassment encompasses a wide range of conduct, some examples of specifically prohibited conduct include:

   a. Promising, directly or indirectly, a student or employee a reward, if the student or employee complies with a sexually oriented request.
   b. Threatening, directly or indirectly, retaliation against a student or an employee, if the student or employee refuses to comply with a sexually oriented request.
   c. Denying, directly or indirectly, a student or employee an employment or education related opportunity, if the student or employee refuses to comply with a sexually oriented request. Engaging in sexually suggestive conversation or physical contact or touching another student or employee.
   d. Displaying pornographic or sexually oriented materials.
   e. Engaging in indecent exposure.
   f. Making sexual or romantic advances toward a student or employee and persisting despite the student or employee's rejection of the advances.
   g. Physical conduct such as assault, touching, or blocking normal movement.
   h. Retaliation for making harassment reports or threatening to report harassment.

   Sexual harassment can involve a person or persons being harassed by members of any sex. Although sexual harassment sometimes involves a person in a greater position of authority as the harasser, individuals in positions of lesser or equal authority also can be found responsible for engaging in prohibited harassment.

Sexual harassment can be physical and/or psychological in nature. The accumulative effect of a series of incidents can constitute sexual harassment even if one of the incidents considered separately would not rise to the level of harassment.

8. **Dating and Relationship Violence:** Abuse or violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. This relationship involves physical or emotional intimacy. Physical intimacy is characterized by romantic or passionate attachment or sexual activity.

    a. The existence of such a relationship shall be determined based on the complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
    b. For the purposes of this definition, dating and relationship violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
    c. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.
    d. To better meet these requirements, if the complainant states that a relationship currently exists, formerly existed, and existed in the past 12 months, etc., it will be counted for Clery reporting purposes.

    Dating and relationship violence is abuse or violence between partners or former partners, characterized by one or more of the following elements:

    a. Intentionally causing bodily injury;
    b. Purposely or knowingly causing reasonable apprehension of bodily injury;
    c. Emotional abuse creating apprehension of bodily injury or property damage;
    d. Repeated telephonic, electronic, or other forms of communication -- anonymously or directly -- made with the intent to intimidate, terrify, harass, or threaten;

9. **Stalking:** includes repeatedly following, harassing, threatening, or intimidating another by telephone, mail, electronic communication, social media, or any other action, device or method that purposely or knowingly causes emotional distress or apprehension of bodily injury or death. Stalking is a course of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety or to suffer substantial emotional distress. For the purposes of this definition:

    a. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, participates in surveillance of, threatens, or communicates to or about a person, or interferes with a person's property.
    b. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
    c. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
    d. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

10. **Retaliation**: is action taken by an accused individual or an action taken by a third party or a group of people against any person because that person has opposed any practices prohibited under this policy or because that person has filed a complaint, testified, assisted, or participated in any manner in an investigation or proceeding under this policy. This includes action taken against a bystander who intervened to stop or

attempt to stop discrimination, harassment, or sexual misconduct. Retaliation includes intimidating, threatening, coercing, discouraging or in any way discriminating against an individual because of the individual's complaint or participation in in the complaint process. Action is generally deemed retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy.

Filing a Sexual Misconduct Complaint

All incidents of sexual misconduct and retaliation should be reported. Longwood University's complaint procedures provide for immediate, 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 these types of incidents to immediately report them to both the University Title IX Coordinator and Longwood University Police Department. All University employees, except those designated as Confidential Reporting Options, are designated as "responsible employees." Responsible employees are required to promptly report all incidents and/or knowledge of sexual misconduct, including personally identifiable information of the parties involved, to the University Title IX Coordinator. All reports are treated with the maximum possible privacy.

An immediate report to the Longwood Police will enable the preservation of evidence necessary for a successful criminal prosecution. The Longwood University Police Department is trained in collecting and preserving evidence for criminal cases. When evidence exists that could help support a criminal charge or assist the complainant in obtaining protective orders, contacting the Longwood University Police Department immediately, so the evidence may be collected, may ensure that even if the complainant does not want to file a criminal report at this time, the complainant may change their mind at a later date. Evidence collected by the Longwood University Police Department will be retained indefinitely unless destruction is authorized by the Commonwealth of Virginia Attorney. Complainants have the right, however, to choose whether or not to provide a statement to Longwood Police and to choose whether or not to pursue criminal prosecution after such a statement has been made.

Title IX Coordinator and Role of Title IX Coordinator

Jennifer Fraley, Associate Dean of Conduct & Integrity and University Title IX Coordinator
Office: Lancaster G-26;
Office Phone (434) 395-2490, Cell Phone (434) 808-9439
Email: fraleyjl@longwood.edu

Students, staff or faculty who believe they have either witnessed or been subjected to sexual discrimination, sexual harassment, sexual misconduct, dating and relationship violence, stalking and retaliation should notify the University Title IX Coordinator.

After the university receives notice of sexual misconduct or retaliation, it will conduct an impartial investigation. For specifics regarding investigations, see investigation procedures below. Student reporters of misconduct will not be charged with alcohol offenses or other minor violations of the Student Code of Conduct Standards and Regulations disclosed during the reporting process. Minor violations are defined as those that have a minimum sanction of letter of admonition. Please see the Code of Conduct Standards and Regulations within the Student Handbook for more information.

When the complainant and the respondent participate in the same educational opportunities, work in the same employment area and/or reside in the same University residence or in proximity to one another, the University will take immediate steps to separate the individuals and prevent contact, if appropriate. The applicable Vice President or designee will make the appropriate determination regarding alternative arrangements. Alternative arrangements may include, but are not limited to: temporary suspension (depending on the severity of the allegations), adjustment of academic schedule or employment, no contact orders, and/or alternative living arrangements.

The University Title IX Coordinator can assist with all aspects of the process and is responsible for:

- Convening a review committee consisting of the Title IX Coordinator, Longwood University Police Department Representative and Student Affairs Representative. This committee will meet within 72 hours, and continue to meet as necessary, when notice to the University of an alleged violation of this policy is received. This committee will review and determine if it is necessary to disclose to the appropriate law-enforcement agency, all information of the alleged violation, including personally identifiable information, to protect the health or safety of the individual or community. It is the responsibility of the Longwood University Police Department Representative or designee to notify the appropriate law-enforcement agency and/or Commonwealth of Virginia Attorney.
- Ensuring that both the individual filing the complaint and the individual responding are aware of the seriousness of the complaint.
- Explaining Longwood University's policy and investigation procedures.
- Exploring various means of resolving the complaint.
- Making referrals to Counseling and Psychological Services for counseling or other mental health resources, if appropriate.
- Discussing with the complainant the option of notifying the police if criminal activities are alleged.
- Conducting or arranging for an investigation of the alleged prohibited conduct.
- Arranging support services for the complainant, which could include changes in living arrangements, course schedules, assignments, or tests.
- Arranging interim services to prevent reoccurrence of the alleged prohibited conduct, which could include increased monitoring, supervision, or security at locations or activities where the misconduct occurred and no-contact directives, as necessary.
- Preparing or overseeing any reports, recommendations, or remedial action(s) that are needed or warranted to resolve any prohibited conduct and maintaining all information pertaining to an investigation or complaint in a secure file.
- The University Title IX Coordinator is responsible for maintaining records relating to sexual misconduct reports, investigations and resolutions.
- The University Title IX Coordinator and Deputy Title IX Coordinators will participate in ongoing sexual misconduct training and maintain a high level of knowledge of the policy and procedures.

Commented [a2]: Review Committee Requirement – Virginia SB 712 / HB 1930 (No change to previously established internal practice.)

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, up to and including termination if they are an employee, and/or expulsion if they are a student.

Employees who believe they have either witnessed or been subjected to sexual discrimination, sexual harassment, sexual misconduct, dating and relationship violence, stalking and retaliation notify the Chief Human Resources Officer (Deputy Title IX Coordinator for Employees).

Della Wickizer, Chief Human Resources Officer
Office: Lancaster 212
Phone: (434) 395-2074
Email: wickizerdh@longwood.edu

Reporting Options

1. Title IX Coordinator: Students, staff or faculty who believe they have either witnessed or been subjected to sexual discrimination, sexual harassment, sexual misconduct, dating and relationship violence, stalking and retaliation should notify the University Title IX Coordinator:

   Jennifer Fraley, Associate Dean of Conduct & Integrity and University Title IX Coordinator
   Office: Lancaster G-26;
   Office Phone (434) 395-2490, Cell Phone (434) 808-9439
   Email: fraleyjl@longwood.edu
   www.longwood.edu/titleix
   www.longwood.edu/studentconduct

2. Making a report with Longwood Police: Persons who wish to file a police report may contact Longwood Police at (434) 395-2091. Office: Dorrill Dining Hall, Ground Floor. Online reporting: http://www.longwood.edu/police/reportacrime.htm

3. Making a Limited Report: Persons who wish to report an incident and desire that the University take no action to investigate this incident, may speak to the Campus Advocate. This option produces a limited report, which includes no generally identifiable information about the complainant. A complainant may later choose to file a complaint with the University Title IX Coordinator and thus have the incident fully investigated to the best of the University's ability. The Campus Advocate may be contacted at Counseling and Psychological Services: Health and Fitness Center, Upper Level; Phone: (434) 395-2409.

4. Making a Confidential Report: Persons who wish to report an incident or speak to someone about what happened and desire that the details of the incident be kept confidential, they should speak with staff members of Counseling and Psychological Services, Student Health Center, or off-campus crisis resources, who will maintain confidentiality. Campus counselors and Student Health Center staff are available to help students free of charge.
   - Counseling and Psychological Services: Health and Fitness Center, Upper Level; Phone: (434) 395-2409
   - Student Health Center: Health and Fitness Center, Upper Level; Phone: (434) 395-2102

   In addition, you may go off campus to speak with clergy and chaplains, who will also keep reports made to them confidential. Longwood University has an established Cooperative Agreement with an off-campus crisis resource agency to provide services for those who wish to utilize off-campus confidential crisis resources.
   - Southside Center for Violence Prevention: Piedmont Crisis Center 24-Hour Hotline: (888) 819-2926

Commented [a3]: Addition of webpage information.

Commented [a4]: Cooperative Agreement Reference w/ Community Crisis Agency – Virginia SB 712 / HB 1930 (No change to previously established practice.)

Confidentiality

If you would like to report an incident or speak to someone about what happened and you desire that details of the incident be kept confidential, you should speak with staff members of Counseling and

Psychological Services, Student Health Center or off-campus crisis resources, who will maintain confidentiality. All inquiries, complaints, and investigations are treated with utmost discretion. Information can be released as law and policy permit. However, the identity of the complainant is usually revealed to the person(s) accused of such conduct and any witnesses. A complainant can decide after they talk to the University Title IX Coordinator, whether or not to pursue a Title IX Complaint. In addition to the choice of whether or not to pursue a Title IX complaint, complainants may also request confidentiality in terms of not revealing the complainant's name to a respondent. These requests are evaluated on a case by case basis by the University Title IX Coordinator to determine whether that request can be honored while still providing a safe and nondiscriminatory environment for all students, including the complainant.

Many factors are weighed when determining whether or not to honor a request to withhold the complainant's name from the respondent. These factors include, but are not limited to, when there is a clear and present danger of harm to the complainant or others, when there is knowledge or suspicion of abuse or neglect of minor children or elderly persons, reporting obligations under state law and as otherwise required by law. Additionally, these factors also include circumstances that suggest there is an increased risk of the respondent committing additional acts or there is an increased risk of future acts under similar circumstances, as well as whether the University possesses other means to obtain relevant evidence.

Although a complainant's request to have their name withheld from the respondent may limit the University's ability to respond fully to an individual allegation of sexual misconduct, other means may be available to address the sexual misconduct. There are steps the University can take to limit the effects of the alleged sexual misconduct and prevent its recurrence without initiating formal action against the alleged perpetrator or revealing the identity of the complainant.

Federal Statistical Reporting Obligations

Certain campus officials (campus security authorities) have a duty to report sexual misconduct for federal statistical reporting purposes. All personally identifiable information is kept private, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-campus, in the surrounding area, but no addresses are given), for publication in the annual Campus Security Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime, in order to ensure greater community safety.

Mandated federal reporters (campus security authorities) include student/conduct affairs, campus law enforcement, local police, coaches, athletic directors, residence life staff, student activities staff, human resources staff, advisors to student organizations and any other official with significant responsibility for student and campus activities.

Federal Timely Warning Reporting Obligations

Victims of sexual misconduct should also be aware that University administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to members of the campus community. The University will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safe decisions in light of the danger.

Procedures

1. The University Title IX Coordinator shall provide for the adequate, reliable, and impartial investigation of all complaints:
   - Investigations of student versus student complaints shall be coordinated by the University Title IX Coordinator and/or designee.
   - Investigations of student versus employee complaints shall be coordinated by the Chief Human Resources Officer (Deputy Title IX Coordinator for Employee Issues) with support from the University Title IX Coordinator and/or designee.
   - Investigations of employee versus employee complaints shall be coordinated by the Chief Human Resources Officer (Deputy Title IX Coordinator for Employee Issues) and/or designee.

2. Procedure terms associated with the Longwood University Sexual Misconduct Policy are defined below:
   Appeal: A proceeding held to determine whether there was a failure to follow policy procedures; determine if additional evidence has come to light that was not available at the time of the University Hearing Board's decision; determine if the sanctioning recommended is out of proportion with, or inappropriate for the offense. An appeal is processed by the University Appeals Board.
   Complainant: Individual responsible for filing the initial complaint or Title IX Investigator on behalf of the University.
   Hearing: A proceeding held to determine whether to uphold a Title IX Investigation report that has determined a respondent is responsible for a violation of the Sexual Misconduct Policy. A hearing may consist of one or more respondents and is processed by the University Hearing Board.
   Outcome: The results of a Title IX investigation, hearing proceeding or appeal proceeding.
   Respondent: The individual accused of an alleged violation.

3. Complainant and/or respondent may each select one support person or advisor, who may also be legal counsel, to accompany them during the investigation process, Informal Procedures and Formal Procedures. The support person or advisor may be present with their respective party for all meetings, hearings and appeals, but may not actively participate, address the hearing or appeals board, present arguments, question other parties or witnesses.

4. Only trained investigators will conduct an investigation; both parties will have the opportunity to review and provide comments to the investigator about their statements before the investigation report is finalized.

5. The University will conduct an investigation to the extent of the information available. If the University obtains independent corroborating information of the misconduct it may determine it necessary to move forward with the investigation procedures and/or remedial measures without the involvement of a complainant.

6. Criminal investigations, separate from the process outlined in this policy, shall be conducted by the Longwood University Police or appropriate law enforcement agency, in parallel with the University's investigation. In cases where students are the subject of a criminal investigation, the University's investigation will commence parallel to or at the conclusion of such investigation.

7. Barring extenuating circumstances the entire process shall be completed within 60 days. Complainants and respondents will be notified if the process cannot be completed within this timeframe.

8. Informal Procedures

Some complaints can be resolved through informal mediation between the parties. The University Title IX Coordinator and/or designee may arrange for, or facilitate mediation between the involved parties and coordinate other informal problem resolution measures.

a. Once a report has been made, informal resolution procedures shall be pursued within five business days of the initial report.
b. Informal Resolution Procedures are optional and may be used when deemed appropriate. Informal procedures are never applied in cases involving violence or non-consensual sexual intercourse.
c. An investigation into the report shall be conducted by the University Title IX Coordinator or designee.
d. Once the informal resolution procedure is complete, written notification of the agreed upon resolution shall be given to both parties by the University Title IX Coordinator or designee.
e. The involved parties will sign a voluntary agreement specifying the behavioral expectations resulting from the mediation. If re-occurrence takes place, those responsible for such behavior will be subject to additional action, with greater penalties, under this policy.
f. If either party is unsatisfied with the outcome of the informal resolution procedure, the formal resolution procedure may be pursued.

9. Formal Procedures

a. Once the university has received notice of sexual discrimination, sexual harassment, sexual misconduct, sexual assault, sexual violence, dating and relationship violence, stalking and retaliation, an investigation shall commence within five business days.
b. To ensure a prompt and thorough investigation, the complainant should provide as much of the following information as possible:

- The name, department, and position of the person or persons allegedly committing the misconduct.
- A description of the incident(s), including the date(s), location(s), and the presence of any witnesses.
- The alleged effect of the incident(s) on the complainant's educational opportunities, living situation, position, salary, benefits, promotional opportunities, or other terms or conditions of employment.
- The names of other students or employees who might have been subject to the same or similar misconduct.
- Any steps the complainant has taken to try to stop the misconduct, if appropriate.
- Any other information the complainant believes to be relevant to the misconduct.

c. 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.
d. At the completion of the investigation, both the respondent and complainant will be informed within five working days, in writing, of the outcome of the investigation.
e. Both the complainant and respondent are entitled to a copy of the investigators' report. The report shall be provided to the complainant or respondent within two working days after the University Title IX Coordinator or designee has received a written request.
f. If it is determined by a preponderance of the evidence that a violation did occur, the respondent may accept findings of the investigation and the sanction/measures to prevent the violation's recurrence; or challenge the findings and request a hearing.

g. The complainant may decide, subsequent to the filing of formal charges against the respondent, to withdraw the complaint. The university will, however; still proceed based on the investigative findings.

Procedures for Hearings on Violations of the Sexual Misconduct Policy

1. The University Hearing Board will conduct hearings regarding alleged violation(s) of this policy.

2. A University Hearing Board hearing will proceed in the following manner:

   a. Hearings conducted by the University Hearing Board are closed to the public. The only individuals allowed to be present are active participants in the hearing process: the complainant, the respondent, an advisor for each, the University Hearing Board, witnesses, and necessary university administrators. Either the complainant or the respondent may dispute the presence of individuals in the hearing room. The hearing board will make the final decision.
   b. The hearing will be non-adversarial and strict rules of evidence will not be applied.
   c. The hearing board members and all aforementioned participants are introduced.
   d. Participants state any questions they have concerning rights or procedures.
   e. The statement of charges is presented.
   f. The respondent enters a plea of responsible, not responsible or no plea.
   g. Testimony phase: During the testimony phase of the hearings, cross-examination will be conducted by the hearing board in the presence of the complainant, the respondent and their respective advisors. Witnesses may only be present when actively giving testimony. Advisors may be present with their respective parties for all testimony, but may not actively participate, address the hearing board, present arguments or question witnesses.
   h. The respondent and the complainant or University, may each present an opening statement and a closing statement before the Board. The respondent and complainant/University may view each other's statements on live video feed.
   i. The respondent and complainant or University may present evidence and witnesses. Witnesses may be cross-examined by the hearing board in opposing party's presence. The board will privately cross-examine the respondent, the complainant, and any witnesses they deem necessary. The respondent and complainant may view testimony on live video feed.
   j. The respondent and the complainant or University may each submit a list of questions to the board's chairperson for the board to consider. The past sexual history or sexual character of a party to the complaint, complainant or respondent, with anyone other than each other, will not be admissible. Notwithstanding the above, demonstration of pattern, repeated, and/or predatory behavior by the respondent, in the form of previous findings in any University, judicial or student conduct proceeding will be admissible. The parties will be notified in advance of the hearing if any information addressed by this paragraph is deemed admissible.
   k. After all of the evidence has been introduced, the parties will be excused from the room so that the board may deliberate.
   l. The University Hearing Board 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 University Hearing Board determines that the respondent did violate this policy, the complainant will be allowed to submit a statement regarding the impact that the misconduct has had on the educational, living and/or working environment of the complainant.
   m. When the board has made a decision regarding responsibility, the parties will be invited back into the room for a reading of the decision and any recommended sanctions.

3. The outcome of the hearing and any recommended sanctions will be forwarded to the applicable Vice President or designee immediately following the hearing if no appeal is filed: The Associate Dean of Conduct & Integrity in the case of a student respondent, the Provost and Vice President of Academic Affairs in the case of a faculty respondent, and the Vice President of Administration and Finance in the case of a classified staff or administrative employee.

4. Both the respondent and complainant will be informed within five working days, in writing, of the outcome of the hearing and the appeal (if an appeal is filed) and of any sanctions being recommended to the applicable Vice President or designee. If the complainant is deceased as the result of the alleged violation, the next of kin of such complainant shall be treated as the complainant for purposes of this paragraph, upon written request.

Commented [a5]: Next of kin notification of outcomes, upon written request in the event of an alleged victim's death. Department of Education / Clery Requirement

Composition of the University Hearing Board

1. A five-member University Hearing Board will be appointed by the University Title IX Coordinator, on a per-case basis from a pool of trained members: no less than 6 faculty and 6 staff. The chair of the hearing board is a non-voting member, except in cases of a tie, who leads the hearings and facilitates discussion among board members. The University Title IX Coordinator will serve as a non-voting advisor to the chair. All Board members are appointed annually and serve from October 1 - September 30.

2. The pool of candidates for the University Hearing Board shall be nominated by:

   - Faculty Senate, Executive Committee (faculty members).
   - Vice President for Student Affairs and Vice President for Finance and Administration (staff).

3. In the case of a faculty respondent, at least three members of the University Hearing Board shall be faculty, in the case of a professional staff respondent; at least three members of the University Hearing Board shall be staff (except in cases where there is not sufficient availability in the pool of trained members).

4. The complainant and/or respondent can request board members to recuse themselves from the hearing for actual or perceived bias or other conflict of interest. The final decision regarding this request will be made by the University Title IX Coordinator based on the information provided by the requesting party. Board members may also recuse themselves if they feel they cannot or should not hear a particular case.

5. The University Hearing Board panel will be trained by the University Title IX Coordinator regarding hearing procedures, evaluation of evidence, Title IX requirements and other relevant subjects, as needed.

6. Individuals cannot serve on both the University Hearing Board panel and the University Appeals Board panel during the same academic year.

Appeals

1. Appeals will be heard by the University Appeals Board.

2. Respondents and complainants have the right to one appeal each of the University Hearing Board's decision.

3. Appeals must be filed within three working days of the University Hearing Board's written decision. To file an appeal, students and employees must fill out the appeal form provided with written notice of the University Hearing Board's decision.

4. Appeals may only proceed based on one of three reasons:

   a. Failure to follow policy procedures.
   b. Additional evidence has come to light that was not available at the time of the University Hearing Board's hearing.
   c. The sanction received is out of proportion with the offense.

   Eligibility for an appeal based on the above reasons will be determined by the University Title IX Coordinator or designee.

5. The University Appeals Board will convene within five working days of the receipt of the appeal. Both parties will receive notice of the time and place of the appeal.

6. The appeal will be non-adversarial and strict rules of evidence will not be applied.

7. The outcome of the appeal and any recommended sanctions will be forwarded to the applicable Vice President or designee immediately following the appeal: The Associate Dean of Conduct & Integrity in the case of a student respondent, the Provost and Vice President of Academic Affairs in the case of a faculty respondent, and the Vice President of Administration and Finance in the case of a classified staff or administrative employee.

5. Both the respondent and complainant will be informed within five working days, in writing, of the outcome of the appeal and of any sanctions being recommended to the applicable Vice President or designee. If the complainant is deceased as the result of the alleged violation, the next of kin of such complainant shall be treated as the complainant for purposes of this paragraph, upon written request.

Commented [a6]: Next of kin notification of outcomes, upon written request in the event of an alleged victim's death. Department of Education / Clery Requirement

Composition of the University Appeals Board

1. A three-member University Appeals Board will be appointed by the University Title IX Coordinator, on a per-case basis from a pool of trained members: no less than 6 faculty and 6 staff. All Board members are appointed annually and serve from October 1 - September 30.

2. The pool of candidates for the University Appeals Board shall be nominated by:
   - The Faculty Senate, Executive Committee (faculty members).
   - Vice President for Student Affairs and Vice President for Finance and Administration (staff).

3. In the case of a faculty respondent, at least two members of the University Appeals Board shall be faculty, in the case of a professional staff respondent; at least two members of the University Appeals Board shall be staff (except in cases where there is not sufficient availability in the pool of trained members).

4. The complainant and/or respondent can request board members to recuse themselves from the appeal board for actual or perceived bias or other conflict of interest. The final decision regarding this request will

be made by the University Title IX Coordinator based on the information provided by the requesting party. Board members may also recuse themselves if they feel they cannot or should not hear a particular case.

5. The University Appeals Board will be trained by the University Title IX Coordinator regarding hearing procedures, evaluation of evidence, Title IX requirements and other relevant subjects, as needed.

6. Individuals cannot serve on both the University Hearing Board and the University Appeals Board during the same academic year.

Rights of the Complainant

1. The right to have a support person or advisor throughout the process, who may also be legal counsel.
2. The right to remain present, either in person or via live feed, throughout the entire hearing (not including the deliberative process).
3. The right to attend a pre-hearing meeting with the University Title IX Coordinator or designee.
4. The right to have access to existing campus counseling and support services.
5. The right to interim services to prevent reoccurrence of the behavior.
6. The right to freedom from retaliation by the respondent (or supporters of the respondent).
7. The right to be notified of the time, date and place of the scheduled hearing at least 72 hours prior to the hearing.
8. The right to submit a statement of how the misconduct has impacted the educational, living and/or working environment of the complainant.
9. The right to know the outcome of the investigation, the outcome of the hearing, appeal and the sanctions, remedies and corrective actions taken by the University.
10. The right to be informed of the ability to request changes in academic, employment and living situations.
11. The right to request a single appeal of the outcome of the University Hearing Board's decision and recommended sanctions (if necessary).

Rights of the Respondent

1. The right to a support person or advisor throughout the process, who may also be legal counsel.
2. The right to remain present during the entire hearing either in person or via live video feed (not including the deliberative process).
3. The right to attend a pre-hearing meeting with the University Title IX Coordinator or designee.
4. The right to have access to existing campus counseling and support services.
5. The right to freedom from retaliation by the complainant (or supporters of the complainant).
6. The right to notice of allegations and the opportunity to testify.
7. The right to be presumed not responsible unless shown responsible by a preponderance of the evidence.
8. The right to a timely hearing.
9. The right to notification of the charges, the specific rule or policy violated, and the time, date and place of the scheduled hearing at least 72 hours prior to the hearing.
10. The right to notification of any information that may be used in the hearing.
11. The right to request a single appeal of the outcome of the University Hearing Board's decision and recommended sanctions (if necessary).

Sanctions, Remedies and Corrective Actions

Violations of this policy will be addressed through the sanctions, remedies and corrective actions listed below. The severity of sanctions, remedies or corrective action depends on the facts and circumstances of the offense and/or any history of past conduct that violates this policy. Sanctions, remedies and corrective actions could include (but are not limited to):

- A requirement not to repeat or continue the conduct.
- Reprimand.
- Reassignment.
- Suspension.
- Termination of employment.
- Expulsion.

Student Records

Compliance with the provisions in this policy does not constitute a violation of the General Education Provisions Act (20 U.S.C. § 1232g; 34 CFR Part 99), commonly known as the Family Education Rights and Privacy Act of 1974 (FERPA).

Longwood student records policies comply fully with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, of the General Education Provisions Act. The accumulation, processing, and maintenance of student data by the University are limited to that information, which is necessary and relevant to the purposes of the University. Personal data of students will be used only for the purpose for which it is collected.

Academic Transcripts – Pursuant to Virginia Code § 23-9.2:15

A prominent notation shall be placed on the academic transcript of any student who has been found responsible and expelled or suspended for a violation of this policy. The language will read as follows: Expelled – For a Violation of the University's Code of Conduct Standards and Regulations, or, Suspended – For a Violation of the University's Code of Conduct Standards and Regulations. The notation shall be removed from the transcript when the student has completed the term of the suspension, completed any conditions of the suspension, and has been determined by Longwood University to be in good disciplinary standing.

A prominent notation shall be placed on the academic transcript of any student who withdraws while under investigation for an alleged violation of this policy. The language will read as follows: Withdrawal while under Investigation – For a Violation of the University's Code of Conduct Standards and Regulations. The notation shall be removed from the transcript when the student is subsequently found not responsible for a violation of this policy, or not suspended or expelled as a result of a violation of this policy.

Commented [a7]: Virginia – SB 1193
Requirement for prominent transcript notation for students Suspended/Expelled or that withdraw while under investigation of an alleged violation.

Academic Freedom and Free Speech

This policy does not allow censorship of constitutionally-protected speech, which is valued in higher education and by Longwood University. In addressing all complaints and reports of alleged violations of this policy, Longwood University will take all permissible actions to ensure the safety of students and

employees while ensuring free speech rights of students and employees. This policy does not in any way apply to curriculum and curriculum decisions or limit the use of particular textbooks or curricular materials.

5

Academic Affairs

Joan Neff, Vice President and Provost

Highlights

- Endowment of deanship of Cormier Honors College by Wilma and Marc Sharp
- Full approval for the Nursing Program from the Board of Nursing
- New Director of Study Abroad
- New Director of the Office for Student Research

Overview

Summer 2015 was highlighted by the transition in leadership. The new Provost and VPAA, Dr. Joan L. Neff, took office on July 1, but traveled to Longwood several times prior to that date to meet with AA staff and partners in order to learn more about their roles and responsibilities. The holistic impression that has emerged underscores the accomplishments and excellent work of the faculty and staff within the division as well as suggesting opportunities for the future.

Faculty and staff are committed to Longwood's future success and enthusiastically embrace the core mission of the University. Revising the Core Curriculum is a high priority for the faculty. The committee charged with developing the revision worked diligently over the summer to create learning outcomes and goals as well as alternative models for realizing those outcomes and goals. The process will continue to unfold this year as discussions will take place to create a single working model to guide the development and revision of courses over the next several years.

Faculty have expressed concerns about work-life balance issues resulting from heavy teaching loads combined with increasing expectations for scholarship and continued involvement in service responsibilities. A small working group within Academic Affairs is developing a more

comprehensive and finely tuned means of calculating faculty teaching workload to provide a basis for determining overload situations and determining future staffing needs.

Faculty and staff appreciate the efforts that have been made to increase compensation. The academic market place is increasingly competitive, especially within certain fields and with respect to faculty who represent underserved and underrepresented populations. It is essential to Longwood's future that efforts continue to be made to raise the level of compensation to enable the University to attract and retain faculty and staff of the highest quality.

We are also moving forward with initials steps in the search for the next dean of Cook-Cole College (see below). Our office in Ruffner has also been busy with a number of other projects, including working through plans to adjust to the Academic Calendar to separate Longwood's graduation weekend from that of Hampden-Sydney.

College of Business and Economics

The College continued to expand its outreach programs and partnerships while simultaneously consolidating its internal services to students. Two hybrid-online programs -- a dual enrollment program for high school students and the MBA hybrid program -- had strong enrollments of 150 and 33 students respectively. The partnership with SNVC-ILI has resulted in two new scholarships being offered; one for an incoming first-year student and the other for a returning student. The McGaughy Professional Development Center opened in Hiner to provide a centralized location for undergraduate advising, internships, graduate services and professional development. Finally, US News and World Report has ranked Longwood's Online MBA program in the Top 100 in the country for a second year in a row.

Cook-Cole College of Arts and Sciences

The search for the next dean of Cook-Cole College is underway. The membership of the search committee will been finalized, and the committee will begin its work in early September. The job description will be developed in September and posted by early October. We anticipate a "soft close" by December 1 with the goal of conducting Skype interviews in early January, inviting finalists to campus in February, and selecting a new Dean by mid-March.

Meanwhile, faculty were engaged in numerous scholarly projects and activities throughout the summer, many of which were carried out in conjunction with students. Conference papers were presented; articles and book chapters were published; and book manuscripts were submitted for publication. From a programmatic perspective, the Nursing Program earned full Board of Nursing approval in its current review cycle and received high accolades.

College of Education and Human Services

The College is continuing to discuss its long-term goal of bringing a comprehensive early childhood development center to Longwood University. In addition, faculty within the Department of Health, Athletic Training, Recreation, and Kinesiology (HARK) are in the process of creating two separate majors: 1) Exercise Science and 2) Physical and Health Education-Teacher Education with Fall 2017 as the target date for implementation. Speech,

Hearing, and Learning Services (SHLS) provided speech-language, audiology, early intervention and tutoring services to over 400 children and adults in the Southside area in 2014-15 and operated four summer camps. Finally, Dr. Audrey Church was selected as president-elect of the American Association of School Librarians (AASL).

College of Graduate and Professional Studies

Eighty-six graduate level courses were taught in the summer generating 2,748 credit hours. Fifteen undergrads and two graduate students trained for two weeks this summer to provide support for faculty and students to use technology effectively in the classroom and online to enhance the teaching and learning experience at Longwood. The new off-site Social Work Program at New College Institute has grown from 4 students in the spring to 20 new students enrolled for the fall. The Liberal Studies Elementary Education program there remains strong.

Cormier Honors College

The Honors College is the beneficiary of one of the largest gifts in Longwood history -- $2 million from Marc and Wilma Register Sharp '66, to endow the deanship of the college and support its work. The Sharps have been longtime friends and supporters of the Honors College, and their daughter, Jenny Sharp Davidson, is a 1998 Longwood graduate. Two new residence halls under construction will be named Sharp and Register Halls.

Honors students studied in a variety of locations both within the United States and abroad, including Yellowstone National Park, the Chesapeake Bay watershed, Thailand, Spain, Germany, France, Greece, and England. Faculty participated in two different institutes sponsored by the National Collegiate Honors Council: one in Albuquerque ("Land, people, place: (dis)connections in New Mexico") and the other in Iowa ("Food politics: the World Food Prize and the Iowa State Fair"). The institutes focused on place-based pedagogies and interdisciplinary inquiry. In mid-August CHC welcomed its largest incoming class of 80 new first-year students who spent 4 days in the Honors Leadership Retreat facilitated by nearly 50 upper class Honors students.

Office of Student Research

Crystal Anderson joined Longwood this summer as the Director of the newly established Office of Student Research. Her focus is assisting faculty with incorporating student research into their courses. She is in the process of developing resources and application materials to provide faculty with the means to fulfill our SACSCOC Quality Enhancement Plan (QEP) to improve students' critical thinking, information literacy and communications skills through the development of research skills and the practice of engaging in research.

Longwood Center for the Visual Arts

LCVA had a busy summer preparing for upcoming exhibitions, music, artist led workshops, art talks, and a Pre-K through 12th grade outreach program that reaches students in 13 counties. The staff also worked on continuing to integrate the Folk Art Society of America and its archives and acquisitions into LCVA's operations. Community outreach programs during the summer

included a Summer Art Studio for families to create their own works of art at LCVA and art workshops conducted for two summer camps for individuals with special needs: Camp Unity (adults with developmental disabilities) and Camp Loud and Clear (middle and high school students with hearing impairments).

Greenwood Library

In addition to a new logo and acquiring several new online sources to support faculty scholarship and teaching the Library filled a new position, Student Success Librarian, by hiring Katie Glaeser, from Sweet Briar College. She will be working with other units on campus to improve student retention and will coordinate the Library's assessment efforts.

Office of Sponsored Programs

The Office of Sponsored Programs and Research recently relocated from Barlow Hall to the Clark House, which offers more space for hosting workshops and grant training opportunities. The Office also began partnering with the grant professionals at McAllister and Quinn, who are providing the University with specialized assistance in developing competitive applications for federal grant programs. This partnership will facilitate obtaining external funding to enhance faculty and student scholarly endeavors and aid in the development of new educational opportunities as well as enhancing existing programs.

Center for Faculty Enrichment (CAFÉ)

The summer was devoted to revising the New Faculty Orientation program to extend the onboarding period beyond the traditional two-day workshop in August to a series of workshops and events spread throughout the entire academic year. In addition to sessions focusing on teaching and scholarship, workshops are being planned on time and workload management, community networking, and understanding shared governance at Longwood. The popular Blackwell Talks that provide a forum for faculty to present developing research and innovative ideas in an informal environment to colleagues will return in the fall, and CAFÉ will launch a Teaching Consultation program, including a one-on-one meeting with a trained consultant, teaching observations, a student feedback survey/session, and a final debriefing.

International Affairs

The highlight of the summer was the arrival of a new Study Abroad Director, Emily Kane. Having a full-time position dedicated to assisting students in planning and preparing for study abroad experiences should increase the number of students who will be able to find an experience that will enhance their academic programs as well as provide them with a more nuanced international perspective. Prior to Emily Kane's arrival, 12 students studied abroad through existing individual programs; faculty led 134 students in 9 short-term study abroad programs; 2 athletic teams traveled to Italy and the Dominican Republic; and 10 staff and faculty members participated in a study abroad experience in Ecuador.

Office of Assessment and Institutional Research

The Office is continually compiling and reporting institutional data within the University as well as to external accrediting bodies and media outlets. During the summer, OAIR staff also accomplished the following:

- Advised department chairs and faculty competency leaders on SCHEV competency assessment methodology changes occurring in spring /fall 2015;
- Coordinated the Nonacademic Assessment Coach model for sustainable staff assessment support and continued improvement of assessment report quality;
- Coordinated an initial review process for assessment and accreditation management systems with Academic Affairs and Information Technology Services.
- Developed a comprehensive, transparent and inclusive plan for evaluation of assessment and accreditation management systems in fall 2015.

Hull Springs Farm

A committee, composed of LU faculty, a representative from the VA Department of Conservation and Recreation, and a retiree from the Northern Neck Soil and Water Conservation District, was formed to establish a speaker series with presentations for area schoolchildren, senior adults and the larger community. Several students within the College of Business and Economics engaged in internships ranging from creating marketing materials for the Farm to studying the viability of hops production to exploring a possible partnership with the Wounded Warrior Project to offer a place of holistic healing for injured service members. Donations were used to fund various exterior and interior maintenance projects and to purchase equipment.

6

Administration & Finance

Ken Copeland, Vice President

Highlights

- Organizational Restructure
- Faculty and Staff Salary Increase on September 1 Payday
- Capital Projects Progressing
- Cardinal Conversion Project Ongoing
- JLARC Recommendations

Organizational Restructure

As discussed at the June retreat, Dick Bratcher, Vice President for Facilities Management and Real Property, retired at the end of July after a long and distinguished tenure here at Longwood. Dick's retirement, coupled with the June retirement of Tracy Nelson, Assistant Vice President for Financial Operations, prompted a significant restructuring of the Administration and Finance reporting area. After a great deal of consultation with President Reveley, the decision was made to structure Facilities Management and Real Property under the Administration and Finance umbrella – the arrangement of most other colleges and universities across Virginia and around the country. Cat Mobley, Director of Materiel Management, Angela Stimpson, Director of Facilities Administrative Services and Louise Waller, Executive Director of the Longwood University Real Estate Foundation have all agreed to take on some additional duties and we believe we have a structure that will serve the University well in the months and years to come.

Compensation

A round of performance-based increases supplemented by state funding took effect Sept. 1. We continue to work diligently to address the pay gap identified by the compensation task force back in 2011/2012. This increase gets us to approximately 82% of the goal identified by the SIBSON group who assisted Longwood with the salary study.

In addition to administering the pay increase this summer, our HR area has:

- Offered a one-day supervisory training session to our Facilities and Grounds employees
- Procured online employee training modules to satisfy Clery Act and Title IX mandates

- Completed instructional faculty and administrative/professional faculty contract renewals (June)
- Begun gearing up for classified performance evaluations (August 10 – October 31)
- Conducted new faculty orientation on August 13

Finally, HR has been working diligently with IT and Admissions to find a cost-effective solution for digitizing personnel and admissions files.

Capital Projects Update

University Technology Center Television and Radio Studio Equipment
Purchase orders have been issued for all equipment. Sufficient equipment has been installed to allow fall classes to use the classroom and editing room. Faculty personnel received training on the newly-installed equipment in August. Installation of the studio equipment will be completed in early October, in time for use by students this semester.

Upchurch University Center
The Norman H. and Elsie Stossel Upchurch University Center, providing a modern student-centered hub for university life, will occupy the site of the former Cunningham residence halls. Site prep work continues on the approximately 80,000 square-foot building, whose classical style will echo the distinguished other buildings surrounding Wheeler. Completion continues to be estimated for the 2017-18 academic year.

Sophomore Residence Hall
Two new residential buildings with a total capacity of 224 beds will be located on the hillside in front of ARC Residence Hall. Construction commenced as scheduled in May. The target for occupancy is the start of the fall 2016 semester.

Student Success Center
BCOM is reviewing the Working Drawing documents. We hope that the Working Drawings will be approved soon enough to issue a solicitation for construction bids in late 2015, and to start construction in early 2016.

Admissions Building and New Academic Building
The projects' design teams are preparing Preliminary Design documents. Our goal is to have the Preliminary Design phase for both buildings completed by late 2015. Longwood's Capital Budget Request for the 2016-2018 biennium includes requests for both these projects to proceed to the next phase of the capital project process – Working Drawings and Construction.

Other Departments

Our Facilities Management area continues to provide great service to faculty, staff and students. Highlights from the summer of 2015 are as follows:

- Maugans Alumni Center move-in and landscaping completed
- Triangle Garden and Bullock Garden refurbished

- Willett move completed and gym floor refinished
- Health &Fitness Center court floors refinished
- Residence halls prepped and opened for Fall semester
- Control project completed for steam plant
- Fire safety device inspections completed
- SDS (Safety Data Sheet) software acquired for EH&S
- Work orders submitted and closed during the recent move in – 359 – August 20th through 24th
- Over 3 tons (5 bales) of cardboard recycled during move in – equivalent to about 10 loose truckloads

Grounds and Facilities, Our Grounds and Facilities employees are truly some of Longwood's "unsung heroes" – they provide wonderful service to the campus and we owe them a debt of gratitude for keeping our campus beautiful, functional and safe.

The Budget Office successfully loaded the FY16 budgets into Banner and has already started planning for next fiscal year. Three training sessions have been conducted recently for newly hired budget managers. Financial Feasibility Studies for capital projects identified in our six-year capital plan have been submitted to SCHEV and the bond sale application for the University Center project was submitted in late August.

Our Lancer Card staff have also been quite active over the summer. Over 3,000 students, parents, and guests visited the Card Center during orientation and we took in over $80,000 in Lancer CA$H deposits. New online management tools have been added, attendance readers to assist faculty in various locations across campus are being utilized more and more frequently and we are continuing to grow our off-campus program with new business additions such as the Uptown Coffee Café. We have increased our marketing efforts and are working closely with several merchants to offer discounts and promotions. We are in the planning stages to hold a Lancer CA$H Fair on campus and invite all merchants who accept Lancer CA$H to participate.

In May, we successfully upgraded the Dining Hall cash register system which allowed us to install several P2PE (Point to point encrypted) credit card devices that are now fully PCI (Payment Card Industry) compliant. They not only accept MasterCard and Visa, but are also equipped to take Apple Pay and Google Wallet.

Our Printing Services/Post Office staff have recently installed new Pitney Bowes equipment that will make mail and package pick-up much easier for all of our students. Students will now be notified by email when they have first class mail or packages to pick up – thereby eliminating the need to assign a P.O. Box to every student.

Longwood's Office of Community and Economic Development (OCED) remains a visible and active community outreach program for the University.

- In 2014, Longwood SBDC Offices, combined, served 531 small business clients and 675 training attendees. These businesses created or retained 246 jobs in Southern Virginia and reported raising $7.5 million in new capital for their business ventures. 2015 numbers are slightly higher mid-year. January through June 2015, the SBDC served 360 small business clients and 439 training attendees.

- The SBDC offers a six-week, "Digital High Touch" course for business startups, tailored around the Business Model Canvas. The SBDC is partnering with Longwood Graduate and Professional studies to deliver the course, to include four in-person work sessions with area experts, and two online sessions providing background reading material and exercises. The first course launched in Farmville on October 2014. Subsequent courses have been held in Hopewell and Keysville. Grant funding from Virginia Department of Housing and Community Development and/or Virginia's Growth Alliance has supported each course offering.

- The Fourth Annual Small Business Community Showcase, sponsored by LSBDC and Farmville Area Chamber of Commerce, is scheduled for September 23rd at the STEPS Centre in Farmville. The showcase is a day-long networking and educational opportunity for small business owners. This year's event features a luncheon and leadership workshop with Mark Fernandes, Chief Leadership Officer of Luck Companies. Local businesses are invited to participate as vendors in the exhibit hall as well.

OCED is also conducting an economic impact study of Longwood University. Last completed in 2008, the study tabulates Longwood's monetary as well as qualitative impact on Farmville and surrounding counties. The study is expected to be completed by October 1.

JLARC Recommendations

The General Assembly in 2012 directed the Joint Legislative Audit and Review Commission (JLARC) to study the cost efficiency of the state's institutions of higher education and to identify opportunities to reduce the cost of higher education. JLARC has completed a series of reports that contain options and recommendations to address rising costs. Language in the amended state budget approved by the General Assembly and the Governor directs the institutions to implement, to the extent practicable, seven of the JLARC report recommendations. Longwood is currently in the process of evaluating each of the seven recommendations.

The recommendations are:

1. Clearly list the amount of the athletic fee on the website's tuition and fees information page. The page should include a link to the State Council of Higher Education for Virginia's tuition and fee information. The boards should consider requiring institutions to list the major components of all mandatory fees, including the portion attributable to athletics, on a separate page attached to student invoices;

2. Assess the feasibility and impact of raising additional revenue through campus recreation and fitness enterprises to reduce reliance on mandatory student fees. The assessments should address

the feasibility and impact of raising additional revenue through charging for specialized programs and services, expanding membership, and/or charging all users of recreation facilities;

3. Perform a comprehensive review of the institution's organizational structure, including an analysis of spans of control and a review of staff activities and workload, and identify opportunities to streamline the organizational structure. Boards should further direct staff to implement the recommendations of the review to streamline their organizational structures where possible;

4. Require periodic reports on average and median spans of control and the number of supervisors with six or fewer direct reports;

5. Revise human resource policies to eliminate unnecessary supervisory positions by developing standards that establish and promote broader spans of control. The new policies and standards should (i) set an overall target span of control for the institution, (ii) set a minimum number of direct reports per supervisor, with guidelines for exceptions, (iii) define the circumstances that necessitate the use of a supervisory position, (iv) prohibit the establishment of supervisory positions for the purpose of recruiting or retaining employees, and (v) establish a periodic review of departments where spans of control are unusually narrow; and,

6. Set and enforce policies to maximize standardization of purchases of commonly procured goods, including use of institution-wide contracts;

7. Consider providing an annual report on all institutional purchases, including small purchases that are exceptions to the institutional policies for standardizing purchases.

LONGWOOD UNIVERSITY
Statement of Revenues and Expenditures
For Period Ending July 31, 2015

	BOARD APPROVED ORIGINAL BUDGET	YEAR TO DATE ADJUSTMENT	REVISED BUDGET FORECAST 2015-2016		ACTUAL TO DATE 2015-2016	ACTUAL AS PERCENT OF BUDGET	PRIOR YEAR COMPARATIVE ACTUAL TO DATE	PRIOR YEAR COMPARATIVE ACTUAL AS PERCENT OF BUDGET
EDUCATIONAL AND GENERAL								
REVENUES:								
Tuition	37,049,527		37,049,527		4,014,889	10.84%	3,686,967	10.63%
Fees	1,309,912		1,309,912	1	334,355	25.52%	396,993	31.34%
State General Fund Appropriation	26,225,819		26,225,819	2	4,342,033	16.56%	4,337,311	16.91%
Other Sources	352,000		352,000	3	29,158	8.28%	90,598	31.19%
Federal Work Study	50,000		50,000		-	0.00%		0.00%
TOTAL REVENUES	64,987,258	-	64,987,258		8,720,435	13.42%	8,511,869	13.74%
EXPENDITURES:								
Instruction	32,153,344	(0)	32,153,344		3,964,295	12.33%	3,698,818	12.16%
Public Service	545,117	-	545,117		58,529	10.74%	58,148	10.60%
Academic Support	11,015,671	29,676	11,045,347		769,299	6.96%	732,914	6.94%
Student Services	4,543,704	640	4,544,344		531,373	11.69%	527,071	11.71%
Institutional Support	10,092,019	196,882	10,288,901		1,439,033	13.99%	1,479,077	14.46%
Operation and Maintenance of Plant	7,037,403	(499,878)	6,537,526		892,332	13.65%	738,384	12.27%
Salary Savings	(400,000)	-	(400,000)		(62,467)	15.62%	(107,043)	26.76%
TOTAL EXPENDITURES	64,987,258	(272,680)	64,714,578	4	7,592,393	11.73%	7,127,369	11.52%
Revenues Over/(Under) Expenditures	-				1,128,042		1,384,500	
			272,680					
AUXILIARY ENTERPRISE								
REVENUES:								
Housing Fee and Sales	20,028,108		20,028,108		1,285,273	6.42%	3,185,536	16.24%
Dining Fee and Sales	8,829,102		8,829,102		415,839	4.71%	1,056,269	11.33%
Comprehensive Fee/Other	22,650,171	450	22,650,621		2,783,272	12.29%	2,570,769	12.05%
Federal Work Study	154,300		154,300			0.00%		0.00%
TOTAL REVENUES	51,661,681	450	51,662,131		4,484,384	8.68%	6,812,574	13.51%
EXPENDITURES:								
Housing Services	20,098,410	69,812	20,168,222		935,336	4.64%	870,253	4.55%
Dining Services	8,899,102	-	8,899,102		34,396	0.39%	3,122	0.04%
Athletics	8,720,363	23,516	8,743,879		614,720	7.03%	664,653	7.84%
Other Services	12,193,483	35,450	12,228,933		1,393,020	11.39%	1,217,776	10.97%
Salary Savings	-	-	-		(12,132)	0.00%	(24,634)	0.00%
TOTAL EXPENDITURES	49,911,358	128,778	50,040,136	5	2,965,340	5.93%	2,731,170	5.76%
Revenues Over/(Under) Expenditures	1,750,323		1,621,995		1,519,044		4,081,404	

[1] Includes application fees, course fees, internship fees, ESL program fees, and out-of-state capital fees
[2] Includes $542,707 budget reduction
[3] Includes facility rentals, library fines, payment plan fees, post office income, administrative fees and indirect cost recoveries
[4] YTD adjustments reflect reductions, transfers between programs and insurance pre-payment
[5] YTD adjustments reflect additions or transfers between programs

One-time surplus available for reallocation

Anticipated addition to reserves

7

Intercollegiate Athletics
Troy Austin, Director of Athletics

Highlights

- Ray Gaskins Scholarship Gift
- Fall season preview
- Basketball International Competition Trips

Ray Gaskins Scholarship Gift

Dr. Ray Gaskins has committed to a gift of over $1 million dollars to the university. The gift features an endowed scholarship for both the Men's Basketball Program and a Teacher's Scholarship for the School of Education. Additionally, Dr. Gaskins' gift will enhance operational support for the basketball program and aid us in working towards lowering the student fees that help us fund athletics here at Longwood.

Dr. Gaskins is a Professor Emeritus at Hampden-Sydney College. He connected with Longwood through his love of athletics and his attendance at men's basketball games after the transition to the Division I level was completed. Dr. Gaskins has helped athletics by funding a number of different projects in recent years. The basketball scholarship will be in his name and will not only give the gift of education to a deserving young man, but it will also help elevate the men's basketball operational fund and help lower the burden of the student fee. As part of the agreement, he has also agreed to continue his generous annual contribution to the program and immediately begin funding a scholarship award for a recipient this year.

The teacher's scholarship will be in Dr. Gaskins mother's name, Mrs. Bessie M. Land. His mother was accepted and began her time at Longwood in 1924 with aspirations to become a teacher before she was forced to drop out to help care for her ailing father. She never returned to school and Dr. Gaskins wants to help give a student the opportunity his mother was not afforded: The chance to complete a degree at Longwood. Again, he will immediately begin funding a scholarship award that will be received this year.

Dr. Gaskins' gift to athletics is the largest in the history of the department, and the gift as a whole ranks among the larger gifts Longwood has ever received.

Fall Season Preview

Cross Country

Head coach Catherine Hanson will unveil her ninth edition of the Longwood men's and women's cross country programs at season-opening meets on Sept. 12 with the men traveling to the Coastal Carolina 5K and the women heading to the JMU Invitational. The Lancer men bring back senior Russell Reed and former freshman standout Leon Beard, who were both among Longwood's top four finishers at every meet in 2014. The women return three of their top four finishers as well in Gracie Piekarski, Kelsey Peace and Emily Krause. The Lancers will renew their third-annual home meet, the Longwood Invitational, this season on Sept. 18 at the Longwood Golf Course. Last year the event drew hundreds of spectators and this year will feature Longwood local rivals, including Radford, Richmond, and VCU.

Field Hockey

Longwood field hockey enters its second year as a member of the Mid-American Conference (MAC) poised to make a run into the postseason with 17 returners from the 2014 campaign. The 2015 slate includes showdowns with a pair of top-10 opponents in North Carolina and Duke, while the Lancers will also play host to in-state rival James Madison along with MAC Regular Season Champion Central Michigan. Senior Jennifer Burris returns to lead the Longwood attack after scoring eight goals and adding five assists last season. A 2014 first team All-MAC selection, Burris ranks 10th all-time at Longwood with 17 assists in her first three seasons and needs just six goals to join the top10 goal scorers in school history. Three other All-MAC selections will join Burris as fellow first-team selection and goalie Lauren Bernard along with second-team honorees Edel Nyland and Hollie MacDonald all return to Farmville. Longwood opens the 2015 regular season at home versus the Dukes of James Madison.

Men's Soccer

Under the direction of 13th-year head coach Jon Atkinson, the Longwood men's soccer program will look to advance to the Big South Conference Tournament for the third straight season. The Lancers return nine starters from last season's squad, including leading scorer Dan Campos. The 2015 schedule features seven teams that with winning records last season, including George Mason and Navy. In conference, Longwood will host three of the top four teams from the Big South a season ago, including preseason No. 21 Coastal Carolina.

Women's Soccer

Todd Dyer's squad returns nine seniors and all but two starters for the 2015 season while bringing in a stacked eight-member freshman class. The Lancers boast one of the deepest and most talented teams of the program's Division I era, led by two-time All-Big South midfielder and former Big South Freshman of the Year Amanda Spencer and a strong defensive backfield that includes senior defenders Alana Mackey and Meghan Magee and goalkeeper Hailey Machen. The group has earned top-three finishes in the Big South in two of its three seasons and enters 2015 hungry and driven after a 2014 campaign that featured an 8-8-3 overall record with four of those losses coming by one goal.

Basketball International Competition Trips

The NCAA allows a varsity sports program to take one international competition trip every four years. This trip provides an opportunity for a team to have full practices and live competition before the season starts. However, the biggest impact is the educational benefit provided for the student-athlete. Young men and women are pulled out of their comfort zones, exposed to cultures far beyond what they can learn about from a "Google" search. In August, the men's and women's basketball teams embarked on international competition trips to the Dominican Republic and Italy, respectively. Seniors Lotanna Nwogbo (Kinesiology) and Raven Williams (Communication Studies) took time to reflect on their trips in posts that can be found on LongwoodLancers.com. Below are excerpts from those trips.

Raven Williams, Senior, Communications Studies Major

On Monday, we went to St. Peter's Square and visited the Vatican Museum and got to explore the Sistine Chapel. We were kind of upset that we couldn't take pictures inside of it but it was such a cool experience. The paintings on the wall were so vivid and seemed so real as if they were popping out at us. We also had the chance to go into the biggest Roman Catholic Church, which contained a lot of sculptures and paintings inside…We will be heading back to the United States Tuesday morning. This trip was amazing and such a great learning experience. We learned things on and off the court, and I can't wait to begin our official season this year at Longwood.

Lotanna Nwogbo, Senior, Kinesiology Major

I feel like one of the biggest takeaways from the trip was that our team gained perspective. You could tell that the guys learned to appreciate their lives a little more after we went to each of our destinations. When we first got to the hotel, some of them were complaining about the WiFi not working, about not being able to use their phones…what you would call "first-world problems." After our first trip to the orphanage, I didn't hear any more complaints about anything like that. The only complaints I heard after that were not being able to communicate with their families.

Something else that came out of the trip was the bonding we all shared as a team. We are all close anyway, but when you see others struggling like we saw and you see the happiness they have through those struggles, it brought us together and made us appreciate each other, our situations and our lives more.

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Institutional Advancement
Courtney Hodges, Vice President

Highlights

- Major gifts for Cormier Honors College, Athletics and Education
- Alumni participation bucks national trend in FY2015
- Governor McAuliffe visits campus
- Campus hosts 24 successful conferences this summer

Development

Fiscal Year 2015 and the summer months in the new fiscal year have been a time of growth and planning in the Development Office, but also substantial success to celebrate.

- Longwood announced its first fully endowed chair: The Marc Boyd Sharp & Wilma Register Sharp Deanship of the Cormier Honors College. The campus welcomes Sharp Hall and Register Hall, Longwood's newest residence halls, scheduled to open in the fall of 2016.
- As the new fiscal year gets underway Dr. Ray Gaskins has committed over $1 million to the university, including an endowed scholarship for the men's basketball program and a teacher's scholarship in the College of Education and Human Services. The gift is the largest in the history of the athletics department.
- Longwood will be announcing the first award of the Murray S. Simpson Jr. & Cora S. Simpson Distinguished Professorship.
- Total number of donors increased 15% over FY2014.
- Bucking a national trend of decreasing alumni support, the fiscal year closed with an alumni participation rate of 10.94%, more than a full percentage point over FY14.
- Total annual giving also saw a growth of 7.7% over FY2014.
- Total raised for FY2015 surpassed $7.94 million.

Throughout FY2015, a focus was placed on rebuilding and growing Longwood's annual giving program. Annual giving was defined as fundraising activities designed to create a habit of giving on a regular, yearly basis, including direct mail solicitations, telemarketing ("phonathons"), and e-solicitations. Annual gifts provide both unrestricted funds (the donor allows the University to determine how the money can be best used) and operating funds for programs across campus.

Using this definition, the financial reports were reconfigured to more accurately reflect and measure growth within Longwood's annual giving program. Grants and gifts for special initiatives are monitored separately as these gifts are restrictive in nature and rarely repeatable.

Looking forward to FY2016, the development team, in consultation with the president, is honing development options to guide gift officers, prospective donors, and current donors in focusing on the strategic priorities of the university.

Government Relations

President Reveley and the Longwood community welcomed Governor Terry McAuliffe, Lieutenant Governor Ralph Northam and Attorney General Mark Herring to campus in late June. The Governor, Lieutenant Governor and Attorney General were here to speak to rising high school seniors attending Virginia Girls State, a program of the American Legion Auxiliary, held annually at Longwood. In addition to the three statewide officials, several members of the General Assembly also visited campus to participate in Girls State.

Conference & Event Services

As you may have read in the Longwood Magazine, Conference & Event Services was extremely busy during the summer months. Thanks to our small but mighty team, summer 2015 was a great success.

Assistant Director for Event Services Teresa Dotson helped welcome new students and get them acclimated to campus life. She and Event Specialist Peyton Perkins have also been working hard on the scheduling of locations and resources for our upcoming busy fall. Our Audio Visual Services staff of William Lynn, John Hogg, Clint Wright and Ed Morris were indispensable this spring and summer with Commencement and serving our summer conference guests. Irina Stolyarchuk, Assistant Director for Conference Services, had a very successful summer conference season – hosting 25 conferences in only three months (4,268 attendees). Freddie Adcock, Assistant Director of Finances for C&ES, also played a critical role in our success this summer and throughout FY2015 and we could not have been successful without her.

Fiscal Year Comparison

Fiscal Year	Unrestricted	Operating Accounts	Total Annual Giving
2006	$538,163.99	$628,320.88	$1,166,484.87
2007	$566,241.93	$507,164.75	$1,073,406.68
2008	$659,114.51	$602,368.45	$1,261,482.96
2009	$492,903.84	$471,191.84	$964,095.68
2010	$491,379.34	$638,311.72	$1,129,691.06
2011	$489,471.56	$537,814.65	$1,027,286.21
2012	$406,512.09	$579,775.63	$986,287.72
2013	$383,501.67	$578,879.32	$962,380.99
2014	$344,445.78	$620,892.93	$965,338.71
2015	**$384,401.22**	**$655,099.48**	**$1,039,500.70**

Fiscal Year	TOTAL RAISED*
2006	$3.36M
2007	$5.25M
2008	$4.87M
2009	$5.69M
2010	$5.42M
2011	$5.77M
2012	$5.52M
2013	$9.43M
2014	$2.82M
2015	**$7.94M**

** Total new funds received or pledged*

Fiscal Year	Annual Giving	Grants & Special Initiatives	Endowment/ Capital	Bequest	Gift-in-Kind	Total Cash Giving	Total Donors	Alumni Participation
2006	$1,166,484.87	$343,078.40	$1,791,807.95		$175,421.47	$3,476,792.69	6,565	18.86%
2007	$1,073,406.68	$228,174.70	$1,355,779.05		$507,318.87	$3,164,679.30	6,088	18.00%
2008	$1,261,482.96	$356,278.00	$1,503,907.52	$222,509.14	$159,261.10	$3,503,438.72	5,661	16.36%
2009	$964,095.68	$229,319.27	$1,080,039.00		$275,708.19	$2,549,162.14	4,838	13.12%
2010	$1,129,691.06	$396,332.69	$3,387,364.57	$154,000.00	$179,641.32	$5,247,029.64	5,471	13.69%
2011	$1,027,286.21	$237,520.00	$1,430,145.95	$3,318,792.30	$113,059.81	$6,126,804.27	4,969	11.41%
2012	$986,287.72	$249,539.00	$1,144,626.24	$182,021.26	$761,078.67	$3,323,552.89	4,486	10.97%
2013	$962,380.99	$213,989.16	$4,737,396.53	$171,425.27	$602,054.73	$6,687,246.68	4,304	10.15%
2014	$965,338.71	$266,197.38	$1,231,753.73	$2,159,039.55	$51,277.57	$4,673,606.94	3,962	9.47%
2015	**$1,039,500.70**	**$459,941.23**	**$825,386.93**	**$655,837.17**	**$3,177,193.30**	**$6,157,859.33**	**4,569**	**10.94%**

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Strategic Operations

Victoria Kindon, Vice President

Highlights

- Largest sophomore class ever enters Longwood
- Longwood.edu gets a refreshed interface
- Alumni Relations and Career Services offices merge

The Division of Strategic Operations advances Longwood's mission by strengthening connections with students at every stage of their relationship with the university—as prospective students, current students and active alumni. The division works to nurture lifelong relationships through personal interactions and connections, supplemented by the careful analysis and application of data and state-of-the-art information technology. The division comprises the offices of University Marketing and Communications, Information Technology Services, Alumni Relations and Career Services, and Enrollment Management and Student Success.

Enrollment Management and Student Success

Freshman-to-Sophomore Retention Increases Year Over Year by 3%

We continue to make progress in the effort to stabilize and increase our retention rate (percentage of freshman students who return to Longwood for their sophomore year.) In August, we welcomed the largest sophomore class in Longwood's history—872 students.

	Freshman Fall Enrollment (1st day of classes)	Official Freshman Fall Enrollment*	Freshman Spring Enrollment	Freshman Fall-to-Spring Retention Rate	Sophomore Fall Enrollment	Freshman-to-Sophomore Retention Rate
2011 Cohort (Class of 2015)	1,055	1,042	UA	UA	841	81%
2012 Cohort (Class of 2016)	1,007	992	920	91.36%	809	82%
2013 Cohort (Class of 2017)	1,111	1,082	1,009	90.82%	854	79%
2014 Cohort (Class of 2018)	1,102	1,064	997	90.47%	872	82%
2015 Cohort (Class of 2019)	1,053					

* Enrollment after the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) exclusions such as military and medical leave are subtracted.

New Lancer Days Focuses on Student Engagement

Early and deep student engagement is a key factor in freshman retention and success. With this in mind, our efforts to engage our incoming class continue to evolve and strengthen. This fall the Longwood team joined forces to create the strongest welcome experience ever to ensure our newest Lancers and their families felt at home from the moment they arrived on campus. The Admissions Team got an early start with this effort on move-in day, greeting students and families while they were still in their cars and passing out Longwood gear. Several families mentioned this helped reduce their anxiety.

Once students' belongings were unloaded, our Movers & Shakers, a team of student, faculty and staff volunteers, quickly assembled to help move the items into the students' new homes. It happened so quickly sometimes the items were inside before families could blink their eyes.

That evening the new students began participating in New Lancer Days. During this experience, upperclass Peer Mentors led them through a variety of educational and social experiences to acquaint them with all that Longwood has to offer. Each evening new students received a welcome message from areas on campus essential to the transitions they were experiencing each day. Also this fall we have instituted a new personal librarian program to reinforce the strong personal relationships students have with faculty and staff and to leverage students' natural connection with the library for studying as a more subtle pathway to the academic support systems on campus.

University Marketing and Communications

Two Improvements to Longwood.edu

While the digital marketing team in the Office of Marketing and Communications continues to work on a completely new website to launch in 2016, two improvements to the current website were implemented in mid-August to tide us over.

1. Fresh coat of paint: While the website is structurally the same, it now has a refreshed, more modern appearance.

2. Mobile friendliness: The site now automatically adjusts to display properly on a variety of screens (more than 1/3 of our website visitors access the site via mobile devices).

Prior website on an iPhone 6

Refreshed website on an iPhone 6

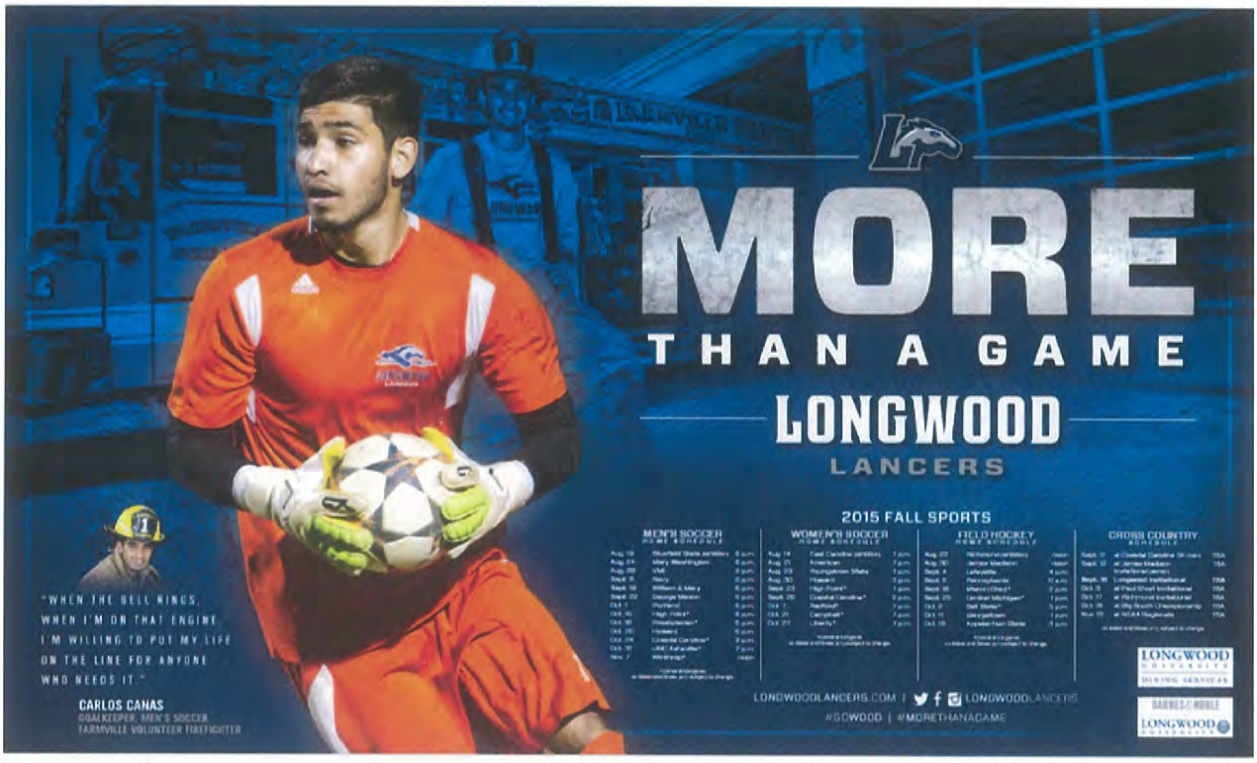
Welcome Notes for New Students

In an effort to support Longwood's friendly, authentic brand personality, we reached out to alumni, faculty, staff and current students on social media to request that they write short welcome notes to the incoming Class of 2019. We received more than 500 heartwarming messages, which were printed and attached to residence hall room doors for move-in day—helping new students (and their parents) feel a part of the Longwood community on day one.

"More Than A Game" Athletics Theme Launched for 2015-16

Beginning with the fall 2015 schedule poster developed jointly by the Office of Marketing and Communications and Department of Athletics, Longwood Athletics introduced the theme "More Than A Game" for the 2015-16 year. Throughout the coming year, the inspirational stories of student-athletes will be highlighted via multiple communications channels.

Kicking off the series were Farmville volunteer firefighter and soccer goalie Carlos Canas, who was featured on the fall schedule poster, and the men's basketball team, whose August service-focused trip to the Dominican Republic was the subject of a story featured on LongwoodLancers.com.



Alumni Relations

Alumni Relations and Career Services Come Together as One

With some recent staff announcements in University Career Planning—Mary Meade Saunders' retirement announcement being one of them—I am taking this opportunity to unify two departments that have naturally aligned goals. The new unit, aptly named the Office of Alumni and Career Services (OACS), will be led by Assistant VP Ryan Catherwood. The merger of the two units will result in new opportunities for alumni to engage with current students and provide advice about the world after graduation. It will also foster the growth of an "Alum from Day One" engagement strategy. Goals for FY16 include producing both live web and in-person events that provide career insights and programming that fosters connections and mentoring within the Longwood network.

Lifelong Learning Opportunities for all Alumni

To the degree possible, regional events will all have "lifelong learning" themes that include both academic exploration and personal enrichment. Over the next two to three years, the goal is to

expand a formalized regional engagement program from Richmond to Washington, D.C., and the Tidewater regions, followed eventually by Charlottesville, Roanoke and Lynchburg.

A Focus on Accepted Students

The Office of Alumni and Career Services is working to develop regional event opportunities for students who have been accepted to Longwood to interact with current students, parents and alumni. The goal is to increase matriculation rates from targeted high schools, communities and regions.

Information Technology Services (ITS)

ITS Leads University-wide Project to Digitize Documents

Longwood University, like many institutions, has scores of file cabinets full of documents that take up valuable space and are difficult to search and share. As a result, Longwood has entered into an agreement with Virtual Image Technology (VIT) of Charlotte, N.C., to provide end-to-end document management and data conversion services to improve business process initiatives. VIT is providing the labor and expertise associated with converting, archiving and storing critical data, with particular focus on improved access and storage of such data.

The project to collect and shred or digitize documents is being done in phases. The first two phases will cover the documents in Admissions and HR. Additional offices will be added to the project in late fall.

Phase 1: Admissions Applications. VIT boxed and collected 63 banker's boxes of records by the enrollment term/year, fall 2015 and fall 2014, on Aug. 19. These records will be scanned and prepared for retrieval via VITDocs Retrieval Software, a web-based solution partnered with Green Cloud Technologies for data center hosting and management.

Phase 2: Human Resources Active Personnel Files. These documents will be boxed, collected and scanned in fall 2015.

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Student Affairs

Tim Pierson, Vice President

Highlights

- Adaptive Organizational Structure
- Diversity Initiatives
- Title IX: Compliant to Proactive & Preventive
- Focus on Campus Climate

Summertime on campus is far from slow. There are classes; orientation of new, transfer, and readmitted students; conferences; new staff selection; team retreats; training; and planning for the upcoming academic year. Athletic teams return the first week of August which sets a new year in motion long before classes begin or leaves begin to fall. The highlighted themes permeate the entire campus in many respects.

Shifting demands, higher expectations, and new initiatives do not translate into new or additional resources and personnel to ease implementation challenges. Personnel must be adaptive and fairly supple to meet the changing needs. For example, Parking Services and Student Accounts worked to employ a new and much more efficient process for paying and distributing vehicle hang tags that saves money and time for all involved. In addition, shifts in personnel meant restructuring a position from the wellness area which now serves exclusively in the role of Education & Prevention Coordinator in the Student Conduct/Title IX area.

Ongoing efforts to create a climate that is truly diverse and inclusive must be woven into all aspects of the institution as the president has articulated. While there are many prongs to our efforts, one with athletics will help illuminate the approach. Information is being gathered from the athletic department staff to assess their perceived needs. Based on this information, an assessment tool will be developed for student athletes, and subsequently, a plan for specific programs will be developed. This template will serve as a model to work with other groups of students and University departments. Information is also being gathered from HR, Academic Affairs, and Admissions through conversations with leaders in those areas.

Continuous changes in interpretations of Title IX requirements over the past several years have resulted in a reactive and catch-up approach in higher education across the country. While Longwood has effectively kept pace, the mode now is proactive and preventive. Currently, 92 percent of all new students have completed the online MyStudentBody instruction, while all freshman received in-person Bystander Intervention and Title IX training. While admittedly early to draw conclusive outcomes, staff report that students are positively and proactively responding to others needing assistance.

Student Conduct and Integrity, University Title IX

An overall decrease in disciplinary cases of 2% was seen when compared to the 2013-2014 academic year. During the 2014-2015 academic year, 294 students were charged with violations, representing 6% of the population. Conduct Board cases decreased by 1% (from 199 to 197), Honor Board cases decreased by 3% (from 58 to 56), and Administrative Hearings increased by 81% (from 21 to 38). Seven students were suspended, a 71% decrease (from 24 in 2013-2014), and 2 students were expelled.

Title IX violation inquiries and/or investigations involving allegations of sexual harassment, sexual misconduct, intimate partner violence, stalking, and retaliation rose dramatically. A total of 114 reports of notice were received by the office, which resulted in 41 inquiries and/or investigations. Twelve (12) formal complaints resulted in four (4) cases that determined violations of the Sexual Misconduct Policy, two (2) cases in which Informal Procedures were deemed appropriate and used, five (5) cases that determined no violation, and one (1) permanently pending case due to the withdrawal of the student charged with a violation of the policy.

The Sexual Misconduct Policy has been updated to reflect the most recent Federal and Commonwealth of Virginia legislative requirements in addition to new guidelines published by the Department of Educations' Office for Civil Rights. Mandatory training initiatives, including an online education program, in-person education sessions, and bystander training for all new students have been developed and implemented. Reorganization in the Division of Student Affairs allowed for the transfer of the Wellness Coordinator from Student Health to Student Conduct in the role of Education & Prevention Coordinator. Annual Title IX training is being implemented for all faculty and staff as to their reporting obligations as Responsible Employees. The President's Advisory Council on Campus Climate completed its first year and met with President Reveley in May to discuss their work and impression of campus climate issues.

Dean of Students Team

<u>Dean of Students</u>
The Care Team has been forwarded 82 names prior to fall opening, and the numbers following opening appear to be higher than years past. The Dean of Students worked with campus partners to create an expedited process for students seeking tuition appeals following medical emergencies and informative handouts and online information for students and parents with questions regarding the medical withdrawal, temporary medical leave, and the process involved in returning to school after a psychological emergency.

Residential and Commuter Life

Residence hall opening went very well, and it is important to note that not a single complaint about the housing assignments process was received.

The Residence Life team focused attention on training of student staff and welcomed a new Area Coordinator and two new Residence Education Coordinators.

The largest project is obviously the construction of the new residence halls. The construction also meant a great deal of work to reroute foot traffic (including upgrades to the front desk and the Griffin Boulevard entrance to the building) and meet the needs of the Arc residents who will be inconvenienced by the construction. RCL has maintained good communication with the Arc residents and continue to make necessary changes and respond to concerns.

The Director of Commuter Life continues to provide the University updates at Town Council meetings and maintains regular contact with the Town Manager, the Town Mayor, and the clerk. The Commuter Life staff organized a specific welcome activity for commuting students and continued the popular Welcome Wagon program.

Disability Resources

The Office of Disability Resources organized its first ODR Empowers orientation program for new students registered with their office. This program provided students and parents with an overview of the resources available and a clear discussion regarding the differences in accommodations from high school to college. The quantitative data proved that a majority of participants found it helpful, and parents were very complimentary that this event took place.

The office continues to see an increase in the number of students with documented disabilities. The most frequent requests for accommodations continue to be for those with learning disabilities and attention deficits. However, the fastest growing population appears to be those students with disabilities related to emotional issues and anxiety.

Student Engagement Unit

Citizen Leadership and Social Justice Education

Authored by the Director of Citizen Leadership and Social Justice Education, a plan is in place to produce a white paper on *Diversity at Longwood University*. Prep work for this endeavor includes a series of meetings with various campus groups and the outcome will include proposed institutional policies to increase the quality of student experience.

Scheduled for early September, the students within Student Educators for Active Leadership (S.E.A.L.) are planning the New Student Leadership Program (NSLP) off-campus retreat where new students will partner with current student leader advocates for a weekend of community building and leadership educational training.

Fraternity and Sorority Life

The academic progress and success of Longwood's Greek Community members continues to be tracked. Spring 2015 GPAs for All-Fraternity, All-Sorority, and All-Greek were higher than the GPAs for All-Men, All-Women, and All-Campus respectively.

Resulting from increased focus and targeted efforts to work with Longwood's unrecognized student groups, Gamma Psi, a previously unrecognized group, is now a registered and active student organization.

University Center and Student Activities
Plans are underway for the sixth annual Rock the Block, a community-wide celebration and kick-off to the new year. This event at Longwood Landings serves as opening activity for Family Weekend.

Assistant Vice President Report

The Student Affairs Formal Program Review process has been revised based on the recently published 9th edition of the Council for the Advancement of Standards (CAS) professional standards and guidelines. Six self-studies involving teams of faculty, staff, students, and community members, will be completed during the 2015-16 academic year based on standards related to: Disability Resources and Services; Civic Engagement and Service-Learning Programs; Multicultural Student Programs and Services; Commuter & Off-Campus Living Programs; Student Conduct Programs; Sexual Violence-Related Programs & Services; and Alcohol, Tobacco, & other Drug Programs.

Student Affairs staff welcomed seven new staff members and several new Potomac employees. The onboarding process included workshops on the Student Affairs/University Organizational and Institutional Governance Structures and discussions regarding responses to any form of sexual misconduct. All new SA staff, and others who choose to, will participate in a staff tour and lunch at the Moton Museum.

Wellness Unit

Campus Recreation
Comprehensive recreational programming based on the seven dimensions of wellness will be the programmatic focus for Campus Recreation this year. Collaborative program highlights this year will be the 5th annual Alternative Late Night Halloween event, hosting the Moton Museum fundraiser in October and the Relay for Life event in the spring.

Counseling Center
The Counseling Center added Dr. Jennifer Glass as a counselor and campus advocate. Her role as campus advocate will focus on our university sexual misconduct response.

Student Health and Wellness Center
The university began the partnership with Potomac Healthcare Solutions as the management partner in the Student Health Center on July 1, 2015. Potomac has hired their staff, changed the health records software program, and developed a business model to increase the efficiency of the Student Health Center.

Police Department

Operational Team members received extensive hands-on training on the new LiveSafe phone application that is now provided to all of the Longwood Community. This preparation allows for the full roll out of this safety and notification system at the beginning of this semester.

The Police Department's Accreditation process is ongoing, and the mock assessment, which is required prior to the formal accreditation final review, is anticipated to be completed by early January 2016.

Policies have been updated to meet new regulations mandated by the Department of Education regarding the Violence Against Women's Act requiring continuous training of all faculty/staff. Contracts have been signed with two vendors to get this training completed by the end of this year.

Emergency Management focused on:

- Developing a plan for updating the Continuity of Operations Plan (COOP) at the departmental level.
- Partnering with outside agencies in planning several emergency preparedness drills to test plans developed by the Department of Social Services in conjunction with the Virginia Department of Emergency Management for the use of Willett Hall as a State Managed Shelter.

Integrated Security Systems office accomplished the following:

- The video surveillance system has been expanded as it plays a crucial role as part of the public safety force multiplier. In addition, video surveillance signage has been installed at some of the main entrance points to campus as is now required by law. Parking Services and Accounts Payable have streamlined the process of purchasing and distributing vehicle hang tags which saves time and money for all involved.

Report on Student Housing

CURRENT OCCUPANCY

As of September 1, 2015, 3048 students are assigned to main campus residence halls, Lancer Park, Longwood Landings, and Longwood Village.

Category	Sept. 2014	Sept. 2015
Continuing Students	1898	1894†
New First Time Freshmen	1074	1009
New Transfer Students	134	118
Readmitted Students	21	27
Total Residents	**3127**	**3048**
On-Campus Residents	1674	1593
Longwood Landings	401	398
Lancer Park	693	697
Longwood Village	359	360

CLASS DISTRIBUTION

Freshmen	1026
Sophomores	905
Juniors	651
Seniors	459
Exchange	7
Total	**3048**

GENDER DISTRIBUTION

Females	2046
% Female	67.1
Males	1002
% Males	32.9
Total	**3048**

† Fall 2015 includes 7 international exchange students

Review of Crime Statistics

Executive Summary
Clery Act Crime Statistics
2012, 2013, and 2014

The Clery Act requires new and continued training for students, faculty, and staff. Such training must address specific descriptions and definitions. Staff in the Longwood University Police Department (LUPD) remains well informed of changes in the legislation associated with the Clery Act. Recently, new requirements revised the definitions of sexual assault, as well as how Clery crimes are counted in future reporting periods.

Established and documented best practices for campus Clery training and awareness include the use of a collaborative approach in planning, training, and reporting. Taking this into consideration, Longwood provides Clery training through a number of programs offered several times throughout the year to various audiences. These programs include lessons in the specific descriptions used in identifying Clery crimes as well as the definitions.

Specific descriptions and definitions addressed in programs provided to the Longwood community include:

- Awareness programs
- Bystander intervention
- Ongoing prevention and awareness campaigns
- Primary prevention programs
- Risk reduction

The curriculum used includes lessons in the areas of sexual misconduct, "Responsible Employees," as well as the concepts around the definition and the responsibilities of Campus Security Authorities. Individuals from the following functional areas of the University have been training students, faculty, and staff:

- Residential and Commuter Life
- Fraternity and Sorority Life
- Police Department
- Human Resources

The three-year period examined for this *Executive Summary* shows consistent patterns of multidisciplinary groups both providing and receiving the Clery training. In addition to the above, all incoming freshmen are required to complete an online training module named "My Student Body" prior to arriving on campus. This module covers lessons on Title IX as well as the use of alcohol. Presentations on campus during Freshmen Orientation include information about the importance of responsible and legal use of alcohol and Title IX augmenting the "MyStudent Body" online module.

These efforts—along with the ongoing educational programs like Rape Aggression Defense (RAD) classes and activities offering hands on experience, such as the use of "drunk goggles"—Illustrate LUPD's commitment to reduce the number of alcohol and sexual assault offenses on and around campus.

Note: *The Clery Act requires that crimes be reported by geographic location. Longwood's established three main areas based on location are "on campus, in University-managed buildings, and on public property immediately adjacent to the campus.*

Annual Safety and Security Report
Crime & Disciplinary Statistics for 2014
Main Campus

The U.S. Department of Education has this year made substantial changes to the categories that comprise is reporting requirements, such that many figures beginning in 2014 are no longer meaningfully comparable with those from past years.

For instance, Clery previously defined "rape" as forcible or non-forcible rape. The definition has now been broadened to include any report of sexual assault. Longwood's reports now include in that category any report that came to the campus police department of sexual assault – regardless of whether the report fell under Longwood police jurisdiction, and independently of any eventual outcome in the university Title IX process or in criminal court. Figures regarding cases handled in the University Title IX system during the 2014-15 academic year are provided at the end of this report.

The 2012 and 2013 figures, in the old categories, are included in the subsequent pages for informational purposes. Finally, figures for study abroad and satellite campus are reported together for all years (there are no reported offenses in any of these categories).

Offense **(Reported By Hierarchy)**	**Year**	**On Campus**	**Non-Campus**	**Public Property**	**Total**	**Residential Facilities***	**Unfounded Crimes**
Murder/Non-negligent Manslaughter	2014	0	0	0	0	0	0
Negligent Manslaughter	2014	0	0	0	0	0	0
Rape	2014	4	4	1	9	5	0
Fondling	2014	0	0	0	0	0	0
Incest	2014	0	0	0	0	0	0
Statutory Rape	2014	0	0	0	0	0	0

Robbery	2014	1	0	0	1	0	0
Aggravated Assault	2014	0	0	0	0	0	0
Burglary	2014	10	1	0	11	7	0
Motor Vehicle Theft	2014	1	0	0	1	0	0
Liquor Law Arrests	2014	33	2	45	90	20	0
Drug Law Arrests	2014	11	2	4	17	10	0
Weapons Law Arrests	2014	0	0	1	1	0	0
Liquor Law Violations Referred for Disciplinary Action	2014	82	4	41	127	82	0
Drug Law Violations Referred for Disciplinary	2014	18	3	8	29	18	0

Action							
Weapons Law Violations Referred for Disciplinary Action	2014	0	0	0	0	0	0

Offense (Crimes Not Reported By Hierarchy)	Year	On Campus	Non-Campus	Public Property	Total	Residential Facilities*	Unfounded Crimes
Arson	2014	0	0	0	0	0	0
Domestic Violence	2014	0	0	0	0	0	0
Dating Violence	2014	3	1	0	4	3	0
Stalking	2014	0	1	0	1	0	0

***Note: Residential Facility Crime Statistics are a subset of the On Campus Category, i.e., they are counted in both categories.*

	Criminal Offenses Number of Offenses per Calendar Year 2012	2013
Occurred On Campus		
Murder/Non-negligent Manslaughter	0	0
Forcible Sex Offenses (including forcible rape)	0	0
Non-forcible Sex Offenses	0	0
Robbery	0	0
Aggravated Assault	0	1
Burglary	2	10
Motor Vehicle Theft	0	5
Arson	0	1
Negligent Manslaughter	0	0
Entering Auto	0	0
Occurred in Residence Halls		
Murder/Non-negligent Manslaughter	0	0
Forcible Sex Offenses (including forcible rape)	0	0
Non-forcible Sex Offenses	0	0
Robbery	0	0
Aggravated Assault	0	1
Burglary	0	6
Motor Vehicle Theft	0	0
Arson	0	0
Negligent Manslaughter	0	0
Occurred in Noncampus Buildings		
Murder/Non-negligent Manslaughter	0	0
Forcible sex offenses (including forcible rape)	0	0
Non-forcible Sex Offenses	0	0
Robbery	0	0
Aggravated Assault	0	0
Burglary	0	1
Motor Vehicle Theft	0	0
Arson	0	0
Negligent manslaughter	0	0
Occurred on Public Property		
Murder/Non-negligent Manslaughter	0	0
Forcible Sex Offenses (including forcible rape)	2	0
Non-forcible Sex Offenses	0	0
Robbery	1	0
Aggravated Assault	0	0
Burglary	0	0
Motor Vehicle Theft	2	0
Arson	0	1
Negligent Manslaughter	0	0

Year	Number of Arrests and Disciplinary incidents per Calendar	
	2012	2013
Occurred On Campus		
Liquor Law Violations	26	6
Drug Law Violations	9	13
Illegal Weapons Possessions	0	0
Occurred in Residence Halls		
Liquor Law Violations	6	16
Drug Law Violations	5	10
Illegal Weapons Possessions	0	0
On-Campus Disciplinary Actions		
Liquor Law Violations	111	115
Drug Law Violations	26	23
Illegal Weapons Possessions	1	1
Occurred in Noncampus Buildings		
Liquor Law Violations	3	3
Drug Law violations	1	3
Illegal Weapons Possessions	0	1
Noncampus Disciplinary Actions		
Liquor Law Violations	0	14
Drug Law Violations	0	2
Illegal Weapons Possessions	0	0
Occurred on Public Property		
Liquor Law Violations	22	18
Drug Law Violations	11	32
Illegal Weapons Possessions	0	0
Public Property Disciplinary Actions		
Liquor Law Violations	15	27
Drug Law Violations	5	4
Illegal Weapons Possessions	0	1

*Yearly totals of residential facilities and campuses supplied by Longwood University Police
**Yearly totals for public property supplied by Longwood University Police, Farmville Police and Prince Edward Sheriff's Department.
***Requests for statistics were requested from the following police departments:

Ann Arbor, MI Police; Asheville, NC Police; Bowie, ID Police; Black Mountain, NC Police; Blacksburg, VA Police; Boiling Springs, NC Police; Charleston, SC Police; Chelmsford, MA Police; Danville, VA Police; Emporia, VA Police; Farmville, VA Police; Fredericksburg, VA Police; Gainesville, FL Police;
Greenville, NC Police; Greenwood, SC Police; Greenville County Sheriff's Department; Iowa City, IA Police;

Jacksonville, FL Police; Johnsonville City, TN Police; King of Prussia PA Police; Lexington, VA Police; Martinsville, VA Police; Miami, FL Police; Montross, VA Police; Myrtle Beach, SC Police; Petersburg, VA Police; Phoenix, AZ Police; Prince Edward County Sheriff's Department; Radford, VA Police; Rock Hill, SC Police; Shelby, NC Police; South Boston Police Department; Spartanburg, SC Police; Towson, MD Police
Westmoreland County Sheriff's Department; Wilmington, NC Police

Additional Information:
The Campus Security Act requires that reportable crimes be broken down into four categories: on campus, non-campus, public property, and student residences. The term "campus" means any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residences, halls, and property within the same reasonably contiguous geographic area of the institution that is owned by the institution, but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor). The term "non-campus" means any building or property owned or controlled by a student organization recognized by the institution and any building or property (other than a branch campus) owned or controlled by an institution of higher education that is used in direct support of, or in relation to, the institution's educational purposes, is used by students, and is not within the same reasonable contiguous geographic area of the institution. The term "public property" means all public property--including thoroughfares, streets, sidewalks, and parking facilities--that is within the campus, or immediately adjacent to and accessible from the campus. Previously, on campus, non-campus, and student residences were reported as a single crime statistic for a given crime. Crimes that occurred off campus property were not previously reportable. An enumerated crime that occurs on property immediately adjacent to or within an area up to the far curbing of any street adjacent to campus property is now reported under the "public property" category. ***

Hate Crimes: Hate Crimes statistics are separated by type of prejudice, but the numbers for each specific crime category are included in the overall statistics reported each year.

2014- No hate crimes were reported

2013- No hate crimes were reported

2012- No hate crimes were reported

Annual Safety and Security Report
Crime & Disciplinary Statistics for 2014

Criminal Offenses
Number of Offenses per Calendar Year

	2012	2013	2014
Study Abroad Program			
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0

Information was requested from the following police departments.
Either no reply or no information was received.

Athens, Greece Police
Bangkok, Thailand Police
Chandigarh, India Police
Firenze, Italy Police
London, England Police
??London, London Police
Madrid City, Spain Police
Ranipokhari Kathmandu, Nepal Police
Roseau, Dominican Republic Police
Salinas de Guaranda, Ecuador Police
San Jose, Costa Rica Police
Zagreb, Croatia

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Emporia Campus

Occurred On Campus	**2012**	**2013**	**2014**
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0
Entering Auto	0	0	0
Occurred in Residence Halls			
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0
Occurred in Noncampus Buildings			
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0
Occurred on Public Property			
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0

Year	Number of Arrests and Disciplinary incidents per Calendar		
	2012	**2013**	**2014**
Occurred On Campus			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Occurred in Residence Halls			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
On-Campus Disciplinary Actions			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Occurred in Noncampus Buildings			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Noncampus Disciplinary Actions			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Occurred on Public Property			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Public Property Disciplinary Actions			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0

*Yearly totals of residential facilities and campuses supplied by Longwood University Police
** Request was sent to the Greenville County Sheriff's Department for statistics

Additional Information:

The Campus Security Act requires that reportable crimes be broken down into four categories: on campus, non-campus, public property, and student residences. The term "campus" means any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residences, halls, and property within the same reasonably contiguous geographic area of the institution that is owned by the institution, but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor). The term "non-campus" means any building or property owned or controlled by a student organization recognized by the institution and any building or property

(other than a branch campus) owned or controlled by an institution of higher education that is used in direct support of, or in relation to, the institution's educational purposes, is used by students, and is not within the same reasonable contiguous geographic area of the institution. The term "public property" means all public property--including thoroughfares, streets, sidewalks, and parking facilities--that is within the campus, or immediately adjacent to and accessible from the campus. Previously, on campus, non-campus, and student residences were reported as a single crime statistic for a given crime. Crimes that occurred off campus property were not previously reportable. An enumerated crime that occurs on property immediately adjacent to or within an area up to the far curbing of any street adjacent to campus property is now reported under the "public property" category. ***

Hate Crimes: Hate Crimes statistics are separated by type of prejudice, but the numbers for each specific crime category are included in the overall statistics reported each year.

2014- No hate crimes were reported

2013- No hate crimes were reported

2012- No hate crimes were reported.

Annual Safety and Security Report
Crime & Disciplinary Statistics for 2014
Martinsville Campus

	Criminal Offenses Number of Offenses per Calendar Year		
	2012	**2013**	**2014**
Occurred On Campus			
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0
Entering Auto	0	0	0
Occurred in Residence Halls (N/A)			
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0
Occurred in Noncampus Buildings			
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0
Occurred on Public Property			
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	2
Arson	0	0	0
Negligent Manslaughter	0	0	0

	Number of Arrests and Disciplinary incidents per Calendar Year		
	2012	2013	2014
Occurred On Campus			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Occurred in Residence Halls (N/A)			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
On-Campus Disciplinary Actions			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Occurred in Noncampus Buildings			
Liquor Law Violations	0	0	0
Drug Law violations	0	0	0
Illegal Weapons possessions	0	0	0
Noncampus Disciplinary Actions			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Occurred on Public Property			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Public Property Disciplinary Actions			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0

**Yearly totals for campus and public property supplied by Longwood University Police and Martinsville Police Department

Additional Information:
The Campus Security Act requires that reportable crimes be broken down into four categories: on campus, non-campus, public property, and student residences. The term "campus" means any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residences, halls, and property within the same reasonably contiguous geographic area of the institution that is owned by the institution, but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor). The term "non-campus" means any building or property owned or controlled by a student organization recognized by the institution and any building or property

(other than a branch campus) owned or controlled by an institution of higher education that is used in direct support of, or in relation to, the institution's educational purposes, is used by students, and is not within the same reasonable contiguous geographic area of the institution. The term "public property" means all public property--including thoroughfares, streets, sidewalks, and parking facilities--that is within the campus, or immediately adjacent to and accessible from the campus. Previously, on campus, non-campus, and student residences were reported as a single crime statistic for a given crime. Crimes that occurred off campus property were not previously reportable. An enumerated crime that occurs on property immediately adjacent to or within an area up to the far curbing of any street adjacent to campus property is now reported under the "public property" category.

Hate Crimes: Hate Crimes statistics are separated by type of prejudice, but the numbers for each specific crime category are included in the overall statistics reported each year.

2014 - No hate crimes were reported

2013 - No hate crimes were reported

2012 - No hate crimes were reported

Annual Safety and Security Report
Crime & Disciplinary Statistics for 2014
South Boston Site

	Criminal Offenses Number of Offenses per Calendar Year		
	2012	**2013**	**2014**
Occurred On Campus			
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0
Entering Auto	0	0	0
Occurred in Residence Halls (N/A)			
Murder/Non-negligent Manslaughter	0	0	0
Forcible sex offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0
Occurred in Noncampus Buildings			
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex Offenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0
Occurred on Public Property			
Murder/Non-negligent Manslaughter	0	0	0
Forcible Sex 0ffenses (including forcible rape)	0	0	0
Non-forcible Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0

Motor Vehicle Theft	0	0	2
Arson	0	0	0
Negligent Manslaughter	0	0	0

Number of Arrests and Disciplinary incidents per Calendar Year

	2012	2013	2014
Occurred On Campus			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Occurred in Residence Halls (N/A)			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
On-Campus Disciplinary Actions			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Occurred in Noncampus Buildings			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0		0
Noncampus Disciplinary Actions			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Occurred on Public Property			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0
Public Property Disciplinary Actions			
Liquor Law Violations	0	0	0
Drug Law Violations	0	0	0
Illegal Weapons Possessions	0	0	0

*Yearly totals of residential facilities and campuses supplied by Longwood University Police
**Yearly totals for public property supplied by Longwood University Police and South Boston Police Department

Additional Information:
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purposes, including residences, halls, and property within the same reasonably contiguous geographic area of the institution that is owned by the institution, but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor). The term "non-campus" means any building or property owned or controlled by a student organization recognized by the institution and any building or property (other than a branch campus) owned or controlled by an institution of higher education that is used in direct support of, or in relation to, the institution's educational purposes, is used by students, and is not within the same reasonable contiguous geographic area of the institution. The term "public property" means all public property--including thoroughfares, streets, sidewalks, and parking facilities--that is within the campus, or immediately adjacent to and accessible from the campus. Previously, on campus, non-campus, and student residences were reported as a single crime statistic for a given crime. Crimes that occurred off campus property were not previously reportable. An enumerated crime that occurs on property immediately adjacent to or within an area up to the far curbing of any street adjacent to campus property is now reported under the "public property" category.

Hate Crimes: Hate Crimes statistics are separated by type of prejudice, but the numbers for each specific crime category are included in the overall statistics reported each year.

2014- No hate crimes were reported

2013- No hate crimes were reported

2012- No hate crimes were reported

Review of Conduct and Honor Board Statistics

Longwood University
2014-2015 Campus Disciplinary Statistics
Executive Summary

Definitions

A "case" is a hearing for each individual student and may include multiple charges.

A "charge" is the alleged violation or violations any one student or group is assigned in a case. For example, a student or group can be charged with violations of the alcohol, noise, and visitation policies in a single case.

For clarity, all percentages have been rounded to the nearest integers.

Highlights

During the 2014-2015 academic years, Conduct Board cases decreased by 2 (1% from 199 to 197). Honor cases decreased by 2 (3% from 58 to 56). Administrative Hearings increased by 17 (81% from 21 to 38).

Below are additional details and other findings of special interest:

1. The total number of students charged with violations (294) represents approximately 6% of the population.

2. Men accounted for 55% (31) of Honor Board cases, 61% (121) of Conduct Board cases, 63% (24) of Administrative Hearing Officer cases, and 100% (3) of University Hearing Board cases.

3. Of the 294 cases, 85% of Conduct Board, 84% of Honor Board, 82% of Administrative Hearing Officer, and 67% of University Hearing Board cases were found responsible.

4. Seven (7) students were suspended from Longwood, compared to twenty-four (24) students suspended in 2013-2014. Four students (4) were suspended by an Administrative Hearing Officer, two students (2) were suspended by the Conduct Board, and one (1) was suspended by the University Hearing Board. Two students (2) were expelled from Longwood, compared to two students in 2013-2014. One student (1) was expelled by the Conduct Board, and one student (1) was expelled by the University Hearing Board.

5. Combining all cases, off-campus incidents decreased by 10 (16% from 73 to 63).

6. For Honor Board cases, incidents occurred in the following locations: residence halls (54%), electronic submission of assignments/exams (16%), on campus, outside buildings (14%), off campus (9%), classrooms (5%), and nonacademic buildings (2%).

7. Freshman (42%) accounted for the highest number of Honor Board cases, followed by seniors (23%), sophomores (21%), and juniors (14%).

8. For Conduct Board cases, incidents occurred in the following locations: residence halls (71%), off campus (22%), on campus, outside buildings (6%), and nonacademic buildings (1%).

9. Freshmen (39%) accounted for the highest number of cases heard by the Conduct Board, followed by sophomores (34%), juniors (17%), and seniors (10%).

10. For Administrative Hearing Officer cases, incidents occurred in the following locations: outside buildings (24%), classrooms (5%), and nonacademic buildings (5%).

11. Seniors (29%) and sophomores (29%) accounted for the highest number of cases heard by an Administrative Hearing Officer, followed by freshman (22%), and juniors (20%).

12. For University Hearing Board cases, incidents occurred in the following locations: residence halls (100%).

13. Sophomores (67%) accounted for the highest number of cases heard by the University Hearing Board, followed by juniors (33%).

14. One hundred and eighty-four (184) students and one group (1) were charged with violations of the alcohol policy including alcohol possession and alcohol paraphernalia. Following are the percentages of these students by class standing: freshmen (47%), sophomores (34%), juniors (13%), and seniors (6%).

15. One hundred and forty-two (142) students were found responsible for alcohol violations, comprising 3% of the overall student population.

16. Forty-nine (49) students were charged with violations of the drug policy including drug possession, drug distribution, and drug paraphernalia. Following are the percentages of these students by class standing: sophomores (33%), freshmen (31%), seniors (28%), and juniors (8%).

17. Thirty (30) students were found responsible for drug violations comprising <1% of the overall student population.

18. Of the 294 cases filed, twenty-two (22) appealed. Six (6) of the appeals were upheld, sixteen (16) were upheld with modifications, and none were overturned.

19. Three percent (3%) of total cases resulted in suspension or expulsion while ninety seven percent (97%) were given educationally-based sanctions.

20. There are seven honor cases (7) and fifteen conduct cases (15) pending for the Fall 2015 semester.

Student Conduct and Integrity
Comparative Review by Academic Year

Honor Board	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Cases	67	44	80	73	58	56
Percentage Found Responsible	94%	95%	65%	83%	91%	84%
Percentage of Student Body	1%	1%	1%	1%	1%	1%
Conduct Board	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
Total Cases	311	229	246	202	199	197
Percentage Found Responsible	91%	82%	88%	83%	89%	85%
Percentage of Student Body	6%	4%	4%	3%	4%	3%
Administrative Hearing Officer	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
Total Cases	n/a	n/a	n/a	n/a	n/a	38
Percentage Found Responsible	n/a	n/a	n/a	n/a	n/a	82%
Percentage of Student Body	n/a	n/a	n/a	n/a	n/a	1%
University Hearing Board	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
Total Cases	n/a	na	n/a	n/a	n/a	3
Percentage Found Responsible	n/a	n/a	n/a	n/a	n/a	67%
Percentage of Student Body	n/a	n/a	n/a	n/a	n/a	<1%
Alcohol Cases Found Responsible	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
Total Cases - Responsible	222	128	173	136	139	142
Percentage of Student Body	5%	3%	4%	3%	3%	3%
Drugs Cases Found Responsible	**2009-2010**	**2010-2011**	**2011-2012**	**2013-2013**	**2013-2014**	**2014-2015**
Total Cases - Responsible	22	11	29	20	19	30
Percentage of Student Body	<1%	<1%	<1%	<1%	<1%	<1%

Student Conduct and Integrity
2014-2015 Statistics

UNIVERSITY HEARING BOARD - SEXUAL MISCONDUCT ONLY				
TOTAL NUMBER OF CASES	3		**VIOLATION REFERRED BY**	
Males	3		Longwood University Title IX Investigator	3
Females	0			
Groups	0		**SANCTION**	
			Not Responsible	1
CLASS			Expulsion	1
Freshman	0		Disciplinary Suspension	1
Sophomore	2		Substance Abuse Evaluation	1
Junior	1		Mandatory Counseling	1
Senior	0		Educational Assignment	1
VIOLATION			**APPEALS**	
Coerced Sexual Intercourse	2		Upheld	1
Intimate Partner Violence	1		Upheld with changes	1
Unwelcome touching	1		Overturned	0
VIOLATION LOCATION				
Curry	1			
Longwood Landings	2			

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Strategic Priorities

The Board of Visitors adopted the University's 2014-18 Strategic Plan in September 2014, following discussion and deliberation throughout the University community during the full course of the 2013-14 academic year resulting in strong consensus.

The Board subsequently reviewed and commended a dashboard of principal metrics for the Strategic Plan. The metrics are annual in nature, given the inherent year-long cycle of academia. The metrics are updated in full in the first quarter of each June-July fiscal year. With the new fiscal year underway, the annual dashboard is now freshly updated and included here for reference along with the Strategic Plan itself.

This tab foremost includes further information regarding the University's Strategic Priorities. Last year, the BOV began to focus work on Strategic Priorities through task forces of BOV members and University executives.

Task forces aligned with the University's Strategic Priorities serve to powerfully advance progress, a forward-looking governance approach different than having a traditional committee structure for the board along operational lines (such as facilities, athletics, etc.). The "task force" model allows the BOV and University to focus on what most needs to improve and change moving forward, and will allow the BOV to continue to function as a "committee of the whole" with regards to standard operational matters, which has been working well for several years now.

BOV task force membership will rotate annually, and FY2015-16 task force membership is set forth below. At each regular BOV meeting, time is spent broken out into task force sessions, as well as all together in full session. Between regular BOV meetings, University executives will naturally continue their focus and work on strategic priorities and consult with BOV task force members. The task forces are intended to be deliberative bodies for perspective, ideas, and discussion (and in that regard they do not have chairpersons). Consequential decisions would still be made at the full BOV level.

This tab notes supporting activities and current partial and proxy data for each Strategic Priority --- intended in chief to spur task force discussion. The intent of the Strategic Plan is for precise tactical supporting activities to be fluid and evolving based on what proves truly effective.

Strategic Priority Task Forces

Retention & Graduation
Anderson and Schwartz (with Kindon, Neff, and Pierson)

*Renewing General Education** (see below)

National Marketing
Radcliff and Wertz (with Austin, Hodges, and Kindon)

Foot Traffic by Alumni and Friends
Mobley and Hallock (with Austin and Hodges)

Prosperity of One of America's Oldest Two-College Communities
Walker and Ward (with Pierson and Pope)

Strengthening the University Community
Busser and Evans (with Copeland and Neff)

Organization, Structuring, and Governance
Hansen and Trigiani (with Copeland and Pope)

*Regarding *Renewing General Education* (per above), since curriculum reform is a matter for the faculty to consider initially (in the standard system of shared governance in American higher education), this strategic priority will be addressed at a broad consultative level during the period ahead, in which the faculty continues to develop ideas and plans. Faculty representatives will make a next presentation to the BOV at this coming September meeting to discuss the process and status of "general education" reform.

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LOOKING TO OUR THIRD CENTURY
Strategic Plan 2014-2018

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

Our Opportunity:

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

Our Key Principles:

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

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

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

Our Priorities:

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

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

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

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

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

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

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

Measuring Progress:

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

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

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LOOKING TO OUR THIRD CENTURY
Strategic Plan 2014-2018

– Dashboard of Principal Metrics –

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

Principal Metric:
Student Progress to Graduation

Undergraduate	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Applications Prior Year	*4402*	*4075*	*4167*	*4290*	*4576*	*5248*
Freshmen	975	1055	1007	1091	1102	1053
Sophomores	781	760	840	809	854	872
Juniors	746	710	687	774	745	798
Seniors	654	704	668	635	734	711
5th year +	NA	214	224	259	223	235
Transfers and Part-time	957	744	885	891	907	971

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

Principal Metric:
Alumni Annual Giving Participation

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Alumni of Record	28,829	30,360	30,024	30,868	27,197*	27,197*
Alumni Donors	3,948	3,465	3,293	3,133	2,575*	2,976*
% Rate	13.69%	11.41%	10.97%	10.15%	9.47%	10.94%

**Beginning in FY14, per standard national practice, only undergraduate alumni are included in this category*

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

Principal Metric:
Overall Attendance at University Events (M&W Basketball, LCVA, Conferences, Events, B&B Nights)

FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
35,717	39,099	35,654	39,354	44,584	51,729

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

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

July 2010	July 2011	July 2012	July 2013	July 2014	July 2015
29,973	30,714	30,841	30,794	30,635	29,423

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

Principal Metric:
Average Compensation for Faculty and Staff

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Classified Staff	$37,130	$37,068	$38,975	$39,549	$40,969	$42,201
AP Staff	$56,712	$57,577	$58,673	$60,458	$62,433	$63,851
Professor	$74,300	$77,300	$77,300	$77,200	$80,000	$80,100
Associate Professor	$63,100	$63,000	$61,400	$64,300	$65,800	$67,100
Assistant Professor	$52,500	$53,800	$55,100	$57,100	$59,600	$59,200
Instructor	$49,000	$56,400	$57,200	$60,000	$55,700	$58,400
All Faculty	*$59,725*	*$62,625*	*$62,750*	*$64,650*	*$65,275*	*$66,200*

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

Principal Metric:
Composite Financial Index (CFI)

2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
2.01	4.10	4.19	-1.14	3.98	3.55	*

**Calculation pending preliminary financial statements*

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

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Retention & Graduation

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

Task Force

Board of Visitors: Eileen Anderson, Brad Schwartz
Administration: Victoria Kindon, Joan Neff, Tim Pierson

Principal Metric

Student Progress to Graduation

Undergraduate	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Applications	*4402*	*4075*	*4167*	*4290*	*4576*	*5248*
Freshmen	975	1055	1007	1091	1102	1053
Sophomores	781	760	840	809	854	872
Juniors	746	710	687	774	745	798
Seniors	654	704	668	635	734	711
5th year +	NA	214	224	259	223	235
Other students (transfers, part-time)	957	744	885	891	907	971
Key for each class:	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Total enrollment	4113	4187	4311	4459	4537	4640

Supporting Activities

- Strengthening our tracking analysis and reporting capabilities, and utilizing the resultant data to impact our enrollment, retention, and class progression.
- Improving the personalized touch given to students to make the most of their residential experience and academic development.
- Enhancing the mentoring capacity offered to students to complement classic academic advising.
- Removing bureaucratic obstacles and other barriers to timely degree completion.
- Engaging the most promising students with leadership opportunities and other enrichment activities so that their talents can remain at Longwood throughout their academic careers.
- Increasing the academic credentials of incoming students so that the lowest quartile of each admitted class matches the third quartile.
- Enhancing the University's graduate programs to offer ready opportunities for progression to our undergraduates and to further build the academic excellence of the institution.

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Current Partial and Proxy Data

Retention

	Freshman Fall Enrollment (1st day of classes)	Official Freshman Fall Enrollment*	Freshman Spring Enrollment	Freshman Fall-to-Spring Retention Rate	Sophomore Fall Enrollment	Freshman-to-Sophomore Retention Rate
2011 Cohort (Class of 2015)	1,055	1,042	UA	UA	841	81%
2012 Cohort (Class of 2016)	1,007	992	920	91.36%	809	82%
2013 Cohort (Class of 2017)	1,111	1,082	1,009	90.82%	854	79%
2014 Cohort (Class of 2018)	1,102	1,064	997	90.47%	872	82%
2015 Cohort (Class of 2019)	1,053					

* Enrollment after the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) exclusions such as military and medical leave are subtracted.

Out of State Applications

Total	**2013**	**2014**	**2015**	1-year % Change
Applications	288	536	707	32%
Admits	195	275	437	59%
Deposits	53	59	69	17%
Rejects	53	62	63	2%
Freshmen	**2013**	**2014**	**2015**	% Difference
Applications	252	492	657	34%
Admits	172	257	402	56%
Deposits	40	50	61	22%
Rejects	49	58	60	3%
Transfer	**2013**	**2014**	**2015**	
Applications	36	44	50	14%
Admits	23	18	35	94%
Deposits	13	9	8	-11%
Rejects	4	4	3	-25%

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National Marketing

Institution-wide endeavor and marketing collaboration will make one of the fifty oldest NCAA Division I schools as well known as it should be.

Task Force

Board of Visitors: Marianne Radcliff, Bob Wertz
Administration: Troy Austin, Courtney Hodges, Victoria Kindon

Principal Metric

Alumni Annual Giving Participation

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Alumni of Record	28,829	30,360	30,024	30,868	27,197*	27,197*
Alumni Donors	3,948	3,465	3,293	3,133	2,575*	2,976*
% Rate	13.69%	11.41%	10.97%	10.15%	9.47%	10.94%

*Beginning in FY14, per standard national practice, only undergraduate alumni are included in this category

Alumni of Record - all alumni and alumni non-degree with accurate addresses to whom we mail
Alumni Donors - all alumni and alumni non-degree who have made a gift - including soft credit from a spouse/partner gift

Supporting Activities

- Offering opportunities for engagement to the entire alumni base to ensure that the University is in contact not just for development purposes but to foster lifetime engagement.
- Increasing University membership in higher education organizations to ensure that Longwood contributes a voice to the ongoing national dialogue.
- Increasing faculty participation in national conferences to expand the reach of their thought leadership within their respective fields.
- Redesigning Longwood.edu to be on the leading edge of university webpages -- one that aids faculty and staff in reaching key constituency groups.
- Expanding our capability and participation on social media platforms to keep up with innovations in how people consume information.
- Likewise, fortifying traditional public relations activities and seizing opportunities to spotlight Longwood activities in television, radio, print, and related media.
- Committing to advertising in key markets to expand Longwood's brand awareness.

Current Partial and Proxy Data

The possibility of hosting a presidential debate is the focus of significant energy at present. Between 59 million and 67 million people across the country watched the 2012 general election debates, and by some estimates the earned media value to a host institution substantially exceeds $50 million. The longterm benefit of such attention would be greatest with sound attention to proper core activities and processes on the part of the University's various engagement offices in the months and years ahead.

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Foot Traffic by Alumni & Friends

Philanthropy and public support for the University hinge on visits to campus and in-person engagement, since those who see our beautiful campus love Longwood.

Task Force
Board of Visitors: Steve Mobley, David Hallock
Administration: Troy Austin, Courtney Hodges

Principal Metric
Overall Attendance at University Events

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
M&W Basketball*	16,371	19,153	15,375	18,858	24,301	22,843
LCVA^	4,382	4,982	8,630	1,471	5,319	6,176
Conferences and Events~	13,916	13,916	13,916	13,916	13,916	21,661
B&B Nights Occupied<	1,048	1,048	1,048	1,048	1,048	1,049
TOTAL	**25,717**	**29,099**	**28,969**	**25,293**	**34,584**	**51,729**

* combined men's and women's home attendance
^ combined total daily visitors plus receptions and education programs
~Estimated attendance at events requiring AV (2013-14 figure used as estimate for previous years)
<Annual Room total nights occupied

Supporting Activities and Initiatives

- Continuing execution of Longwood's Campus Master Plan specifically with a focus on enhancing ease of visiting campus --- regarding parking, signage, accommodations, etc.
- Creating a user-friendly calendar of events, with increased usage among current and prospective students, faculty, staff, parents, alumni, community members, and other stakeholders.
- Conceiving and initiating a broader and richer sequence of events to amplify the work of our students and faculty, and the unique assets of the University.
- Focusing on Commonwealth transportation considerations to enhance accessibility of campus, such as increasing the number of road signs for the University and widening Route 307.

Current Partial and Proxy Data

The Longwood Magazine's summer edition featured an impressive story about summer activity on campus this year. Some of the highlights include: 800 K-12 students on campus for sports camps; 620 rising seniors with Girls State; 400 school nurses for a conference using our clinical simulation learning center; and 200 wildland firefighters on campus for skills training.

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Prosperity of One of America's Oldest Two-College Communities

Farmville, Prince Edward, the surrounding region, H-SC, and Longwood stand together where the Civil War ended and Civil Rights began; we will thrive together.

Task Force

Board of Visitors: Shelby Walker, Lacy Ward
Administration: Tim Pierson, Justin Pope

Principal Metric

Total Population of the Local Community *(by registered voters)*

	Jul-10	Jul-11	Jul-12	Jul-13	Jul-14	Jul-15
Buckingham County	9,901	10,131	10,194	10,033	10,032	9,871
Cumberland County	6,719	6,765	6,789	6,845	6,788	6,670
Prince Edward County	13,353	13,818	13,858	13,916	13,815	12,882
Total	29,973	30,714	30,841	30,794	30,635	29,423

Supporting Activities

- Marketing Farmville as a vibrant college town to regional and national audiences.
- Encouraging alumni to participate in Farmville community life, including as retirees moving to the community or small business owners.
- Coordinating activities and events with Hampden-Sydney College to maximize community and student engagement.
- Collaborating with local businesses to allow Lancer Card dollars to be used broadly, which would serve to further connect the community and University, and increase revenues to local businesses.
- Connecting campus pedestrians with Main Street by emphasizing this connection in the preparation and implementation of the University Campus Master Plan.

Current Partial and Proxy Data

The Prince Edward County Public Schools have been the focus of significant public discussion throughout 2015, but the South Central Association of Realtors reports 313 residential sales through July in 2015 compared to 238 in the first six months of 2014. The association's region includes Buckingham, Cumberland, Prince Edward, as well as 11 other counties. In the three county area of Buckingham, Cumberland, and Prince Edward, there were 144 residential properties sold or under contract in the second quarter of calendar year 2015.

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Strengthening the University Community

Faculty and staff compensation must rise substantially; opportunities for professional development must increase; diversity must be fostered; all of which will enhance retention and hiring.

Task Force

Board of Visitors: Katherine Busser, Mike Evans
Administration: Ken Copeland, Joan Neff

Principal Metric

Compensation for Faculty and Staff

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Classified Staff	$37,130	$37,068	$38,975	$39,549	$40,969	$42,201
AP Staff	$56,712	$57,577	$58,673	$60,458	$62,433	$63,851
Professor	$74,300	$77,300	$77,300	$77,200	$80,000	$80,100
Associate Professor	$63,100	$63,000	$61,400	$64,300	$65,800	$67,100
Assistant Professor	$52,500	$53,800	$55,100	$57,100	$59,600	$59,200
Instructor	$49,000	$56,400	$57,200	$60,000	$55,700	$58,400
All Faculty	*$59,725*	*$62,625*	*$62,750*	*$64,650*	*$65,275*	*$66,200*

Supporting Activities

- Improving opportunities for professional development to build the University's human capital and increase the level of employee engagement and satisfaction.
- Increasing faculty and staff compensation as a means of attracting and retaining talent.
- Emphasizing the importance of diversity within the University and working to build a culture of diversity among students, faculty, and staff.
- Expanding day care options for students, faculty, and staff to maximize educational and employment opportunities for working families.

Current Partial and Proxy Data

The University's student body has been growing increasingly diverse as the table below underscores.

	Foreign/ International	African American or Black	American Indian/ Native American	Asian/ Pacific Islander	Hispanic
2012	37	309	10	49	178
2013	43	363	12	58	218
2014	45	392	16	77	224
2015	34	421	18	68	232

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Organization, Structuring & Governance

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

Task Force

Board of Visitors: Eric Hansen, Pia Trigiani
Administration: Ken Copeland, Justin Pope

Principal Metric

Composite Financial Index (CFI) – Reflecting the University and University Foundation*

		FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
Expendable Net Assets		38,170,796	45,970,637	56,359,577	45,250,424	48,250,916	62,608,032	83,152,500
Total Expenses		99,239,229	103,809,055	99,062,525	105,136,557	115,250,532	116,105,359	122,828,827
Total Long Term Debt		65,093,404	69,572,404	66,551,889	62,034,117	59,074,377	55,440,188	53,489,129
Change in Net Assets		2,349,315	-8,295,951	25,282,706	29,500,446	6,630,599	19,172,525	19,413,309
Total Net Assets (Beg Year)		208,627,384	212,544,354	191,207,165	216,066,485	245,566,931	252,197,530	271,370,055
Net Operating Income		-594,940	3,923,675	3,808,716	5,804,180	-10,528,804	6,451,432	2,938,204
Total Operating Revenues		90,561,691	98,033,951	94,818,692	102,681,616	104,721,728	113,268,027	116,604,923
Primary Reserve Ratio - Expendable net assets / total expenses		0.38	0.44	0.57	0.43	0.42	0.54	0.68
Viability Ratio – Expendable net assets / total long term debt		0.59	0.66	0.85	0.73	0.82	1.13	1.55
Return on Net Assets Ratio – Change in net assets / total net assets (BOY)		0.01	-0.04	0.13	0.14	0.03	0.08	0.07
Net Operating Revenues Ratio – Net Operating Income / Total Operating Revenues		-0.01	0.04	0.04	0.06	-0.10	0.06	0.03
	Factor							
PRR	0.133	2.89	3.33	4.28	3.24	3.15	4.05	5.09
VR	0.417	1.41	1.58	2.03	1.75	1.96	2.71	3.73
RONAR	0.02	0.56	-1.95	6.61	6.83	1.35	3.80	3.58
NORR	0.013	-0.51	3.08	3.09	4.35	-7.73	4.38	1.94
	Weight							
PRR	35%	1.01	1.17	1.50	1.13	1.10	1.42	1.78
VR	10%	0.14	0.16	0.20	0.17	0.20	0.27	0.37
RONAR	20%	0.11	-0.39	1.32	1.37	0.27	0.76	0.72
NORR	35%	-0.18	1.08	1.08	1.52	-2.71	1.53	0.68
CFI		**1.09**	**2.01**	**4.10**	**4.19**	**-1.14**	**3.98**	**3.55**

**FY2015 Calculation pending preliminary financial statements*

Supporting Activities

- Enhancing data gathering capabilities and tracking and analysis tools to aid in financial and strategic decision making.
- Enhance financial forecasting to keep the University on sound financial footing and encourage proper stewardship of all revenues.
- Utilizing new technologies to facilitate campus activities, including increased use of paperless forms.
- Coordinating the range of compliance work across the University to encourage efficiency and comprehensive attention.
- Reviewing and freshly organizing University policymaking by reviewing best practices and ensuring that policies continue to serve the best needs of the Longwood community.

Current Partial and Proxy Data

Between FY2013 and FY2015, the budgeted operating revenue of the University alone has risen from $109,399,905 to $118,553,210 --- an increase of 8.3%, or more than $9 million in annual revenue, while tuition and fees for students and families have risen only 4.9% cumulatively in that time. The focus on organic enrollment growth through retention is making a powerful difference. The revenue strength it provides has allowed the University to hire more full-time faculty and maintain our best-in-state percentage of courses taught by full-time faculty, while also fostering initiatives and increasing compensation.

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University Master Plan Findings and Process

Following feedback at the previous Board meeting and focused work over the summer, the University Master Plan process has arrived at the stage where a Preferred Plan is ready for presentation to the Board for review and vote.

Our planning firm, Cooper, Robertson & Partners, used the results of the *Discovery and Analysis Phase* in the last fiscal year to generate numerous planning options illustrating how future program elements could be arranged on and around the University's campus. These options were evaluated for program conformance, place-making qualities, feasibility, cost and benefit, and general adherence to Longwood's strategic priorities. Working closely with University leadership and staff, Cooper Robertson combined and refined the options to develop a recommended conceptual master plan. The results of this phase were presented to the Board of Visitors at its June meeting.

Since that time, Cooper Robertson and the University have worked to further refine this conceptual master plan to address specific building modeling, campus infrastructure needs, transportation networks, landscape planning, and program yield and phasing. The results of this work will be presented at the coming September Board meeting.

In the months ahead, the fourth and last phase – *Final University Master Plan Document* – will collect all of the approved aspects of the plan in final documentation, with an eye toward completion and publication by the end of the calendar year.

For reference, overview information concerning strategic vision and programming needs, as identified in earlier stages of the Master Plan process, is included in this tab.

INITIAL STRATEGIC VISION AND DIRECTION

- Master Plan should reflect vision set forth in **Longwood Strategic Plan**
- Master Plan should plan for a Longwood that is:
  - *"The **same but better**"*
  - *A strong **residential** community*
  - *A "key node" and an "**engine of prosperity**" for the community*
  - ***Sustainable***
  - *A **destination***
  - *An attraction for **alumni***
  - *Aspiring to **athletic excellence***
  - *A beautiful place with strong claims to peoples' spirits that will **survive in the long term***

ACADEMIC PROGRAMMING: FINDINGS

Classrooms

- Doing well in many classrooms – several rooms with low utilization bring down the average
- Capacity within existing classrooms primarily as the result of SCHEV 17 ASF per station guideline metric
- Balance existing surplus with new Academic Building

Teaching Laboratories

- Labs filled well (student station occupancy), but scheduled around ½ WRH (13 WRH) of SCHEV expectation (24 WRH)
- Challenge to align amount of space needed with low enrollments in a program (e.g., painting lab needed for 24 students/4 WRH or 144 students/24 WRH)
- Several labs in Bedford (Arts) and Chichester Science Center used at or above guidelines, but average brought down by other spaces

ACADEMIC PROGRAMMING: FINDINGS

Research Laboratories

- Need for additional faculty research spaces and maker spaces in support of capstone (and goal of providing capstone experience for all undergraduate students)

Office Space

- Most campuses have a surplus – especially those with legacy buildings
- Goal to align to guidelines as space renovated or built new

Library & Collaborative Learning Space

- More group and individual study areas within the library as well as throughout campus
- Goal of 24/7 study area

Physical Education & Athletics

- Deficit resulting from practice facilities and other issues identified by B&D

ACADEMIC PROGRAMMING: FINDINGS

Assembly & Exhibit

- Music program space is less than optimal; practice rooms need enhancement (bigger size and more ASF) and there is a need for a performance venue
- No venue for 400 – 500 people on campus
  - Gymnasium seats 1,800
  - Jarman seats 1,044
  - Dorrill Dining Hall has capacity for 1,000 +, but in separate areas
  - Lancer Park Commons Building seats 360

Student Center

- New building will help bridge need not met by Lankford

Inactive/Conversion Spaces

- Most of this space will become ASF once renovations are complete
- Lankford is Inactive/Conversion at the target year; will need plan to address this building

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Update on General Education Revision

From the Academic Core Curriculum Committee

Items in this Section

- Overview
- Core Curriculum Reform Process and Timeline
- Members of the Academic Core Curriculum Committee
- Background to Reform
- Guiding Principles of the Core Curriculum
- Draft Student Learning Goals and Outcomes

Overview

The Academic Core Curriculum Committee is engaged in a multi-year process to develop a new Core Curriculum tied more closely to our University mission and focused on transforming our students into citizen leaders. The ACCC has developed a working definition of a citizen leader: "A citizen leader is someone who is academically and personally transformed by knowledge, fundamental modes of inquiry, and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities."

The ACCC developed a Guiding Principles document that was approved by Faculty Senate in Spring 2015. The Committee spent the spring and summer drafting Student Learning Goals and Outcomes and developing ideas for program structures. The ACCC held three workshops in August with faculty to gain their feedback on the proposed learning goals and outcomes and the ideas for program structures.

During the meeting, Board members will hear an update from the ACCC and have the opportunity to have a dialogue about the draft student learning goals and outcomes and ideas for program structure.

Core Curriculum Reform Process and Timeline

Fall 2013	Faculty Senate created Academic Core Curriculum Committee comprised of 13 faculty members who represent the range of disciplines and the three major academic colleges (CCCAS, CEHS, CBE).
Spring-Summer 2014	ACCC conducted research and surveys about current General Education program and national best practices in curriculum reform. ACCC conducted faculty workshops to hear concerns about current General Education program. ACCC produced white paper summarizing their research and distributed it to campus community.
Fall 2014	ACCC conducted faculty workshops about their aspirations for a new Core Curriculum (enclosed). ACCC updated other stakeholders on campus about the reform process. ACCC produced a draft Guiding Principles document. ACCC updated Board of Visitors on its progress.
Spring 2015	ACCC conducted faculty workshops about the Guiding Principles document. Faculty Senate approved Guiding Principles document. ACCC drafted Student Learning Goals and Outcomes for the new Core Curriculum.
Summer 2015	Team of five faculty went to AAC&U (American Association of Colleges and Universities) national Institute on General Education and Assessment in Edmond, OK. ACCC revised Student Learning Goals and Outcomes. ACCC drafted example models of program structure.
Fall 2015	ACCC conducted faculty workshops about the draft Student Learning Goals and Outcomes and the example models of program structure. ACCC will update Board of Visitors on Student Learning Goals and Outcomes and ideas for program structure.

	ACCC will send Student Learning Goals and Outcomes to Faculty Senate for approval. Based on feedback from the workshops, ACCC will draft a program structure for the Core Curriculum. October: ACCC will workshop that model with faculty and other stakeholders. ACCC will revise model based on faculty feedback. December: ACCC will workshop Core Curriculum model with the Board of Visitors.
Spring 2016	ACCC will present model to Faculty Senate for approval. March: ACCC will present final Student Learning Goals and Outcomes and Core Curriculum model to Board of Visitors for approval. ACCC, working with campus partners, will begin faculty professional development and course and assessment development. ACCC, working with campus partners, will develop marketing and communications plan for new Core Curriculum.
Summer 2016	Faculty professional development; course and assessment development will continue.
Fall 2016 and Spring 2017	Faculty professional development; course and assessment development will continue. Piloting of new Core Curriculum courses. Curriculum approvals for new Core Curriculum courses. Teach-out plan for current General Education program developed for Classes of 2018, 2019, 2020.
Fall 2017 through Spring 2020	Roll-out of new Core Curriculum for Classes of 2021, 2022, 2023. Teach-out of current General Education program for Classes of 2018, 2019, and 2020.

Members of the Academic Core Curriculum Committee

Sharon Emerson-Stonnell, Professor of Mathematics and Chair

Larissa Fergeson, Professor of History and Vice-Chair

Cheryl Adkins, Professor of Management

Lee Bidwell, Professor of Sociology

Sarai Blincoe, Assistant Professor of Psychology

Wade Edwards, Professor of French and Chair, Department of English & Modern Languages

David Lehr, Associate Professor of Economics and Immediate Past Chair, Faculty Senate

Heather Lettner-Rust, Assistant Professor of Rhetoric & Composition

David Locascio, Associate Professor of Education and Associate Dean, CEHS

Sharon Menegoni, Associate Professor of Athletic Training

Pam McDermott, Assistant Professor of Music

Melissa Rhoten, Professor of Chemistry and Chair, Department of Chemistry & Physics

David Shoenthal, Associate Professor of Mathematics and Chair, Department of Mathematics and Computer Science

Background to Reform

Current General Education Program

In effect since 2002, Longwood's current General Education program consists of 14 goals (38 credit hours) designed to expose students to a breadth of disciplinary modes of thinking while they develop critical thinking and communication skills. All General Education courses meet a common set of criteria as well as goal-specific learning outcomes. Students are required to take certain courses for specific goals; they choose from a menu of courses for other goals. Three goals are designed to be taken at the junior and senior level. They include an ethics course, a capstone writing seminar, and an applied learning experience.

Impulses Driving Reform

Several factors have generated consensus around the need for reform. First, in 2012, the Faculty Senate approved an Academic Strategic Plan (ASP) that proposed General Education reform as an objective. The ASP was developed by a 26-member task force with widespread input from the campus community. Numerous concerns were expressed about General Education: students saw it as something to "get out of the way" or as a barrier to graduation; goals were no longer relevant for the 21st century and did not foster or engage an increasingly diverse student body; and there was a high faculty workload associated with teaching General Education.

Assessment concerns have also motivated reform. Beginning in 2007, Longwood implemented the assessment of six core competencies as required by the State Council of Higher Education in Virginia (SCHEV). The assessment of those core competencies does not fully align with the assessment of our General Education program. Moreover, assessment of our General Education program occurs mostly at the course level, rather than at the goal level, and many of the course level outcomes are not easily measurable. The majority of this assessment falls on the faculty, and we need to adopt ways to make assessment more efficient and most importantly, more useful and effective.

In 2013, Longwood proposed undergraduate student research, called R.E.A.L. Inquiry, as its Quality Enhancement Plan (QEP) for SACS-COC. The development of research skills and the practice of research are used as a vehicle for improving students' critical thinking, information literacy, and communication skills. The QEP will be integrated into certain parts of the current General Education program, but there is a desire to more fully and seamlessly integrate undergraduate research throughout a student's General Education experience.

Finally, the call for reform has emerged out of new university-wide initiatives. President Taylor Reveley IV, who took office in June 2013, champions Longwood's residential liberal arts and sciences experience. He believes, along with the Provost and many of the faculty, that General Education can be a distinctive and signature program for the University. Moreover, both the administration and faculty believe that revising General Education is a key part of the University's effort to increase student success and to remain relevant in the twenty-first century. Renewing General Education is a key initiative of the University Strategic Plan for 2014-2018.

Core Curriculum Guiding Principles

ACCC developed a set of Guiding Principles to shape Core Curriculum reform efforts. These principles were based on research conducted by ACCC, faculty aspirations expressed during ACCC feedback sessions, and responses from other campus stakeholders. The Principles were adopted by Faculty Senate in March 2015.

We aspire for our core curriculum experience to be a – or even *the* – signature program of Longwood University, an institution that provides students with a strong foundation in the liberal arts and sciences and opportunities for professional preparation in a range of disciplines.

The integration of the core curriculum experience and disciplinary study will fulfill

- the purpose of the University as a place where inquiry, critique, and discourse are cultivated and valued. We aspire to challenge our students and ourselves, in the words of Louis Menand, "to serve the public culture by asking questions that the public doesn't want to ask, investigating subjects it cannot or will not investigate, and accommodating voices it fails or refuses to accommodate."

- the purpose of the University as an institution that anchors community and responds to the demonstrated needs of society. We aspire to extend our students' academic experiences outside of the classroom by partnering with communities in a sustained and intentional way.

- our institutional mission to develop citizen leaders who are prepared to make positive contributions to the common good of society. A citizen leader is someone who is academically and personally transformed by knowledge of fundamental modes of inquiry and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities.

Core Curriculum Guiding Principles (continued)

In order to achieve these ideas, the core curriculum should

1. Enable students to develop their identity, values, and ethics; their ability to think critically, to reason, and to communicate effectively; their knowledge of the world; their empathy for others and their understanding of differences; and their health and well-being.

2. Excite our students about learning from the time they enter the university.

3. Empower our students with the academic skills and attributes necessary to engage in rigorous college-level work.

4. Motivate our students to feel ownership over their academic development, allowing them to integrate their core curriculum experience with their disciplinary major(s).

5. Provide multiple paths to accommodate those students who choose pre-professional programs or who transfer to Longwood – and also provide opportunities for exploration for those students who are undecided in their choice of major.

6. Excite and engage our faculty to teach in the core curriculum program – whether through interdisciplinary or disciplinary work, or project-based/inquiry-based learning – and to help address some of our workload issues along the way.

7. Provide opportunities for academic programs, especially the smaller ones, to recruit majors from the core curriculum classes.

8. Leverage our students' high level of campus involvement to address the needs of our local community.

9. Incorporate sound assessment as a means to improve student learning and the program, rather than as an end in and of itself.

10. Exhibit flexibility and a built-in mechanism for revision to stay relevant.

11. Be coherent and elegant enough to be easily understood by multiple constituencies – students, parents, legislators, members of the University community, etc.

Core Curriculum Guiding Principles (continued)

In order for the core curriculum to be successful and sustainable, the institution must commit to

- New faculty lines necessary to teach appropriately-sized core courses that promote student inquiry and substantive instruction in communication skills. (1, 2, 3)
- Revised faculty workload calculations to incentivize the development of and participation in innovative teaching and learning environments. (1, 6, 8)
- Fully-funded and professionally-staffed centers that address student development in core competencies such as writing, speaking, and quantitative literacy. (1, 3)
- Ongoing professional development for all faculty, including contingent faculty, who will teach in the new core curriculum. (1, 2, 3, 6)
- Adequate staff to coordinate, foster, and sustain relationships between business and community partners, faculty, and students. (6, 8)
- Revised administrative policies and procedures that make it easier for faculty to create, implement, and refine innovative teaching and learning strategies. (6, 8)
- Technical support for BANNER and assessment software to implement the core curriculum as intended by the faculty. (9, 10)
- Enhanced advising structures to support undeclared students, transfer students, and the exploration of degree paths by all students. (4, 5, 7, 11)

DRAFT
Student Learning Goals and Outcomes

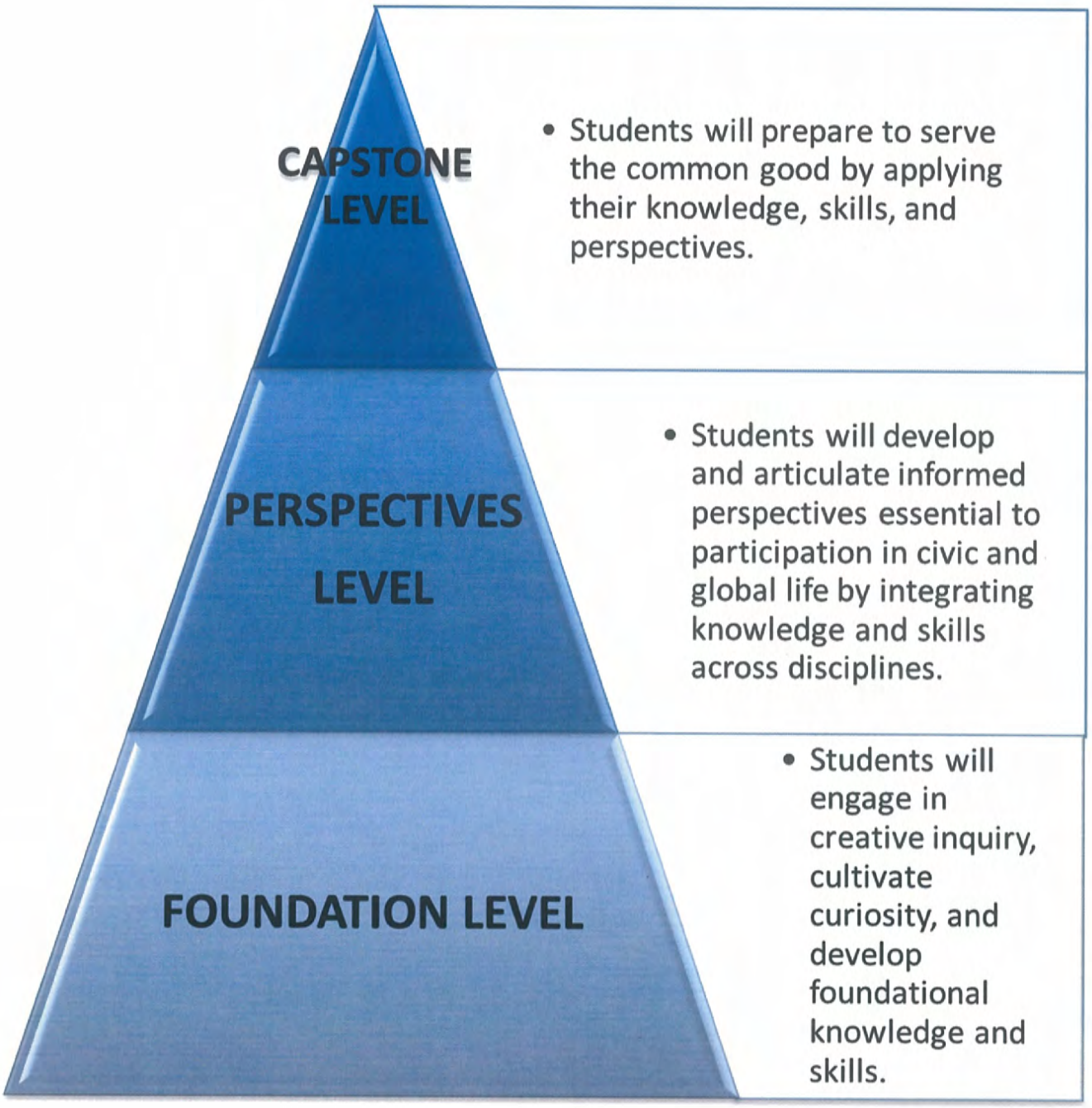
The following pages include materials that the ACCC distributed to faculty during three-hour workshops held on August 12 and 17, 2015. 115 faculty members, approximately 45% of full-time faculty, attended those workshops to hear about and give their feedback on the proposed student learning goals and outcomes and ideas for program structure.

The draft Goals and Outcomes focus on transforming our students into citizen leaders. From the Guiding Principles document, "A citizen leader is someone who is academically and personally transformed by knowledge, fundamental modes of inquiry, and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities."

In drafting the Goals and Outcomes for the new Core Curriculum, ACCC kept in mind what faculty and other stakeholders saw as the weaknesses and strengths in our current General Education program as well as their aspirations for a new program. ACCC also studied national trends in best practices in General Education reform. Nationally, schools are moving away from purely distributive models of General Education, in which students pick from a menu of courses that represent the breadth of disciplines, to more integrative models, which are intentionally designed to make explicit connections between courses, fields, disciplines or are designed to encourage students to make those connections themselves.

The ACCC also kept student development in mind in devising the Goals and Outcomes. Student learning builds over the course of the curriculum, from a foundation goal to a capstone goal. The ACCC also provided students with more integrative elements in the curriculum, so they could see the ways in which disciplines work together to address civic and global issues.

Core Curriculum Student Learning Goals



Core Curriculum Student Learning Outcomes

Foundations/Inquire Level: Students will engage in creative inquiry, cultivate curiosity, and develop foundational knowledge and skills.

a. Students will investigate the foundations of citizenship, which includes ethical reasoning, critical thought, and civil discourse.

b. Students will investigate and describe diverse cultural perspectives, both historical and contemporary.

c. Students will evaluate implicit and explicit assumptions about themselves, cultural norms, and societal institutions.

d. Students will explore and engage in creative and artistic expression.

e. Students will analyze which quantitative reasoning methods best address different types of questions and apply them to various problems in context.

f. Students will use scientific reasoning to address a variety of questions in context.

g. Students will analyze and use writing conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own writing in order to improve.

h. Students will analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

Core Curriculum Student Learning Outcomes

Perspectives/Integrate Level: Students will develop and articulate informed perspectives essential to participation in civic and global life by integrating knowledge and skills across disciplines.

a. Students will locate, evaluate, and organize information from multiple disciplines to develop, refine, and address questions.

b. Students will use valid data and evidence from multiple disciplines to construct well-framed and well-supported arguments.

c. Students will articulate how different cultural perspectives influence an understanding of civic or global issues.

d. Students will collaborate with others to develop an informed perspective on a civic or global issue.

e. Students will reflect on the processes used to develop perspectives and reach decisions.

Core Curriculum Student Learning Outcomes

Capstone/Apply Level: Students will prepare to serve the common good by applying their knowledge, skills, and perspectives.

a. Students will examine the ethical consequences of their own decisions, so as to be responsible citizens.

b. Students will examine the implications for themselves and others of decisions made in local, regional, or global contexts.

c. Students will advocate for, and respond to criticisms of, a position while practicing civil discourse.

d. Students will collaboratively explore how the complexities of a community issue require a variety of disciplinary approaches.

e. Students will reflect upon how the core curriculum, their major, and their extracurricular activities have played and will continue to play a role in their transformation into citizen leaders.

Ideas for Program Structure

Below are some of the ideas for Program Structure that were discussed with faculty during the August workshops. These ideas will be discussed in more detail with Board members. Based on feedback from stakeholders, the ACCC will draft a Core Curriculum Program Structure this semester.

- Program Structure is scaffolded; each level builds upon the previous one.
- Program Structure contains a First-Year Experience/Seminar.
- Foundation Level: Faculty will redesign their courses to meet the Foundation Level (creative inquiry, cultivate curiosity, foundational knowledge & skills).
- Perspectives Level: Integrative or Interdisciplinary Courses offered by individual faculty or team-taught by faculty.
- Structure contains a Capstone Experience/Seminar.
- SCHEV Core Competencies are assessed within Core Curriculum.
- Current Speaking Intensive and Writing Intensive requirements will go away; speaking and writing will be assessed within the Core Curriculum.
- Allow some Core Curriculum courses to count toward major; "double dipping" is allowed.
- Internship requirement decided by the major, rather than required by Core Curriculum.

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The Frank O. and Katharine Allen Maugans Alumni Center

The opening of the Maugans Alumni Center marks completion of the final phase of reconstruction to the portions of central campus damaged in the fire of 2001. The Maugans Center will showcase Longwood's history and provide a home base for alumni when visiting campus, as well as provide critical office space and gathering places for campus community events.

The lower level of the building has been renovated into offices for administrative units including Institutional Advancement, Alumni Relations and the Longwood Foundation. A principal space on the main level is the new Robert O. & Eloise Hodges Martinelli '51 Board Room, replacing the former kitchen, and a new warming kitchen and pantry have been installed nearby. Interior renovations include replacement and extension of the elevator to provide access to the mezzanine level, and the completion of three meeting rooms on that level. The ground level of the Maugans Alumni Center was once part of the student dining area, and more recently it was home to the bookstore and the Rotunda Market.

The new main entrance lies on the south end, facing Graham Hall, and the tall columns on the outside of the building echo the classical architecture of nearby Ruffner, French and Grainger. Inside stands a grand stairway with two sets of stairs leading up to the first floor. A side entrance faces Brock Commons.

The alumni center was made possible by generous gifts from numerous alumni and other friends, including a $2.5 million bequest from Katharine Allen Maugans '46 and her husband, Frank. Other major gifts include $500,000 from Robert Martinelli in memory of his wife, Eloise Hodges Martinelli '51; $300,000 from the estate of R. Tucker Winn '48; $200,000 from the estate of Cecil C. and Margaret Finney Powell '43; and $100,000 each from Page Cook Axson McGaughy '46, Katherine "Kitty Sue" Bridgforth Hooker '47 and Howard and Cindy Buckler (a member of the Foundation Board). Additional gifts received from Carol Combs Irvin '64, Diane Bottoms Boxley '72, Elizabeth Kelsey Hulvey '62, and the late Dr. Audrey L. Jarrelle '66. All have major rooms or areas within the complex named for them.