



***LONGWOOD UNIVERSITY
BOARD OF VISITORS***

– MEETING MATERIALS –

December 5, 2025

Minutes

**LONGWOOD UNIVERSITY
BOARD OF VISITORS**

September 12, 2025

Minutes

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

Call to Order

The Longwood University Board of Visitors met on Friday, September 12 at the Gerald L. Baliles Center for Environmental Education at Hull Springs Farm. The meeting was called to order at 1:09 p.m. by Rector Ron White.

Members present:

Ron White
Jeff Nottingham
David Rose
Kathleen Early
Ian Bradley
Vellie Dietrich-Hall
Carman Faison
Jackie McCaleb
Michael Poliakoff
Kristie Proctor
Kathryn Roberts
Brian Schmalzbach

Also present:

President W. Taylor Reveley IV
Tim Hall, Vice President for Intercollegiate Athletics
Courtney Hodges, Vice President for Institutional Advancement
Lara Smith, Provost and Vice President for Academic Affairs
Matt McGregor, Vice President for Administration and Finance
Jennifer Green, Vice President for Strategic Operations
Cameron Patterson, Vice President for Student Affairs
Matthew McWilliams, University Spokesperson and Deputy to the President
Cameron O'Brien, University Counsel
Kathy Fox, President Longwood Alumni Association
JoEllen Pederson, Faculty Representative
Cameron Lowry, SGA President

Rector's and President's Welcome

The Rector welcomed the Board to the Baliles Center, calling it a “crown jewel” of the University. He reflected on Convocation the previous day, and thanked everyone assembled for caring so well for Longwood students.

Consent Agenda and Approval of the Minutes

The Board noted that the Consent Agenda would be amended to not include Policy 2011: Debt Management for further edits and review. He asked for a motion to approve the consent agenda and minutes as amended. Kathleen Early moved to approve the minutes as modified, David Rose seconded. The motion passed unanimously.

President's Welcome

President Reveley welcomed the Board to the Baliles Center. He noted that the governor's office had asked for a moment of reflection and prayer, which he and White led prior to the meeting of the Executive Committee. He shared some history of Hull Springs Farm and the Baliles Center with the Board, and encouraged them if able to join a tour of the facility after the conclusion of the meeting.

All assembled introduced themselves around the room, and President Reveley presented the Six-Year Plan presentation, as also given to state officials in Richmond in prior weeks.

The Six-Year Plan presentation began with a discussion on enrollment. Reveley said that the covid pandemic was difficult for residential institutions like Longwood, but that we have come through those hard years in a sound position. Enrollment and net position are both higher than they were pre-pandemic, which is a positive trajectory. Carman Faison asked if the net position included component units, which Reveley confirmed.

Reveley said that Virginia has been lucky regarding the “demographic cliff” in that the college-ready population is basically stable, but that it will continue to require attention. Longwood is focusing on retention and developing high-growth, high-need programs like nursing and teacher preparation, as well as addressing mental health challenges, which has an effect on retention. He said that Longwood's Post Graduate Success Initiative is geared to help Longwood graduates be prepared for the next chapter.

Vellie Dietrich-Hall asked the President to share undergraduate enrollment targets. Reveley said that Longwood is within the scale we want to be right now, with about 3,200 full-time undergraduates. He said a sustainable scale is a consistent freshman class in the 850 range, for an undergraduate enrollment of 3,400. Growth in the number of student-athletes has been a boon for Longwood, and Vice President for Intercollegiate Athletics Tim Hall spoke about that growth. Hall said that when he started at Longwood three years ago, there were 254 student-athletes, which has grown to 308 at the end of last spring. He said there is a cross-departmental effort to look at athletic scholarships in ways that will allow us to grow the student-athlete population.

Dietrich-Hall asked if discount rates for student-athletes were increasing. Reveley said that student-athletes have some of their tuition defrayed, but as the number of student-athletes increases, the average discount has not changed. Michael Poliakoff discussed athletics revenue with Reveley and asked if budget projections for athletics expansion could be provided at upcoming meetings.

Reveley then led a discussion centered on retention, saying that Longwood is the leader in the Commonwealth at keeping students in Virginia 10-years post-graduation, with 83 percent of Longwood graduates staying in the Virginia workforce long-term. He said that on-campus, we are pouring energy into retention, with 85 percent freshman-to-sophomore retention being the goal. Kathryn Roberts, Jackie McCaleb, Jeff Nottingham, and David Rose joined the discussion and asked about strategies the University is employing to address retention. Vice President for Student Affairs Cam Patterson said there are several mental health initiatives underway, including a step care support model, single-session therapy, and others. Reveley said that Gov. Youngkin has been very focused on mental health from the start of his term and has supported efforts like Longwood's across the state.

Dietrich-Hall asked when mental health efforts began at Longwood. Patterson said it long predated his tenure as Vice President for Student Affairs.

Discussion moved to finances, beginning with the University's efforts to continue to be a leader in controlling tuition, lowered average borrowing costs for students, and a steady employee-to-FTE ratio. McGregor described the increased salary and benefit costs over recent years and how Longwood has been able to keep a flat employee-to-FTE ratio over that time, emphasizing Longwood's role in the local economy.

Dietrich-Hall asked about the relationship between controlled expenses and unrestricted cash. Reveley said that it's important Longwood have good controls around hiring because we do not control escalation in state benefits, which have risen dramatically. Schmalzbach asked how Longwood's full-time instructional staff compares with peer institutions. Reveley said that Longwood has the highest percentage of courses taught by full-time faculty of any of Virginia's public institutions, which is at the heart of what makes Longwood a special place to study. Dietrich-Hall asked how Longwood compares with average faculty salaries at other Virginia institutions. Reveley said our faculty makeup is different from other universities, but that our pay could improve.

Provost Larissa Smith discussed the Post Graduate Success Initiative, which is built on two principles: Life Design and Practice Career Everywhere. It is in year two, is cross-collaborative in scope, and aimed at helping retention efforts. Kathy Fox began a discussion about networking and the Alumni Association's role in networking efforts.

President Reveley continued to philanthropy and efforts to increase scholarship dollars that are funneled to students. Vice President for Strategic Operations Jennifer Green said that the decreasing amount that students need to borrow at Longwood is directly tied to the University's ability to offer scholarships. She shared several stories of students who had access to higher

education only because of our scholarships. Schmalzbach asked if the University prioritizes merit or need-based aid. Green said that need is weighted more heavily.

President Reveley asked Patterson to speak about mentorship, noting that 65 percent of Longwood alumni say they had a mentor in college, the second-highest rate among Virginia publics. Patterson said that mentorship comes in many forms, and students have the opportunity to make deep and lasting connections with faculty, alumni, and other peers in myriad ways. Reveley added that Longwood's scale is helpful in providing those mentorship opportunities.

Kristie Proctor kicked off a discussion about mentorship opportunities, and how the Board can be involved. Fox, Green, Roberts, and Smith joined in the discussion of different ideas and opportunities for engagement.

President Reveley spoke about the challenges of inflation, particularly its effect on utility costs. He said that the growth in the endowment should make Longwood proud, and that the Longwood University Foundation has a prudent investment strategy, and we are well on the path to have the first decade in history where Longwood raises \$100 million. Vice President for University Advancement Courtney Hodges updated the board on the University's top fundraising priority of scholarships, saying there are plentiful opportunities for students to impact students now and in the future. Faison and Poliakoff asked about several metrics regarding the endowment. President Reveley also gave a brief overview of other Foundation metrics.

Reports of Representatives to the Board

Student Government Association President Cameron Lowery '27 introduced herself and informed the Board that the SGA is working on three priority initiatives: internal growth, refocusing on their mission, and supporting student organizations by participation and funding.

Faculty Representative to the Board JoEllen Pederson, professor of sociology, spoke about faculty activities over the summer, noting that many are engaged in research projects with students, starting nonprofits, and working with community organizations. She said that faculty work with students year-round, not just during the academic year.

Alumni Association President Kathy Fox '85 updated the board on the calendar of activities that the Alumni Association hosts, including regional events, lunches designed to engage retired alumni, and their work on providing internship and microinternship opportunities for students. She encouraged Board members to attend Homecoming weekend this November.

President Reveley encouraged all Board members who were able to take a tour of the Baliles Center led by Smith.

With no further business, the meeting adjourned at 3:15 p.m.

Consent Agenda



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

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

- Approval of new degree programs, as reflected in 2025 Commonwealth 6-Year Plan: Bachelor of Science in Data Science and Master of Science in Information Technology.
- Update regarding notification timelines to Policy 1021: Faculty Early Retirement.
- Update regarding definitions to Policy 2052: Title IX.
- Resolution regarding emergency preparedness planning pursuant to the state code of Virginia.
- Housing and dining rates for 2026-27, reflecting inflation adjustments.

The first part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time. The study of the history of the English language is important for many reasons. It helps us to understand the development of the language and the influence of other languages on it. It also helps us to understand the social and cultural changes that have taken place in the English-speaking world.

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Approval of the Bachelor of Science in Data Science

This item seeks approval for Longwood University to offer a Bachelor of Science (BS) degree program in Data Science under CIP code 30.7001. The Department of Mathematics and Computer Science, which resides in the Cook-Cole College of Arts and Sciences, will administer the proposed program. The target date of the program's initiation is the fall semester of 2026. The proposed degree program appeared on Longwood's most recent six-year plan.

The purpose of the proposed Bachelor of Science in Data Science is to blend mathematical reasoning, statistical modeling, and computational techniques with strong communication skills to create graduates who can ethically transform raw data into actionable insights. The program emphasizes both the theoretical foundations and the practical applications of data science in real-world contexts.

The focus of the proposed degree is to equip students with the ability to handle all stages of the data lifecycle, from data acquisition and cleaning to advanced modeling, visualization, and interpretation. Students will develop proficiency in programming languages commonly used in data science, along with skills in database management, statistical inference, machine learning, and ethical data practices. The program also stresses the importance of clear and accurate communication of analytical results to both technical and non-technical audiences.

The degree program provides students with foundational knowledge and skills in mathematics, computer science, and applied statistics applicable to data science. The program provides skill development in programming languages commonly used in data science, along with skills in database management, statistical inference, machine learning, and ethical data practices. The program also stresses the importance of clear and accurate communication of analytical results to both technical and non-technical audiences.

Employment Demand from the Virginia Office of Education Economics

State Labor Market Information for Aligned Occupations

Occupation	Workforce (Current Year)	Workforce (5- yr projection)	Workforce Change (5-yr projection)	Workforce % Change (5-yr projection)
Computer and Information Systems Managers	17,221	18,276	1,505	8.7%
Data Scientists	5,144	6,128	984	19.1%
Database Architects	4,553	4,605	52	1.1%
Natural Sciences Managers	1,883	2,023	140	7.4%
Software Developers	88,113	96,437	8,324	9.4%

Occupation	Workforce (Current Year)	Workforce (5- yr projection)	Workforce Change (5-yr projection)	Workforce % Change (5-yr projection)
Computer and Information Systems Managers	142	164	22	15.7%
Data Scientists	48	61	13	29.0%
Database Architects	14	17	3	21.4%
Natural Sciences Managers	27	31	4	13.2%
Software Developers	386	471	85	22.2%

Duplication at Public Institutions

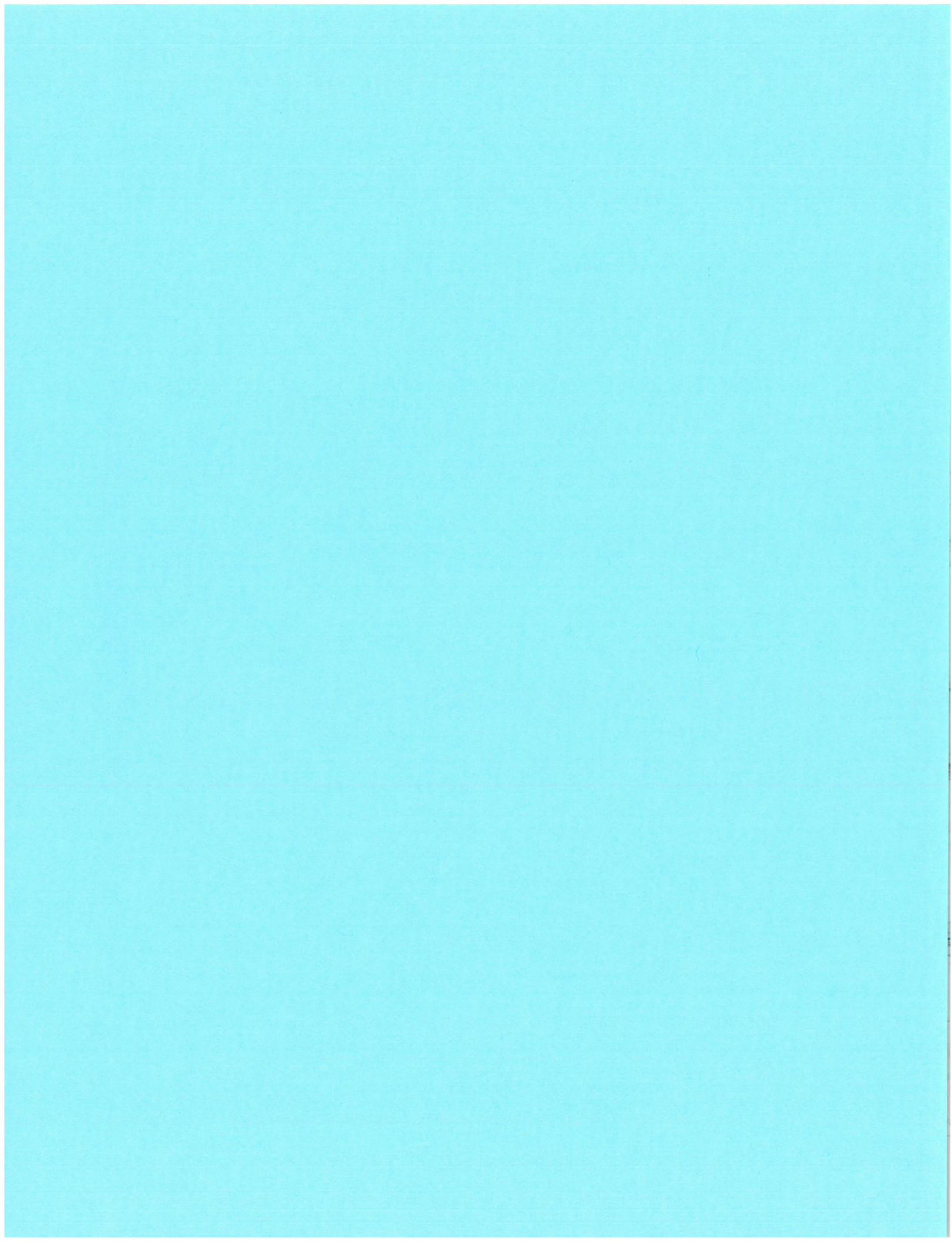
Enrollment	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Old Dominion University	0	0	0	0	1
University of Virginia	0	0	0	0	75
Virginia Tech	0	577	607	596	691
William & Mary	38	93	124	140	179
Degrees Awarded	Year 2021	Year 2022	Year 2023	Year 2024	Year 2025
Old Dominion University	0	0	0	0	0
University of Virginia	0	0	0	0	0
Virginia Tech	0	174	173	158	138
William & Mary	8	35	49	52	72

Relationship to Existing Degree Programs

While the proposed degree program uses foundational coursework in both computer science and mathematics, the Bachelor of Science in Data Science is anticipated to attract students interested in neither of those individual fields. Rather, the BS in Data Science would attract students interested in applied, data-driven careers.

Return on Investment

Because data science is a relatively recent field, information on return on investment is difficult to find, including for data science degree programs at the four Virginia public institutions with the same degree program at the same level. Although the results are not in a table, Data Science is ranked sixth among bachelor's degrees for return on investment according to The EduTech Post (<https://www.edutechpost.com/top-bachelors-degree-programs-with-the-best-roi-in-2025/>).



Approval of the Master of Science in Information Technology

This item seeks approval for Longwood University to offer a Master of Science (BS) degree program in Information Technology under CIP code 11.0103. The Department of Accounting, Economics, Finance, and Information Systems, which resides in the College of Business and Economics, will administer the proposed program. The program will be delivered online. The target date of the program's initiation is the fall semester of 2026. The proposed degree program appeared on Longwood's most recent six-year plan.

The purpose of the proposed MS degree program in Information Technology is to educate and prepare professionals to deepen their expertise in technical project management, cyber security, software development, and communication of technical information to multiple stakeholders. The program primarily serves four key groups: working IT professionals looking to advance their careers, professionals from other fields transitioning into technology, recent graduates seeking to fast-track their IT careers, and business leaders wanting to deepen their technical knowledge.

The program will focus on providing students with knowledge and skills in information technology to develop and communicate strategies for technological problems. The proposed program will provide advanced knowledge and skills in various IT domains, including software development, cybersecurity, data analytics, and network management. Students will be able to utilize leadership and management skills, enabling them to lead IT projects, manage teams, and make informed decisions.

The degree program provides students with advanced knowledge and skills in various IT domains, including software development, cybersecurity, data analytics, and network management. The program provides skill development in management, strategic thinking, and problem-solving abilities. The program also stresses the importance of clear and accurate communication of technical information to both technical and non-technical stakeholders.

Students completing the program can sit for industry certifications, such as CompTIA Security+, Agile SAFe Certification, Certified Ethical Hacker, and Certified DevOps Professional.

Employment Demand from the Virginia Office of Education Economics

A. State Labor Market Information for Aligned Occupations

Occupation	Workforce (Current Year)	Workforce (5- yr projection)	Workforce Change (5-yr projection)	Workforce % Change (5-yr projection)
Computer and Information Research Scientists	3,331	3,630	299	9.0%
Computer and Information Systems Managers	19,461	21,205	1,744	9.0%
Computer Systems Analysts	23,092	24,099	1,007	4.4%
Information Security Analysts	19,129	21,349	2,221	11.6%

Computer Network Architects	9,468	9,474	6	0.1%
Database Architects	6,877	6,993	116	1.7%
Software Developers	84,919	94,003	9,084	10.7%
Software Quality Assurance Analysts and Testers	9,743	10,518	776	8.0%
Data Scientists	6,490	7,745	1,255	19.3%

B. Regional (GO Virginia) Labor Market Information for Aligned Occupations

Occupation	Workforce (Current Year)	Workforce (5-yr projection)	Workforce Change (5-yr projection)	Workforce % Change (5-yr projection)
Computer and Information Research Scientists	5	5	0	0.0%
Computer and Information Systems Managers	129	145	16	12.7%
Computer Systems Analysts	134	142	8	5.3%
Information Security Analysts	61	70	9	13.2%
Computer Network Architects	42	45	3	5.7%
Database Architects	21	22	1	2.9%
Software Developers	363	430	67	18.4%
Software Quality Assurance Analysts and Testers	40	46	6	13.8%
Data Scientists	52	66	14	27.4%

Duplication at Public Institutions

Enrollment	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
George Mason University	138	127	135	164	168
Degrees Awarded	Year 2021	Year 2022	Year 2023	Year 2024	Year 2025
George Mason University	56	44	48	51	75

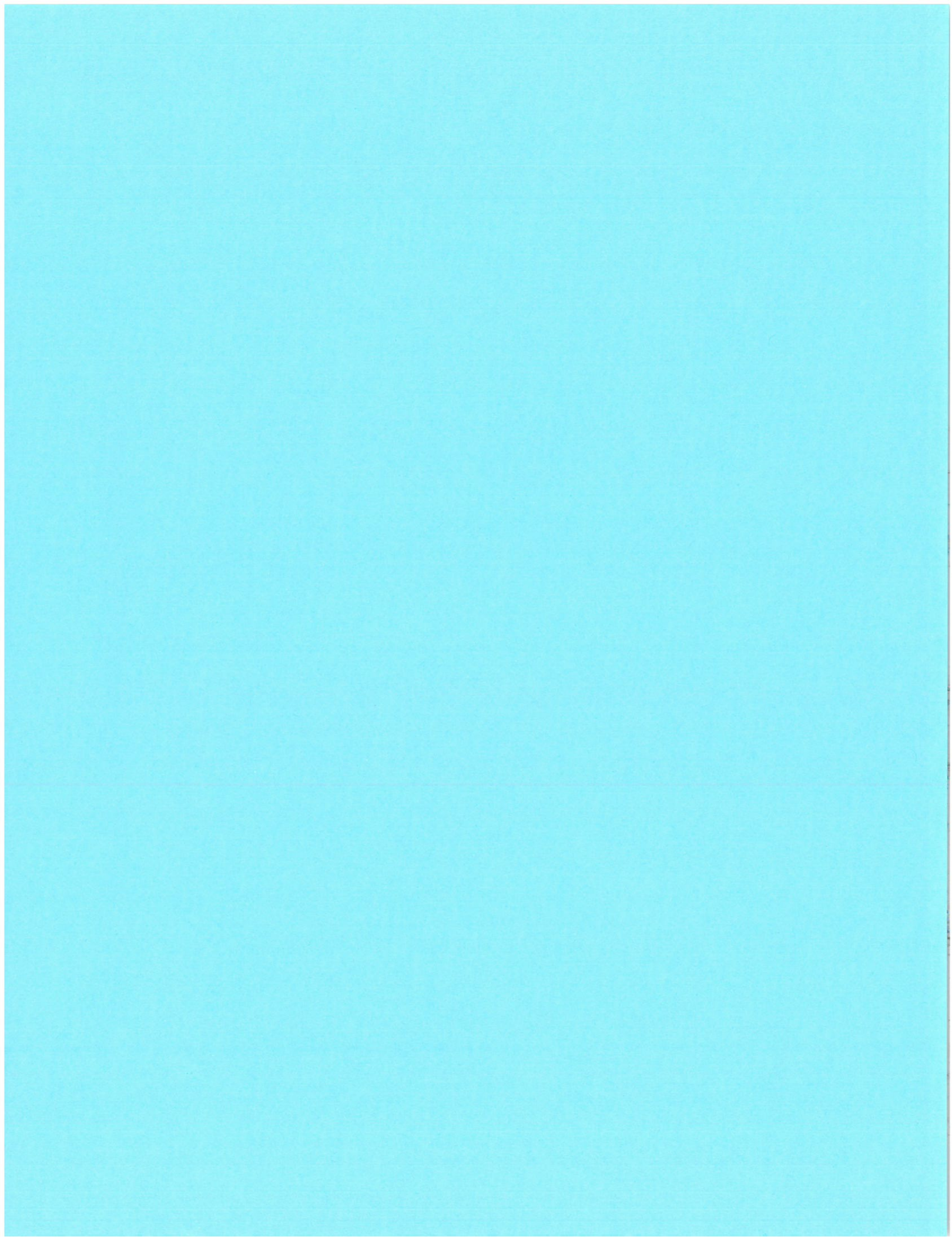
Relationship to Existing Degree Programs

The proposed degree program is not related to any existing master's degree program at Longwood.

Return on Investment Information at Other Virginia Institutions

Institution	Credential type	Field of study	Earnings 1 year after completion	Earnings 10 years after completion	Return on investment (assuming on-time graduation)	Return on investment (including risk of dropping out)
George Mason University	Master's Degree	Computer/ Information Technology Administration and Management.	132,142	213,336	1,826,941	1,490,763
Marymount University	Master's Degree	Computer/ Information Technology Administration and Management.	91,338	143,318	712,045	564,811

The data above is from an analysis conducted by the Foundation for Research on Equal Opportunity and includes all Virginia schools with the proposed degree.



Policy 1021: Faculty Voluntary Early Retirement

Purpose

This policy shall facilitate the transition of faculty from full-time active service to retirement by continuing to pay the employer portion of medical insurance premiums and, if mutually agreeable, to consider those faculty for part-time work assignments in areas where their expertise may be needed.

Policy Statement

For many prospective retirees, the loss of employer-paid medical benefits can be a significant factor in their decision to postpone retirement. In addition, part-time temporary re-employment is considered a desirable option by many faculty members who would like to utilize their professorial talents but with a reduced workload and continued health insurance. The Code of Virginia §23.1-1302 permits public institutions of higher education in the Commonwealth to execute voluntary early retirement for faculty who meet certain eligibility criteria. This policy is designed to assist faculty who choose to transition from full-time active service to retirement secure health benefits.

Procedures

- A. By mutual agreement, the University and faculty members may agree to early retirement. Early retirement may include continuation of the employer portion of medical insurance premiums until the faculty member reaches age 65. In order to participate the faculty member must:
 1. Be at least 60 years of age;
 2. Be a faculty member with tenure or a contractual right to continued employment as described in the Faculty Policies and Procedures Manual;
 3. Have at least 10 years of full-time service at Longwood (full-time service may include periods of leave with full or partial pay, but excludes periods of leave without pay);
 4. Receive approval from the Provost and Vice President for Academic Affairs (PVPAA) no later than ten (10) months before they plan to retire. To facilitate planning, faculty are encouraged to meet with the PVPAA at least twelve (12) months before they plan to retire;
 - 4.5. Agree to withdraw from active membership in the Virginia Retirement System (VRS) or other optional retirement plans. The university will cease making employer or employee contributions to VRS or optional retirement plans as of the date of retirement;
 - 5.6. Comply with any additional criteria established by the Board of Visitors;
 - 6.7. Voluntarily participate in early retirement.

B. Retirees may be eligible to return to employment after a designated break in service, and may be reemployed in part-time positions where their expertise and experience are best suited. Those seeking to participate in early retirement should consult with Human Resources regarding the possibility of early retirement and continued health care benefits. In order to be considered for reemployment the following conditions must be met:

1. The faculty member must have at least one calendar month break in service prior to reemployment in a non-covered position;
2. The faculty member may not return to a position that provides retirement benefits;
3. The temporary work after retirement cannot be identical to the work performed prior to retirement. Typically this requirement can be satisfied by reemployment doing part, but not all, of the prior role - for example, only conducting research or only teaching a course;
4. Any agreement for reemployment must be in writing, but may not be developed until after retirement. The agreement should specify the nature and duration of the assignment and the amount of compensation and must be reviewed annually. Agreements shall be approved by the Provost and Vice President for Academic Affairs after consultation with the appropriate Dean and Department Chair. The Provost, Dean and Department Chair shall also consult regarding the impact of retirement on staffing needs and succession planning.

C. The Board of Visitors shall have the sole authority to modify, amend or repeal this policy.

Approved by the Board of Visitors, June 11, 2021.

The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes. The paper then moves on to discuss the challenges of conducting research in diverse cultural settings. It notes that researchers often face difficulties in establishing rapport with participants and in interpreting their responses. To address these challenges, the paper suggests several strategies, including the use of local researchers and the development of culturally appropriate research instruments. The final part of the paper discusses the importance of ethical considerations in cross-cultural research. It emphasizes the need for researchers to obtain informed consent from participants and to ensure that the research is conducted in a way that respects the dignity and rights of all individuals involved.

Title IX Policy 2052

Longwood University is committed to providing an environment that is free from discrimination based on sex. This policy prohibits sex discrimination, which includes sexual harassment, sexual assault, sexual exploitation, dating, relationship, and domestic violence, stalking, and discrimination against pregnant and parenting students by employees, students, or third parties. This policy applies to Longwood community members participating in an education program or activity, including locations, events, or circumstances over which Longwood University exercises substantial control over both the alleged respondent and the context in which the sex discrimination occurs. This policy provides the campus community with information, common definitions, and strategies to report incidents subject to Title IX.

Eligibility for Assistance

This policy applies to all Longwood students and employees in all university programs and activities. It 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 its ability that may lead to appropriate criminal, personnel/employment, and student conduct actions. Longwood will offer students and employees supportive measures, which may include counseling, medical assistance, and living, learning, and/or appropriate working environment adjustments.

The University will dismiss formal complaints involving Title IX misconduct that did not occur against a person in the United States. However, such dismissal does not preclude action under the student code of conduct or university policies. Neither does it preclude offering supportive measures.

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.

Definitions

The following policy definitions apply:

1. **Consent:** Effective consent is the basis of the analysis applied to unwelcome sexual activity. Lack of consent is the critical factor in any incident of sexual misconduct and sexual violence. Consent can be communicated verbally or by actions. But in whatever way consent is communicated, it must be reasonable and mutually understandable. Consent is a voluntary, informed, non-coerced agreement through words or actions that is freely given, which a reasonable person would interpret as a willingness to participate in mutually agreed upon sexual activity. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Previous relationships or consent do not imply consent to future sexual activity. 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, or intimidating behavior. Effective consent cannot be given by minors, mentally impaired individuals, or persons incapacitated as a result of drugs or alcohol. Intentionally administering alcohol or drugs for the purpose of inducing incapacity is prohibited. Use of alcohol or other drugs will never function to excuse behavior that violates this policy.

2. **Sexual Harassment:** Sexual harassment means conduct on the basis of sex that satisfies one or more of the following: 1) An employee of the University conditioning the provision of an aid, benefit or service of the University on an individual's participation in unwelcome sexual conduct; 2) Unwelcome sex-based conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies the person equal access to the University's education program or activity. Longwood University does not permit romantic or sexual relationships between employees and students whom those employees teach, coach, supervise, evaluate, or grade.

While sexual harassment encompasses a wide range of conduct, some examples of specifically prohibited conduct include:

- Promising, directly or indirectly, a student or employee a reward if the student or employee complies with a sexually oriented request.
- Threatening, directly or indirectly, retaliation against a student or an employee if the student or employee refuses to comply with a sexually oriented request.
- 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.
- Displaying pornographic or sexually oriented materials.
- Engaging in indecent exposure.
- Making sexual or romantic advances toward a student or employee and persisting despite the student or employee's rejection of the advances.
- Physical conduct such as assault, touching, or blocking normal movement.
- 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.

3. **Sexual Assault:**

- a. **Unwelcome Sexual Contact:** includes fondling or touching either of the complainant or when the complainant is forced to touch another person's body. Sexual activity includes intentional contact directly or through clothing 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). The definition of fondling is the touching of the private body parts of another person for the purpose of sexual degradation, sexual gratification, or sexual humiliation, without the consent of the victim.
- b. **Coerced Sexual Intercourse:** includes rape, attempted rape, sodomy, or other sexual acts or misconduct; or when the complainant is incapable of consent. 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.

4. **Sexual Exploitation:** Sexual exploitation occurs when an individual takes non-consensual sexual advantage of another for their 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:
- Prostituting another person;
 - Non-consensual video or audio-taping of sexual activity;
 - Engaging in voyeuristic behavior, including viewing or allowing viewing of sexual activity without the consent of all parties;
 - Knowingly transmitting an STD, STI or HIV to another.
 - Disseminating or using video or photographic still images created by any means that depicts another person who is totally nude, or in a state of undress so as to expose the genitals, pubic area, buttocks, or female breast, without consent of the person(s) who are the subject of the video or still images.

5. **Dating, Relationship, and Domestic 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.

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.
6. **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 their own 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.

c. **Substantial emotional distress** means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

7. **Discrimination against Pregnant and Parenting Students:** includes discrimination against a student for current, potential, or past pregnancy or related conditions. The offer of voluntary alternative participation by the University does not constitute discrimination. The student has discretion to accept or decline each reasonable modification offered by the University.
8. **Retaliation:** means intimidation, threats, coercion, or discrimination against any person by the University, a student, or employees, against an individual because of the individual's complaint or participation 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.
9. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute a violation of this policy.
10. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute a violation of this policy. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in a University education program or activity.
11. **Party** means a complainant and/or respondent.
12. **Supportive measures** are non-disciplinary and non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge, to protect the safety of all parties and deter violations of this policy. The University will provide supportive measures to respond to the reported incident in a manner that is not clearly unreasonable without burden on any party, regardless of the filing of a formal complaint.

Supportive measures are available to Longwood employees and students to preserve each party's equal access to their education or employment pending the outcome of the investigation. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

13. **Informal resolution** is the resolution of a complaint other than an investigation or formal hearing. Informal resolution may include mediation, restorative justice, or other models of alternative dispute resolution. Informal resolution is voluntary and requires the written consent of the parties and the University. Informal resolution is not available when the respondent is a University employee and the complainant is a student.
14. **Formal Complaint** means an oral or written request by a complainant or signed by the Title IX Coordinator alleging a violation of this policy and requesting that the University investigate the allegation of sex discrimination. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the recipient with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator.

Filing a Title IX Complaint

All incidents of discrimination on the basis of sex and retaliation should be reported. Any person may report discrimination on the basis of sex by contacting the Title IX Coordinator. Formal complaints may be initiated by the complainant or the Title IX Coordinator.

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 sex discrimination, including personally identifiable information of the parties involved, to the Title IX Coordinator. All reports are treated with the maximum possible privacy.

An immediate report to the Longwood University Police Department (LUPD) will enable the preservation of evidence necessary for possible criminal prosecution. LUPD is trained in collecting and preserving evidence for criminal cases. Contacting LUPD for evidence collection may provide criminal charge options that a complainant may choose to pursue immediately or at a later date. Evidence collected by the LUPD will be retained indefinitely unless the Commonwealth of Virginia Attorney authorizes destruction. Complainants have the right, however, to choose whether or not to provide a statement to LUPD 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

Kathleen Roberts, Title IX Coordinator

Office: Brock Hall, 205

Office Phone (434) 395-2571, Cell Phone (434) 808-9439

Email: titleix@longwood.edu

Online reporting to the Title IX Coordinator: [Say Something Report](#)

Students or employees who believe they have either witnessed or been subjected to sex discrimination or retaliation should notify the Title IX Coordinator. After the university receives notice of sex discrimination or retaliation, it will conduct an impartial investigation. For specifics regarding investigations, see the investigation procedures below. The University will not bring student conduct charges against students for minor violations of the Student Code of Conduct Standards and Regulations, or personal consumption of alcohol or drugs disclosed during the reporting process, when the disclosure is made in conjunction with a good faith report. Minor violations are those that have a minimum sanction of a letter of admonition. Please see the Student Handbook’s Student Code of Conduct Standards and Regulations 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 may take immediate steps to separate the individuals and prevent contact, if appropriate. The applicable Vice President or designee, in consultation with the Title IX Coordinator, will make the appropriate determination regarding alternative arrangements. Alternative arrangements may include but are not limited to: interim disciplinary suspension (depending on the severity of the allegations), adjustment of academic schedule or employment, no contact orders, and/or alternative living arrangements.

The 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 and assess 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 the Commonwealth of Virginia Attorney.
- Ensuring that both the individual filing the complaint and the individual responding are aware of the complainant.
- Explaining Longwood University's policy and investigation procedures.
- Exploring various means of resolving the complaint, including informal resolution or referral to other applicable University policies or procedures.
- Making referrals to Counseling and Psychological Services for counseling or other mental health resources, if appropriate.
- Notifying the police if criminal activities are alleged.
- Conducting or arranging for an investigation of the alleged prohibited conduct.
- Arranging supportive measures.
- Arranging interim services to prevent the recurrence of the alleged prohibited conduct, which could include increased monitoring, supervision, or security at locations or activities where the alleged discrimination occurred and no-contact directives.
- Prepare or oversee any reports, recommendations, or remedial action(s) that are appropriate to resolve any prohibited conduct and maintain all information pertaining to an investigation or complaint in a secure file.
- Maintaining records relating to Title IX reports, investigations, and resolutions.
- The Title IX Coordinator, Deputy Title IX Coordinators, and investigators designated by the University will participate in ongoing Title IX training and maintain a high level of knowledge of the policy and procedures.
- Referral of all complaints against employees to Human Resources. Human Resources is responsible for investigating all sex discrimination or retaliation complaints against employees. Human Resources will investigate all referred complaints using Human Resources policies or procedures.

Reporting Options

1. Title IX Coordinator: Anyone who believes they have witnessed or been subjected to sex discrimination should notify the Title IX Coordinator:

Kathleen Roberts, Title IX Coordinator

Office: Brock Hall, 205

Office Phone (434) 395-2751, Cell Phone (434) 808-9439

Email: titleix@longwood.edu

www.longwood.edu/titleix

Online reporting to the Title IX Coordinator: [Say Something Portal](#)

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/forms/report-a-crime>
3. Confidential Reporting Options: 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, should speak with staff members of Counseling and Psychological Services (CAPS), University Health Center, Centra Southside Community Hospital Forensic Nurse Examiner, or off-campus clergy, chaplains, or crisis resources, who will maintain confidentiality. CAPS staff is available to assist students free of charge.
 - Counseling and Psychological Services
Pierson Hall - Health and Fitness Center, Upper Level; Phone: (434) 395-2409
 - Longwood University – Mental Health Crisis Line (Available 24/7)
Phone: (434) 395-2409, Option #2
 - University Health Center
Longwood Landings, 106 Midtown Ave, Farmville, VA; Phone: (434) 395-2102
 - Centra Southside Community Hospital Forensic Nurse Examiner (Available 24/7)
800 Oak Street, Farmville, VA; Phone: (434) 392-8811
 - Madeline's House - 24/7 Domestic Violence / Sexual Assault Crisis Hotline;
Phone: (866) 297-1564

Conflicts of Interest

The Title IX Coordinator, investigators, university-provided advisors, and decision-makers must be free from conflicts of interest or bias for or against complainants or respondents.

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, University Health Center, or off-campus crisis resources, who will maintain confidentiality. All inquiries, complaints, and investigations are treated with utmost discretion. Information may 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 may decide, after they talk to the Title IX Coordinator, whether or not to pursue a Title IX Complaint.

Federal Statistical Reporting Obligations

Certain campus officials (campus security authorities) have a duty to report sexual assault and other Clery Act reportable crimes 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), for publication in the annual Security and Fire Safety Report.

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

The Clery Act requires that University administrators issue timely warnings for incidents reported to them that pose a 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.

Procedures

1. The Title IX Coordinator, or designee, shall provide for the adequate, reliable, and impartial investigation of all complaints.
2. Complainant and/or respondent may each select one advisor, who may also be legal counsel, to accompany them during the investigation process, Informal Resolution and Formal Procedures. If the complainant and/or respondent does not have an advisor, the university shall provide a trained employee, free of charge, to conduct cross-examination on their behalf. The advisor may be present with their respective party for all meetings, hearings, and appeals. The advisors may ask questions on a party's behalf during hearings, but are otherwise not permitted to actively participate in meetings or appeals. The advisor may, however, attend meetings and appeals. When scheduling any meetings, hearings, and/or appeals, primary consideration will be given to the parties and any witnesses.
3. Only trained investigators designated by the University 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.
4. The University will conduct an investigation to the extent of the information available. If the University obtains independent corroborating information of the discrimination, it may determine it necessary to move forward with the investigation procedures and/or remedial measures without the involvement of a complainant.
5. The University must dismiss complaints prior to conducting an investigation where a) the facts alleged do not constitute a violation of this policy; b) the complainant chooses to withdraw a formal complaint or any portion of the allegations; c) the respondent is no longer enrolled or employed; d) circumstances prevent the University from gathering evidence sufficient to reach a determination regarding the complaint; or e) the facts alleged did not occur in a University's education program or activity. The Title IX Coordinator shall notify the parties in writing of the dismissal of any formal complaint and the reason for such dismissal.
6. Criminal investigations, separate from the process outlined in this policy, are conducted by the Longwood University Police or appropriate law enforcement agency in parallel with the University's investigation.
7. Informal Resolution
Some complaints can be resolved through informal resolution between the parties. The Title IX Coordinator and/or designee may arrange for or facilitate informal resolution between the parties.
 - a. Informal resolution is voluntary and requires the written consent of the parties and the University.

- b. Once the informal resolution is complete, written notification of the agreed-upon resolution shall be given to both parties by the Title IX Coordinator or designee.
- c. The involved parties will sign a voluntary agreement specifying the behavioral expectations resulting from the mediation. If recurrence occurs, those responsible for such behavior will be subject to additional action and greater penalties under this policy.
- d. If the parties are unable to reach an informal resolution, the Title IX Coordinator may initiate the formal resolution procedure.

8. Formal Procedures

- a. Once the University has received a formal complaint of sex discrimination or retaliation, an investigation shall commence within five business days unless the parties have agreed to participate in informal resolution
- 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 discrimination or retaliation.
 - A description of the incident(s), including the date(s), location(s), and the presence of any witnesses.
 - The impact of the incident(s) on the complainant's educational opportunities, living situation, position, salary, benefits, promotional opportunities, or other terms or conditions of employment.
 - Any steps the complainant has taken to address the discrimination.
 - Any other information the complainant believes to be relevant to the misconduct.
- c. The investigator(s) 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(s) determine that the respondent did not violate this policy, the matter will be closed.
- d. Prior to completion of the investigative report, the University will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten business days to submit a written response, which the investigator will consider prior to completion of the investigative report.
- e. At the completion of the investigation, both the respondent and complainant and their advisors will be informed within ten business days, in writing, of the outcome of the investigation. If the complainant is deceased as a 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.
- f. Both the complainant and respondent are entitled to a copy of the investigators' report, redacted of any personally identifiable information. The redacted report shall be provided to the complainant or respondent within two business days after the Title IX Coordinator or designee has received a written request. The non-redacted report may be viewed by the parties at any time during normal business hours.
- g. 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 sanctions/measures determined by the University to prevent the violation's recurrence, or challenge the findings and request a hearing. The respondent must, within three business days from the written notification of

the outcome of the investigation, make a decision to accept the findings or challenge the findings and sanctions/measures, and request a hearing.

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

Procedures for Hearings on Violations of the Title IX 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 investigator (s), 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. At the request of either party, the University must provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions.
 - c. The University will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.
 - d. The hearing will be non-adversarial and respectful. Strict rules of evidence will not be applied. The Board will ensure that only relevant questions are posed during cross-examination.
 - e. The hearing board members and all aforementioned participants are introduced.
 - f. Participants state any questions they have concerning rights or procedures.
 - g. The statement of charges is presented.
 - h. The respondent enters a plea of responsible, not responsible or no plea.
 - i. Testimony phase: During the testimony phase of the hearings, cross-examination may be conducted by the party's advisor in the presence of the University and 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. Advisors may question witnesses on a party's behalf. If either party does not provide their own advisor, the University will provide an advisor to fulfill the cross-examination role.
 - j. Each party may present an opening statement and a closing statement before the Board.
 - k. Each party may present evidence and witnesses. Witnesses may be cross-examined by the hearing board in the opposing party's presence.
 - l. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. 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.
 - m. After all of the evidence has been introduced, the parties will be excused from the room so that the Board may deliberate.

- n. The University Hearing Board shall determine, by a preponderance of evidence, whether the respondent violated this policy. The University has the burden of demonstrating by a preponderance of evidence that the respondent violated this policy. A preponderance of evidence means that it is more likely than not that a violation occurred. If the University Hearing Board determines that the respondent violated this policy, the complainant will be allowed to submit a statement regarding the impact that the misconduct has had on the complainant's educational, living, and/or working environment.
 - o. 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 Director of Student Conduct and 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 a 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.

Composition of the University Hearing Board

1. A three-member University Hearing Board will be appointed by the Title IX Coordinator on a per-case basis from a pool of trained members: no fewer than five faculty and five 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 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 two members of the University Hearing Board shall be faculty; in the case of a professional staff respondent, at least two 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. Either party can request Board members to recuse themselves from the hearing for actual or perceived bias or other conflict of interest. The Title IX Coordinator will make the final decision regarding this request 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 Title IX Coordinator regarding hearing procedures, evaluation of relevant evidence, Title IX requirements, and other subjects, as needed.

Appeals

1. Appeals will be reviewed by a three-person panel of trained investigators designated by the University.
2. Respondents and complainants have the right to appeal:
 - a. The University Hearing Board's decision, or
 - b. The University's decision to dismiss a complaint.
3. Appeals must be filed within three business days of the University Hearing Board's written decision, or the University's decision to dismiss the complaint. To file an appeal, students and employees must fill out the appeal form provided with written notice of the University Hearing Board's decision, or the University's decision to dismiss the complaint. The University will provide a copy of the appeal to the other parties.
4. Appeals may only proceed based on the following reasons:
 - a. Procedural irregularity that materially affected the outcome of the matter. A procedural irregularity may include a failure to objectively evaluate or admit relevant evidence, including inculpatory and exculpatory evidence;
 - b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - c. The Title IX Coordinator or designee, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
5. The appeal panel will convene within five business days of the receipt of the appeal.
6. All parties will receive notice of the appeal and will have the opportunity to submit a written statement in support or opposition to the appeal.
7. Within ten business days, the appeal panel shall issue a written decision to the parties: 1) denying the appeal and upholding the decision of the University Hearing Board, or 2) granting the appeal and remanding the issue to the Title IX Coordinator or designee or the University Hearing Board. If the complainant is deceased as a 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.

Postponement of Hearings and Appeals

A respondent or complainant may request one postponement of a hearing by contacting the Title IX Coordinator at least two (2) business/working days prior to the scheduled hearing, unless extenuating circumstances exist. Postponement will be allowed only under the following conditions:

- The respondent/complainant has an academic conflict;
- The respondent/complainant is unable to produce necessary witnesses on the scheduled date of the hearing;
- The respondent/complainant has a family emergency;
- The respondent/complainant is too ill to attend the hearing;
- The respondent/complainant cannot attend because of a religious holiday.

The Title IX Coordinator may require written verification of the reason claimed.

Rights of the Complainant

1. The right to have an advisor throughout the process, who may also be legal counsel.
2. The right to remain present throughout the entire hearing (not including the deliberative process).
3. The right to attend a pre-hearing meeting with the Title IX Coordinator or
4. The right to have access to supportive measures.
5. The right to supportive measures to prevent the recurrence 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 and appeal, if applicable, at least 72 hours prior to the hearing or appeal.
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 present relevant evidence during the investigation and a statement of how the discrimination has impacted the educational, living, and/or working environment of the complainant.
10. The right to sufficient time, at least two business days, to prepare a response to the written notice of investigation before any initial interview.
11. 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.
12. The right to be informed of the ability to request changes in academic, employment, and living situations.
13. 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 an advisor throughout the process, who may also be legal counsel.
2. The right to remain present during the entire hearing (not including the deliberative process).
3. The right to attend a pre-hearing meeting with the Title IX Coordinator or designee.
4. The right to have access to supportive measures.
5. The right to freedom from retaliation by the complainant (or supporters of the complainant).
6. The right to written notice of the specific allegations and the opportunity to provide information in response during the investigation.
7. The right to sufficient time, at least two business days, to prepare their response to the written notice of investigation before any initial interview.
8. The right to be presumed not responsible unless shown responsible by a preponderance of the evidence until a determination regarding responsibility is made at the conclusion of the grievance process.
9. The right to a timely hearing.
10. The right to notification of the charges, the specific rule or policy violated, and the time, date, and place of the scheduled hearing, and, if applicable, at least three business days prior to the hearing.
11. The right to present relevant evidence.
12. The right to notification of any information that may be used in the hearing.
13. 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.
- Disciplinary Probation.
- Disciplinary Suspension.
- Termination of employment.
- Expulsion.

Records and Release of Documents and Information

Under federal and state privacy laws, investigation reports, witness statements, and any documents prepared by the University constitute education and/or personnel records which may not be disclosed outside of the proceedings, except as may be required or authorized by law. Records created regarding students may be education records subject to protection under the Family Educational Rights and Privacy Act (FERPA). Longwood student records policies comply fully with FERPA; 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. The University does not release personnel records related to specific employees or employment matters, as personnel matters and records are generally considered private or exempted by law from disclosure. See Va. Code § 2.2-3700, et seq. The University will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained. The University, however, does not impose any restrictions on the parties regarding the re-disclosure of the incident or their participation in proceedings under this policy.

Records Retention

The Title IX coordinator is responsible for overseeing the management and storage of Title IX records, which will be maintained for at least seven years. Following the last day of the specified time interval, these records will remain active until June 1 each year; thereafter, they will be expunged. Should there be any subsequent alleged discrimination or retaliation, the retention expiration date for each existing prior record will be nullified and changed to meet the new deadline parameters established by the most recent alleged discrimination or retaliation.

Academic Transcripts – Pursuant to Virginia Code § 23.1-900

A prominent notation shall be placed on the academic transcript of any student who has been found responsible and expelled or suspended for sexual violence, which includes the following as defined by this policy: unwelcome sexual contact, coerced sexual intercourse, and dating and relationship violence. 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 disciplinary suspension, completed any conditions of the disciplinary 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 prior to the final outcome of an investigation, hearing, and/or appeal that alleges sexual violence, which includes the following as defined by this policy: unwelcome sexual contact, coerced sexual intercourse, and dating and relationship violence. 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.

A student may petition for a notation to be removed from the academic transcript after a period of three years from the final outcome or resolution of the case if the student can show good cause. Removal of the notation is not the same as removal of the violation(s) from the student's educational record.

The Title IX Coordinator or designee will review petitions for transcript notation removal. The decision will be based upon the following criteria:

1. The violation(s)
2. The student's behavior subsequent to the violations(s)
3. The student's demonstrated reflection and growth

After a petition has been evaluated, the student will receive written notification of the decision, which will be final.

Academic Freedom and Free Speech

This policy does not allow censorship of constitutionally protected speech. 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 the 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.

Resolution Concerning Emergency Preparedness Planning

WHEREAS, Longwood University has demonstrated strong preparedness and planning for emergencies affecting the campus community; and

WHEREAS, in addition to the customary and expected risk assessment and preparation that naturally fall under the direction of each division of the University, §23.1-804 of the Code of Virginia requires public institutions of higher education to develop, adopt, and keep current a written crisis and emergency management plan; and every four years, conduct a comprehensive review and revision of its crisis and emergency management plan to ensure the plan remains current; and formally adopt for submission to the Department of Emergency Management; and

WHEREAS, Longwood's Office of Emergency Management in coordination with the Virginia Department of Emergency Management has conducted such planning, updating the Longwood University Crisis and Emergency Management Plan, with input from various Longwood University departments and local municipal agencies.

NOW THEREFORE BE IT RESOLVED that the Longwood University Board of Visitors does hereby officially commend the University's Office of Emergency Management for its attention and efforts and ratifies for adoption the resulting plan.

I, Ronald O. White, do hereby certify that the foregoing writing is a true, correct copy of a resolution adopted by the Longwood University Board of Visitors at a meeting held on the 5th day of December, 2025.

Ronald O. White
Rector, Longwood University Board of Visitors

The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes.

The second part of the paper focuses on the methodology used in the study. It describes the process of selecting participants, collecting data, and analyzing the results. The authors emphasize the importance of using a mixed-methods approach to gain a comprehensive understanding of the research topic.

The third part of the paper presents the findings of the study. It discusses the results of the quantitative data analysis and the insights gained from the qualitative interviews. The authors conclude that there are significant cultural differences in the way that students learn and that these differences should be taken into account by educators.

The final part of the paper discusses the implications of the findings for future research and practice. It suggests that further studies should be conducted to explore the cultural factors that influence learning outcomes. Additionally, it recommends that educators should be trained to recognize and respond to the cultural needs of their students.

Longwood University
FY27 Proposed Housing Rates

Housing	2025-2026	2026-2027
Main Campus-Double	\$ 9,300.00	\$ 9,590.00
Main Campus-Single	\$ 12,700.00	\$ 13,330.00
Register/Sharp-Double	\$ 9,800.00	\$ 9,996.00
Moss/John -Double	\$ 9,800.00	\$ 9,996.00
Lancer Park-Quad	\$ 11,400.00	\$ 12,250.00
Lancer Park-Double	\$ 12,700.00	\$ 13,330.00
Lancer Park-Townhouse	\$ 12,700.00	\$ 13,330.00
New Lancer Park-Quad	\$ 12,700.00	\$ 13,330.00
New Lancer Park-Double	\$ 12,700.00	\$ 13,330.00
New Lancer Park-Single	\$ 15,600.00	\$ 16,770.00
LU Landings-Quad	\$ 12,700.00	\$ 13,330.00
LU Landings-Single	\$ 15,600.00	\$ 16,770.00
Early Arrival	\$75 / Day	\$85.00

FY27 Proposed Summer Housing Rates

Summer Housing	2025-2026	2026-2027
Room & Board	Term 202650 & 202660	Term 202750 & 202760
Room Double	\$ 273.00	\$ 283.00

Note:

- On-campus room rates increased by an average of 2.25%
- Off-campus apartments increased by 5%

SCHEV Calculations

	2025-2026	2026-2027	Increase
Main Campus Double	\$ 9,300.00	\$ 9,590.00	3.10%
All Access Plan	\$ 5,270.00	\$ 5,540.00	5.10%
Total	\$ 14,570.00	\$ 15,130.00	3.85%

Longwood University
FY27 Proposed Dining Plan Options

Plan	2025-2026	2026-2027
VIP All Access	All - option	All - option
- Meal Exchange	7 / week	7 / week
- Bonus Dollars / Semester	\$ 350.00	\$ 350.00
- Guest Swipe	7	7
- Cost / Academic Year	\$ 5,520.00	\$ 5,800.00
- Cost / Semester	\$ 2,760.00	\$ 2,900.00
All Access	Residential (Default)	Residential (Default)
- Meal Exchange	5 / week	5 / week
- Bonus Dollars / Semester	\$ 200.00	\$ 200.00
- Guest Swipe	7	7
- Cost / Academic Year	\$ 5,270.00	\$ 5,540.00
- Cost / Semester	\$ 2,635.00	\$ 2,770.00
Weekly 14	All - option	All - option
- Meal Exchange	5 / week	5 / week
- Bonus Dollars / Semester	\$ 300.00	\$ 300.00
- Guest Swipe	7	7
- Cost / Academic Year	\$ 5,270.00	\$ 5,540.00
- Cost / Semester	\$ 2,635.00	\$ 2,770.00
Block 80	Apartment (Default)	Apartment (Default)
- Meal Exchange	5 / week	5 / week
- Bonus Dollars / Semester	\$ 400.00	\$ 400.00
- Guest Swipe	5	5
- Cost / Academic Year	\$ 3,042.00	\$ 3,200.00
- Cost / Semester	\$ 1,521.00	\$ 1,600.00
Block 50	Apartment & Commuter	Apartment & Commuter
- Meal Exchange	5 / week	5 / week
- Bonus Dollars / Semester	\$ 400.00	\$ 400.00
- Guest Swipe	5	5
- Cost / Academic Year	\$ 2,206.00	\$ 2,320.00
- Cost / Semester	\$ 1,103.00	\$ 1,160.00
All Bonus Dollars		
- Meal Exchange		
- Bonus Dollars / Semester	\$ 100.00	\$ 100.00
- Guest Swipe		
- Cost / Academic Year	\$ 200.00	\$ 200.00
- Cost / Semester	\$ 100.00	\$ 100.00

NOTES:

*Bonus dollars can be added to any plan in bundles ranging between \$100 - \$850

*Bonus dollars can now be added at any time during the semester

Vice Presidents' Reports



Academic Affairs

Larissa M. Smith, Provost & Vice President

Highlights

- **Teacher Preparation programs and Nursing program have successful accreditor and licensure visits.**
- **Longwood awarded U.S. Department of Education GEARUP grant.**
- **Brock Leaders program launched.**
- **Students apply skills learned through Civitae in statewide civic gatherings.**

Academic Affairs

In September, the 23 licensure programs in education, housed in both the College of Education, Health, and Human Services and the Cook-Cole College of Arts and Sciences, were reviewed jointly by the Council for the Accreditation of Educator Preparation (CAEP) and the Virginia Department of Education (VDOE). During their virtual visit September 22 – 24, the team interviewed approximately 100 participants including school division partners, current students, alumni, faculty, program coordinators, and administrators. The review team recommended no areas for improvement or stipulation at this time. The VDOE affirmed that all requirements of the state addendum and program review process were also fully met. The official decision of the Accreditation Council of CAEP will occur in April 2026. Dr. Tara McDaniel M '01, director of the Office of Teacher Preparation, and Dr. Angela McDonald, dean of the College of Education, Health, and Human Services, should be commended for their leadership in the reaccreditation effort.

Also in September, the Department of Nursing in the College of Education, Health, and Human Services hosted the Virginia Board of Nursing for its decennial review of the nursing curriculum, faculty, and facilities. The outcome of the review was a flawless report affirming Longwood's outstanding nursing education program. The Department of Nursing welcomed its largest incoming class to date this fall with 95 newly enrolled first-year nursing majors.

Dr. Paula Leach, director for K-12 outreach and engagement and director of the Institute for Teaching through Technology and Innovative Practice (ITTIP) in the College of Education, Health, and Human Services, recently was awarded a U.S. Department of Education GEAR UP grant totaling more than \$7 million dollars (\$1.1M in federal funds each of the next seven years).

GEAR UP Longwood is a comprehensive partnership that will provide key resources to increase the number of students from low-income families who earn a high school diploma and pursue post-secondary education. Longwood University and 14 high-need school divisions will work together to increase students' educational expectations and academic performance, their preparation for post-secondary education, and their family's knowledge of post-secondary education options, preparation, and financing.

From 2025 through 2030, *GEAR UP Longwood* will engage 2,237 students annually. These students – all seventh graders in the 2025-2026 school year in each division – will benefit from intentional programming through their high school graduation and into their first year of post-secondary education. The 14 partner school divisions (Amelia County, Alleghany Highlands, Appomattox County, Buckingham County, Charles City County, Cumberland County, Danville City, Halifax County, Hopewell City, Lancaster County, Lunenburg County, Nottoway County, Prince Edward County, and Sussex County Public Schools) are predominantly rural and serve many students from low-income backgrounds. Virginia's average for free and reduced-price lunch for middle school children is at 58%. That rate for the *GEAR UP Longwood* cohort is 95%.

GEAR UP Longwood will address the students' needs through school division and partnership activities that include tutoring, financial aid workshops, support for Advanced Placement and dual enrollment courses and exams, college campus visits, research-based STEM programming, interactions with guest speakers and STEM experts, and an eSports initiative. As part of this ecosystem of student support services, division personnel will engage in professional development on data-driven instruction, STEM, and college and career readiness. By intentionally focusing on the needs of young students, the *GEAR UP Longwood* partners will ensure that all students have access to the support and resources they need to succeed.

Brock Experiences

This fall, in conjunction with Admissions, the Office of Brock Experiences has successfully launched the Brock Leaders program. This initial cohort of 20 students take shared coursework, including CTZN 110: Inquiry into Citizenship first-year seminar. They also live together in one residence hall. This living-learning community has gathered monthly for student success workshops and also participated in a retreat to the Baliles Center over fall break. Students enjoyed a relaxing time away from the stress of the semester with all that the Baliles Center had to offer including canoeing, fishing, campfires, and games. Intentional teambuilding and discussion rounded out the program and deepened the students' emotional connection to the university.

While on the retreat, one student remarked, "I'm so thankful for this program. I can't imagine being anywhere else but at Longwood." Students in the Brock Leaders program will continue their experience in the spring with more workshops and community development. The program culminates with students' participation in a Brock Experience the summer after their first year. Plans are already underway to create additional opportunities for these students to continue to develop their leadership skills into their second year here at Longwood, as well as to recruit a second cohort of Brock Leaders to enter the university in fall 2026.

The slate of summer 2026 Brock Experiences has been set, and faculty leaders for the programs are busy recruiting students. In summer 2026, faculty and students will travel to Yellowstone to study the stewardship of natural resources, to New Orleans to study how a city uses its past in the present, and to San Francisco to study how citizens find their voice in city politics. The Chesapeake Bay Brock Experience leaders will also run a professional development course for Longwood faculty and staff in May 2026.

In conjunction with the Provost, the Office of Brock Experiences has evaluated applications for new Brock fellowships and selected a course focused on Charleston, South Carolina. Larry Collins, assistant professor of environmental science, has put together a faculty and staff team to study the important conversation around rising sea levels, economic development, and loss of culture for people who have historically lived in the region of the South Carolina Lowcountry. Another exciting component of this application was the team's intention to run this course in the spring 2027.

With the Chesapeake Bay Brock Experience rotating onto the academic calendar in fall 2026, this will mean that a Brock Experience course will run in every semester for a full year beginning with summer 2026.

Civita Core Curriculum

This fall, the Civita program has provided students who distinguish themselves during Symposium Day with pathways to other state-level opportunities. The first opportunity was sending three students, nominated by their peers to be senators during the spring 2025 Symposium Day, to attend the University of Virginia Karsh Institute of Democracy's "Declaration Next at Democracy360" conference in October. The students were Ryan Childress '26, a math major concentrating in secondary education; Angelina Scotece '26, a biology major; and Victoria Labott '26, majoring in elementary education. At the conference, university students from across the state deliberated five "declarations" from the nation's founding ideals that speak to the aspirations of the future of American democracy.

During UVA's conference, Angelina Scotece accepted an offer to attend The Institute for Democratic Empowerment and Pluralism (IDEP) at Virginia Commonwealth University, November 12-14, 2025. The IDEP welcomed undergraduate students from across the Commonwealth to the 2025 Fall Virginia Government Simulation (VGS)—a three-day immersive experience designed to bring the legislative process to life. Modeled on real-world governance, VGS allows students to draft and introduce legislation; elect party leadership; and debate, amend, and vote on bills in committee and on the floor. Through hands-on, role-based participation, students develop critical skills in research, public speaking, negotiation, and evidence-based decision-making.

In Angelina's words during the UVA conference, "We are at a critical turning point in our democracy. We are revisiting the ideas and concerns our forefathers had before us, but this time we have a blueprint (a 250-year-old blueprint, but a blueprint in itself) to help steer us in the ideal direction for the future of America. Overall, we're looping back to the idea about what democracy means, just like it was in the beginning."

Finally, because of his work during Symposium Day and at the Karsh Institute, Ryan Childress '26 was invited to join a panel on November 12 here at Longwood highlighting the work of Civitae and Brock Experiences as part of the Virginia Business Higher Education Council's (VBHEC) Impact Agenda tour. The VBHEC highlighted institutions of higher education that are "preparing the next generation of contributing citizens and problem-solving leaders who can bridge differences and make our communities, commonwealth, and country stronger." Ryan was joined by Alyssa Malcolm '27, who participated in the New Orleans Brock course, as well as Heather Lettner-Rust, professor of English and director of Civitae; Greg Mole, assistant professor of history and current Brock fellow who led the New Orleans course; and Liz Narehood, senior director of career and professional development. Moderated by Larissa Smith, provost and vice president for academic affairs, this conversation explored how Civitae's goals are met through Brock Experience courses, and how students put those skills to work both at Longwood and beyond.

Cook-Cole College of Arts and Sciences (CCCAS)

CCCAS faculty are engaged scholars who conduct interdisciplinary work, collaborate with other units of the university, and involve students and other practitioners in their research. Ultimately, their scholarship strengthens Longwood's reputation regionally, nationally, and even internationally, while also enriching the student experience in the classroom.

Kathleen Kennedy, assistant professor of art in jewelry and metalsmithing, is currently exhibiting her research in a solo exhibition at the Baltimore Jewelry Center (BJC). *Love & Other Connections* opened at the BJC on October 3 and runs through November 14, 2025. An artist lecture is planned for the closing reception on November 14.

This exhibition reimagines jewelry as sculpture, transforming iconic components—like heart charms, locket, and clasps—into larger objects of weighted significance. These exaggerated forms become stand-ins for relationships, emotions, and, ultimately, people. Through this lens, jewelry's role as a souvenir of connection is amplified and examined.

In addition to support from the College, the Seed Innovation Hub in Longwood Landings played an integral part in the execution of this research. Kennedy utilized the Shop Sabre CNC router for the majority of pieces featured in this exhibition. Work from this series, also made at the Seed Hub, is featured in a digital fabrication exhibition in Doha, Qatar, called *Machines of Loving Grace*. Curated by Chris Mahonski, the exhibition features the work of 16 artists with ties to central Virginia.

Rosemary Jesionowski, assistant professor of art in photography, had her work "All Science is Fiction Until it's Real" included in the exhibition *Science Girl Party* at Candela Books + Gallery in Richmond. A review was featured in Musée Magazine (New York).

Amanda MacNeil, assistant professor of psychology, had her sole authored paper "Growth mindset of aging and its association with emerging adults' self and general perceptions of aging" published in the Springer journal *Discover Psychology* recently. She also presented a teaching demonstration at the Society for the Teaching of Psychology Annual Conference on Teaching in October entitled "Not your Grandma's Lesson Plan: Fresh Ideas for Teaching Aging."

Heather Kissel, assistant professor of psychology, presented a poster, entitled “Bringing the Class Full Circle: Concept Map Final Exams,” that won second place in the research category at the Society for the Teaching of Psychology Annual Conference in October.

Naomi Johnson, professor of communication studies and assistant director of the Center for Academic Faculty Enrichment (CAFE), earned a professional certificate in AI in Action: Practical Tools and Techniques for the Modern Communicator from the Public Relations Society of America (PRSA), the nation’s largest professional organization for public relations practitioners. She is incorporating these lessons into coursework and faculty professional development discussions.

Ryan Stouffer, associate professor of communication studies, has been made a SEED fellow and started Sprout Media, a consulting service offered by the SEED Innovation Hub. According to SEED’s director, no other innovation hubs offer media consulting of this nature.

Theatre students and faculty attended the Virginia Theatre Association Conference in Norfolk recently. Longwood students were active in handling the technical side of the high school play competition. Faculty and students presented workshops in dance, singing, and acting. Scott Chapman, professor of theatre, serves as the chair of the design & technical division on the Virginia Theatre Association Board, and was elected for another term in the position. He gave a lighting workshop on color theory & LEDs, served as a judge for the scenic design competition, and participated in design & tech portfolio reviews for the purpose of recruiting.

Steven Hoehner, associate professor of mathematics, and his two former PRISM students from Summer 2025, Ryan Childress and Emma Heisig, were recently awarded best poster at the Shenandoah Undergraduate Mathematics & Statistics (SUMS) Conference held at James Madison University in October. Their research project, titled “Optimal Partial Sphere Covering,” exemplifies the high level of scholarship and collaboration fostered through the PRISM program.

College of Business and Economics (CBE)

The CBE has developed a new MS in Information Technology degree program. The program, which will be fully online, will be offered in collaboration with Risepoint, the marketing and recruitment company that is the partner for Longwood’s MBA program. Pending approval by the Board of Visitors and then by SCHEV, the program will start in fall 2026. In addition to the newly developed MS in Information Technology program, CBE has received Faculty Senate approval to add two new tracks to the MBA program, expanding offerings for graduate students starting in fall 2026. These new tracks are in the in-demand areas of Healthcare Administration Management and Supply Chain Management. The college also aligned the Accounting major courses to the CPA requirements by adding an Accounting Information System course.

CBE is also continuing to improve its brand by revising the college website, which has garnered significant traffic to the college site. In addition, the college has been invited to submit to the Poet&Quant ranking, a premier organization dedicated to business program rankings. The college increased its LinkedIn followers to over 500 in November, only a year after its initiation.

The college hosted the Board of Advisors (BOA) in October for their semi-annual meeting. The BOA also hosted a Golf Tournament to raise funds for student experiences. In addition, the 7-

Habits workshop, hosted by the SNVC Leadership Institute, returned in November after a year's hiatus. The workshop is open to Longwood faculty and staff who are interested in learning about the essential habits of successful business leaders.

CBE has ongoing student experience activities during the fall semester. Among them, the college has started a new event called Career Carnival, where students learn about different careers in a fun carnival setting. The college also hosted its Fall Fashion show on November 4, with the generous support of Belk in Farmville. The Fashion Show teaches students how to dress professionally in a corporate culture. Additionally, the college held the fall etiquette dinner on November 13, featuring Christine Cocrane, Sr. VP of LMI Solutions, as the keynote speaker. CBE continued to host field trips to local and regional businesses to accustom students to the corporate environment and different job opportunities. This fall, students visited YakAttack and Tri-Boro Shelving & Storage Rack in Farmville, and the Federal Reserve Bank in Richmond.

CBE has continued to embrace AI in faculty research and teaching by hosting multiple brown bag seminars on the utilization of AI in teaching. Meg Michelsen, associate professor of marketing, and Pubali Mukherjee, assistant professor of marketing, have published a research paper in the *Journal of Retailing and Consumer Services*, a premier retailing journal, on the use of AI in museums to enhance visit satisfaction. Adrienne Sudbury, assistant professor of economics, presented her research on gamification and teaching pedagogy at the Annual Economics Conference at UNC-Wilmington, underscoring the college's commitment to teaching excellence.

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

P-12 University-School Partnerships

The College of Education, Health, and Human Services (CEHHS) collaborates with school divisions to build the teacher pipeline and address educator workforce needs in the Commonwealth. CEHHS recently hosted its annual event, Teacher Education Immersion Day, with the Office of Admissions and featured teacher preparation programs from CEHHS and the Cook Cole College of Arts and Sciences. The event included over 400 high school students and more than 70 teachers, staff, and parents who attended alongside their students. Nine of the 12 Region 8 school divisions were represented, as well as population centers including Hampton Roads, Northern Virginia, and Richmond.

A highlight of this year's event was the student-faculty panel facilitated by student leader, Logan Macklin '25, an art education P-12 major. Participants spoke with current teacher candidates at Longwood, faculty from many of the 23 licensure areas, and staff in Student Affairs who described campus life activities. One participant sent the following feedback after the event: "As I've gone through the motions of trying to find a college as someone who seeks a degree in education, this school has helped me in knowing what I want and going to an education immersion day only helped as I met wonderful professors and a great Call Me MISTER program. It felt like a great time to reach out and say thank you for allowing me to visit the campus and I plan on being a student there in 2026!!! GO WOOD."

The Region 8 Superintendents meet monthly on Longwood's campus at the SEED Innovation Hub. CEHHS hosted the October meeting and highlighted innovative offerings in educational leadership and related programming to school partners. Superintendents and other educational partners who attend these meetings frequently note Longwood University is very responsive to their needs. These meetings allow for important real-time dialogue between P-12 and campus academic leaders.

Community Engagement

CEHHS faculty and staff provide beneficial services to the community. Below are highlights from some of those services:

- The campus-based school for young children, the Andy Taylor Center for Early Childhood Development, was recognized in the Farmville Herald recently, receiving the Best of the Best Readers' Choice Award for 2025. The Andy Taylor Center enrolls more than 50 children and uses an evidence-based curriculum for early childhood education.
- The campus-based clinic Speech, Hearing, and Learning Services (SHLS) provides clinical services to the community, averaging around 60 clients per week. SHLS also engages in outreach with community members. Clinical Educator Sally Palmore established a collaboration between SHLS, Longwood students in the Communication Sciences and Disorders (CSD) program, and the Crossroads Community Services Board that created a social skills group, Beyond the Label, for adults with intellectual disabilities. The group allows community members and Longwood students to establish meaningful relationships. While community members develop cognitive skills, Longwood's CSD majors collaborate on interprofessional teams and practice important clinical skills.

Scholarly Activities

CEHHS faculty and students regularly engage in research and participate in academic conferences within their disciplines. Some highlights from this fall are below:

- Kathryn Miller, associate professor of nursing, recently presented her research at the Virginia Henderson Research Symposium in Lynchburg, titled "Academic Practice Partnership in an Undergraduate BSN Research Course." Additionally, Nursing students Laura Bisailon '26 and Luke Clemmer '25 presented their research poster at the same conference, titled "The Effectiveness of Planned Exercise in Reducing ADHD Symptoms in Children."
- A pair of faculty members from the Department of Health, Recreation, and Kinesiology recently collaborated with an alumnus and a current student on a research project that earned first place at the 20th annual conference of the International Coaching and Sport Science College. Jarod Vance, first-year assistant professor in kinesiology, and Bob Blaisdell, associate professor of kinesiology, worked with Kosei Cuyler '26 to expand on the work of alumnus Nathaniel Iskowitz '20, now a physical therapist (DPT) at Carilion Clinic in Roanoke, Virginia.
- Infant Toddler Connection (ITC) teammates Gala Shelburne, Norma Farmer, and Kendall Lee recently attended the Division for Early Childhood's (DEC) 41st Annual International Conference on Young Children with Disabilities and Their Families. Dr. Kendall Lee, director of the Infant Toddler Connection, along with early intervention (EI) colleagues from Virginia Commonwealth University and the Infant and Toddler Connection programs of Henrico, Charles City, and New Kent, presented on ethics in early intervention and discussed

early intervention team decision-making and situations that require effective collaboration grounded in ethical principles.

- Faculty in the School Librarianship Program in the Department of Education and Counseling (Harvey, Spisak, Church, and Collins) recently attended the 50th anniversary conference for the Virginia Association of School Librarians serving in leadership roles as past president, as conference committee members, and as presenters. This annual academic conference is an important gathering for Longwood alumni from the program. As one of only three programs in the state and the only program that is offered in person, the Lancer community of school librarians is strong and proud.

College of Graduate and Professional Studies (CGPS)

Graduate Studies

As part of the Post-Graduate Success Initiative, Graduate Studies offered two Graduate Immersion Days this fall to support, engage, and inform our undergraduate population about graduate opportunities at Longwood. These events shared perspectives from faculty, alumni, and students in both the Counselor Education and Master of Business Administration (MBA) programs. In addition, this fall the Counselor Education and Communication Sciences and Disorders programs opened accelerated pathways for Longwood undergraduates to get a head start on their graduate degrees.

Enrollment remained steady this fall in Graduate Studies, with 953 active graduate students generating 5,956 credit hours. Lastly, Graduate Studies expects to graduate 95 master's candidates in December.

The Graduate Studies recruitment and marketing teams have also been busy at work this fall. Here are a few of the marketing initiatives from the past few months:

- Attended a total of 22 fairs and events to wrap up the late summer/fall recruitment season.
- Concluded season two of GradCast: Beyond the Degree, a podcast sharing stories of graduate students from each program and how they made their way to where they are today. All episodes are now available on www.longwood.edu/gradcast.
- Met with program directors from all eight graduate programs to review marketing plans and discuss new and creative initiatives (video projects, open house flyers, spotlight articles, and more).
- Marketed Counselor Education and Communication Sciences and Disorders accelerated pathways through web presence, lawn signs across campus, and factsheets.
- Continued to utilize the Virginia Department of Education (VDOE) Teacher Direct email as well as new and existing connections in local school districts to share information about graduate programs and professional studies offerings.
- Offered free applications in honor of American Education Week, November 17-21.
- Organized pop-up shops with apparel featuring each of the graduate programs this fall.

Professional Studies

Professional Studies secured Virginia Department of Education (VDOE) approval for the Special Education Add-on Endorsement at all three levels (Elementary, Middle, and Secondary). This will aid marketing efforts, as it can now be advertised as a "VDOE-approved program." This

will also benefit teachers in earning the endorsement, as they can satisfy all requirements with professional studies coursework, instead of relying on a year-long teaching mentorship within their school division as an added step.

Digital Education Collaborative (DEC)

This fall, eleven faculty members completed Longwood Online Technology Institute (LOTI) training, required for teaching online or hybrid courses. In addition, the DEC continues to share Canvas Studio with faculty through workshops and trainings in preparation for the University transition in Summer 2026 to Studio.

Cormier Honors College for Citizen Scholars (CHC)

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

In early November, students and faculty presented at the 2025 National Collegiate Honors Conference (NCHC) in San Diego, California. The students made presentations ranging from "The Importance of Self-Care within Honors" to the "Cultivation of Community in Honors Spaces" in which they discussed how the CHC builds community engagement between students in different years and majors. As part of the conference, all five students participated in the "place as text" excursion, planned in part by Alix Fink, associate provost for research and academic initiatives, who serves on the NCHC's Place as Text Committee. Two faculty members presented papers on honors pedagogy, titled "To Enhance or not to Enhance? Exploring Faculty and Student Preferences over Honors Enhancements, Split-sections, and Honors Courses" and "Field Methods, Creative and Strategic Collaborations, and the Problem of Place and Voice: A Summer Study Away Course in San Francisco as a Case Study."

The CHC is compassion-oriented, and it is clearly reflected in the different types and high number of volunteer activities (at least every other weekend) in which students participate. This fall, CHC students volunteered at Twin Lakes State Park, where they cleaned up the playground as well as three miles of trails, restored several picnic tables, and performed general park maintenance. CHC students have recently donated \$460.00 to the local FACES food pantry.

Greenwood Library

As the beating heart of Longwood's campus, Greenwood Library organizes and hosts a number of campus and community engagement activities:

- The library offered guided tours during the first four Fridays of the semester. In honor of American Archives Month, the Archives & Special Collections Librarian offered guided tours of the library's archives during the week of October 20.
- The library partnered with the Office of Student Conduct and Integrity on two workshops. On September 24, "AI & Academic Integrity" was held for faculty in order to demystify the student conduct process, clarify the role of AI in academic honesty, and strengthen faculty partnerships to uphold community standards. On October 1, a workshop for students, titled "AI and Students on Campus," was held. This workshop had the goals of demystifying the student conduct process and strengthening the shared commitment to academic integrity by

teaching students to address proactively the challenges and opportunities of AI in their courses.

- In partnership with the Department of Sociology, Anthropology, & Criminal Justice Studies and the Department of Psychology, the library participated in The Showgirl Social on October 2. This lively event celebrated the release of Taylor Swift's new album through the lens of academic inquiry and community connection and blended pop culture with scholarship in a fun and inclusive outdoor gathering.
- On October 2, Adam Davis, visiting assistant professor of environmental science, led a Transformational Nature Encounters & Relationships program during which participants shared personal stories of nature encounters. Selected nature readings were also presented.

Statistics and Impact

- In the fall semester, academic librarians taught 90 information literacy sessions in undergraduate courses, 55 of which are in Civitae, as well as 3 sessions in graduate courses.
- Usage from the library's top platforms include:
 - o More than 10 million searches have occurred on WorldCat Discovery.
 - o More than 25,000 full-text articles have been viewed/downloaded from over 4,000 different journals.
 - o E-books have been accessed more than 66,000 times.

Office of Accreditation & Compliance, Assessment & Institutional Research

Office of Accreditation & Compliance

Several Longwood faculty and staff will be traveling to the SACSCOC Annual Meeting in Nashville December 6-9 to present on higher education topics:

- Sarai Blincoe, director of program effectiveness, professor of psychology, and lead for the Post-Graduate Success Initiative, will present a workshop on "Psychological Science for Effective QEP Planning & Implementation."
- Melissa Rhoten, assistant dean for curriculum and assessment in the Cook-Cole College of Arts and Sciences and professor of chemistry; Shannon Salley, associate dean of the College of Education, Health, and Human Services and professor of communication sciences and disorders; and Sarah Tanner-Anderson, associate dean for graduate studies and associate professor of educational leadership, will co-present "The Competency Concerto: Orchestrating the Shift to Alternative Credentials."
- Larissa Smith, provost and vice president for academic affairs and professor of history, and David Shoenthal, associate vice president for academic affairs and professor of mathematics, will co-present "The Gifts of SACSCOC: Enacting Change After Reaffirmation."

Post-Graduate Success Initiative

Building on last year's partnership that saw over 120 students in attendance, the Post-Graduate Success Initiative sponsored workshops as part of Longwood's Research and Creative Inquiry Showcase on November 19. Students in nursing and psychology attended sessions tailored to the development of professional documents like résumés and cover letters, while students in the pre-health professions attended a session on the graduate school preparation process and on how to build a successful healthcare career. The Career Success team also hosted a career development open house to provide personalized guidance on résumés and LinkedIn.

Office of Assessment & Institutional Research

The Fall 2025 semester has been an active and productive period for the Office of Assessment and Institutional Research (OAIR), marked by the onboarding of the new Director of Assessment and the continued advancement of institutional assessment processes and initiatives. In addition to supporting the Office of Teacher Preparation (OTP) in preparation for the Council for the Accreditation of Educator Preparation (CAEP) visit in September, OAIR staff continued a holistic review and refinement of the assessment process in the Civitae curriculum. Staff are working on both an environmental scan of assessment policies and practices with the Professional Education Council as well as a diagnostic review of the Cormier Honors College curriculum alignment and assessment procedures. In collaboration with Student Affairs, OAIR is planning and organizing the Spring 2026 National Survey of Student Engagement (NSSE) survey for first-year and senior students.

Center for Faculty Enrichment (CAFE)

CAFE continues to advance faculty excellence through programming that responds to faculty needs and reflects emerging trends in higher education.

CAFE's programming emphasizes the intersection of AI, teaching and learning, helping faculty integrate emerging technologies into their courses while maintaining a focus on effective pedagogy and student engagement. Through initiatives such as AI Across the Disciplines: Lunch and Learn and the Teaching and Learning with AI Faculty Learning Community, faculty explore both the opportunities and ethical challenges of integrating AI into teaching and learning. In collaboration with the Office of Student Conduct and Integrity, CAFE hosted Teaching and Learning in the Digital Age, a keynote that sparked dialogue about academic integrity in an era shaped by digital tools and generative AI.

CAFE has also enhanced professional development for graduate faculty through the appointment of a graduate faculty member who serves as an assistant director in CAFE. This semester's programs included the Graduate Faculty Learning Community: Creating Community in a Digital World, which explores strategies for fostering belonging and engagement in online and hybrid courses, and the Graduate Faculty Lunch and Learn: Engaging Students in Hybrid and Online Courses, which offered practical techniques for course design and student participation. These efforts, along with the Graduate Faculty Professional Development Day, help graduate teaching remain responsive to disciplinary and technological change.

CAFE continues to strengthen support for faculty research and scholarly productivity. Weekly research-focused Pomodoro sessions provide structured time for writing and analysis. In addition, Faculty Learning Communities (FLCs) create collaborative spaces for faculty to refine research questions, analyze data and advance evidence-based teaching and learning projects. Two of the FLCs include "Survey Latte: From Design to Data," focused on quantitative research, and "The Teaching Brew," focused on the scholarship of teaching and learning (SoTL).

Center for Global Engagement (CGE)

Dr. Charles Lord joined the CGE team in September as the new international student success specialist. Dr. Lord will provide academic English support, guidance on university requirements

and expectations, SEVIS advising, and orientation to international students, while also serving as the advisor to the student organization, Global Leaders. With his academic degrees in cultural anthropology, social work, and educational leadership, extensive travel/living abroad, and his practical experience in international education, Charles is fully qualified to support the academic, cultural, and social needs of the international students at Longwood. He was also a Division I soccer player in college, which makes him well-suited to support our international student-athletes.

An analysis of emerging markets by international admissions and recruitment staff has guided the strategic promotion of the Cormier Honors College through digital media and targeted outreach to international students. Recent efforts have generated a strong response from 30 admissions counselors at international schools worldwide. These schools are known for their rigorous academic standards and globally minded students, many of whom are well-prepared for the challenges and opportunities of an Honors-level education. Additionally, many families of students attending international schools have the financial capacity to support their student's educational experience abroad. Access to international school counselors is possible through the CGE membership with the Council of International Schools.

A recent revision to the Elementary Education curriculum has meant that students can now spend a full semester abroad without risking delayed progress to graduation. Two elementary education majors jumped at the chance to take their education studies abroad, and they have been spending the semester at HAN University of Applied Sciences in Nijmegen, the Netherlands. They recently compared experiences with a Longwood Theatre and French major studying in Paris and discussed making plans to visit the European Christmas markets before their fall terms abroad come to a close.

Baliles Center for Environmental Education at Hull Springs

The Baliles Center has had a busy fall with more than 120 students visiting the property for overnight stays during the months of August, September and October. Visitation included such groups as the Brock Leaders for a leadership retreat and art students participating in "Weaving Together Communities," funded by a Longwood Special Projects grant.

Grant Awards

DEQ's Chesapeake Bay Program Office has selected the Baliles Center to be awarded the amount of \$416,310. This funding is contingent on DEQ's funding award from EPA that is expected to be finalized before the end of December. The proposed project is an expansion of and remediation of the existing living shoreline in front of the Ames House. In addition, the grant provides for the installation of oyster castles along the shoreline to encourage increased colonization in this area.

The Northern Neck Planning District Commission (NNPDC) has been awarded funding from the Virginia Department of Forestry (VDOF) for a tree-planting project in honor of the 250th anniversary of the American Revolution. The project, "250 for 250: Improving the Northern Neck's tree canopy for the Semi-quincentennial," will plant trees at multiple sites on the Northern Neck, including Longwood University's Baliles Center at Hull Springs. This project will add an additional 20 hardwoods to the campus, including plantings at the Camp and at the

Ames and Carey Houses. Longwood's Director of Landscaping and Grounds, Dave Love, who is also a certified arborist, is assisting with the species selection and placement of the trees. Volunteers, including Longwood students and staff, will assist in planting the two-inch diameter trees this fall.

Marketing

A new website has been created through Novus Creative and is being launched November 13. The new site can be found at www.balilescenter.org and features up-to-date research activities, new facilities, donor opportunities, on-line rental applications, and much more. In addition, the Executive Director is working with Novus Creative to update printed materials for the Baliles Center, as well as a donor card featuring an architectural rendering for the proposed multi-purpose building.

Longwood Center for Visual Arts (LCVA)

This fall has been very active at the LCVA. The museum opened two exhibitions (*CHASM: Intuition, Risk, and Certainty* and *Together, Again: The Art of Cozbi A. Cabrera*), hosted a community mural in partnership with the Virginia Children's Book Festival, participated in three community festivals, and provided tours and art making activities to more than 1,650 people. Museum staff carry this energy forward into the winter as they prepare for their popular Winter Wonderland and Martin Luther King, Jr Day Free Family Workshops, each of which traditionally draw 300-400 participants.

Curatorial and education staff are actively preparing an ambitious set of upcoming winter and spring exhibitions that begin opening in February 2026. Throughout spring and summer, the LCVA commemorates Virginia's pivotal role in the American Revolution with *Let Freedom Ring: Appalachia to Tidewater – Revolution, Reflection, and Creative Response in Virginia*, a suite of six exhibitions that celebrate and reflect the state's natural beauty as well as its relationship with freedom and equality. The exhibitions will be complemented by a series of workshops, gallery talks, themed children's activity packets, and a special community-wide Independence Day event hosted in conjunction with historic downtown Farmville's celebration and fireworks. *Let Freedom Ring* is intentionally scheduled to coincide not only with VA250 Independence Day celebrations, but also with a site visit by American Alliance of Museums peer reviewers, which is being conducted as part of the LCVA's current reaccreditation evaluation.

LCVA's popular Art-on-the-Go activity packets will serve as the model for the VA250 inspired *Let Freedom Ring* packets. Born of necessity during the early days of the Covid-19 shutdown, the museum has distributed more than 50,000 Art-on-the-Go packets, with more than 4,100 distributed this semester alone. The packets have included customized themed activities for seniors, Prince Edward social services clients, and Spanish speakers. Each packet contains several creative activities including art supplies.

Moton Museum

This fall Moton has refreshed and improved upon some of the museum's spaces. New curtain valances have been hung on the windows in the auditorium, stage lights have been installed, and

parking lot lights were installed just in time for daylight savings. The Moton Museum has redesigned its bookstore and the adjoining classroom as the Moton Library and Lounge. There will be a soft opening of the space on November 30, during Museum Store Sunday, and a grand opening on December 5, featuring a Shop & Sip event. The space serves as a bookstore, library, and community lounge, offering books, apparel, accessories, and Moton-branded items.

Moton staff have been focused on strengthening the museum's collections, in collaboration with Longwood University's Greenwood Library Archives, with two recently awarded grants. Moton was awarded a National Park Service (NPS) Saving America's Treasures Grant to conserve the 1954 Moton High School composite photograph. This grant supports preservation of an iconic artifact for gallery display. Leah Brown, associate director for education and collections, collaborated with Greenwood Library and Richmond Works on Paper to evaluate the artifact, with conservation work expected to begin soon. Moton also received an NPS grant to train students in oral history interviews, supporting skill development and Moton's aspiration to collect oral histories of participants in the 1969 strike at Moton High School, which is a less well-known story than the 1951 Moton strike.

This fall, Moton staff and volunteers have hosted students from Prince Edward, Fuqua, Cumberland, and Lunenburg Counties. On September 29, Prince Edward County High School and Fuqua School students in the Bridge Builders programs toured Historic Jamestown and Jamestown Settlement, gaining insights into colonial government and place-based learning. They also visited Town of Farmville offices to learn about local government operations. Builders are developing project proposals focused on life skills, community connections, and hygiene resources.

Moton continues engagement with partners regarding UNESCO World Heritage status and placement of the Barbara Rose Johns statue in the U.S. Capitol.

Office of Research, Grants, and Sponsored Programs (ORGSP)

Despite the uncertainties at the federal levels, faculty and staff members continue to work hard to identify opportunities for external funding and pursue them. Below is a summary of recent grant submissions and awards with the principal investigators and the grant amount listed.

- Virginia Department of Education
 - IN NEGOTIATION: Special Education teacher residency program (Kat Alves, associate professor of special education) - \$46K
 - AWARDED: Advancing Computer Science Education (Paula Leach, ITTIP) - \$124K

The FY26 Advancing Computer Science Education grant was proposed by Dr. Paula Leach, director of K12-outreach and director of ITTIP in CEHHS, along with Virginia Lewis, professor of math education, and Toni Sorrell, associate professor of math education, and in collaboration with Dr. Padmanabhan Seshaiyer of George Mason University. The project Computer Science through Artificial Intelligence and Data Science Education (CS-AIDE) was recognized for its strong alignment with the 2024 Computer Science Standards of Learning, its emphasis on building teacher capacity, and its commitment to expanding access to high-quality computer science education for Virginia students.

- SCHEV
 - AWARDED: Middle School Campus Visit program (Paula Leach, ITTIP) - \$7K

The Middle School Campus Visit Grant will enable middle school students to visit campus and participate in hands-on learning sessions with Longwood faculty. Last year, with this grant, Longwood welcomed 200 middle schoolers to campus. Faculty and staff look forward to exceeding that number with the new funding cycle.

- Commonwealth Cyber Initiative
 - In review: Laura Poe, assistant professor of information and security, included as subawardee in proposal submitted by VCU - \$10K
 - In review: Ron Pike, associate professor of information systems and cyber security, included as subawardee in proposal submitted by CNU - \$9K
 - In review: equipment and workforce development project (Robert Marmorstein, professor of computer science. and Sanish Rai, assistant professor of computer science) - \$25K
- V-TOP
 - AWARDED: Dr. Liz Narehood, senior director of career and professional engagement in the Career Center, included as subawardee in regional proposal submitted by Averett - ~\$9K
 - In review: Scaling work-based learning (Liz Narehood, Career Center) - \$250K
- Dominion Foundation
 - In review: solar project (Ravi Sankar, assistant professor of environmental science and geography) - \$30K
- Virginia Humanities
 - In review: documentary project (Cainan Townsend, executive director of the Moton Museum) - \$14,500

In other significant developments at the federal level, the Longwood Recovers program, administered by staff in Counseling and Psychological Services (CAPS), received another year of funding (\$29K for the 2025-2026 federal fiscal year).

Office of Student Research (OSR)

On November 19, the Office of Student Research (OSR) hosted the Fall Student Showcase for Research and Creative Inquiry. The event was a resounding success, featuring 418 presentations from students across all academic colleges. More than 650 students shared their work through posters, oral presentations, performances, and visual art displays. This year's Showcase was the largest to date, with over 100 more presentations than previous fall events.

To support the Post-Graduate Success Initiative, four career development workshops were held where students learned to highlight their Student Showcase projects and communication and

teamwork skills on their resumes, cover letters, and in interviews. Three of these workshops were tailored for specific majors, Psychology, Nursing, and Pre-Medical School students, and the fourth workshop was open to students from all majors.

The OSR also organized a Three-Minute Presentation (3MP) competition during the Fall Student Showcase. This allowed students to share how their research and inquiry projects contributed to their education, disciplines, and society through a polished three-minute oral presentation.

In fall 2025, the OSR organized a field trip to Longwood for both campuses of the Governor's School of Southside Virginia (GSSV). Over the course of two all-day events, nearly 100 GSSV students visited Longwood and engaged in demonstrations and discussions highlighting STEM research projects. Students also learned about opportunities such as the Longwood Summer Scholars program, the InVEST in STEM scholarship, the Junior Sciences and Humanities Symposium, and the Cormier Honors College. Since the September visit, Longwood faculty have collaborated with GSSV faculty to provide resources and guidance for students working on their research projects. As these partnerships continue to grow, the OSR and Longwood faculty hope to establish a strong STEM pipeline from GSSV to Longwood. This marks the fifth GSSV field trip coordinated by the OSR. Historically, about 12% of participating GSSV students choose to attend Longwood. Teachers noted that for many students, this experience sparked excitement about Longwood by showcasing the breadth of research and academic opportunities available.

One of the many opportunities the OSR offers is the Senior Thesis program. This program is the most intensive level of undergraduate research at Longwood and requires students to independently write a research proposal, complete a year-long independent research project under close faculty mentorship, and produce a substantial thesis document that is defended in front of a committee and published in Longwood's digital repository. The Senior Thesis program is open to students in all majors. To give a sense of the range of topics that students study, recent thesis topics include: "Violence and Gender in Postwar Film," "Quantifying the Rates of Coastal Change along Smith Island, Maryland," "Assessing Popular Reception of Octavia E. Butler's Parable Novel," "Discovery of suitable habitat for freshwater mussels," and "Cl-Amidine and Rapamycin as a novel synergistic therapy for ovarian cancer."

Over the past five years, 28 students have completed the Senior Thesis program. Following graduation, 100% of participants pursued either graduate study, professional school, or a discipline-related career. Specifically, 39% entered PhD programs at institutions such as the University of Georgia, Virginia Tech, VCU, William & Mary, Dartmouth, Clemson, Duke, UVA, and the University of Maryland. Another 18% enrolled in master's programs, while 25% pursued professional degrees in medicine, veterinary science, physician assistant studies, or physical therapy. The remaining 18% transitioned directly into discipline-related careers.

Senior Thesis graduates from Longwood are now advancing in fields including biochemistry, neuroscience, anthropology, piano pedagogy, library science, and counselor education. This remarkable record of success demonstrates that undergraduate research is far more than an enrichment activity—it is a transformative experience that shapes students' trajectories and opens doors to opportunities that might otherwise remain out of reach.



Administration & Finance

Matthew McGregor, Vice President

Highlights

- **Dorrill Dining Hall Renovation**
- **New Music Building Construction Begins**
- **70 Year Partnership with Aramark Hospitality**
- **FY2027 Room & Board Rates**

There is always a routine to our fall semester and the energy on campus is great to behold. Keeping campus looking good and functioning well requires a coordinated effort and Administration & Finance staff are usually behind the scenes but invaluable to that success. Whether its mowing grass, fixing plumbing issues, onboarding new staff, processing payroll, answering questions about parking or assisting a student with a financial issue, our staff strive to provide the best service possible.

One of the programs that is most rewarding for our team is their involvement with the prospective student programs that visit our beautiful campus. Groundskeepers, housekeepers, facilities staff, Lancer Card personnel, student accounts staff and others from across campus take great pride in being a part of showing off our great campus to prospective students and their families. They all take pride in their role, look forward to supporting those programs and appreciate the trust that allows them to be involved with the recruitment of future Lancers.

A major project that was introduced this fall was the newly renovated Dorrell Dining Hall. This \$3 million renovation kicked-off with the grand re-opening on Aug. 25 and introduced a vibrant new space designed to foster connection and campus pride. This modernized facility includes more functional space, brand new equipment, improved sightlines and an updated layout which encourages conversation and connection. This project marked more than a renovation; it honored 70 years of partnership as Longwood is Aramark's oldest higher education client -- A true partnership that has endured the test of time.

Community & Economic Development

Longwood's Small Business Development Center (SBDC) has moved its central operations to SEED Innovation Hub. Co-locating SEED operations, SBDC and the new Virginia's Heartland Regional Economic Development Alliance at the SEED Hub have created new opportunities to attract and support new business development in the region. The SBDC continues to be an economic driver in the seven counties south central Virginia. In 2025, SBDC has advised 123 small business clients and assisted clients with the investment of \$2.8 million in new capital and the creation of 23 new jobs in our region.

The new facility has also been busy hosting events, community meetings, classes from Longwood University, Hampden-Sydney College, Southside Virginia Community College and our regional K-12 school districts. Individual memberships opportunities began in October for individuals to utilize the maker spaces equipment. Fostering student innovation is at the forefront of SEED with student project development ranging from the creation of a cast cradle for fly fishing gear to uncrewed surface vessels to collect aquatic data to sponsoring a team of Longwood students to compete in the national electric propulsion competition this spring.

An early success story of the SEED Hub to highlight is the partnership with local business Yak Attack. Yak Attack engineers are spending time at SEED, prototyping ideas for new injection molds, and tooling in their manufacturing process. In addition to mentoring students in the space, other outcomes include new sales, cost savings and job creation for the company. This project, as reported by Yak Attack, has the potential to create two new jobs and generate over \$750,000 in new sales in the coming year.

Financial Operations

The Financial Operations team works hard to provide the detailed fiscal data to department heads, budget managers and procurement personnel across campus. Current budget status, procurement regulations, cash analysis, accounts receivable and payable transactions all require daily attention and interactions with students and staff.

Financial reporting is working closely with the Auditor of Public Accounts (APA) to complete our FY24 financial audit, prepare our initial FY25 financial statements for submission and planning for significant Governmental Accounting Standards Board (GASB) changes that will impact our FY26 financial statements.

Procurement Services hosted our annual surplus sale in October. The sale brings in some revenue for Longwood University but primarily it is a great community outreach event as hundreds from the local community come out to see what slightly used treasures are available.

Financial Planning and Analysis hosted more than 40 budget managers from across campus to a luncheon this fall to create connections and introduce new procedures related to budgeting and procurement.

Campus Planning

Longwood's University Master Plan, Place Matters, was developed in 2015 through a collaborative planning process led by the architecture and planning firm Cooper Robertson of New York City. The plan preserves Longwood's most valued characteristics while enhancing the campus and preparing it to meet future needs. Completed in 2016, *Place Matters* was designed to guide the University through 2025, with some concepts extending well beyond that timeframe. Through dedicated effort and adherence to the plan's vision, Longwood has successfully implemented most of its key initiatives. The underlying framework and values of *Place Matters* remain relevant and do not require reconsideration; however, a refreshed strategic outlook is necessary to guide the institution for the next decade. Accordingly, Longwood is partnering once again with Cooper Robertson to update *Place Matters* and extend its vision for the future.

The discovery phase of the update was completed over the summer. Because this effort represents an update rather than a full master planning process, the scope of discovery was more focused, and broad stakeholder engagement was not required. Instead, Cooper Robertson's team concentrated on due diligence and analysis, gathering existing studies, reports, and data from across campus to inform their recommendations.

The team has now made significant progress in the framework and options phase, during which the structure of the update is refined, ideas are fully evaluated, and feasible options are developed. Over the next few months, the team will prepare a draft plan that will undergo further refinement prior to the completion of the final plan.

With assistance from the Virginia Department of Energy Management, Longwood followed the state's prescribed process to select an *Energy Service Company (ESCO)* to identify energy-saving projects that can be funded through the resulting cost savings. Potential projects include upgrades to lighting and plumbing fixtures, window replacements, sub-metering installations, solar energy projects, and the addition of mini chiller plants.

Under this arrangement, the ESCO guarantees the projected energy savings and assumes responsibility for covering any shortfall. Trane was selected as Longwood's ESCO. Following appropriate due diligence, Trane will present a portfolio of proposed projects with detailed payback analyses for review by both Longwood and the Real Estate Foundation (REF).

The Virginia Department of Treasury will facilitate financing for the University's projects through Bank of America, while REF will secure its own financing. Trane presented its initial overview of proposed projects in November, with the first phase of implementation anticipated to begin in summer 2026.

Capital Design and Construction Department began construction of the Wygal Hall Replacement Building officially commenced on October 8 and is expected to be substantially complete in early summer 2028. Progress continues on projects to replace the air conditioning chillers in Eason Hall (replacement installed), LCVA (contract awarded), Lankford Hall (contract awarded), CSTAC (contract awarded), and McCorkle Hall (in design). Bids to replace the metal roof of the Rotunda dome to stop water infiltration were received on September 29, and a contract was awarded. Work is expected to commence in January 2026.

Several Capital Design and Construction Department personnel – the Director, Project Managers, and Inspectors – were essential members of the Longwood/contractor teams that accomplished three recent projects benefiting Longwood’s students.

Iler Gym Refresh: The former Iler Weight Room was revitalized through donor support and rededicated as the Pomp Sports Performance Center. The renovation included new rubber flooring, prominent Longwood branding and marquees, upgraded LED lighting and audio-visual systems, and fresh paint throughout the space—from floor to ceiling. In addition, all weight training equipment was replaced to enhance the facility’s functionality and athletes’ experience.

Baseball Field Turf Conversion: This project replaced the existing natural turf with artificial turf and installed a new stormwater collection and drainage system to improve site drainage. The artificial turf installation has been completed, while modifications to the dugout railing are ongoing.

Dorrill Dining Hall Refresh: Nearly 11,000 square feet of Dorrell Dining Hall and its main lobby were reconfigured and refreshed. The project focused primarily on updated finishes, millwork, lighting fixtures, furniture, and select food service equipment.

Capital Design and Construction Department

November 3, 2025

Major Projects In Design								
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Encumbered	Authorized Design Phase	Current Design Phase
Replace Steam Lines to Four Campus Buildings (Jarman, Eason, Greenwood, Wygal)	1,025 linear feet	0 SF	\$4,267,000	\$4,068,684	\$198,316	\$154,040	Working Drawings	Working Drawings
Milestones and Comments								
Design commenced in September 2025.								

Major Projects Under Construction									
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Encumbered	Construction Contract Awarded	Percent Completed	Construction Start Date / Completion Date
Wygal Hall Replacement	60,894 SF	0 SF	\$97,256,161	\$97,256,161	\$0	\$83,481,634	\$72,988,064	2%	Construction officially commenced on October 8, 2025, and is expected to be substantially complete in early summer 2028.
Replace Rotunda Dome Roof	0 SF	dome roof	Longwood Maintenance Reserve Funds	\$900,000	\$0	\$859,461	\$745,038	1%	Replace the building's metal dome roof. Construction bids were received on September 29, 2025, and a contract has been awarded. Work is expected to commence in January 2026.
Baseball Field Turf Conversion	0 SF	3.63 acres turf	Philanthropy	\$0	\$1832,096 cash and commitments	\$2,543,002	\$2,464,000	95%	Funded by philanthropy. The field turf has been replaced and work on the dugout steps and railing is expected to be complete by the end of 2025.

Major Projects With Multiple Subprojects								
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Encumbered	Percent Encumbered	Subprojects Status
HVAC System Controls and Equipment Replacement -- COVID-19 Response (five sub-projects)	0 SF	Equipment	\$3,773,000	\$3,715,000	\$58,000	\$2,775,480	74%	1. Maugans chiller: Complete 2. Hiner fan coil units: Complete 3. Bedford HVAC controls: Complete 4. Building Automation System interface units for multiple buildings: Complete 5. McCorkle Chiller: Working Drawings are being reviewed by the Virginia Division of Engineering and Buildings.
Replace Air Conditioner Chillers in CSTAC, Eason, Lankford, and LCVA	0 SF	Equipment	\$5,000,000	\$5,000,000	\$0	\$3,107,828	62%	1. CSTAC: Contract has been awarded. 2. Eason: Chiller has been installed and is being tested. 3. Lankford: Contract has been awarded. 4. LCVA: Contract has been awarded.

Facilities Operations

Environmental Health and Safety (EH&S) successfully conducted the fall fire drills for all residence halls. They also executed an Emergency Hazardous Waste Permit through the Virginia Department of Environmental Quality (VADEQ), allowing the University to safely stabilize and dispose of explosive chemicals.

In collaboration with the Budd Group, Facilities, and Residential and Commuter Life (RCL), EH&S developed a revamped mold response protocol to improve communication and responsiveness to students and parents. The team also hosted a successful and engaging Annual Safety Picnic for all Operations staff.

Additionally, one Facilities staff member and one EH&S staff member achieved *Train-the-Trainer* certification and have since trained Facilities employees in the safe operation of the new Charter Hall forklift. EH&S continues to take pride in supporting Emergency Management through their intern program.

The *Facilities team* continues to work diligently to ensure that all work orders are completed promptly. They are coordinating closely with the Joan Perry Brock Center (JPB) team to provide strong operational support during the fall basketball season, ensuring positive experiences for both teams and audiences.

The team has also worked extensively with the ESCO project teams, escorting them across campus and providing detailed information to support accurate project assessments. While recent personnel changes have presented challenges, the team has demonstrated remarkable collaboration and resilience, producing outstanding results. A lighter highlight of the season was the arrival of a new 20-foot Christmas tree, which was test assembled in the Charter Hall wash bay ahead of its big debut.

Although the *Heating Plant* has experienced significant personnel changes, dedicated staff members have stepped up to fill critical roles through internal transfers. Over the summer, the team completed extensive preventative maintenance in preparation for winter, including the replacement of both sawdust handling augers and the silo #1 infeed augers.

They are currently managing procurement for two approved Maintenance Reserve projects expected to be completed by mid-January. A campus-wide steam audit was conducted by the ESCO team under Heating Plant supervision. Additionally, two major repairs—a condensate expansion joint and a steam line butterfly valve—were successfully completed by the Steam Distribution team.

Landscaping and Grounds (L&G) has partnered closely with the Admissions team to ensure that campus landscaping remains in excellent condition for daily tours and open house events. In addition to regular maintenance, the team completed several improvement projects, including enhancements to the side entrance of Iler Hall, which now houses the new Sports Performance Center, and installation of a turf and stone area near Cox Hall to improve erosion control.

The *Lancer Post Office* supported several large-scale mailings for the President's Office and the College of Business and Economics, totaling nearly 800 packages. Between August and October, the Post Office received nearly 14,000 packages for students, faculty, and staff, with students collecting an impressive 13,381 of those packages.

The *Lancer Print Shop* continues to expand its client base beyond the Longwood community. Recent collaborations include projects with Fuqua School, Three Roads Brewing, the Heart of Virginia Festival, and various local food vendors. The Print Shop team remains committed to delivering high-quality, low cost, and reliable products while taking great pride in their craftsmanship and service excellence.

Human Resources

Human Resources (HR) is committed to delivering exceptional customer service to faculty and staff through comprehensive support in recruitment and selection, onboarding, benefits administration, classification & compensation, employee relations, HRIS, and general inquiries. The department also promotes access to key vendors such as VRS, Corebridge, and Aflac, and coordinates on-campus services like flu shot clinics, offering convenient options for faculty and staff.

This fall, HR hosted numerous staff development opportunities through scheduled events led by our partners including retirement planning sessions, wellness seminars and flu clinics. A benefits fair is being planned for spring 2026. HR also processed over 35 position searches this fall and counseled numerous employees and supervisors in various employee relations topics. HR has been working closely with the Department of Human Resource Management (DHRM) as the commonwealth moves classified employee evaluations to an on-line software program beginning in 2026.

Longwood University
Financial Overview
As of October 31, 2025

FY2025-26 Budget Dashboard

E&G	FY26 BOV Budget	Adjustments	FY Estimate	YTD Actual	Percent	PY Percent
<i>Revenues</i>						
Tuition, Fee, and other E&G Revenue	37,223,670	1,001,361	38,225,031	20,393,790	54.70%	54.46%
State Appropriation - GF	53,332,034		53,332,034	15,879,372	29.77%	31.63%
Local Revenue	50,000		50,000	0	0.00%	0.00%
<i>Total Revenues</i>	<u>90,605,704</u>		<u>91,607,065</u>	<u>36,273,162</u>	<u>40.01%</u>	<u>41.23%</u>
<i>Expenditures</i>						
Instruction	43,665,791	383,085	44,048,876	16,144,244	36.64%	33.05%
Public Service	531,833	21,920	553,753	182,711	32.66%	30.33%
Academic Support	8,203,278	366,201	8,569,479	2,716,165	31.67%	30.20%
Student Services	5,126,419	76,117	5,202,536	1,887,204	36.27%	36.55%
Institutional Support	21,231,583	426,504	21,658,087	7,410,531	34.22%	32.84%
Facilities Operations	9,842,173	(274,138)	9,568,035	2,666,213	27.87%	41.16%
Scholarships	3,507,529	(511,890)	2,995,639	3,910,114	130.53%	155.63%
Salary Savings	(1,502,902)		(1,872,861)	(623,228)		0.00%
<i>Total Expenditures</i>	<u>90,605,704</u>		<u>90,723,544</u>	<u>34,293,954</u>	<u>37.64%</u>	<u>37.40%</u>
TOTAL	-		883,521			

AUXILIARY

<i>Revenues</i>						
Housing	26,236,865		26,236,865	13,009,867	49.59%	49.80%
Dining	9,969,569		9,969,569	4,644,387	46.59%	50.40%
Comprehensive Fee	21,722,856	150,000	21,872,856	11,369,547	52.34%	52.05%
Other Revenues	4,154,397	150,000	4,304,397	1,650,254	39.51%	35.16%
Component & Philanthropic	5,026,403		5,026,403	0	0.00%	0.00%
Federal Workstudy	154,300		154,300	0	0.00%	0.00%
<i>Total Revenues</i>	<u>67,264,390</u>		<u>67,564,390</u>		<u>45.59%</u>	<u>46.74%</u>
<i>Expenditures</i>						
Housing	25,618,521	(15,000)	25,603,521	11,441,874	44.69%	50.46%
Dining	10,668,873	(885,756)	9,783,117	3,903,789	39.90%	45.69%
Athletics	9,815,882	946,342	10,762,224	6,565,310	45.66%	46.14%
Other Services	16,482,341	223,002	16,705,343	6,647,905	39.10%	43.96%
Scholarships	4,978,773		4,978,773			0.00%
Salary Savings	(300,000)		(300,000)	(50,490)		0.00%
<i>Total Expenditures</i>	<u>67,264,390</u>		<u>67,532,978</u>		<u>42.89%</u>	<u>47.42%</u>
TOTAL	0		31,412			
Institutional Total	157,870,094					

LOCAL	FY26 Budget	YTD Expense
Academic Affairs	1,606,111	(338,570)
Advancement	565,019	(118,206)
Athletics	1,200,000	(420,301)
Other Local	1,024,000	(838,862)
Totals	4,395,130	(1,715,939)

INVESTMENTS AND CASH

University Component Unit Expendable Assets	\$57MM
Endowment - Longwood University Foundation	\$110MM

Note:

Working Paper prepared by management to estimate year end results

Note: Auxiliary scholarship YTD spend is included in the Program Area (athletics, housing, other auxiliary)



Institutional Advancement

Courtney Hodges, Vice President

Highlights

- **Strong early Fall Campaign results with high donor participation and engagement. Ready the Roster generated 437 gifts from 336 donors, including 62 new Fountain Society members.**
- **New \$1 million gift for endowed scholarships for future educators.**
- **Fall events brought increased campus activity, foot traffic, and meaningful engagement.**

Development

ANNUAL GIVING

Fall Campaign

- Our Fall Campaign launched the first week of October with a focus on supporting unrestricted funds and scholarships at Longwood. This campaign centered on bridging the financial gap between the aid students receive and the remaining costs they must cover. Several powerful student stories were shared across multiple segments to highlight this need and demonstrate the tangible impact of donor support.
- For our younger constituent groups, we took a more transactional approach. Donors who contributed \$25 or more received an exclusive, limited-edition Joanie on the Stony sticker—symbolizing the “luck of Joanie.” This unique design isn’t available in the bookstore and was produced in limited quantity, making it a fun, collectible way to engage new and younger donors.
- In addition to growing new engagement, we continue to be inspired by the loyalty and consistency of our long-term supporters. Kathryn Irvine, Class of 1976, has faithfully given to Longwood for the past 42 consecutive years and even increased her gift this year by \$50 to support unrestricted giving. Her continued generosity and belief in Longwood’s mission exemplify the deep, enduring connection so many alumni feel to this institution.

- While gifts from the Fall Campaign are still being processed, initial response rates indicate a strong and successful effort—both in participation and engagement across all donor groups.

Winter Campaign

- Our upcoming Winter Campaign will take a more personal and segmented approach, focusing on mid- and higher-level donors. The theme will celebrate holiday traditions across campus and include a printed holiday card paired with two follow-up emails. This campaign will emphasize gratitude, connection, and the spirit of giving during the season while reinforcing the ongoing importance of donor support.

Parent Giving

- The Family Impact Leadership Society (FILS) continues to gain momentum as members have endowed scholarships and program funds. Parents are now included in Annual Giving email campaigns as well as engaged in personal meetings to discuss the impact of philanthropy on the student experience.

Planned Giving

- Planned Giving initiatives continue to be a priority. Foundation Annual Reports are headed out in late Fall and Annual Impact Discussions (AID) are scheduled to occur after they are mailed. These individual discussions will include opportunities to enhance endowments through planned gifts. In addition, the major gift officers are heightening donor awareness of planned giving options through the new website designed and developed by the University team. Several significant planned gifts were secured during this reporting period. The scope of these gifts goes beyond scholarships to include program and operation support.

Virtual Engagement Officer

- Since Ellie's launch on June 2, she has maintained an active and engaged portfolio, with 62% receiving five or more personalized touchpoints—illustrating her consistency and value as a virtual engagement officer. To date, donors within Ellie's portfolio have contributed over \$70,000 through 345 gifts, demonstrating her continued success in driving meaningful connections and strengthening Longwood's philanthropic pipeline.

ATHLETICS ANNUAL GIVING

For the Blue & White Society

- As we approach the new year, we look to continue to focus on expanding membership in the *For the Blue & White Society*, our leadership giving community for athletics. Currently, the society includes approximately 20 members, representing nine different sports teams, and the Student-Athlete Excellence Fund. **Collectively, these members have committed over**

\$200,000 in unrestricted support, directly enhancing academic support, wellness programming, and operational excellence across all programs.

- Our goal is to double society membership by the Longwood Day of Giving, strengthening the base of philanthropic leaders who sustain and elevate the student-athlete experience at Longwood. The *For the Blue & White Society* remains a cornerstone of athletic advancement, helping ensure that Longwood Athletics continues to embody excellence in competition, in the classroom, and in the community.

Ready the Roster

- This fall, Longwood Athletics successfully launched its inaugural **Ready the Roster** campaign on September 10, achieving exceptional participation and impact. Through this single-day initiative, we received **437 gifts from 336 donors, including 62 new Fountain Society members who established recurring commitments to support our programs year-round. In total, the Ready the Roster campaign generated \$79,874**, providing vital resources for team operations, travel, equipment, and student-athlete development.
- Beyond these numbers, the campaign continues to strengthen the culture of philanthropy within our athletic community, uniting alumni, parents, and supporters around a shared goal – advancing the competitive success and holistic development of every Lancer student-athlete.

Homecoming and Alumni Engagement

- Advancement, Athletics, and the Office of Alumni & Career Services (OACS) worked closely together to create meaningful opportunities for former student-athletes to reconnect with their former team, coach, and Longwood as a whole. Athletic Director Tim Hall, alongside all head coaches, extended invitations to alumni from every sport to return to campus and celebrate the legacy of Lancer Athletics.
- In collaboration with OACS and the Athletic Department, we facilitated a Homecoming Tailgate featuring an “Athletic Row,” where each program was represented by current coaches and student-athletes. This initiative fostered new relationships between alumni and current players and coaches while honoring the history and tradition of Longwood Athletics. By creating these touchpoints for engagement, we not only celebrated our past but also built a stronger, more connected community for the future.

Winter Athletic Annual Giving Campaign

- As we transition into the winter giving season, our focus will shift to the Student-Athlete Excellence Fund. Following the team specific giving emphasis of Ready the Roster, this campaign aims to encourage broader, unrestricted support for Athletics as a whole. Gifts to the Student-Athlete Excellence Fund provide maximum flexibility, ensuring that contributions are immediately applied to address the department’s most pressing needs.

- These investments enable Longwood Athletics to respond quickly to evolving challenges while preparing for future opportunities – supporting the success, growth, and wellbeing of every student-athlete who proudly represents Longwood University.

EVENTS

Longwood Day of Giving 2026

Longwood's next Day of Giving is scheduled for **Feb. 18–19, 2026**, running from noon to noon. This year, we're introducing a refreshed identity—**Longwood Day of Giving**—to better convey the purpose of the day and unite our community around a shared theme.

Key updates for this year include:

- Expanding the event to a two-day timeframe (noon to noon)
- Growing our peer-to-peer ambassador program to boost outreach and participation
- Continuing to share student, faculty, and alumni stories that illustrate how Longwood's impact grows year after year

STEWARDSHIP

- Joanie on the Stony stickers have been mailed to all younger constituents who made a \$25 gift during our Fall Campaign. Additionally, our highly successful Ready the Roster campaign welcomed 64 new Fountain Society members. Each new member will receive a welcome packet along with personalized thank-you messages from coaches and members of the Institutional Advancement team.
- The stewardship team continues to focus on consistent, personalized follow-up for all donor segments, including timely thank-you communications, student-led engagement pieces, and impact reporting aligned with each campaign cycle. These efforts help ensure that every donor feels appreciated and understands the direct impact of their generosity on the Longwood community.

LEADERSHIP GIVING

Endowed Professorships

The endowed professorship matching gift initiative continues to generate strong interest, with six of the eight available matches either completed or in progress.

Major Gifts, Planned Gifts, and Scholarships

The Family of Scholarships 2.0 Initiative has seen continued momentum, with 28 of the 30 scholarship matches now completed or in progress. Two remain in the nursing-focused family of scholarships.

A recent \$1 million gift commitment will establish a new endowed scholarship program for future educators and fund an accompanying biennial educational summit. The initiative will both prepare and empower teaching professionals while fostering a pay-it-forward spirit among scholarship recipients who remain engaged with Longwood throughout their careers.

Recent major gifts have provided support across a range of priorities, including scholarship endowments, Longwood LIFE, academic departments, and experiential learning initiatives. These commitments reflect the continued generosity of alumni and friends who are investing in both immediate and long-term impact for Longwood students.

More information about the Longwood Family Scholarship Program and tracking of progress towards meeting available matches can be found at www.longwood.edu/familyscholarships/.

Internal Process and Strategy

The Leadership Giving team has undertaken a comprehensive review of officer workflows to enhance efficiency and alignment with institutional priorities. The new model operationalizes core fundraising practices, leverages enhanced constituent data, and fully utilizes Raiser's Edge NXT to support the qualification, cultivation, and stewardship of donors. This refined process positions gift officers for long-term success and will help drive increased philanthropic output.

In November, the Leadership Giving team also engaged three external partners to serve as additional points of contact for identifying, qualifying, and cultivating potential donors. Building on recent constituent data enhancements and refined workflows, this initiative expands the team's reach and capacity to generate new philanthropic conversations. The partnerships will continue through June 30, 2026, as a pilot to assess the effectiveness of this collaborative model for future implementation.

UNIVERSITY EVENTS AND CEREMONIES

University Events and Ceremonies was pleased to produce successful opening ceremonies for Fall 2025 to include the Honor & Integrity Ceremony, the Convocation Ceremony within the Joan Perry Brock Center, and wrapped up in November with the third season of Basketball events and hospitality in JPB. Planning is fully underway for both the Graduate and

Undergraduate Ceremonies for May 2026. The 2026 Graduate Ceremony will be in the Joan Perry Brock Center.

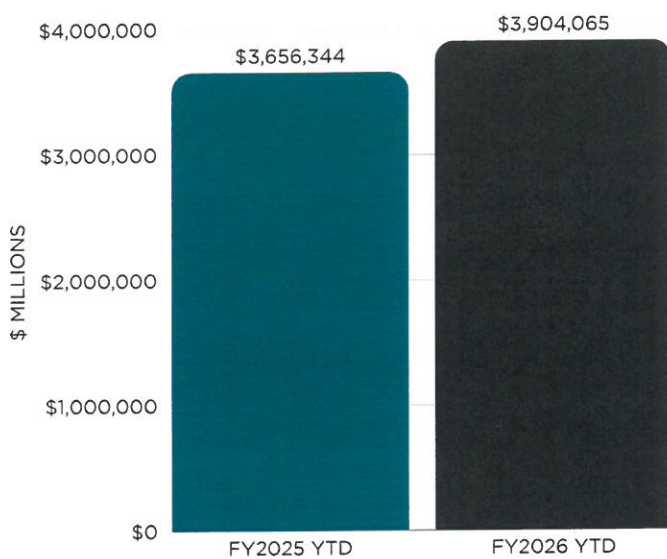
Fall brought campus an incredible amount of activity for both internal and external guest ceremonies, which lead to welcome foot traffic and interactions on campus. Some events of special note:

- The Heart of Virginia Festival & Family Weekend merged for the third time and will continue to be planned for the same weekend moving forward.
- Oktoberfest
- The VA Children's Book Festival celebrated its 12th year anniversary on Longwood's campus with over 30 participating school districts and 4,500+ students visiting.
- UE&C partnered with Alumni Engagement and Career Services to produce Longwood's second Homecoming & Alumni Weekend, while concurrently assisting Institutional Advancement to produce and host the first of the 2025-26 basketball season's Game Day hospitality gatherings in the Champions Club, Club 64, and the four open-air boxes and president's suite during the men's and women's games in JPB.

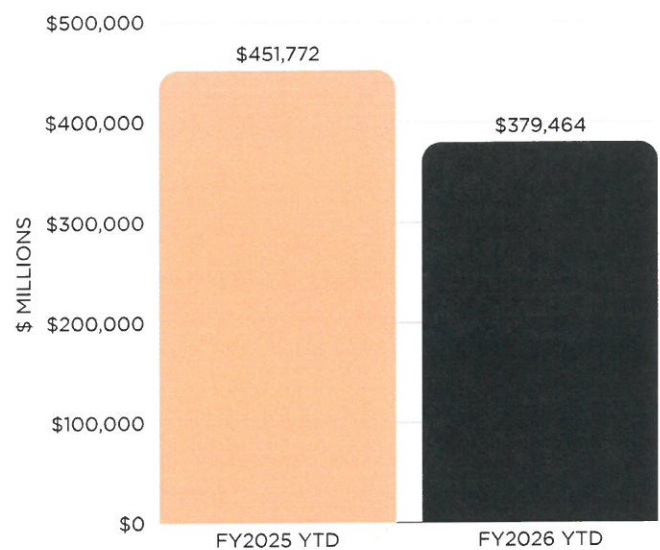
Fundraising Report

As of October 31, 2025

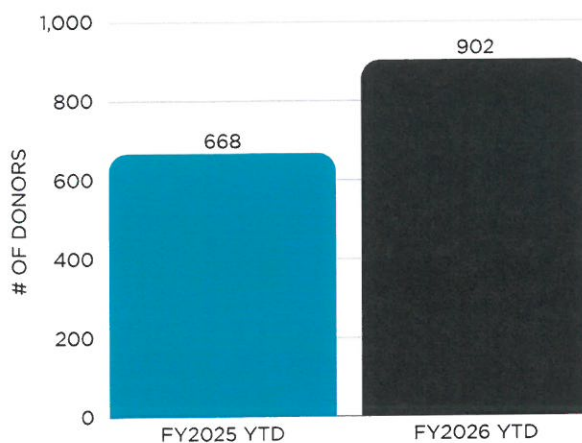
TOTAL PHILANTHROPIC DOLLARS



TOTAL ANNUAL GIVING DOLLARS



TOTAL DONORS



Annual Giving

The Fall Ready the Roster campaign ignited Longwood Athletics with an outpouring of philanthropic support to open the academic year and established a foundation of monthly giving that continues to invest in the growth, development, and experience of every Longwood student-athlete.

Endowed Professorship Match

Endowed professorships established to date will support faculty in areas including history, teacher preparation, and the College of Business & Economics.

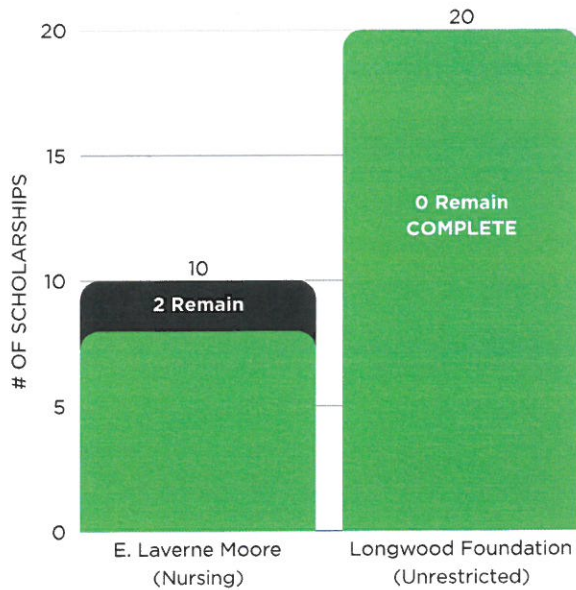
Scholarships

Bill Bowman and Shirley Ashby are endowing the Bowman-Ashby Scholars Fund to support five educators in Educational Leadership at Longwood, who will also lead the statewide Bowman Summit for Education.

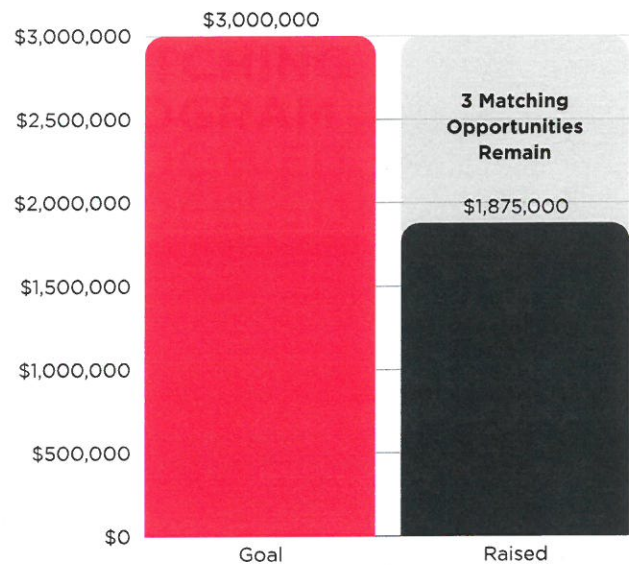
Fundraising Report

As of October 31, 2025

FAMILY SCHOLARSHIP MATCHING CHALLENGE

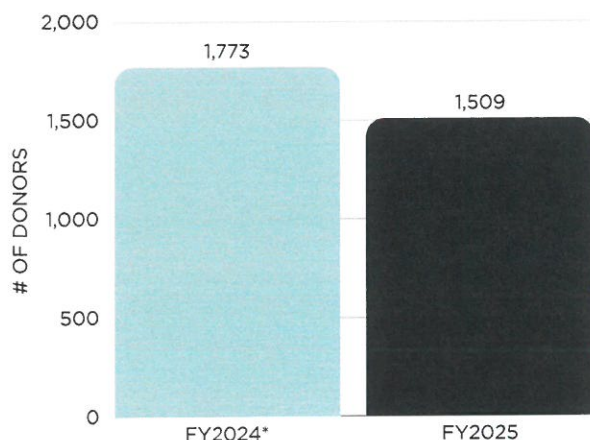


ENDOWED PROFESSORSHIP MATCHING PROGRAM



DAY OF GIVING

Save the Date: Feb. 18-19, 2026, Noon to Noon



*Extended Love Your Longwood Day to three days for men's NCAA basketball tournament

Table 1. Mean (SD) age, height, weight, and body mass index (BMI) of the 100 children in the study

Measure	Mean (SD)
Age (years)	10.2 (0.5)
Height (cm)	145.2 (10.5)
Weight (kg)	38.5 (10.5)
BMI (kg m ⁻²)	18.5 (3.5)

children were asked to perform a series of tasks designed to assess their ability to perform a range of physical activities. The tasks were performed in a sequence, and the order of the tasks was randomized.

The first task was a 100-m sprint. The children were asked to run as fast as they could for 100 m. The time taken to complete the sprint was recorded. The second task was a 100-m shuttle run. The children were asked to run 100 m, then turn around and run back to the start. The time taken to complete the shuttle run was recorded.

The third task was a 100-m obstacle course. The children were asked to run 100 m, then perform a series of obstacles (e.g., jumping over a hurdle, crawling under a bar) before running back to the start. The time taken to complete the obstacle course was recorded. The fourth task was a 100-m relay race. The children were asked to run 100 m, then pass a baton to a partner who also ran 100 m. The time taken to complete the relay race was recorded.

The fifth task was a 100-m endurance run. The children were asked to run 100 m at a steady pace. The time taken to complete the endurance run was recorded. The sixth task was a 100-m speed walk. The children were asked to walk 100 m as fast as they could. The time taken to complete the speed walk was recorded.

The seventh task was a 100-m sit-and-stand test. The children were asked to sit on the ground for 10 s, then stand up as fast as they could. The time taken to complete the sit-and-stand test was recorded. The eighth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded.

The ninth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded. The tenth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded.

The eleventh task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded. The twelfth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded.

The thirteenth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded. The fourteenth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded.

The fifteenth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded. The sixteenth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded.

The seventeenth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded. The eighteenth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded.

The nineteenth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded. The twentieth task was a 100-m sit-and-reach test. The children were asked to sit on the ground, then reach forward as far as they could. The distance reached was recorded.



Intercollegiate Athletics

Tim Hall, Director of Athletics

Highlights

- **Thomas Earns Signature Win as Lancers Beat James Madison**
- **Early Season Attendance Boost at the Joan Perry Brock Center**
- **Women's Basketball Preseason Big South poll**
- **Women's Soccer Postseason Win at Home, Dyer's 300th Win**
- **Women's Soccer Accolades**
- **Cross Country Strong Finish, Hosting Big South Championship**
- **Men's Tennis Big South Individual Champion Timeo Puech**
- **Spooky Slugfest**
- **Golf Team Highlights**
- **Hall of Fame Class Officially Announced**
- **Pomp Sports Performance Center Opens**
- **Buddy Bolding Stadium Opens**
- **Men's Soccer, Field Hockey Postseason Accolades**

Thomas Earns Signature Win as Lancers Beat James Madison

Much like the Griff Aldrich era started with a signature win over the University of Richmond in November 2018, Ronnie Thomas earned one of his own with a resounding 82-72 win over James Madison in front of a sold-out, electric crowd in his third game as a head coach.

The Lancers were faster, more physical and more aggressive while pushing the lead out to 20 points in the second half. An aggressive defense swarmed the Dukes and overwhelmed them, and the offense put up 82 points behind a steady diet of attacks on the basket and offensive rebounds.

That momentum carried into Saturday, where Longwood again led by 20 points over Binghamton in front of a sold-out crowd to stay unbeaten at the Joan Perry Brock Center. The men were picked to finish third in the Big South by the coaches in a preseason poll, showing the respect that the program has garnered in the league.

Strong Early Season Attendance at the Joan Perry Brock Center

Early season attendance has been strong for both Longwood men's and women's basketball. The men had back-to-back sellouts in wins over James Madison and Binghamton, with the back-to-back sellouts a first at the Joan Perry Brock Center.

The Lancer women also had the largest crowd for a home game in Longwood women's basketball history, with more than 2,400 people in attendance for their win over Bluefield on Homecoming weekend.

Not only have the fans been present, but they have been loud and engaged. Students have been a big part of that, with their energy helping lift the men and women to a combined 6-0 start through November 16 at the JPB.

WBB Preseason Poll, Strong Start

Longwood women's basketball is also off to a strong start after being selected second in the Big South Preseason Coaches Poll.

Head Coach Erika Lang-Montgomery picked up a marquee win behind a dominant showing against Western Kentucky out of Conference USA. The Lancers led wire-to-wire behind a tenacious, relentless defense that hounded the Hilltoppers all over the court on the way to an 80-42 win that was never competitive.

The Lancers have also scored more than 100 points twice in four games and are unbeaten at the Joan Perry Brock Center through Homecoming weekend.

Women's Soccer Postseason Home Win, Dyer's 300th Win

Longwood women's soccer dominated at home to earn a postseason win for the first time since 2021.

The Lancers shut out Charleston Southern 2-0 to earn a trip to the Big South semifinals. Meghan Piazza and Remi Siner scored in the win while the defense held Charleston Southern scoreless for the team's seventh shutout of the season.

The quarterfinal win also gave head coach Todd Dyer his 300th win as the head coach of the Lancer women's program. He has averaged better than nine wins per season in his 32 years at the helm of the Lancer women's program.

The team drew 1-1 in the semifinals with USC Upstate and outshot the preseason favorites 23-10, but the Spartans advanced on penalties to deny Longwood a trip to the Big South finals.

Women's Soccer Accolades

Longwood women's soccer earned some Big South hardware following the regular season.

Sam Fischer was named the Big South Freshman of the Year while leading the team with eight goals. She also earned a spot on the Big South First Team and All-Freshman Team.

Sydney Robertson became the first Lancer defender to earn multiple Big South First Team honors since Sydney Wallace did so in three straight seasons.

Sara Curtis, who was the Big South Scholar-Athlete of the Year for women's soccer, and Meghan Piazza were second team selections. Curtis was also the team's representative on the Big South All-Academic Team.

Cross Country Strong Finish, Hosting Big South Championship

Longwood men's and women's cross country continues to push forward, with the two teams posting their best average team times ever during the fall.

The Lancer women had sophomore Sophie Farley set and repeatedly break the program record in almost every single race. Sophomore Kirsten Morley also added her name to the top 10 times in team history, as did freshman Sydney O'Hara-Wood.

On the men's side, junior Clinton Clancy was one of the top performers while leading a pack of hungry freshman with him. AJ Koval, Jaiden Santos-Nguyen, Sean Arjona and Andrew Hathaway were among the team's top runners all through the season.

The Lancers hosted the Big South Championship on Halloween, and the women matched their best ever finish, fifth, while the men finished sixth with the youngest team in the league. Sophie Farley had the best individual finish ever for a Lancer, finishing third in the women's race.

Men's Tennis Individual Big South Champion Timéo Puech

Timéo Puech became the first Lancer to win the Big South Individual Championship Singles Title, winning in straight sets.

His win earned a spot at the ITA Conference Masters Championship, held in the Barnes Tennis Center in San Diego, California. Puech closed his fall season 12-3 in singles action and 9-6 in doubles.

Spooky Slugfest

Longwood athletics, the Longwood Student-Athlete Advisory Committee and Longwood baseball hosted the annual Spooky Slugfest in October, and the event was once again a hit.

The community descended on Buddy Bolding Stadium for a night of quirky baseball, plenty of candy, and face-time with Longwood student-athletes. The stands were packed as baseball started, and then the field was full of smiles and laughter.

Each of Longwood's teams was at the event, and they all had games to play with kids that, of course, gave plenty of candy.

Golf Team Highlights

Longwood men's and women's golf both put together strong falls, setting themselves up for success in the spring.

The Lancer men won one event, the Colonel Classic, behind a record-setting performance from freshman Gabriel Mainella. He broke the team 54-hole scoring record with a 14-under 196. The win powered Longwood to four top five finishes in their final four events. Five Lancers are in the top 20 in the Big South in scoring average.

The Lancer women, meanwhile, finished in the top five four times in five events as well. Three players are in the top 20 in the Big South in scoring average, and Avery Nordman has been the Big South Freshman of the Week four times.

Hall of Fame Class Announced

The newest additions to the Longwood Athletics Hall of Fame were announced in the fall, with Scott Abell, Megan Baltzell, Colin Ducharme, Nikki Hall-Atkinson, Adam Webb and the 1975 Field Hockey Team all earning spots in the select group.

Abell, now a successful NCAA Division I football coach, was one of the best players on the Lancer baseball team that advanced to the NCAA Division II World Series in 1991. He earned All-Region honors.

Baltzell, meanwhile, holds a variety of records for Longwood softball as one of the best hitters in team history while also helping lead the team to a pair of Big South Championships. She was an NFHCA All-American as well in 2013.

Ducharme was the NABC Division II Player of the Year as well as an All-American on the hardwood in his lone season for men's basketball. An active member of the Longwood community, he still holds multiple single-season records after his outstanding 2001.

Hall-Atkinson was a two-time All-American honorable mention and the CVAC Player of the Year in 1997 for women's basketball. Her jersey number is retired, and she ranks in the top 10 all time in points, steals, assists, free throws and three-pointers made.

Webb was one of the best players in men's golf history, and he was the D-I Independent Newcomer of the Year in 2006-07 as Longwood transitioned to the Division I level. He still leads the program in top five and top 10 finishes in his career.

The 1975 field hockey team earned a trip to nationals and finished sixth in the nation. The team went 16-5-4, the most wins in a season in team history, to earn a spot at the AIAW-USFHA National Field Hockey Championship.

Pomp Sports Performance Center Officially Opens

The Pomp Sports Performance Center opened in August, and the opening ceremony was this fall in Iler Hall with the Bradly and Shannon Pomp in attendance.

The opening event celebrated the fully donor-funded project that is a transformational space, giving Longwood student-athletes premier sports performance facilities that rival the top facilities across mid-major schools around the nation.

The Pomp Sports Performance Center doesn't simply feature new, state-of-the-art equipment that will service 14 teams, but it also features new flooring, audio equipment and branding that cements Longwood as a top-tier competitor dedicated to excellence.

Buddy Bolding Stadium Opens

The renovations at Buddy Bolding Stadium are complete. The fully donor-funded project provides Longwood baseball with one of the top facilities in the Big South.

The Spooky Slugfest was the first event for the debut of the field, and the team hosted Hampden-Sydney College for a fall ball matchup billed as the annual Battle of Farmville one day later.

Stands were packed with community members while the field was pristine under the lights. The field was fully turfed, and new padding was installed in the outfield that showcase Longwood's commitment to excellence with a view visible from Main Street.

Men's Soccer, Field Hockey Postseason Accolades

Longwood men's soccer and field hockey earned all-conference accolades following the conclusion of the regular season this fall.

Men's soccer had five players earn All-Big South accolades. Aaron Asamoah and Brando Bedolla were named to the All-Big South Second Team, and Benjamin Ferrero and Joshua Yoder were honorable mentions. Ferrero was also an All-Freshman Team selection. David Ambaek was a Big South All-Academic Team selection.

For field hockey, Channy Johnson earned All-MAC Second Team honors after leading the Lancers in scoring.



Strategic Operations

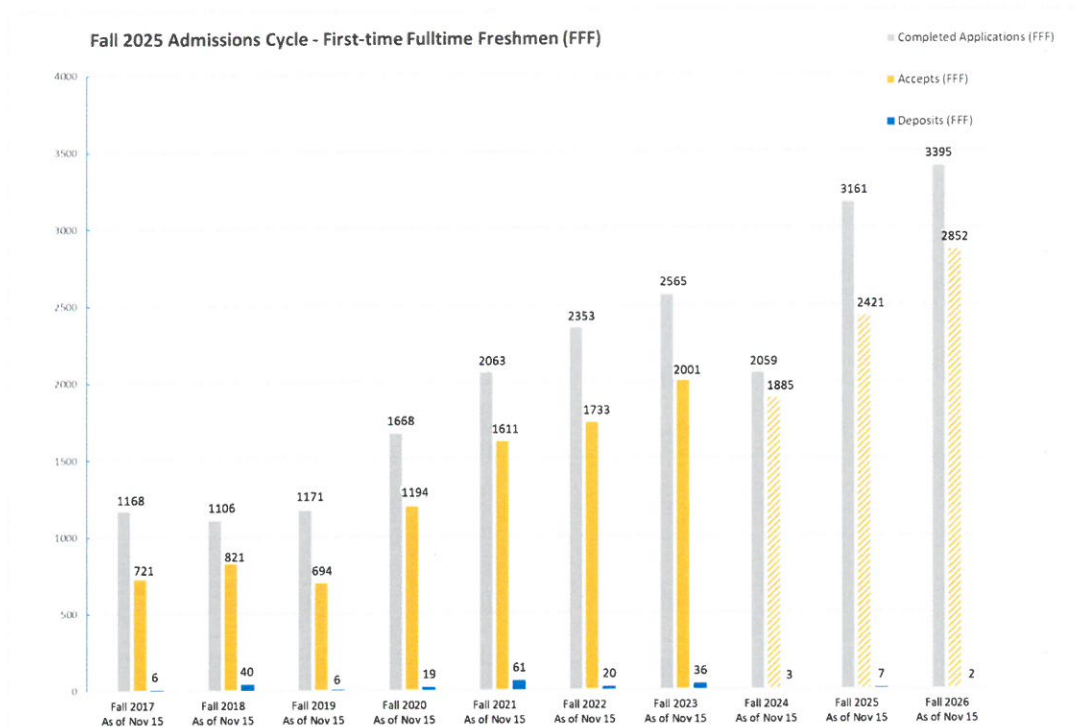
Dr. Jennifer Green, Vice President for Strategic Operations

Highlights

- **Strong start to the Admissions cycle; applications increasing year-over-year**
- **Homecoming & Alumni Weekend sets record attendance with alumni engagement increasing**
- **Longwood partnership with Sandy River Distillery sets single-day record in Virginia for most sales in a single day**
- **Career Week sets record for attendance**

Admissions

This year's admissions cycle is off to another strong start, building on the foundation we discussed in September. At that time, we noted that our prospect pool—the students who engaged with us early—was larger than in prior years, positioning us for growth as the cycle moved forward. That early strength is now translating directly into applications. We have exceeded our early-cycle benchmarks, with both applications and completed applications trending upward year-over-year by 6% and 7%, respectively. In fact, we are currently seeing the highest number of completed applications for mid-November since the Fall 2017 cycle.



This strong early volume has also allowed us to return to—and surpass—previous levels of early acceptances. As a result, we are on track to meet or exceed the number of decisions typically released in mid-December, following our first application deadline on December 1. By issuing decisions on a timeline that aligns with other institutions, we ensure students receive Longwood’s offer at a moment when it can be fully considered, strengthening our competitive position in the market.

Our fall visit season reinforces this momentum. Weekday and weekend visits have remained consistently strong, and our Immersion Days—program-specific visit opportunities—are performing right in line with last year’s high benchmarks. Most notably, registrations for the final Fall Open House already surpassed last year’s total five days before the event, a clear indication that interest in Longwood continues to deepen.

Visitors continue to remark on the access and hospitality they experience on campus. Story-based tours, meaningful faculty engagement, and the energy of our student ambassadors are helping students envision themselves here in authentic ways. More families are also lingering after their sessions to talk with faculty or revisit academic spaces that captured their attention. These unscripted moments are becoming a hallmark of the Longwood visit experience. One family, after an exceptional October Open House, even returned for Homecoming with a tailgate spot—an early sign of their connection to the community.

Families also continue to describe Longwood as distinct from other campuses they have visited. One parent shared that her daughter made her college decision after a conversation with a professor, later saying, “I don’t need to look anywhere else. Longwood already feels like home.” Comments like this underscore the effectiveness of our relational, student-centered model.

We are also seeing an emerging national trend: more students are visiting campus for the first time -- as well as more students are returning for a second visit -- after receiving their admission offers. These follow-up visits align well with our winter and spring programming and offer an opportunity to deliver deeper, more personalized experiences that highlight the high-impact academic environment and strong sense of community that families consistently identify as Longwood's distinguishing strengths.

Years ago we established an admitted-student event in late January—one of the earliest of its kind in the commonwealth. This timing responds to the growing trend of students making decisions shortly after receiving their offers and allows us to capitalize on early enthusiasm. By convening admitted students at this early stage, we position more of them to experience Longwood firsthand, forge connections, and make confident decisions—further strengthening our competitive position as students compare institutions.

Student Success

This year, we enhanced the coaching program to provide more tailored support to incoming students. Rather than selecting their own themes, students are now placed in coaching groups based on their academic interests. Each group of approximately 15 students is paired with a faculty or staff coach and a peer mentor who guide them in navigating college life and connecting with campus resources.

Coaches meet individually with their students within the first four weeks of the semester to build early relationships and identify those who may benefit from additional support. These meetings are not mandatory, yet **82%** of students participated this fall—up from **76%** in fall 2024 and **65%** in fall 2023—a clear indicator of students' strong desire for personal connection and support from day one. This proactive model helps us reach students earlier and set a foundation for long-term success.

In preparation for spring 2026 registration, our team helped students engage with their academic advisors and complete necessary steps. This included guiding students on how to locate advisor contact information, write effective emails to request advising meetings and the information needed to register for courses, review and complete a pre-advising checklist, use course planning tools to identify classes that fit their major and degree path, understand their assigned registration date and how to prepare for it. Additionally, we implemented key reminders sent through email and text messages, including evening messages the night before their scheduled registration period.

These efforts paid off. As of November 3, **96% of the fall 2025 freshmen** are registered for spring classes—a **1.8-point increase** over last year. The average credit load also rose from **14.58 to 15.09**, reflecting improved planning and course selection. This momentum carried through with our other classes, with many students re-enrolling for the spring at rates comparable to—or slightly higher than—previous years. This trend is mirrored among our Pell-eligible students, a key focus of our student success coordinators supported through the Pell Initiative for Virginia

(PIV). Building on this work, we are introducing a new PIV summer initiative designed to support junior and senior Pell students who need critical courses to graduate. The program will offer select courses online during the summer, with costs for tuition and textbooks covered through Pell and PIV funding. Additional faculty support will be provided to foster meaningful faculty-student interaction and promote student success.

Information Technology Services (ITS)

ITS is nearing completion of the campuswide transition to Microsoft 365 for all faculty and staff. This strategic upgrade has enabled broader adoption of modern productivity tools, including Bookings, PowerApps, Planner, Loop and Copilot. These tools are enhancing collaboration, streamlining workflows and supporting innovation across departments.

The Communication Technology Services (CTS) team is actively implementing infrastructure upgrades funded through the 2025 capital project. This includes the replacement of network switches, wireless access points and security cameras to improve performance and security across campus.

In addition, CTS has initiated early planning for a major upgrade to the university's phone system. The proposed solution—a hosted platform provided by Shentel—will deliver modern calling features and improved reliability, aligning with Longwood's commitment to operational excellence and future-ready technology.

Student Employment

Growth in Student Employment

The number of student employees on campus continues to grow. From July 1, 2025, through October 15, 2025, 437 undergraduate students held work-study positions—an increase of 55 students, or 12.5%, compared with the same period last year. Graduate student participation in work-study positions also increased, rising from 27 in 2024 to 37 this year.

Supervisor Discussion Groups and Staff Development

Last spring, we conducted four focus groups with work-study supervisors across campus. These discussions informed several new initiatives to support supervisors and enhance student employee experiences.

- **Ongoing Discussion Groups:** Each semester, a discussion group will convene to address common supervisory challenges. The first meeting was held in November.
- **Spring Speaker Series:** Two speakers will be invited in the spring to provide guidance on the current job market and help supervisors support students in preparing for future employment.

- **Student Employee Handbook:** A sample handbook is being developed to give supervisors a flexible resource covering topics such as phone etiquette, dress codes, attendance, and timecard submission. The first draft was shared and discussed at the November discussion group.

These initiatives aim to strengthen the supervision of student employees, improve professional development opportunities, and enhance the overall student employment experience on campus.

Marketing, Communications, and Engagement

A/B Testing Strengthens Social Media Storytelling

In late summer through early fall, the digital marketing team conducted A/B testing on how Longwood news stories are presented on social media. We tested eight variations, experimenting with both post layout and engagement metrics. Posts using a custom graphic featuring the story headline and including the link in the post text consistently outperformed traditional posts that relied on automated previews. Since adopting this approach, traffic to news stories from social media is up 77% compared to the same period in 2024—with Facebook traffic alone up 60%, reinforcing its role as our top driver of news engagement. The new format also created an opportunity to share relevant news stories on Instagram—an increasingly important platform for reaching prospective students.



CBE Website Refresh Boosts Program Visibility

In September, the web team launched a strategic refresh of the College of Business and Economics website, focused on improving search performance through SEO and Answer Engine Optimization (AEO)—an emerging priority in today's AI-driven search landscape. Partnering with college administrators, the team revamped the homepage and developed all-new program pages using an AEO-friendly format. Since launch, traffic from external sources is up 28%, and visitors are spending 52% more time on the site, compared to the same period in 2024—an encouraging sign of stronger engagement with the content. Google remains the top traffic driver, with the new program pages—especially Management—seeing the highest engagement.

Longwood's 1839 Collection Breaks Its Own One-Day Sales Record

The 2025 Reserve of the 1839 Collection bourbon launched in October and once again sold out, with ~1,200 bottles claimed. The release broke our own Virginia record—set last year—for the most bottles sold to consumers from a single distillery in one day. Produced in partnership with Sandy River Distillery, the annual release continues to generate



strong excitement and engagement among alumni and friends, reinforcing Longwood's brand of connection and pride.

Office of Alumni and Career Success (OACS)

Homecoming & Alumni Weekend 2025 Sets New Attendance Record

Refined communication strategies and expanded programming helped make Homecoming & Alumni Weekend 2025 both the **biggest and one of the most successful alumni events** in Longwood's history, with **~900 alumni and friends registered** and **more than 100 tailgate spots reserved**. A key highlight was moving the beloved GAME (formerly known as the Greatest Athletics March Ever) tradition to Friday night, aligning it with the women's basketball game and giving alumni the opportunity to join students in a spirited celebration of school pride. The debut of the exclusive 2025 Longwood scarf added to the excitement, becoming a visible symbol of Lancer pride across campus throughout the weekend.

New Digital Newsletter Bridges Alumni Communications Gap

This October, we launched *The Longwood Link*, a new digital newsletter for Longwood alumni and friends. Designed to offer a fresh and convenient way to stay connected with Longwood, the newsletter features alumni highlights, campus updates, and upcoming events—all in one place. As more alumni express a preference for digital communications over printed mail, this communication fills the gap between issues of *Longwood* magazine (now published twice annually) and provides another meaningful way for us to share the latest stories, opportunities, and moments that make Longwood so special.

Coaches Hit the Road to Connect With Lancer Nation

This fall, the Alumni Engagement team partnered with Athletics to host a series of regional "Meet the Coach" events featuring both our men's and women's basketball programs. These gatherings offered alumni and friends the opportunity to meet and hear directly from Head Coaches Ronnie Thomas and Erika Lang-Montgomery, meet current players, and get an inside look at the upcoming season. The energy and turnout at these events underscore the growing enthusiasm and pride our alumni feel for Lancer Athletics and for Longwood as a whole.

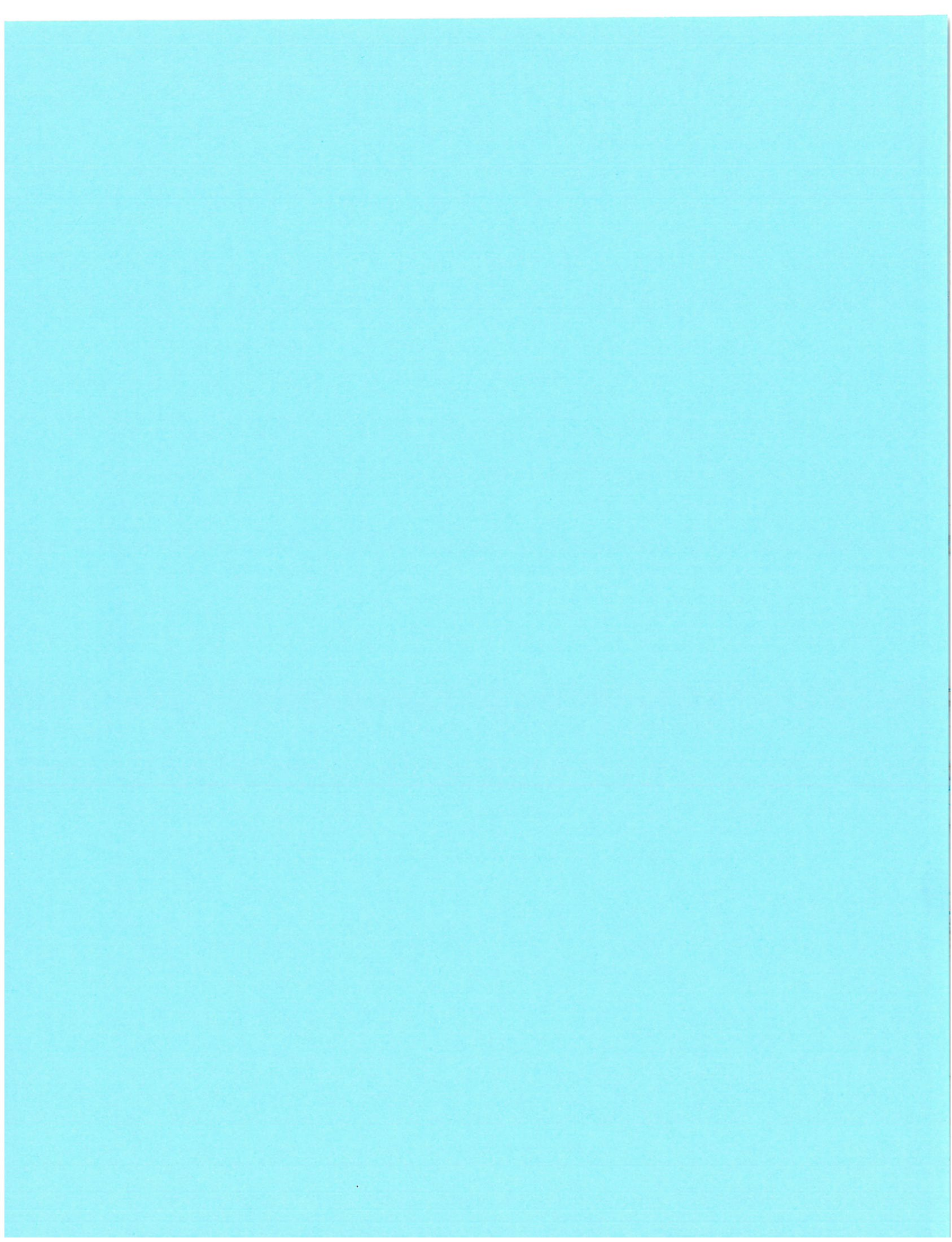
Career Week Expansion Drives Record Student Engagement

Fall 2025 Career Week was strategically expanded to deepen student preparation and alumni involvement—resulting in **record attendance at every event** and more than **1,000 total student engagements** throughout the week. Notably, **attendance at our professional panels more than doubled** (250+ students, up from 121 in 2024), reflecting the value of alumni-driven career conversations across industries like the arts, law, healthcare, and public safety. A new “Dress for Success” workshop launched this year, and participation in the networking event, Career Fair, and Porch Party all saw year-over-year increases. These gains demonstrate the effectiveness of targeted outreach and cross-campus collaboration in supporting career readiness and post-graduate success.



Enhancements to Educator Programming Yield Record Participation

This fall, the Career Success Team, in partnership with the Office of Teacher Preparation and the College of Education, Health, and Human Services, enhanced its educator-focused offerings through both new initiatives and strategic updates to existing programs. The long-standing Teacher Recruitment Day was moved from spring to fall to better align with school hiring timelines, resulting in a **tripling of student participation—from 60 in spring 2025 to 197 in fall 2025**. This increase was supported by close coordination with the education department, which embedded the fair into professional development seminars—encouraging students to engage meaningfully with representatives from **54 school divisions**. Additionally, a new networking event—“**Real Talk with Real Teachers**”—**connected 49 students with 32 current educators** in candid, career-focused conversations. Both initiatives received overwhelmingly positive feedback and reflect Longwood’s commitment to preparing future educators through timely, relevant, and experience-based programming.





Student Affairs

Cameron Patterson, Vice President

Highlights

- **The Office of Student Conduct & Integrity hosted the inaugural Academic Integrity Week complete with a number of programs that reinforced the importance of Longwood's Honor Code.**
- **The Student Engagement Unit planned and facilitated the inaugural Lancer Leader's Summit with the support of a number of campus partners welcoming 70 student leaders.**
- **Longwood University welcomed the First Lady of Virginia Suzanne Youngkin for the *It Only Takes One* initiative.**
- **Work is underway for Elwood's Cabinet -- our campus Food Pantry -- to relocate to the Upchurch University Center in January in an expanded space that will be more accessible to campus.**
- **Longwood students continue strong voter engagement, and our Commons Ties Initiative continues to facilitate program opportunities around constructive dialogue.**

Since our last meeting, Student Affairs has continued to advance meaningful engagement opportunities across campus, reinforcing belonging, leadership development, school spirit, civic learning, and the overall student experience. This period has been marked by major community-building events, expanded partnerships, and important groundwork as we prepare for the spring semester.

One of the signature highlights of the fall was Longwood's inaugural Academic Integrity Week, launched by the Office of Student Conduct & Integrity. Throughout the week, students participated in workshops focused on time and stress management, engaged with educational tabling on Brock Commons, learned about opportunities to serve on the Honor & Conduct Board, and heard perspectives from faculty, staff, and students on what academic integrity means within our community. The week culminated in a keynote address from Dr. David Rettinger, a nationally recognized scholar in academic integrity whose lecture reinforced the importance of Longwood's Honor System in shaping a culture of responsibility and ethical citizenship.

This fall also saw strong civic engagement through the Lancers Vote initiative, Longwood's non-partisan, student-led effort dedicated to supporting voter registration, education, and participation. Students hosted classroom presentations, coordinated tabling efforts, distributed educational materials, and used social media to raise awareness around Virginia's election season. Lancers Vote also partnered with the Common Ties working group to support the Enlight(e)ning Talks series. Common Ties is a collaboration between Student Affairs and Academic Affairs that is focused on promoting constructive dialogue, civil discourse, and skill-building opportunities that help students navigate difficult conversations. Through this partnership, the Enlight(e)ning Talks delivered 10-minute presentations on topics such as freedom of expression, dialogue and deliberation, anonymity on social media, the importance of grace in conversations, and navigating today's complex news environment—further expanding opportunities for students to explore civic responsibility and engage thoughtfully across differences.

Momentum around student leadership grew this semester through the inaugural Lancers Leadership Summit, funded through a Special Projects Fund grant. Nearly 70 students took part, including many who do not typically attend leadership workshops. The summit provided renewed opportunities for skills development, community building, and reflection, strengthening Longwood's pipeline of emerging leaders and reinforcing our ongoing commitment to preparing citizen leaders.

Campus pride and community spirit were further elevated through a reimagined Homecoming Kickoff and The GAME Pep Rally in partnership with the Office of Alumni & Career Engagement. This collaboration brought together students, alumni, and campus partners in new and creative ways that strengthened shared tradition and connection. That energy continued into one of Longwood's most beloved traditions -- the unveiling of the 2025 scarf, where a committee of, student, staff, and faculty volunteers, helped distribute more than 1,400 Longwood scarves to students. The excitement surrounding the scarf reveal once again showcased the tradition's ability to unify the campus community and celebrate our Lancer pride.

Longwood hosted First Lady of Virginia, Suzanne Youngkin, and the *It Only Takes One* Fentanyl prevention and education initiative on campus in early November. This event was student-initiated by Taylor Blunt '26, who served as a Governor's Fellow. The event was also sponsored by the Longwood University Greeks for Change student group with support from the Student Affairs Education & Prevention Team. We had over 200 students in attendance.

As we shift our focus to the spring semester, Student Affairs remains committed to enhancing student well-being and access. A major initiative underway is the relocation of Elwood's Cabinet Food Pantry from its current home at The Wesley Foundation back onto campus. We remain deeply grateful for the partnership between Elwood's Cabinet and The Wesley Foundation, whose support has been invaluable in meeting basic needs for our students. However, as demand grows and accessibility becomes more essential, returning the pantry to campus is the next step in strengthening our support system. Beginning this spring, the pantry will be housed in the Upchurch University Center, giving students easier access to resources, increasing visibility of services, and connecting this vital support directly to other student-facing offices. This transition underscores our ongoing commitment to addressing food insecurity and ensuring students have the resources they need to thrive academically, socially, and personally.

Together, these efforts reflect a strong and energizing fall semester and position us well for continued progress in the months ahead. Student engagement remains vibrant, partnerships continue to expand, and our work remains centered on supporting every student's success at Longwood.

Dean of Students Unit

Dean of Students / AVP for Student Affairs

Closing out the month of October, the Dean of Students' office has assisted 580 students for Fall 2025 with issues spanning medical absences, family and personal emergencies, mental health, transition issues, and academic and financial concerns. Requests for disbursements from the Longwood Cares: Student Emergency Fund are at an all-time high, with over \$6,000.00 distributed for fall 2025.

Accessibility Resources

Two hundred thirty-five new students have registered with Accessibility Resources for fall 2025, bringing the total number of registered students to 581, which is 75 students higher than the previous academic year at this time. The most significant percentage of disabilities is comprised of emotional/mental health (30%), ADHD (25%), specific learning disabilities (20%), and chronic health conditions (13%). Many students requested accommodation review meetings early in the semester, as they appeared to struggle with the workload and time management, and were seeking additional accommodations. The overall average of student meetings is approximately 50 per week for registration intake, continued one-on-one follow-up, assistance with immediate issues, and temporary injury inquiries. Sessions address a variety of topics with students, primarily focusing on retention to address a lack of motivation, limited organizational and study skills, and diminished basic writing skills. The Testing Center is operating at full capacity, having administered, proctored, and returned to faculty 600 tests so far this semester; a total of 29,221 minutes of proctoring have occurred. (Statistics – October 31, 2025)

The newly formed Honor Society for students with disabilities, Delta Alpha Pi (DAPi), initiated 30 students. Disability (in the Workforce) Awareness Month events included an Alumni Panel, and collaborations with Campus Recreation to provide accessible recreation events, and a Greenwood Library display. ARO Empowers, the long-standing transition program for incoming students, welcomed 27 participants, mentored by ARO Ambassadors who have been instrumental in the retention efforts of ARO Empowers students.

Residential and Commuter Life

Fall 2025 brought focused, intentional efforts to increase student engagement, particularly outside on our campus's beautiful grounds, with university programs and services to support retention. Resident Assistant student staff have played a key role in promoting and bringing students to campus events. So far this semester, staff have engaged students in 30 unique campus events, including supporting Athletics for the Empty the Halls event in support of the men's and women's basketball team home openers. Community-wide programs continue to attract students, with an average attendance of 46 students per program. Ninety-two smaller, floor-specific programs had an average attendance of 20 students each.

The three-year residency requirement, along with the 12-month housing and summer storage programs, continues to increase campus occupancy. The number of students currently assigned to Longwood-managed housing again increased by 40 students compared to fall 2024; an increase of 2%. When compared to fall 2023, occupancy has increased by 6% (141 students). Communication with students regarding housing registration for the 2026-2027 academic year has already begun. This communication included highlighting the 3-year residency requirement, 12-month housing/summer storage, Cox Hall reopening (creating additional single room options for students), and procedures to register for housing.

Student Conduct and Integrity

Seventy-one cases have been submitted to the Office of Student Conduct and Integrity this semester, adjudicated in the following manner: 33 with administrative hearings officers, 9 Honor & Conduct Board hearings, and 29 agreed resolutions (October 31, 2025). Two cases resulted in disciplinary suspension.

Honor & Conduct Board membership remains strong, with 15 members overall: 10 new members and five returning. Membership holds a great deal of responsibility and discretion as students learn conduct procedures, enforce due process as detailed by Longwood's student handbook, and facilitate hearings based on Longwood's Honor and Conduct Codes. Student members of the board must be nominated, apply, and be interviewed before an offer of membership can be made. Honor & Conduct Board membership strengthens soft skills such as problem-solving, emotional intelligence, communication, and conflict resolution. Membership also continues to develop organizational skills and professionalism outside of the classroom.

In Fall 2025, the Office of Student Conduct and Integrity hosted Longwood's inaugural Academic Integrity Week. The intent of Academic Integrity Week was to focus on the promotion of the Honor System and the Points and Principles of Honor. Programs held throughout the week included a time and stress management workshop, tabling along Brock Commons with games and information on the Honor System, an information session on serving on the Honor & Conduct Board, and Interviews across campus with faculty, staff, and students detailing what academic integrity means to them as a part of Longwood's community. The week culminated with keynote speaker Dr. David Rettinger, an expert in academic integrity, whose research has been published in journals such as *Theory into Practice*, *Research in Higher Education*, *Ethics and Behavior*, and *Psychological Perspectives on Academic Cheating*. Dr. Rettinger also served as President of the International Center for Academic Integrity.

Title IX

Thirty-one reports of notice have been received for fall 2025, which is an increase from this time last year (October 31, 2025). One report has led to a formal complaint, which is being resolved through informal resolution; several students are working closely with the Longwood University and Farmville Police Departments to pursue criminal complaints. The Title IX office has continued to provide support to pregnant and parenting students; five students are working with the Title IX Coordinator for pregnancy and related medical conditions. Most students utilize supportive measures coordinated through the Title IX office, including referrals to campus resources (such as the Dean of Students, CAPS, ARO, etc.) and notification of medical and court-related absences to faculty.

The Office of Title IX was an integral part of many events hosted by the Education and Prevention Team. One major programming event held this semester was Love Like Adam, a hazing awareness event featuring Adam Oakley's family speaking to students about the dangers of hazing, especially when combined with excessive alcohol use. The second event featured fentanyl awareness. Longwood University was pleased to host the First Lady of Virginia, Suzanne Youngkin, as part of her *It Only Takes One* initiative to spread awareness of the dangers of fentanyl. After the panel discussion with the First Lady, over 30 students were trained in Narcan use as part of the Rapid REVIVE training, an effort in partnership with Crossroads. Both events welcomed hundreds of students who engaged in the discussions and activities, making them major successes.

Student Engagement Unit

AVP for Student Engagement & Initiatives

Meaningful Engagement (It's All About ME) continued to be a focus by Student Engagement and Student Affairs generally to encourage students to consider the quality of their extracurricular involvement versus quantity while exploring interests, and in keeping with Longwood's QEP (Post-Graduate Success) to think about how their involvement is connected to career and life plans. It has been rewarding to hear students embrace and discuss Meaningful Engagement in meetings and in conversations. *Get Outside, Lancers!* encouraged students to enjoy the campus, and a partnership with SGA provided a variety of games on Stubbs Lawn for all to enjoy. The fall provided numerous opportunities for engaging and connecting at Longwood, and the specific examples below illustrate staff and student efforts.

Longwood's First-Generation students (neither parent has earned a Bachelor's degree) continued to be actively supported by resources and events. The new *FIRST Lancers* program supports 24 first-year, first-gen, Pell-eligible students. The First-Generation Celebration Day on November 6 featured tabling, swag giveaways, and opportunities for students to celebrate why they are proud to be First-Gen students. The day was capped off by the induction of 62 students into the Tri Alpha Academic Honor Society. It was exciting to see students, families, and friends there to celebrate these students' accomplishments!

Lancers Vote, the non-partisan, student-led effort supported by Student Engagement, which actively encourages voter registration, education, and participation, continued efforts throughout the fall semester to support important elections in Virginia. This included a number of classroom presentations, ongoing tabling and distribution of educational materials, and social media messaging. The students also partnered with the Common Ties working group of academic and student affairs faculty and staff to support *Enlight(e)ning Talks*. These were 10-minute presentations on a wide range of topics related to freedom of expression, anonymity on social media, dialogue and deliberation, the importance of grace in conversations, and navigating the modern news maze.

The Student Government Association co-advised by the Vice President for Student Affairs and the AVP for Student Engagement & Initiatives has had a strong fall, with enthusiastic and creative leadership from the SGA Executive Board, who are committed to both celebrating and suggesting improvements to campus life. SGA Week in mid-November provided SGA with the opportunity to educate campus about their role and purpose along with involving the student body in suggesting ways that SGA could be supportive in improving the student experience. The

SGA has dealt with a variety of issues this year including parking (a common one on campuses), sharing dining successes and improvements through monthly meetings with the Longwood Dining Leadership Team, updates on campus conversations regarding AI, and a conversation with the SCHEV Student Advisory Representatives for Longwood to recommend issues of focus for the 2025-2026 academic year. The group has also been focusing on serving through a clean-up day at Lancer Park and by working with local FACES Food Pantry.

University Center & Student Activities

Leadership and support from the University Center and Student Activities office continued to be a key to the success of a number of major campus events and programs, and in support of the student leaders of over 165 student organizations. In mid-October, the inaugural *Lancer Leadership Summit*, funded through a Special Projects Grant, brought back a major leadership development opportunity for students. It was very well-received by almost 70 students, many who do not usually participate in leadership workshops. Mortar Board hosted a very successful Oktoberfest week of events, including almost 100 student organizations hosting booths featuring various fundraising items ranging from food to very creative handmade items. The Club and Organization Awards dinner in October celebrated the accomplishments of a number of student leaders and organizations. The office was centrally involved in The GAME and Homecoming/Alumni Weekend, including overseeing faculty and staff volunteers and the distribution of over 1400 Longwood scarves to students. Lancer Productions has had a strong and creative fall semester, with each of its Friday night events netting strong student participation.

Fraternity & Sorority Life

In Fraternity and Sorority Life, CPC and IFC chapters welcomed 72 new members during the fall semester. NPHC chapters did not add any new members this semester, but will likely do so in the spring. Comparing IFC & CPC membership numbers from fall 2024, CPC organizations' membership has increased by 28 total members, but IFC has dropped by 14 total members. This is a situation that is being closely followed and advised as the chapters seek to increase membership. Thirty students participated in the Greek Emerging Leaders Experience (GELE), which provides skills development opportunities for rising leaders in fraternities and sororities. The annual Greek Lip Sync occurred in mid-November with impressive performances within a "Coachella" theme to a standing room only crowd in Jarman. The 23 Independent Greek Organizations are receiving focused support from the office. Students in fraternities and sororities also continued to be involved in Longwood outside of Greek Life in student organizations and in contributing to the local community.

Multicultural Affairs & Title VI

The *BOND* (Building Our New Direction) program continues to be a key to student transition and sense of belonging. Workshops were offered to the 28 student participants this fall to support the transition to the first semester and provide tools and strategies for success. These included: Life Design & Goal Mapping; Professional Networking Workshop; Well-Being 101; Class Schedule Planning & Navigating DegreeWorks; Financial Literacy & Applying for Scholarships; and Finding Employment on Campus. Two Sankofa Multicultural Leadership Series workshops focused on Organizational Assessment and Development & NACE competencies and AI in the

Workforce; an average of 46 students participated in these opportunities. 21 students had the opportunity to “Get on the Bus” and visit Hampton University to learn about graduate education programs. The CIC Back (Culturally Inclusive Costume Party & Celebration) was held again this year in collaboration with CHANGE and Longwood Recovers, in which 75 students experienced a haunted house, costume contest, mocktails, food, games, and community connections. Planning continues for the exciting opening of the NH Scott Center in Lankford Hall in January, which will include study, meeting, and social spaces for the entire campus.

Education & Prevention Services

Important education and prevention programs occurred this semester. National Hazing Prevention Week in late September featured various activities, including a social media campaign, tabling events, and, for the 4th year, speakers from the Love Like Adam Foundation, Adam Oakes’ father and aunt. This continued to be a very powerful and impactful presentation. Domestic Violence Awareness Month was recognized in October. Through a Governor’s Fellowship that student Taylor Blount’26 was awarded last summer, and with key support from the Fraternity and Sorority Life office, Longwood hosted First Lady of Virginia, Suzanne Youngkin, and the *It Only Takes One* Fentanyl prevention and education initiative on campus in early November. Over 200 students attended the presentation, and 70 students were trained in Rapid REVIVE! and received Narcan kits. Crossroads Services in Farmville has been a tremendous partner in offering regular training opportunities on campus.

Well-Being Unit



Campus Recreation

Campus Recreation continues to offer programs, services, and facilities that inspire the university community to be active, supported, and engaged. This semester, 25 student supervisors participated in an all-day training session that included leadership development, teambuilding, and Career/Purpose Well-Being presentations, along with area-specific sessions. An additional 60 student staff members also participated in their own full-day training focused on safety procedures, Longwood LIFE, teambuilding, behavioral expectations, and role-specific instruction.

Forty-five student staff participated in The Intersection of Sport, Recreation, and Civil Rights: A Look at Longwood’s Campus History Moton Walking Tour, where they explored historical facilities and fields, learned about pivotal people and stories, and connected that history to the present, guided by R.R. Moton Museum staff who also highlighted the sporting implications of the Prince Edward County School Closings.

Campus Recreation also offered A Lancer’s Guide to Fitness, a student-led, week-long program featuring three one-hour sessions each day to help students better understand fitness principles,

learn about Fitness Center offerings, and become comfortable using equipment in Pierson Hall, with participants added to an app for continued support.

Club Sports is also experiencing a historic level of activity, with more than 12 teams traveling to compete at other institutions and hosting another 12 home competitions, including a volleyball tournament, baseball series, field hockey matches, men's and women's soccer games, and an Ultimate Frisbee Alumni game. The standout achievement this fall comes from the Longwood Women's Rugby Club, which completed an undefeated season and was crowned the Mid Atlantic Rugby Conference (MARC) D3 2025 Fall Conference Champions.

Counseling and Psychological Services

To comply with the CAPS recent accreditation review and best practices, CAPS is administering the Counseling Center Assessment of Psychological Symptoms (CCAPS) at each student encounter. CCAPS, based on nearly 500,000 students seeking counseling services at institutions across the nation, is intended to meet the clinical, research, and administrative needs of counseling centers while also contributing valuable information to the science of mental health among college students. The CCAPS is utilized for repeated measurement (every session) to evaluate client changes across treatment. Completing the CCAPS-34 regularly over the course of treatment helps both therapists and clients recognize and appreciate progress and become aware of and address a lack of progress or worsening of symptoms. It can be very helpful for some clients to see evidence of how they have changed over time, reinforcing the efforts they have been making in therapy. On the contrary, for clients who may not have made progress, seeing evidence for this may also motivate them to try something different in therapy. The CCAPS can provide information that therapists may not consider when developing their understanding of the client. CCAPS is also helpful in training and supervision. Because the CCAPS provides a wide variety of information, supervisors can discuss with the counselors-in-training how they are conceptualizing the client and how the CCAPS may support or challenge that understanding. The use of the CCAPS also allows Longwood University CAPS to compare our aggregate CCAPS data against national data.

At this point in the semester, 304 students have scheduled 744 individual counseling sessions at CAPS, with seven therapists. This compares to 350 students scheduled for 878 individual counseling sessions during the same period in Fall 2024, with nine therapists on the CAPS team. In addition to individual counseling, CAPS provides Well-Being 101 Workshops twice weekly, Single Session Therapy, weekly group counseling, and crisis intervention.

The CAPS Director attended the annual Association for University and College Counseling Center Directors Conference, which brings together university and college counseling center directors to engage in dynamic discussions, innovative workshops, and invaluable networking opportunities. The Director, as part of her attendance at the conference, completed training to serve as an International Accreditation of Counseling Services (IACS) site visitor and will travel to other campuses to evaluate counseling programs.

The CAPS Training Director served on the Town of Farmville's Mental Health Panel, *Think Like a Man*, discussing differences between mental health and mental illness, issues that impact men, and resources. This event aims to reduce stigma by encouraging men to share their struggles, talk with other men about ways to join together and support each other, and discuss growth opportunities and resource needs in the Farmville community.

Longwood University Police Department

Agency Operations

LUPD staffed university athletic events, Convocation, JPB events, the Heart of Virginia Festival, Oktoberfest, and Parents' Weekend, and supported the security detail for the First Lady of Virginia's "It Only Takes One" Fentanyl Awareness event.

Training

In October, LUPD sponsored the Texas A&M Engineering Extension Services courses, Crisis Management Affecting Institutions of Higher Education (MGMT 361) and Enterprise Risk Management for Institutions of Higher Education (MGMT 370). The courses were well attended by campus, regional, business, and first responder partners. Lieutenants Raybold and Lenhart graduated from the Chesterfield County Command Excellence School. The Command Excellence School is a training program for law enforcement professionals, ranging from sergeants to chiefs, that focuses on leadership development through topics such as emotional intelligence, resilient leadership, team building, crisis communication, and post-traumatic growth. Its listed goal is to enhance leadership and accountability within the policing profession and to shape the next generation of leaders. Multi-session, command-level training is typically cost-prohibitive to smaller police agencies. LUPD is thankful, however, that the Chesterfield County Police Department opened the program to smaller agencies at no cost.

Funding and Equipment

The agency submitted applications to the Department of Homeland Security Non-Profit Security Grant Program, focusing on enhancing university security through targeted security improvements at three locations: Hull Education Center, the Joan Perry Brock Center, and the Rotunda/Blackwell Hall. We were eligible to apply for up to \$200,000 of funding per building. Our grant requests included funding for security enhancements such as enhanced camera deployment, digital signage, entry door upgrades, contracted security costs, event parking lot security cameras, security barriers, training enhancement, and screening equipment. We are awaiting the results of our application. The agency will continue to seek funding sources and opportunities to enhance security and service delivery.

Emergency Management

The Virginia Emergency Management Association (VEMA) awarded Dr. Tracie Giles, Director of Emergency Management, the Professional Emergency Manager Certification, a reflection of her extensive training, work experience, response activities, and leadership in the emergency management field. Dr. Giles, Chief Comer, and other agency members assisted the LCVA in updating their Emergency Operations Plan. They also worked to conduct a safety walk/assessment for the Hull Education Center. In October, Dr. Giles acted as an evaluator for the University of Virginia's Full-Scale Continuity of Operations Tabletop. Dr. Giles, due to her extensive history and partnership throughout Virginia's institutions of higher education, is a frequently sought-after evaluator for preparedness exercises.

Interns

This semester, the LUPD, Office of Emergency Management (OEM), and Environmental Health and Safety (EHS) have three students participating in our internship program. The interns supplemented agency operations. Next semester, LUPD, OEM, and EHS will have four students in the internship program.

Informational Items

Mentorship at Longwood University
Board of Visitors Report – December 2025
Dr. JoEllen Pederson, Professor of Sociology

At the September Board of Visitors meeting, President Reveley shared data from the Six-Year Plan showing that 65 percent of Longwood graduates report having a mentor—a figure that highlights one of the university’s defining traits: a deeply rooted culture of personal connection and faculty engagement. Among Virginia’s public universities, only the Virginia Military Institute reports a higher rate. Behind that statistic are hundreds of stories showing what the number represents—the guidance, encouragement, and meaningful relationships that shape students’ journeys long after they leave campus. The following examples illustrate how mentorship at Longwood comes to life across disciplines and formats, from research and online learning to informal conversations that lead to lasting transformation.

In 2019, Dr. Sarah Porter, Professor of Chemistry, met Antonio Harvey, a Prince Edward High School student participating in Longwood’s *Summer Scholars: Exploring Science* program, supported by the American Chemical Society’s Project SEED. The program offers opportunities for students from economically disadvantaged families to conduct research under faculty mentorship. Dr. Porter introduced Antonio to laboratory work for the first time, and their connection continued through his years as a Longwood chemistry major and member of the Cormier Honors College. Antonio earned both the ACS Scholars Award (2022) and the Goldwater Scholarship (2023) before beginning his Ph.D. at the University of Maryland. Dr. Porter credits the continuity of mentorship—from high school through college—as a defining factor in his success.

In the College of Business and Economics, Drs. Yiwei Zhao and Robert Barnwell mentored Kimberly Wilson, an online MBA student and Senior Associate Vice President and Chief Human Resources Officer at Old Dominion University. Though accomplished, Kimberly sought to expand her expertise in artificial intelligence and cybersecurity. Recognizing her potential, her professors connected her with Dr. Darrell Carpenter, Chair of Information Systems and Cyber Security, to help map a plan toward a doctoral program. Kimberly began with a master’s in Cybersecurity Policy and Compliance at George Washington University and is now pursuing advanced study. She reflected that she “never expected such a high level of faculty engagement as an online student,” crediting their encouragement with “lighting a fire” in her academic ambitions—an example of how Longwood’s faculty build transformative relationships even in digital learning environments.

Mentorship also flourishes through collaborative research. Dr. Eric Hodges, Associate Professor of Political Science, mentored Kathryn Holloway, a history major who joined his National Endowment for the Humanities–funded project examining the effects of the Prince Edward County school closings on those who later served in the Vietnam War. Meeting biweekly, Dr. Hodges guided Kathryn through interviews, literature reviews, and the development of her own independent study on racial discrimination in local draft boards. Her work culminated in a presentation at the National Conference on Undergraduate Research in San Diego, supported by Longwood’s Office of Student Research. Now

pursuing her M.A. in History at the University of Virginia, Kathryn continues to build on the confidence and skills fostered through faculty mentorship.

Sometimes mentorship develops in unexpected ways. Dr. Chuck Ross, Professor of Physics, recalls mentoring Alex Morton, a history major who often stopped by for informal games of chess when Dr. Ross served as dean. Over time, their conversations deepened into a mentoring relationship that helped Alex build both intellectual discipline and personal confidence. Today, Alex is a high school history teacher and chess coach whose own mentoring of students reflects the same mix of curiosity and care that characterized his time at Longwood.

That same spirit defines the relationship between Dr. Dale Beach, Professor of Biology, and Jade Riddle '25, now a first-year Ph.D. student at Virginia Tech. A native of Christiansburg, Jade grew up visiting Virginia Tech but doubted she belonged at a large research university. When she joined Dr. Beach's Brock course, *Being Human: Human Genetics and the Potential for Genetic Modification*, a trip to biotechnology labs at Stanford, Berkeley, and UCSF helped her see herself as a scientist. Upon returning to Longwood, she worked with Dr. Beach as a PRISM scholar, developing a senior thesis on bacterial diversity in rainwater systems across Central Virginia. Maintaining a 4.0 GPA while conducting original research, Jade exemplifies how Longwood empowers students to see themselves as capable scholars through close, student-driven mentorship. As Dr. Beach puts it, "If you want to learn from faculty, go to any other college. If you want to work *with* faculty to learn, that's Longwood."

Across departments, these stories reflect a shared belief that *teaching is mentorship and mentorship is teaching*. Whether guiding high school students toward research, helping online learners find new directions, or nurturing curiosity through one-on-one engagement, Longwood's faculty invest deeply in their students' growth. The result is a university where mentorship is not an exception but an expectation—woven into the daily fabric of academic and co-curricular life.

This culture endures even as faculty navigate increasing financial and structural challenges. Much of the mentorship that fuels Longwood's success—supervising undergraduate research, supporting PRISM and OSR projects, or guiding independent studies—is unpaid or supported by limited resources. In recent years, cuts of more than 25 percent to the summer research budget have required faculty to do more with less, while the expectation that external grants replace institutional funds has added new pressures. These demands increase workload without compensation, yet faculty continue to prioritize mentorship because they understand its transformative impact. That Longwood continues to achieve a 65 percent mentorship rate among graduates despite these challenges is a testament to faculty dedication, creativity, and belief in the power of mentoring relationships. Their work sustains high-impact practices not because they are required, but because they define what it means to teach at Longwood—an education grounded not in scale or resources, but in the personal investment of those who teach and the enduring success of those they mentor.