



***LONGWOOD UNIVERSITY
BOARD OF VISITORS***

– MEETING MATERIALS –

DECEMBER 3, 2021

Minutes

LONGWOOD UNIVERSITY

BOARD OF VISITORS

September 10, 2021

Minutes

***** DRAFT *****

Call to Order

The Longwood University Board of Visitors met on Friday, September 10 in Radcliff Hall. The meeting was called to order at 10:00 a.m. by Rector Pia Trigiani.

Members present:

Pia Trigiani
Michael Evans
Larry Palmer
Polly Raible
Cookie Scott
Nadine Marsh-Carter
Eileen Anderson
Fabiola Carter
Shawn Smith

Also present:

President W. Taylor Reveley IV
Justin Pope, Vice President and Chief of Staff
Cameron O’Brion, University Counsel
Larissa Smith, Provost and Vice President for Academic Affairs
Tim Pierson, Vice President for Student Affairs
Louise Waller, Vice President for Administration and Finance
Victoria Kindon, Vice President for Strategic Operations
Cameron Patterson, Executive Director of the Moton Museum
Lee Bidwell, Faculty Representative
Robert Wertz, Longwood University Foundation
John Daniel, Longwood Real Estate Foundation

Rector’s Welcome and Approval of Minutes and Consent Agenda

The Rector began the meeting by asking for a moment of silence in memory of the victims of the 9/11 terrorist attacks. She introduced and thanked Anne Patterson, the new SGA president; John Daniel, president of the Real Estate Foundation, and former rector Bob Wertz, of the University Foundation. Noting the honorary resolution prepared, she acknowledged and thanked David

Hallock for his service following his departure from the Board in light of other commitments, having served Longwood almost a full eight years.

The Rector asked for a motion to waive the reading of the minutes from the previous meeting. Mr. Evans so moved, Ms. Anderson seconded and the motion was approved unanimously. The Rector asked for a motion to approve the minutes. Ms. Anderson so moved, Ms. Scott seconded and the motion was approved unanimously.

The Rector asked for a motion to approve all items under the Consent Agenda, except for the Longwood University Foundation operating agreement, pending discussion during the meeting. Ms. Carter-Marsh so moved, Ms. Anderson seconded and the motion was approved unanimously.

President's Report and Discussion

President Reveley welcomed the Board, noted the joy of being together fully in person and of Convocation the day before. He noted the anniversary of 9/11 and its impact on Longwood, including the death of Joe Anchundia '97 in the attacks on the World Trade Center. He gave an overview for the schedule and agenda for the meeting. The President spoke broadly about the continuing challenge of Covid-19 and the strength Longwood derives as a public institution in the Commonwealth. Another strength is the state of campus facilities, with special thanks to Louise Waller, John Daniel, and Commonwealth support. Also, Longwood has experienced meaningful endowment growth. He noted the importance of building a strong endowment and disciplined focus on the long-term to ensure Longwood is strong not just in the present but in perpetuity. Lastly, he said Longwood's greatest strength remains its people. Against all these strengths, challenges remain, starting with the continued unpredictability of Covid. He said the University has confidence from successfully navigating the 2020-21 academic year. While campus life is moving forward, nothing yet feels fully normal, nor is there any sense the crisis is fully past. Demography of the college-going population remains a national challenge, and Longwood must and will continue to work aggressively and creatively to attract students. He noted campus visits are just one piece among many in the work of forming a class, but the impact of Covid on campus visits has been clear: in there were 485 visits in the summer of 2019, 277 in 2020 when Covid was omnipresent, and 712 in the summer of 2021. Overall, President Reveley said he is "as optimistic as I have ever been" about Longwood's long-term prospects. The Rector added that the leadership team has been nimble and adjusted to challenging circumstances. She also recognized Dr. Bidwell and thanked her for her thorough report on the faculty, and asked her to thank the faculty for their hard work and academic excellence.

Dr. Smith gave an overview of the accreditation re-affirmation process, and Longwood's team and timeline for gathering and submitting appropriate material related to the 73 standards. She described the purpose and process regarding the development of the next QEP. She said she would continue to update the Board about the process over its course and thanked the Board for their continued engagement. She answered several questions about the process, including possible areas of particular interest and attention by SACSCOC and other matters.

Ms. Meadows presented a detailed overview of the national legal landscape in college athletics related to “Name, Image and Likeness” which has shaped Longwood’s new policy, including the recent U.S. Supreme Court case and developments in Virginia and other state legislatures. She said Longwood worked closely with other Commonwealth institutions to develop its new policy. She said Longwood supports the right of student athletes to benefit from NIL activities but with appropriate boundaries, and the University will not help facilitate such arrangements. Currently only a small number of student-athletes at Longwood have explored NIL activities. Our major focus remains educating student-athletes about Longwood’s policies and preparing them to healthily navigate the new landscape. Ms. Patterson noted that one of the things that makes Longwood special is that student-athletes have a shared experience with the full student body, academically and socially.

Ms. Raible asked for an update on the first few weeks of the academic year. Dr. Pierson said there was a deep sense of excitement to be back among colleagues and friends, especially for first-year students. The atmosphere around the G.A.M.E and the Student Involvement Fair were very popular. He said the prior academic year had presented substantial challenges to many staff. The anonymous reporting portal has been taken down, and the current system is both effective and more in line with Longwood’s spirit. Ms. Kindon noted some Longwood incoming students had not been in a classroom for a substantial period of time and gave an overview of efforts to help students with the unique challenges of the transition to college this year.

Mr. Pope gave an update regarding the continuing campus response to Covid, noting that Longwood’s experience and staffing have been invaluable, and that a meaningful number of positive cases so far this semester have been in vaccinated students. He said this is a preview of what may be a “new normal” in well-vaccinated communities during a period of heightened transmission, but the main takeaway is that symptoms in those vaccinated continue to be mild at worst, so the trend reinforces that vaccines are highly effective. He said the University remains vigilant and willing to consider changes to practice or policy in response to conditions, but determined to focus on steps that would have an impact. There continues to be no evidence of transmission in classrooms. Dr. Pierson thanked students for their leadership, and said it had been key to success. Dr. Bidwell echoed that Longwood students have been a positive influence and example in the community.

Ms. Waller gave an update on the full list of capital construction projects and their timeline.

Ms. Patterson thanked the Board for the opportunity to be here, and thanked the University for making Convocation special. She said Covid-19 has posed extraordinary challenges for students, given the centrality of the in-person experience to Longwood. She commended Lancer Productions in particular for stepping up to engage students despite the challenges of the pandemic, as well as other organizations that in their own ways figured out how to adapt. She said connections between students and their academic major are important, and said it will be very important to bring back that sense of academic togetherness this year. She said SGA is working to develop “major nights” in this regard. Students have also been focused on issues of diversity and inclusion. She said the opening of Clark House has been successful and welcomed. She said students are valuing the Civitae Curriculum, and the different perspective it provides

compared to other institutions. The Rector thanked her for her report and said she and other Board members would be pleased to attend an upcoming SGA meeting.

Dr. Bidwell said described faculty as “excited, grateful and concerned.” She said faculty are excited to be back in the classroom with students. She shared the results of a conversation in her CTZN 110 class recently about the effects of the pandemic on learning, focusing on some positive aspects, including increased grit, problem-solving and resilience. She said there clearly are some deficits, particularly in math and science, but it’s also important to showcase strengths. Students report being more active problem-solvers, and to better appreciate in-person learning. She said faculty are grateful that salaries were restored and raised. She said faculty remain concerned about enrollment and the overall financial strength of the University, and vulnerability if there were to be cuts to the state budget. The Rector said she appreciated the comments, and said it a source of encouragement that the Commonwealth’s financial picture is quite strong. She said the Board is focused on the work necessary to maintain the long-term strength of the University. Ms. Scott thanked her for sharing comments from the students’ perspectives.

Mr. Wertz discussed the proposed new operating agreement between the Foundation and the University, and its purpose to reinvigorate the relationship between the Foundation Board and the University Board of Visitors. The Rector asked for a motion to adopt the updated memorandum of understanding. Ms. Marsh-Carter so moved, Mr. Evans seconded, and the motion was approved unanimously.

Mr. Wertz thanked Burt Hazlewood for stepping up to serve as interim executive director of the Foundation, leading an organization stewarding approximately \$100 million. He said the Foundation is awarding about \$2.3 million in scholarships this year. During the past year, the main investment corpus of the Foundation returned an extraordinary 43.8 percent, compared to 27.5 for the Virginia Retirement System investment pool. Mr. Hazlewood said total assets are now \$109 million, and endowment is \$97 million. This year’s performance raised our 10-year average annualized growth rate to 9.2 percent, compared to 8 percent annually as a benchmark for most universities. Thanks to outstanding work of the Institutional Advancement office, scholarship money has increased 30 percent over the last two years, and 10 percent since last year. Mr. Wertz said advertising will begin soon for the executive director position.

Mr. Daniel provided an update on Hull Springs Farm, and plans to name the elegant new facilities there for former Gov. Gerald Baliles, honoring his powerful environmental legacy for the Commonwealth and the Chesapeake Bay. He gave an overview of the substantial improvements to the property in support of its mission for students and environmental stewardship. He said the family of Gov. Baliles has been extremely supportive of the idea to name the center in his honor. On behalf of the Real Estate Foundation, he asked the Board to rename the facility the “Gerald L. Baliles Center for Environmental Education at Hull Springs Farm.” He said the project has been deeply personal for him, as he knows it has been for President Reveley and Rector Trigiani, and “so many points on the compass converge here” to make this the right thing to do. President Reveley said Gov. Baliles was a great mentor and friend, who was instrumental in Virginia’s continuing financial strength, and had a great commitment to diversity and education. He also had a deep connection to Southside, Virginia

and the Chesapeake Bay, so naming the facility in his honor is profoundly meaningful. The Rector read a naming resolution regarding this proposal and asked for a motion to approve. Mr. Evans so moved, Ms. Carter-Marsh seconded and the motion was approved unanimously to applause. The Rector thanked all involved for their work and commitment. Dr. Smith said on behalf of the faculty that the new research lab is an exciting opportunity to expand teaching and research opportunities, and also thanked all involved for their support.

The Rector shared with Board members and representatives a commemorative token in honor of Joan of Arc. She also noted with congratulations the upcoming 50th anniversary of Ms. Scott's historic graduation from Longwood. There being no further business the meeting was adjourned at 12:40 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:

- Revision of the University Assessment Policy
- Naming resolution for the John W. Woodward Room in the Andy Taylor Center for Early Childhood Development
- Proposed housing rates for 2022-23
- Proposed dining rates for 2022-23

University Assessment Policy 1018

I. Purpose

The purpose of this policy is to establish integrated and institution-wide planning and assessment processes for ensuring continuous improvement in the quality of all aspects of the institution and accomplishment of the university's mission. In addition, the policy fulfills an internal system through which institutional self-examination is an ongoing process that supports data-informed decision-making, policy formation, budgeting, and programming and fulfills federal, regional, and state requirements and their associated reporting requirements. The policy provides a framework necessary for compliance with the institutional effectiveness standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

II. Definitions

1. Assessment – Ongoing process of: 1) defining specific, measurable outcomes, linked to institutional/divisional/departamental missions and strategic planning goals; 2) identifying how to measure for success; 3) collecting data to determine how well expectations were met; and 4) using the results to evaluate and plan for improvement.
2. Action Item – Documented event, task, activity, or action that needs to take place for unit/program improvement.
3. Planning and Assessment System – Electronic system used to document all parts of the planning and assessment process, including but not limited to ~~goals~~, outcomes, assessment targets and measures, assessment results, analysis of assessment results, action items for improvement based on analysis of results, resources required for action items, and documentation of actual improvement.
4. Academic Program – Educational program of study, including general education, majors, and certificates regardless of the location or form of instructional delivery.
5. Administrative/Non-Academic Unit – Any unit that is not an academic program, including administrative, co-curricular, outreach, and academic support entities.

III. Applicability

Institutional effectiveness should be demonstrated in all aspects of the university's activities. As such, this policy applies to all university academic programs and administrative/non-academic units, hereafter referred to collectively as "units." Although not part of the institutional effectiveness standards, the Board of Visitors conducts an annual self-evaluation in order to reflect upon its role in institutional improvement.

IV. Responsibilities

1. The Office of Assessment and Institutional Research (OAIR) operates under the leadership of the Provost and functions as coordinator, facilitator, and consultant for university-wide planning and assessment processes. The Director of Assessment is the

primary administrator of the planning and assessment system and serves as an internal consultant for Longwood's planning and assessment process.

2. Administrative managers and directors (including deans and academic department chairs) of units are responsible for ensuring that: 1) program and student learning outcomes are identified and assessed and that evidence of improvement based on analysis of results is documented; 2) ~~Program Effectiveness Plans~~, Annual Assessment Reports, and Program Reviews are submitted in a timely manner and of acceptable quality; 3) ~~Program Effectiveness Plans and Annual Assessment Reports~~ are reviewed to maintain effective unit planning and budgeting.
3. Vice presidents are responsible for: 1) ensuring that units in their division develop, implement, review, and assess outcomes; and 2) reviewing assessment results, action items, and budget requests associated with those units as part of the strategic planning process.
4. The University Planning Council (UPC) is responsible for ensuring that assessment results are systematically reviewed as part of an ongoing, integrated, and institution-wide research-based planning and evaluation process.
5. The University Assessment Committee (UAC) is responsible for setting standards related to institutional effectiveness, including overall implementation of this policy.
6. The Administrative Assessment Committee (AAC) is responsible for reviewing and making recommendations on the quality and effectiveness of the assessment and planning processes of administrative/non-academic units.
7. The Committee on Academic Program Assessment and Review (CAPAR) is responsible for reviewing and making recommendations on the quality and effectiveness of the assessment and planning processes of academic programs.
8. The Core Curriculum Committee (CCC) is responsible for coordinating, overseeing, assessing, and making recommendations for changes about Longwood's Civitae Core Curriculum program.

V. Policy

1. General Provisions

Unit-level planning and assessment are ongoing processes that occur throughout the year and provide the means by which the university demonstrates achievement of its mission and strategic priorities. Assessment results are used to inform programmatic and administrative decisions, strategic planning, budget requests, and resource allocations. It is an institutional expectation that each division and unit will reference and incorporate its assessment outcomes during the annual budgeting process.

This policy is informed by the best practices for excellence in assessment as set forth by the National Institute for Learning Outcomes Assessment (NILOA).

2. Organizational Structure.

1. **Committee on Academic Program Assessment and Review (CAPAR).** The CAPAR is appointed by and reports to the Faculty Senate. It is responsible for reviewing and making recommendations on the quality and effectiveness of

academic programs. See the *Faculty Policies and Procedures Manual* for more information.

2. **Core Curriculum Committee (CCC).** The CCC is a standing committee of the Faculty Senate. It is responsible for coordinating, overseeing, assessing, and reporting about the Longwood University Civitae Core Curriculum program. The CCC consolidates and evaluates information about the performance of the Core Curriculum program's curricular and co-curricular elements on a rotating three-year cycle. See the *Faculty Policies and Procedures Manual* for more information.
3. **Administrative Assessment Committee (AAC).** The AAC is responsible for reviewing and making recommendations on the quality and effectiveness of the planning and assessment processes of administrative/non-academic units. To promote quality and effectiveness, the AAC will monitor, oversee, and provide feedback on Annual Assessment Reports from each administrative/non-academic unit. ~~The AAC will also develop a schedule and requirements for periodic in-depth program reviews of each major functional administrative/non-academic unit.~~ All AAC findings will be reported to the University Assessment Committee to ensure compliance with the current Longwood assessment policy. The AAC will make recommendations to the University Assessment Committee on issues related to assessment of administrative/non-academic units.
 1. Membership: Up to two representatives from each of the major administrative divisions (Academic Affairs, Student Affairs, Strategic Operations, Athletics, Advancement, Administration and Finance).
 2. Ex-Officio Members: Director of Assessment (non-voting).
 3. Term of Office: The term of office shall be for three years and the terms of service may be staggered. Members may be reappointed for a maximum of two consecutive terms.
 4. Method of Selection: Staff members will be nominated by the leadership of each division and approved by the University Assessment Committee.
 5. Chair: Elected by the membership.
 6. Reporting Route: University Assessment Committee.
4. **University Assessment Committee (UAC).** The UAC is a standing committee of the University Planning Council (UPC) and functions as a conduit among academic colleges, programs, and institutional divisions, providing a university-wide assessment perspective for informed decision-making, planning, and resource allocation. The UAC will set standards and guide implementation of the university's assessment policy. The UAC will develop strategies for communicating assessment data and the use of results for improvement to both internal and external stakeholders. The UAC will also examine assessment results tied to strategic priorities and work with the UPC Finance Committee to ensure that these assessment results are used to make decisions and allocate resources at the institutional and major division levels. The UAC will make recommendations to the UPC on assessment-related issues and trends at Longwood.
 1. Membership: The following must be represented:
 1. One representative each from CAP Θ APR, AAC, and CCC.

2. Representatives from three of the major administrative divisions (Academic Affairs, Student Affairs, Strategic Operations, Athletics, Advancement, Administration and Finance).
 3. One faculty member from each academic college.
 4. One student representative.
 5. One alumni representative.
 6. Director of the Office of Assessment and Institutional Research or designee.
 7. Academic Affairs Accreditation and Compliance Officer.
2. Term of Office: The term of office shall be for three years and the terms of service may be staggered. Members may be reappointed for a maximum of two consecutive terms.
 3. Method of Selection: As with other standing committees of the UPC, the President will appoint the co-chairs in consultation with the UPC. One co-chair must be a faculty member and one must be an administrative staff member. The co-chairs will appoint other members in consultation with the appropriate leadership or governing body.
 4. Chair: As with other standing committees of the UPC, the UAC will have two co-chairs who will also serve on the UPC.
 5. Reporting Route: University Planning Council.
5. **University Planning Council (UPC)**. The UPC is established by the President and serves as a means of aligning the university's operations and budgeting with the strategic priorities of the university and as a forum for discussion of key issues. The UPC's standing committees represent key pathways and forums for advancing the strategic priorities of the university through an integrated, institution-wide, and data-driven approach.
3. Planning and Assessment Cycle.
Academic programs and administrative/non-academic units are required to: 1) define specific, measurable outcomes, linked to institutional/divisional/departamental missions and strategic planning goals; 2) identify assessment measures and appropriate performance criteria or targets for success; 3) collect data to determine how well expectations are met; 4) analyze the results; 5) develop action items for improvement; and 6) measure the effectiveness of action items.

The cycle year is defined as Summer, Fall, and Spring.

The Office of Assessment and Institutional Research will monitor the status of annual planning and assessment submissions to the online management system and will provide updates to the CA@APAR, AAC, CCC, vice presidents, and administrative managers and directors (including deans and department chairs).

4. Annual Assessment Reports.
Annual Assessment Reports are reviewed by vice presidents, deans, and managers of major functional units to inform division priorities and resource allocation for the upcoming year. Reports must be completed in the planning and assessment system by July 1 for administrative/non-academic units and by October 1 for academic programs.

Plans for the new academic year for both academic programs and administrative/non-academic units must be added in the online management system by October 1. Units are encouraged to enter assessment results and progress on action items in the planning and assessment system throughout the year.

To ensure quality and effectiveness of planning and assessment processes, the CAP~~OP~~APR, CCC, and AAC will be responsible for determining guidelines and templates consistent with the online management system and providing timely feedback.

5. Program Review.

Each academic program ~~and each major functional administrative/non-academic unit~~ must conduct an in-depth program review on a periodic basis, preferably at least every six years. Each major functional administrative/non-academic unit may also conduct an in-depth program review if requested by the appropriate vice president. Academic programs and administrative/non-academic units that conduct self-studies for specialized accreditation are exempt from this requirement.

All program reviews are due by July 1 for relevant administrative/non-academic units and by October 1 for academic programs. Recommendations from the appropriate committee's evaluation of the program review will be shared with the unit, the unit's supervisor, and the appropriate vice president.

6. Academic Program Accreditation.

Programmatic and discipline-specific accreditations have significant impact on regional accreditation and operation of the university. All correspondence with external accreditors, including annual and multi-year reports and self-studies, responses, and actions, must be shared with the Office of Accreditation and Compliance. The Academic Affairs Assistant Vice President for Accreditation and Compliance Officer is available to collaborate on reporting requirements for those programs accredited or certified by any external body. Annual and multi-year reports and self-studies are to be made available through the planning and assessment system.

VI. Enforcement/Compliance

Assessment responsibilities will be considered in the annual performance evaluation of vice presidents and of unit administrative managers and directors (including deans and academic department chairs).

This policy will be reviewed at least every three years by the University Assessment Committee. Changes to the policy must be approved by the University Planning Council and the Board of Visitors.

Approved by the Board of Visitors, March 23, 2018

Revised and approved by the Board of Visitors, June 11, 2021.

**LONGWOOD UNIVERSITY
RESOLUTION NAMING
THE JOHN W. WOODWARD ROOM IN THE
ANDY TAYLOR CENTER FOR EARLY CHILDHOOD DEVELOPMENT**

WHEREAS, Dr. Taylor chose to honor and celebrate her beloved sister and brother-in-law, Francine Richardson Woodward and John W. Woodward through the gift to create the Francine Richardson Woodward '68 & John W. Woodward Scholarship Fund; and

WHEREAS, John W. Woodward was the beloved brother-in-law and trusted advisor to Dr. Andrea Jane Taylor '71; and

WHEREAS, he was an early supporter of the Andy Taylor Center for Early Childhood Development; and

WHEREAS, he was steadfast in his commitment to his family; and

WHEREAS, he earned Bachelor and Master degrees in Engineering from Old Dominion University; and

WHEREAS, he served 26 years for the Department of the Navy as a registered professional engineer; and

WHEREAS, he spent 17 more years as a Vice President with American Systems Corporation; and

WHEREAS, he passed away December 2, 2020; and

WHEREAS, the multi-purpose room is a space to host early childhood education classes, professional development sessions, as well as meetings and events related to the Andy Taylor Center for Early Childhood Development.

NOW THEREFORE LET IT BE RESOLVED by the Board of Visitors of Longwood University that the multi-purpose room within the Andy Taylor Center for Early Childhood Development be named and forever known as JOHN W. WOODWARD ROOM on this ___ day of September in the year Two Thousand and Twenty-One in the one hundred and eighty-third year of Longwood University.

**Longwood University
Proposed Housing Rates**

Housing	2021-2022	2022-2023
Main Campus-Double	\$8,193.92	\$8,521.68
Main Campus-Single	\$9,748.48	\$10,138.42
Early Arrival	\$75/Day	\$75/Day
Register-Double	\$8,473.92	\$8,812.88
Sharp-Double	\$8,473.92	\$8,812.88
Moss-Double	\$8,561.28	\$8,903.73
Johns -Double	\$8,561.28	\$8,903.73
Moss-Single	\$9,750.72	\$10,140.75
Johns Single	\$9,750.72	\$10,140.75
Lancer Park-Quads	\$9,703.68	\$10,091.83
Lancer Park-Doubles	\$10,962.56	\$11,401.06
New Lancer Park-Quads	\$10,818.24	\$11,250.97
New Lancer Park-Doubles	\$10,962.56	\$11,401.06
New Lancer Park-Singles	\$12,102.72	\$12,586.83
LU Landings-Quads	\$10,832.64	\$11,265.95
LU Landings-Singles	\$12,102.72	\$12,586.83

Proposed Summer Rates

	2021-2022	2022-2023
Room & Board	Term 202250 & 202260	Term 202350 & 202360
Weekly Rates:		
Room Double	\$ 237.64	\$ 247.15

**Longwood University
DINING FEES**

New Dining Plan Options for FY 2022-2023

Plan	Meal Exchange	Bonus Dollars	Guest Swipes	Price FY2023	Cost / Semester
All Access	5/week	\$ 100.00	7	\$ 4,510.00	\$ 2,255.00
Block 80	5/week	\$ 400.00	5	\$ 2,575.50	\$ 1,287.75
Block 50 / Commuter Plan	5/week	\$ 400.00	5	\$ 1,850.00	\$ 925.00
All Bonus Dollars		\$ 850.00		\$ 1,700.00	\$ 850.00
Meal Kit add on				\$ 126.00	

required for main campus

required for apt communities

NOTES:

*Bonus dollars can be added to any plan in bundles of: \$250, \$400, \$600, \$750, \$850

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

*The most expensive optional annual meal plan would be \$6210 (All Access plan with \$1700 Bonus Dollars)

Last Year Dining Plan Offerings

	2021-2022
All Access +\$350 +10 Meal Exchanges per week	\$5,100.48
All Access +\$200 +7 Meal Exchanges per week	\$4,699.52
All Access +\$50 +5 Meal Exchanges per week	\$4,200.00
Block 175 +\$500 +7 Meal Exchanges per week	\$3,946.88
Block 80 +\$400 + 5 Meal Exchanges per week	\$2,300.48
Block 80 +\$500 + 5 Meal Exchanges per week	\$2,479.68
Block 80 +\$600 + 5 Meal Exchanges per week	\$2,661.12
Block 50 +\$500+ 5 Meal Exchanges per week	\$1,960.00
Block 50 +\$600+ 5 Meal Exchanges per week	\$2,150.40
Block 50 +\$700+ 5 Meal Exchanges per week	\$2,340.80
Commuter 50 +\$200+ 5 Meal Exchanges per week	\$1,350.72
All Bonus Dollars \$850.08	\$1,700.16
Meal Kit add on	\$120.00

Vice Presidents' Reports



Academic Affairs

Larissa M. Smith, Provost & Vice President

December 2021

Highlights

- **The Gerald L. Baliles Center for Environmental Education at Hull Springs dedicated October 6.**
- **Over 300 students participated in the first Symposium Day, capstone to the Civitae Curriculum, on November 16.**
- **Over 400 students presented in the Fall Research Showcase held November 17.**

Academic Affairs

Longwood is one of the four-year higher education institutions that is ready to fully participate in the new online Transfer Virginia Portal, which is debuting online in December. Transfer Virginia is a statewide effort to improve transfer pathways, particularly between the Virginia Community College System and the Commonwealth's public four-year institutions. This online tool will allow prospective students to explore opportunities across institutions and develop a detailed understanding of the academic programs available to them. It took a great deal of collaboration, teamwork and effort from individuals in Academic Affairs and across campus, particularly in the Office of the Registrar, to make Longwood's participation possible.

The College Deans' offices are collaborating more closely with Admissions in reaching out to and communicating with prospective and accepted students. The Deans' offices receive weekly updates from Emily Heady in Admissions about admitted students. The Deans pass this information to the academic departments, which in turn send emails or letters to prospective students and their parents. These communications provide students with information on the major, the course of study, opportunities for research and scholarship and success stories of recent graduates. Academic departments also field questions directly from prospective students and their families.

Academic departments are also collaborating with Admissions on hosting Immersion Days for prospective students and their families. These are small, curated events where prospective students have the opportunity to experience a college class in the discipline and engage with current Longwood students in class or over lunch. Faculty also engage with the students and their parents, either over lunch or over coffee or tea; these faculty-parent interactions have proven to be a very promising aspect of the recruitment effort. There has also been cross-college

collaboration with the Health Professions Immersion Days, during which students from the various health programs in CEHHS and CCCAS provided a powerful panel about their Longwood experiences.

The Cormier Honors College also has been partnering with Admissions on all of their on-campus prospective student events, while also continuing to host Zoom overviews for prospective students who have not yet visited campus.

Brock Experiences

Summer 2022 will see the return of Brock Experiences in earnest with five courses set to travel. The new San Francisco “Being Human” course will run for its first time in June 2022, while Yellowstone, Alaska, Arizona and Chesapeake Bay will return to the field. Student applications are strong for this cycle; to date, applications are up 35% from 2019. To assist this increased interest in the program, the Brock Experiences office is setting aside additional scholarship support for students while continuing to cultivate relationships with potential donors.

While the pandemic has certainly created a demand to travel, there may be other reasons why Brock Experiences have become more popular. Students who take a Brock Experience now have the ability to count the course toward the Perspectives level in the Civitae Core Curriculum. Furthermore, there has been more informal advertising of the program, as Josh Blakely, who directs the Brock Experiences, also serves as Director of Integrative Learning for the Cormier Honors College. In this role, he has the opportunity to interact on a daily basis with students and organically spread the word about the Brock Experiences.

Civitae Core Curriculum

Dr. Heather Lettner-Rust, Associate Professor of English and Director of Civitae, has met with a number of strategic partners on campus, including the Longwood Ambassadors and the admissions counselors, to help unify and reinforce the messaging about Civitae. Her meetings helped facilitate an understanding of Civitae as an “integrative program that works with students’ majors to develop their ability to speak about civic issues in their chosen community.” The admissions counselors will now also have their own Canvas course in order to access information about the program and to have a way to contact the Civitae director with questions from prospective students.

Tuesday, November 16, was the first biennial Symposium Day held on campus. It was an opportunity for students in the Civitae capstone Symposium seminars to present publicly their work in a variety of formats, from oral presentations to a collection of letter-pressed prints. The keynote speaker for the day was The Honorable Megan Clark ’05, Prince Edward County Commonwealth’s Attorney. During the opening morning plenary session, Ms. Clark inspired students with their charge for the day, and at the closing plenary session, Ms. Clark held a town hall discussion with students. This dialogue was an opportunity for students to exercise the critical thinking and speaking skills they have practiced throughout Civitae.

Cook-Cole College of Arts and Sciences (CCCAS)

Dr. Dina Leech, associate professor of biology, has been appointed Research Manager for the Baliles Center at Hull Springs. Working in close collaboration with the Director of the Baliles Center Sherry Swinson, Dr. Leech will foster research by Longwood faculty, ensure that research projects do not interfere with one another and with other users on the site, provide additional outreach to the larger scientific community and spearhead research grants supporting the Baliles Center.

Over the past four years, the faculty in the Chemistry program have been working toward approval from the American Chemical Society (ACS), which is the industry standard for Chemistry and Biochemistry programs in the United States. This fall ACS representatives have conducted a virtual visit to campus and interviewed faculty, students and administrators. Having ACS approval will assist the Chemistry program in recruiting talented and well-informed students who are aware of the importance of the seal of approval from this organization.

The Department of English and Modern Languages recently announced the winner of the 2021 Dos Passos Prize, novelist Monique Truong. Truong, who explores themes of food, displacement and hunger in her work, is known for her best-selling novels “The Book of Salt” (2003), “Bitter in the Mouth” (2010) and “The Sweetest Fruits” (2019). The Brooklyn-based writer’s work is often based on real-life people and experiences, seen through the eyes of those who have been marginalized in history.

This year marks the 40th anniversary of the premier literary prize, given annually by Longwood University. Recipients of the prize are American creative writers who have produced a substantial body of significant publication that displays characteristics of John Dos Passos's writing: an intense and original exploration of specifically American themes, an experimental approach to form, and an interest in a wide range of human experiences. Previous Dos Passos Prize winners have gone on to win national literary awards, including Paul Beatty (2016), who won the Man Booker Prize, and Colson Whitehead (2012), who won the National Book Award and two Pulitzer Prizes.

The students and faculty of the Art Department will be hosting the Design in Craft Holiday Art Sale in the Bedford Gallery and Atrium on Friday, December 3, from 10:00 a.m. – 6:00 p.m. Handmade and well-crafted pieces by the students and faculty of the Art Department will be for sale. A portion of the proceeds goes towards helping the Farmville Area Community Emergency Service (FACES) to provide food for families in need and the Student Collective Art Scholarship fund to benefit Longwood art students.

College of Business and Economics (CBE)

Enrollment in the online MBA continues to be strong with 535 students currently enrolled. Longwood works with Academic Partnerships (AP) in marketing the program. In their annual meeting with Dr. David Lehr, professor of economics and director of the MBA program, AP reported that the success metrics all point to sustained growth. AP attributes the success of the program to several factors:

- Longwood has excellent customer service in enrolling students and helping them navigate the program;
- the program's structure is well-placed in the market and highly desirable; and
- organic marketing via word-of-mouth seems to be very strong, and combined with student evaluations, it appears the academic content and faculty/student interaction is excellent.

CBE faculty are continuing to develop additional curriculum tracks, including one in Economics, for the MBA program. The CBE is also building a state-of-the-art recording studio in Hiner G12 that will allow faculty to make highly professional video content for both undergraduate and graduate courses.

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

The construction of the renovated facility in Lankford for the Andy Taylor Center for Early Childhood Education is now 98% complete. The Center will open in January, adding infant and toddler classrooms. The Early Childhood major, designed as degree completion for students with an associate degree in the field, will open for students at the main campus starting fall 2022.

The faculty and staff of the College of Education, Health, and Human Services (CEHHS) continues to provide invaluable outreach to surrounding school systems. Some examples include:

- Nursing faculty and students provided free sports physicals to students in Cumberland, Nottoway and Prince Edward County schools.
- In response to a request from the superintendents in this region, the College initiated a professional development program for teachers. Dr. Marsha Rutledge, assistant professor of counselor education, addressed mental health challenges in schools, and Dr. Chris Jones, associate professor of special education, addressed behavior management. Spring offerings will address reading and math instruction.
- The College offered a fourth round of two-day training for K-12 teachers who offer a "Teach for Tomorrow" class at the high school level. Students who complete such a program and attend Longwood to major in a teacher preparation program will qualify for a \$1,000 scholarship during their semester of student teaching.
- The staff of the Institute for Teaching through Technology and Innovative Practices (ITTIP) has initiated a Tech Tip Tuesdays for K-12 teachers (ittip.org) and provided a training for Longwood faculty and staff on technologies commonly used in K-12 classrooms.
- Dr. Maurice Carter, director of the Call Me MISTER program, and Da'Ron Harvey, elementary education and teaching major, presented on the Call Me MISTER program at the fall conference of the Virginia Association of School Superintendents. Mr. Harvey received a standing ovation from the superintendents.

CEHHS faculty also collaborate across the University and with other universities as well.

- CEHHS, in collaboration with the Cook-Cole College of Arts and Sciences and the Office of Teacher Preparation, is hosting the ConNECT series (Convening a Network of Educators Creating Teachers). Lead faculty from CEHHS and CCCAS plan campus

conversations related to preparing Longwood's citizen leaders to enter the K-12 classroom.

- A team of faculty from CEHHS and CCCAS (psychology) investigated the Virginia Board of Counseling's requirements to become a Qualified Mental Health Provider (QMHP). They identified QMHP as a viable career option for students in social work, therapeutic recreation, education, psychology and counseling and are preparing materials and presentations to inform students of this opportunity.
- Longwood is a sub-grant recipient of Virginia Commonwealth University's Maternal and Child Health grant, Virginia Leadership Education in Neurodevelopmental Disabilities. Annually, two Longwood students, from communication sciences and disorders or special education, will participate as trainees in this leadership development program.
- Longwood has received its fifth year award for U.S. Department of Education personnel preparation grant, in collaboration with Virginia Commonwealth University. The Interdisciplinary Training for Inclusive Practices grant prepares speech-language pathology, occupational therapy and physical therapy graduate students for leadership in public schools. With this grant, a total of \$320,000 will be awarded to 20 Longwood graduate students in support of their graduate education.

College of Graduate and Professional Studies (CGPS)

Professional Studies continues to have a number of successful initiatives, including Special Education endorsement coursework, Licensure and Professional Development coursework, English Language Learners (ELL) Boot camp and a variety of non-credit classes for teacher recertification and enrichment.

The Education Leadership endorsement program, which is for educators striving to move into administrator positions, has had over 875 students since its inception in 2016, with 193 students in the current cohort. The pass rate on the School Leaders Licensure Assessment is 99%. Longwood's model was recently published in the National Forum of Educational Administration and Supervision Journal.

Professional Studies, in collaboration with CEHHS, is pursuing some new partnerships with the Virginia Department of Education. These include the following initiatives:

- CTE-New Teacher Institute: Longwood has received an approved MOA with the VDOE to host their Summer New Teacher Institute for Career Switchers in Career & Technology Education (CTE Summer Institute). The course will be offered in a one-week, in-person institute beginning in summer 2022. During the institute, Longwood will provide one of several courses required by the VDOE for their career and technical teacher preparation program. Longwood also offers other online courses these teacher candidates need throughout the year.
- Career Switcher Classes for K-12 Teacher Candidate: Longwood is in the final stages of application to the VDOE to become a Career Switcher University. The VDOE Career Switcher program relies upon university-offered, non-credit classes specific to the needs of individuals interested in moving from a career field outside of education, to teaching in

the middle or secondary school setting. These noncredit, required classes will begin in fall 2022.

- Gifted Education Add-On Courses: In response to a request by the Region VIII Governor's School, Professional Studies is working with several gifted education practitioners from around the state to develop the courses required for the K-12 Gifted Education add-on endorsement through the VDOE. This program of course offerings will begin in summer 2022.

Cormier Honors College for Citizen Scholars (CHC)

Profile of the Class of 2025:

- 144 incoming honors students
- 3 transfer students
- 12% from out of state
- 23% are from a diverse background (18% if first-generation students are excluded)
- 19% are student-athletes representing 8 sports
- Average high school GPA – 4.10
- 2021 was a record year for applications and yield: 300 applications and 48% yield.

Profile of the Honors College students overall:

- 423 students
- Average GPA is 3.66 (7% of upperclassmen have a 4.0 GPA, 48% have a 3.75 or higher)
- 21% are male
- 9% are from out of state
- 39% are from a diverse background
- 13% student athletes
- Percentage of students in each College:
 - 55% are in Cook-Cole College of Arts and Sciences
 - 9% are in the College of Business and Economics
 - 36% are in the College of Education, Health, and Human Services

The College's new motto is "Cormier is where cognition unites with compassion to build community."

The CHC's emphasis on cognition has been reflected in various ways over the last few months. CHC Dean Chris Kukk and Greenwood Library Dean Brent Roberts are co-teaching a CTZN 110 Inquiry into Citizenship freshman seminar (part of the Foundations in Civitae) that weaves neuroscience with complexity science to help students understand and practice social entrepreneurship. Ms. Jessi Znosko, Senior Director of the CHC, co-authored a chapter in the National Collegiate Honors Council's monograph series, titled "Lost in Learning: Mapping the Position of Teacher in the Classroom and Beyond." Her co-authors include Dr. Alix Fink, professor of biology and former dean of the CHC; Dr. Edward Kinman, professor of geography; Dr. JoEllen Pederson, associate professor of sociology; Dr. Phillip Poplin, professor of mathematics; and faculty from Ft. Lewis College in Colorado.

The CHC is compassion-oriented. This November at the Prince Edward County Board of Supervisors meeting, public officials noted the constructive difference that CHC students have made in assisting Twin Lakes State Park personnel clean, refurbish and maintain the grounds and buildings over the last several months.

The CHC has been building community by collaborating with the Longwood Small Business Development Center (SBDC) and Hampden-Sydney College to structure entrepreneurial courses for both Longwood students and local community members. Dean Chris Kukk and CHC faculty member Jacob Dolence co-presented with the staff of the SBDC and Mid-Atlantic Broadband for a Blackwell Talk, titled "Can Southern Virginia Become a National Model for Building Rural Entrepreneurial Ecosystems?"

Greenwood Library

Greenwood Library, the beating heart of campus, has returned to its normal capacity, services and programming activities this fall. After removing hundreds of tables and chairs from Library study areas in summer 2020 to facilitate social distancing, in fall 2021 those tables and chairs returned to their regular places. The library also completed a multi-year refresh of the furniture in the Library Commons area on the main floor. These include additional computer desks for both individual and group work, an area designed for larger group conversations and programs and a centralized printing/scanning hub.

Greenwood Library has received a \$20,000 grant from the Institute of Museum and Library Services (IMLS) for its project, "Well-Being in the Heart of Campus: Community Connections at Greenwood Library." In collaboration with Counseling and Psychological Services (CAPS), the library will host presentations featuring authors of books on well-being topics and will organize programs about habits that promote well-being, such as knitting, gardening and journaling. Programs will educate participants on self-care strategies and help alleviate anxiety that may be associated with returning to in-person activities following many months of isolation during the pandemic.

Greenwood Library continues its active programming schedule this fall, including the following events:

- Fireside Chats with Longwood Faculty: Continuing the Library's series recognizing Longwood faculty research, Dean Brent Roberts interviewed Dr. Kevin Schattenkirk-Harbaugh, faculty member in the Cormier Honors College, whose research focuses on social activism of gay men's choruses, and Professor of English Rhonda Brock-Servais, who studies fairy tales and horror stories in children's and young adult literature. These are archived on the Library's YouTube channel.
- Preserving Your Past: Library archivists Jamie Krogh and Benedict Chatelain offered a well-attended workshop on caring for documents and other artifacts.
- Food and Children's Literature: A Literary Buffet: Dr. Jennifer Miskec, professor of children's and young adult literature, and Dr. Zelkja Flegar, visiting Fulbright scholar, presented on their research on the role of food in children's literature with a focus on Croatian folk tales. The program included samples of Croatian crepes and other delicacies.

Office of Accreditation & Compliance, Assessment & Institutional Research

Longwood's decennial reaffirmation process is underway. The seventy-two standards involved in the compliance certification have had an initial review by the compliance writing team. Several alterations to procedures and policies are under discussion as a result of this review. During December 3-7, the Reaffirmation Leadership Team will be in the midst of training activities at the SACSCOC annual meeting, held virtually this year.

Multiple faculty and student sessions have been held by the QEP (Quality Enhancement Plan) Topic Recommendation Committee to gather feedback about ideas for the QEP. The committee is reviewing that feedback and will present a smaller, more targeted list to faculty and students in the first weeks of the spring semester.

The compliance certification and initial quality enhancement plan is due in early September 2023, an off-site report with an opportunity for feedback is expected in November 2023, and an on-site visit by peer evaluators will occur in spring 2024.

Center for Faculty Enrichment (CAFE)

One of the goals of CAFE's New Faculty Program is to encourage collaboration across multiple communities. To this end, CAFE hosted "An Evening at the Moton: A New Faculty Event," a social and educational event at the Moton Museum for Longwood University's and Hampden-Sydney College's first- and second-year faculty on November 30. New faculty had the opportunity to interact with colleagues from both campuses and were introduced to Moton Museum's rich history and value for teaching and learning.

During finals week, December 6-10, CAFE is planning Faculty Wellness Days. The program schedule kicks off with a Wednesdays@CAFE workshop, titled "Difficult moments of choice: Strategies for Mindfulness and 'Wise Minds' for Educators"; this session is facilitated by Jenny Retallick, assistant director of well-being programming and licensed clinical psychologist at CAPS. Faculty will also be able to participate in meditations, yoga, a High Bridge Trail hike, grading pomodoro work sessions and chair massages (in collaboration with Greenwood Library).

In January before the semester starts, CAFE will offer a Research Seminar Series. This two-day program will include research-related topics such as publishing research, navigating copyright and intellectual property rights, engaging in the scholarship of teaching and learning, using institutional data and developing a research agenda for a productive semester.

Center for Global Engagement (CGE)

International admissions and recruitment has made a 60% recovery from the COVID-19 related drop in enrollment and fully expects to meet and increase the 2019 numbers for fall 2022. Strategies include a concentrated focus on digital marketing and social media, as well as recruitment for the online MBA, offered in a hybrid format for international students, which was piloted this past summer.

Longwood continues to slowly but surely return to permitting study abroad during the pandemic. In addition to the two business students at CGE's exchange partner in Seoul this fall, applications have been approved for seven students to France, South Africa and Spain in the spring. Because these students were pursuing study abroad in Department of State Travel Advisory Level 3 destinations, they had to petition the provost for an exception to the prohibition on university travel to Level 3 countries. Travel to Level 4 destinations remains prohibited.

On November 2, the CGE co-sponsored the Lancers Welcome Refugees event that brought together a varied panel of experts from Longwood and Hampden-Sydney College who study, teach and volunteer for organizations addressing the plight of refugees worldwide and especially with regard to Afghan refugees temporarily housed at Fort Pickett. The CGE collaborated with the Civitae program; the Cormier Honors College; Counseling and Psychological Services; the Department of Sociology, Anthropology, and Criminal Justice Studies; and the student organization Global Leaders to put on the event, which had a large audience in Upchurch's Soza Ballroom.

The CGE serves as a valuable resource for diversity initiatives across campus. In addition to teaching academic English to international students and the CTZN 110: World Vision course, Dr. Deborah Westin, director of the English bridge program and special projects, continues to work with international faculty on enhancing interculturally competent teaching skills and with CAFE on promoting the use of the Intercultural Development Inventory. An increasing number of first-generation immigrant students are being referred to Dr. Westin and to the CGE for academic and cultural support.

Baliles Center

The dedication ceremony for the new research facility and naming of the Gerald L. Baliles Center for Environmental Education at Hull Springs was held on October 6. The event drew a crowd of approximately 170 and featured six impassioned speakers: Governor Ralph Northam, President Taylor Reveley IV, Pia Trigiani, the Honorable Jon Baliles, John Daniel and Anthony Troy. Following the ceremony, the research lab was open for tours.

Working with the Northern Neck Planning District Commission, Sherry Swinson, director of the Baliles Center, plans to submit an application to the US Economic Development Administration for funds allocated through the American Rescue Plan Act to continue construction of new facilities. The maximum award for a single project is \$5 million with a 20% match requirement. The grant will not fund any housing projects, so it is critical to schedule the construction of the student and faculty residential units in tandem with building out the rest of the lab site, so those investments may be counted as match.

The Baliles Center continues to partner with the Virginia Institute of Marine Science (VIMS) and is exploring a possible research project focused on oysters. Dr. Ken Fortino, associate professor of biology, will represent the Baliles Center on this project. The LU/VIMS partnership is strengthened with participation by A.J. Erskine, Aquaculture Manager & Field Scientist for Bevans Oyster Co. and the Cowart Seafood Corporation. Mr. Erskine already has shared that

there are jobs available at their oyster hatchery for graduates in the biological sciences with an interest in aquaculture.

Longwood Center for Visual Arts (LCVA)

The Virginia Museum of Fine Arts (VMFA) borrowed a James “Son Ford” Thomas sculpture from the LCVA permanent collection for a traveling exhibition. “The Dirty South: Contemporary Art, Material Culture, and the Social Impulse” was on view at the VMFA May 22 – September 6, 2021, and will travel to the following venues:

- Contemporary Art Museum, Houston: October 23, 2021 - January 30, 2022
- Crystal Bridges Museum of American Art: March 12 - July 25, 2022
- Museum of Contemporary Art, Denver: September 2022 - February 2023 (exact dates TBD)

The LCVA was recently awarded \$250,000 in matching grant funds from the Institute of Museum and Library Services (IMLS) to support a significant storage space renovation that includes installing a new, industry-standard mobile art storage system that will provide for optimal preservation and access to LCVA’s collection of 4,500 pieces. The storage system will enable the LCVA to double the usable space within the existing storage area to eventually convert it into a collections processing area. The LCVA is currently raising \$150,000 in additional funds to ensure the project is completed within the optimum one year time frame. By the end of the one-year grant period, the LCVA staff will

- Rehouse and store 100% of the collections (not on view) in the optimal preservation environment that supports preventative care measures and reduces the risk of deterioration;
- Increase efficiency and productivity when accessing collections, while reducing unnecessary handling; and
- Make collections more accessible to external audiences within the storage space for research, collections programming and inter-institutional loans.

Over the past year, LCVA staff have been working collaboratively to respond to the current times by reimagining existing programs to reflect the needs of the community. The Education and Outreach team continues to focus on increasing the number and types of exhibition engagement experiences offered. They recently developed gallery activity packets that could be used to discuss, explore and create with the current exhibitions. The activity packets include discussion guides, coloring pages, art supplies and gallery guides tailored to each exhibition. These activities and guides can be used for both in-person and virtual exhibitions.

Working with the Longwood Real Estate Foundation and the President’s Office, the LCVA has brought the High Street Theatre (HST) to life. The HST held its soft opening in October with the premier of the Friday Night Frights film series. Campus groups that show films are welcome to use the HST for their events, and a community advisory group is planning other movie series, including a Cold War film series.

Plans for the 2022 Winter Gala, to be held February 12 in Blackwell Ballroom, are underway. This year’s theme, Glamour, is inspired by the lush and enchanting style of vintage Hollywood.

Reserved tables are almost completely sold out, but tickets-only sponsorship packages are still available. As of November 11, \$217,250 in sponsorship commitments have been secured. The Gala raises money for educational programming at the LCVA.

As of November 11, 2021

- Onsite Participation since July 1, 2021: 4,928
- High Street Theatre (opened Oct 1, 2021): 215
- TOTAL: 5,143

Moton Museum

The Moton Museum is on track to engage with more than 20,000 individuals, both in-person and online, during 2021. The staff has worked to facilitate a number of community programs this fall. On September 16, Cainan Townsend '15 '20, Associate Director of the Moton Museum & Director of Education & Outreach, moderated a panel with the children of the Reverend L. Francis Griffin, local civil rights leader, for the annual Griffin Day program. The museum also held its first Home School Day Program in partnership with the Homeschool Educators Association of Virginia. During this event families from across the Commonwealth engaged in a day of programming with our museum staff and invited community partners. Additionally, a Moton Children's Author Event with Stephen Smith and a Community Holiday Event will round out the year.

The Museum has strengthened its relationship with the libraries at both Longwood and Hampden-Sydney College. The Museum recently signed an updated MOU with the Greenwood Library to solidify the partnership in preserving and strengthening the museum's collections. Museum staff also partnered with colleagues at Hampden-Sydney College to preserve copies of The Voice, an alternative newsletter published by Prince Edward students during the 1960s. These projects will culminate with presentations by Moton staff and their university colleagues at the National Council on Public History Conference and the Mid-Atlantic Regional Archives Conference during the spring 2022 semester.

Moton also continues its strong community partnerships. The Museum is an event sponsor for the Virginia Children's Book Festival, particularly for their Hip-Hop in Children's Literature Program. The Moton Museum has welcomed 30 different academic classes to the museum this semester. The Museum recently supported the Governor's Summit for Rural Prosperity. During this two-day summit, Museum staff gave attendees tours of the Farmville Civil Rights Walking Tour, a collaborative effort with Downtown Farmville, and the Museum's permanent exhibition, "Moton School Story: Children of Courage."

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

Faculty and staff members are active leveraging external resources to support institutional priorities. A trio of new and renewed awards support campus-wide efforts focused on student wellbeing. The renewal of the Longwood Recovers project for a third year extends this program that is focused on supporting students in recovery from addiction. A new award from the Institute of Museum and Library Services will support a creative collaboration between the

Greenwood Library and CAPS to provide new, community-engaged well-being activities. These two programs complement the work of the SAMHSA Campus Suicide Prevention grant that officially kicked off in October.

Two National Science Foundation proposals currently in review seek to expand undergraduate research opportunities for science majors and secondary teacher candidates. Additionally, faculty members have met with Hanover Research, Longwood's grants consulting firm, as a first step in pursuing external support for undergraduate research opportunities for students in the humanities and social sciences.

In this quarter, faculty and staff members have submitted proposals to support collaborative mathematics research, upgrades to communications and security surveillance on campus, hosting of the Richmond Symphony Orchestra, the Andy Taylor Center's operations, partnering with institutions across the Commonwealth to better support minority students in STEM, engaging local high school students in summer research immersions and much more.

Office of Student Research (OSR)

The Office of Student Research (OSR) hosted the Fall Student Showcase for Research and Creative Inquiry on November 17. The Fall Student Showcase was a hybrid event with a mix of pre-recorded and in-person presentations. Over 400 students presented their research and creative inquiry projects in the form of posters, presentations and performances. OSR is working with departments to encourage prospective Longwood students to view the virtual presentations to show the diverse research opportunities Longwood offers. The OSR is looking forward to returning to a fully in-person event for the Spring 2022 Student Showcase.

The OSR is working with the University Diversity Council to increase opportunities for students interested in conducting research on DEI topics and in starting an Inclusive Excellence Research Symposium as part of the Spring 2022 Student Showcase.

The OSR submitted an NSF Noyce Research Scholars grant to support the participation of science education majors in the summer PRISM research program. If funded, this grant would provide an immersive research experience and professional development for future teachers. The grant was submitted in collaboration with Dr. Mark Fink, associate professor of Biology and chair of the Department of Biology and Environmental Sciences; Dr. Paula Leach, director of ITTIP; Dr. Sarah Porter, professor of chemistry and director of PRISM; and Dr. Alix Fink, professor of biology and associate provost for research and academic initiatives who directs the Office of Research, Grants, and Sponsored Projects.

In Fall 2021-2022 year, the OSR provided funding for student research through Student Research and Travel grants. The OSR provided funding to students for 20 different independent research projects and to support 13 students who were presenting their research at state, regional and national conferences.

The OSR has developed a new in-semester undergraduate research program called the Undergraduate Research Apprentice Program. This introductory program encourages

undergraduate students to become involved in independent research and inquiry projects early during their time at Longwood (during their first, second, or third year). This program will provide undergraduates an opportunity to become involved in faculty-mentored research projects before their senior year and will also provide professional development training to help students develop research skills. The OSR is looking forward to running a pilot of the Undergraduate Research Apprentice Program in Spring 2022.

The OSR would like to increase the recognition for outstanding faculty mentors for independent student research and inquiry projects. In Spring 2022, the OSR is going to announce new Faculty Mentoring Awards and an award for faculty who mentored students in preparing a publication in *Incite*, Longwood's undergraduate research journal.



Administration & Finance

Louise Waller, Vice President

Highlights

- **Completed the construction of the new lab at the Gerald L. Baliles Center for Environmental Education at Hull Springs**
- **Implementing a new work order system that will provide more transparency for work order status.**
- **Relocating the financial components of Lancer Card and Parking Services to Cashiering / Student Accounts to provide better service to students.**
- **Longwood went live in Cardinal (the state's new payroll and human capital management system)**
- **Virginia Tobacco Commission awarded LUREF \$500,000 towards to development of the Innovation Center at Midtown**

Capital Design and Construction

Regarding implementation of the Campus Master Plan – “*Place Matters.*”

- Two projects are in the design phase – the Facilities Annex Building Renovation and Expansion, and the Wygal Hall Replacement Building.
- Two projects are in the construction phase – the Joan Perry Brock Center, and the Andy Taylor Center.
- One project has been completed – The Hull Springs Academic and Lodging Facility, which has been named “The Gerald L. Baliles Center for Environmental Education.”

Project Highlights

Facilities Annex Building Renovation and Expansion

The Virginia budget bill for the 2020-2022 biennium appropriated design and construction funds for the renovation and expansion of the existing Facilities Annex Building (a former retail building located approximately three blocks from campus). The new building will replace the Bristow Building, the current location of the facilities operations and management organizations, and will provide space for:

- Offices for the departments of Facilities, Environmental Health and Safety, Capital Design and Construction, and Space Planning and Real Estate Services
- Maintenance and repair shops
- General and specialized storage
- State vehicle maintenance and parking
- Specialized support and repair equipment

Wygat Hall Replacement Building

The Virginia FY 2020 budget bill authorized Longwood to expend non-general funds for pre-planning and detailed planning for a replacement of Wygat Hall – Longwood’s music instruction and performance building. Wygat Hall was completed in 1971 and has not been renovated since. Longwood’s campus master plan – *Place Matters* – recommended constructing a new music venue on the site of the Bristow Building. The new building’s 60,720 gross square feet will include:

- State-of-the-art teaching spaces and facilities
- Flexible rehearsal and performance spaces
- A 500 seat concert hall that will also support academic, student, and community events

The Preliminary Design documents were submitted to the Virginia Division of Engineering and Buildings on September 30, 2021.

Heating, Ventilation, and Air Conditioning (HVAC) System Controls and Equipment Replacement – COVID-19 Response

Longwood applied for a \$3.8 million FY 2022 capital appropriation to replace HVAC controls and major equipment in multiple campus buildings. The necessity for this work emerged as a result of COVID-19 mitigation demands for increased system reliability and more precise control of air flow, temperature, and humidity in campus buildings. The FY 2022 funds are available, and design will start as soon as possible.

Joan Perry Brock Center (a Longwood Real Estate Foundation project)

The largest gift in Longwood’s history – \$15 million from Joan Brock (’64) – will enable Longwood to construct a new campus events center. Construction commenced in May 2021, and completion is anticipated in summer 2023. The new structure will be constructed on the site of the Willett tennis courts (which have been replaced), and will feature:

- 3,000 seats
- Flexible space for university, community, and regional events and sports competition

A construction celebration ceremony was held at the building site on October 22nd.

Andy Taylor Center – Relocation to Lankford Hall (REF project)

The Andy Taylor Center for Early Childhood Development will be relocated from its current off-campus location to the ground floor of Lankford Hall. This on-campus location will allow for opportunities and synergy with existing campus resources and programming, such as the library. The new facility will provide three dedicated classrooms, infant and toddler rooms, an art/music room, and a multipurpose classroom/conference room. The renovation project commenced in May 2021, and a certificate of occupancy is expected to be received by early December 2021.

Hull Springs Academic and Lodging Facility (REF project)

The first phase of this project includes a teaching/research laboratory, a faculty cabin, two student cabins, and outdoor teaching and gathering spaces. The student cabins will accommodate 24 students. Construction commenced in September 2020, and the certificate of occupancy was issued on July 21, 2021. The building was named “The Gerald L. Baliles Center for Environmental Education at Hull Springs” during a dedication ceremony on October 6th.

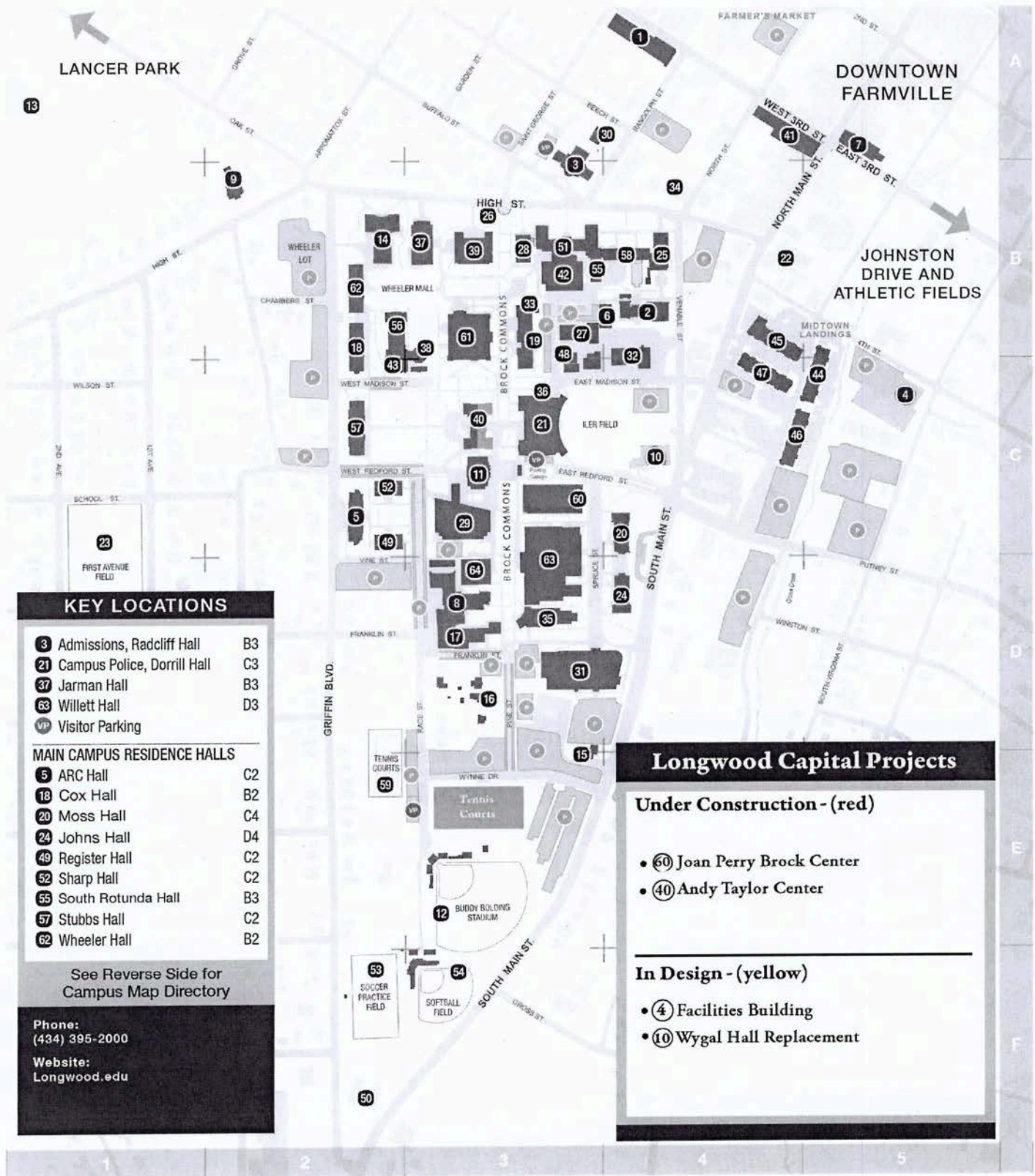
The table and map on the following pages provide project status and locations.

Projects In Design

Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Authorized Design Phase	Current Design Phase	Milestones
Facilities Annex Renovation and Expansion	19,209 GSF	24,624 GSF	\$20,210,500	\$20,210,500	\$0	\$1,429,894	Construction	Working Drawings	Submission of Working Drawings to the Division of Engineering and Buildings (DEB) is expected later in 2021. A request for furniture and equipment funds was submitted in September for an appropriation by the 2022 General Assembly session.
Wygal Hall Replacement	60,720 GSF	0 GSF	\$2,896,000	\$0	\$2,896,000	\$2,732,616	Detailed Planning	Preliminary Drawings	Preliminary Design drawings were submitted to DEB on September 30. A request for construction funds was submitted in September for an appropriation by the 2022 General Assembly session.

Projects Under Construction

Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Construction Contract Amount	% Constructed	Construction Start Date / Completion Date
Hull Springs Farm Academic and Lodging Facility (LUREF project)	5,500 GSF	0 GSF	\$1,261,174	\$0	\$1,261,174	\$1,261,174	\$1,050,313	100%	The certificate of occupancy was issued on July 21. The facility was dedicated as The Gerald L. Baliles Center for Environmental Education on October 6.
Joan Perry Brock Center (LUREF project)	72,300 GSF	0 GSF	\$44,700,000	\$0	\$44,700,000	\$41,877,710	\$37,651,424	17%	Construction commenced in May 2021 and is anticipated to be complete in summer 2023.
Andy Taylor Center Relocation (LUREF project)	0 GSF	7,500 GSF	\$1,406,000	\$0	\$1,406,000	\$1,097,205	\$1,140,289	95%	Construction commenced in May 2021, and an initial Certificate of Occupancy is expected to be issued by early December.



KEY LOCATIONS

- 3 Admissions, Radcliff Hall B3
- 21 Campus Police, Dorrill Hall C3
- 37 Jarman Hall B3
- 63 Willett Hall D3
- VP Visitor Parking

MAIN CAMPUS RESIDENCE HALLS

- 5 ARC Hall C2
- 18 Cox Hall B2
- 20 Moss Hall C4
- 24 Johns Hall D4
- 49 Register Hall C2
- 52 Sharp Hall C2
- 55 South Rotunda Hall B3
- 57 Stubbs Hall C2
- 62 Wheeler Hall B2

See Reverse Side for
Campus Map Directory

Phone:
(434) 395-2000

Website:
Longwood.edu

Longwood Capital Projects

Under Construction - (red)

- 60 Joan Perry Brock Center
- 40 Andy Taylor Center

In Design - (yellow)

- 4 Facilities Building
- 10 Wygal Hall Replacement

Space Planning and Real Estate Services

Staff are working with the College of Business and Economics to update administrative and academic space in Hiner. An Architect/Engineer is currently developing design and construction drawings for the spaces. The new design is almost complete, with a construction date forthcoming. This project will encompass an expansion and renovation of the first floor lobby, refresh of the connector spaces on the first and second floors, upgrade the ground floor recording studio for remote meetings and presentation recordings, renovate the faculty lounge and Dean's conference room, and renovate the second floor hallway space. The lobby, connectors, and second floor hallway spaces will be improved collaborative spaces for students.

SoBro – South Brock Commons - The south Brock Commons (SoBro) project will revitalize the southern portion of Brock Commons by updating the amphitheater space and surrounding areas. Strategic investment in affordable “wins” will add a new flare to the space. At the conclusion of the first phase of this project, the space will lend itself to small gatherings, add purposeful outdoor study space, and encourage individuals to visit the nearby Blanton Gallery and Main Stage Theatre. Phase one will create a bistro-type setting similar to one you'd find in pockets of metropolitan areas where intimate space can be used for multiple purposes—even catered events. The project can be completed in the spring of 2022 as funding is available.

Campus Operations and Services

The financial budget analyst for Capital Design and Construction will assume additional duties as senior budget analyst (SBA) overseeing all budgets within the Operations and Services departments. Fiscal technicians will provide a monthly budget report to the SBA who will collate submissions into a single budget report for review. The SBA and AVP will meet regularly to begin creating a facilities expense budget for all university buildings. The SBA will work with fiscal technicians in the Facilities section on processes for tracking expenses by building. Once the new work order system (SchoolDude) is implemented, this should help in tracking Facilities staff time and expenses for each building.

Landscape and Grounds/Sports Turf/Housekeeping and Office of Sustainability

Aeration, seeding and fall fertilize of campus turf improvements on High Street and Brock Commons was completed. Contractor will replant tree replacements on Moss and Johns' landscape before the end of the year. Due to delivery issues, Landscape plantings on Venable Street for screening the heating plant is now planned for late-November. Good fall weather let us complete a lot of shrubbery and tree trimming early this year.

The Campus Sustainability Committee submitted the University's plastic and solid waste reduction plan on September 21, 2021 to DEQ. The Campus Sustainability Committee received very positive response back on the plan received on October 20th from DEQ. The committee will meet with campus vendors to discuss how changes are progressing for the end of the year.

Landscape and Grounds completed installation of landscaping, walkways, and lawns and signs at new lab for Baliles Center at Hull Springs, and assisted with the October opening event. Longwood Life Students helped the Landscape and Grounds crews complete fall annual plantings earlier than past years. Budd Group housekeeping has added a new Operations Manager who has made major improvements to their campus cleaning routines. Despite delays in receiving grass seed due to supply chain issues, the sports crew was able to get all sports field's rye grass growing before cold weather.

Business Information Systems

We have been working to provide innovative solutions and increase automated services. One example is enhancing the work order status for users once our new work order system is implemented in January. Faculty, staff, and students will be able to log into the new work order system via the web or mobile application and submit a request for a work order, attach pictures, and follow the status of the work order. The status will show the requestor when the work order was received, the work order is in process, if parts need to be ordered, and when the work order is complete. In addition, area coordinators and RECs will be able to follow the status of any work requests within their assigned buildings.

We have also implemented electronic field reporting for Capital Design and Construction Department. Inspectors use mobile applications to report field inspections to the Virginia Division of Engineering and Buildings, and for administrative and daily reports. This mobile application reduces desk time and increases inspector time on the construction sites. We are conducting a cost comparison analysis to provide iPads or tablets to personnel from Facilities, Grounds, and the campus movers for use with the new work order system, and conducting a feasibility study for the use of drones for inspection purposes. A drone can be used to inspect roofs, gutters, roof drains, downspouts, windows, and roof top mechanical equipment. Using a drone would reduce the use of lifts and ladders creating a safer work environment and more efficient process.

Likewise we are conducting a feasibility study for the use of an inspection robot for steam tunnels and crawl spaces. Using a robot for steam tunnel inspections will increase safety for our steam distribution employees. A robot could be deployed down the steam tunnel instead of employees to investigate steam leaks. This would decrease the amount of confined space training needed for steam distribution employees and will provide a safer work environment.

Printing and Postal Services

Printing Services staff reached out to different universities to understand best practices used by other institutions for managing centralized printing. Centralization of leases will ultimately provide better budgetary practices in regards to lease management and renewal.

Currently, departments order their own central printer, needed supplies, and pay invoices for the same. The university currently has 71 centralized printers and most employees have a desktop

printer. All 71 printers vary in lease commitments and are at a substantially larger print capacity than departments need which increases overall lease expense. Since Printing Services has the expertise in print equipment, they will begin to manage the centralized printer process for all departments. They will start with the 25 centralized printers with expired or near expiring leases. Printing Services will “right size” each new machine based on departmental print usage. Printing Services will manage the lease process, and manage lease payments.

Printing Services completed a total of 272 print jobs for campus partners, off campus partners, and students in the month of October. Those jobs include brochures, banners, flyers, posters, yard signs, nametags, business cards, envelopes, programs, booklets, and stickers.

Lancer Card Center

In an effort to better serve our students, the Lancer Card Center will be relocated to the Student Accounts Office in Lancaster Hall when Longwood reconvenes from Christmas break. Students will be able to obtain their Lancer Card and handle any student account item at one location providing a convenient one-stop.

Currently, part of the card center is our access control staff. Access control is the electronic programming on a Lancer Card for access that each faculty, staff or student may have to university buildings that have card access. This is similar to key access but an electronic key. The access control staff will move to Facilities for better coordination with the key office, facilities shops, and improved security measures.

Business Operations

COVID-19 cases have been very manageable this semester. 107 confirmed cases on campus through November 10 which is about the same as Fall 2020. The difference has been the dramatic impact that the vaccine has had on decreasing the number of students that have been identified as contact exposed and required to go into quarantine.

We continue to implement Bizview as the software solution for better budget forecasting and modeling needs. The project is on target to be fully implemented by January 2022 and will be used to develop the FY23 budget.

Financial Accounting & Reporting

The APA staff entrance meeting for the annual audit is scheduled for the week of January 10th. General Accounting is also working through accounting and reconciliation challenges with new Cardinal HCM.

To improve efficiencies, provide backup staffing, and, as far as possible, create a one-stop-shop for students, part of the Lancer Card office and Parking Services are moving to Cashiering and

Student Accounts to provide better service to the students. This move helps centralize two campus collection points into the primary financial service point on campus.

Materiel Management

A search is underway for a new Director of Materiel Management, and we are exploring a centralized purchasing model for campus to help us improve our SWAM spend, save money, and improve overall efficiency. Significant efficiency can result from a centralized procurement model. The new Director of Materiel Management will be tasked with identifying the right variation of centralized procurement and implementing it for campus.

Development of/transition to the new state eProcurement platform (still eVA) is still ongoing. Important dates are:

- November – End user training (training modules will be available in the COV Learning Management System).
- December 1st – VBO Buyer disabled; no new solicitations or amendments can be published.
- December 15th – All existing solicitations in VBO Buyer must be finalized.
- December 31st to January 2nd – Conversion/cutover weekend.
- January 3rd – New eVA Go Live.

Longwood's FY2022 Annual SWaM Procurement Plan was approved and submitted on 9/23/2021. Total SWaM spend goal will remain at the current state-wide goal of 42%. Year-to-Date Spend vs Goal (from SBSB Expenditure Dashboard only) are shown below. A month into the 2nd quarter shows us 8.47% off our goal and that is a good sign we are on track to reach/exceed our goal this fiscal year.

Human Resources, Payroll, and Budget Administration

Longwood went live in Cardinal (the state's new payroll and human capital management system) on October 3rd along with a small group of other state agencies, a major milestone in a massive multi-year state project, which required major effort and teamwork on the part of the University. The remaining state agencies will go live in April 2022. This first group is collaborating with the Cardinal Team to correct issues and identify solutions.

In addition to the Cardinal implementation, we have been implementing the use of DocFinity for automation of processing pay actions/status change requests, implementing Hirezon for onboarding of student workers, reviewing utilizing E-Paths in Banner for student hiring workflow, and assisting with the implementation of BizView, a software to develop budget forecasting model.

The Office has also been overseeing the COVID weekly testing, per state requirement, and supporting the initiative to reimagine our campus work study programs into something that supports retention and provides valuable life skills that complement the academic curriculum.

To focus on recruiting strategies to cultivate an abundant and diverse pool of applicants, all Longwood position advertisements are being posted on DiverseJobs.net a platform provided by [Diverse Issues in Higher Education](http://DiverseIssues.org).

Economic & Community Development

The Center for Rural Virginia Board elected to have the Virginia Governor's Summit for Rural Prosperity here at Longwood. The event, held November 4-5, hosted over 175 in person attendees from around Virginia, highlighting Farmville's progress and our work in regional entrepreneurial ecosystem development.

More broadly for the Longwood Small Business Development Center, clients report via survey \$6.1 million in new capital thus far attributed to the assistance from SBDC. Year to date, 877 individuals in our 26 locality service region have received information, consulting, or training on business startup and operation.

Pilot grant funded entrepreneurship and innovation support programs across Go Virginia Region 3 also are progressing in partnership with SOVA Innovation Hub and Mid-Atlantic Broadband. (GO Virginia Entrepreneurship and Innovation Investment Strategy)

Programs launching include:

- 10 week business startup programs: 2 x per year virtually
- Youth Entrepreneurship curriculum: Cumberland County and PE County Public Schools are participating in a pilot to introduce entrepreneurship and innovation into existing curriculums and into after school opportunities. The program is asynchronous and flexible such that individual students anywhere in the region can take the course and get coaching from staff.
- Professional Development in teaching innovation: Brandon Hennessey and Jacob Dolence are collaborating with Graduate and Professional Studies to develop a professional development module for teachers integrating innovation and entrepreneurship into curriculum.
- Regional Collegiate Business Pitch Competition, including representatives from: Longwood, Longwood SBDC, SOVA Innovation Hub, Hampden-Sydney, and Averett University.

Lastly, the Virginia Tobacco Commission awarded LUREF \$500,000 towards renovation costs to establish an innovation hub for campus/community connection and innovation courses at Midtown (Project SEED). The A&E study and branding study are now complete, as is an initial MOU with Hampden Sydney. The space design includes maker spaces, co-working spaces, training rooms and an SBDC office for onsite consultations. LUREF has also applied to GO Virginia for \$604,000 to fund equipment. Region 3 Council approved the application to advance to GO Virginia's statewide board. LUREF is applying to the U.S. Economic Development Administration to fund the remaining renovation plans.

Longwood University
Financial Overview
As of October 31, 2021

FY2021-22 Budget Dashboard YTD

E&G	BOV Budget	FY Estimate	YTD Actual	Percent	PY Percent
<i>Revenues</i>					
Tuition	35,521,562	34,409,013	19,159,200	55.68%	46.47%
Fees	1,100,000	1,100,000	864,642	78.60%	68.82%
General Fund	35,600,305	35,600,305	12,028,613	33.79%	38.16%
Federal Workstudy	50,000	50,000	0	0.00%	0.00%
Other	374,000	399,230	129,663	32.48%	26.02%
Total Revenues	72,645,867	71,558,548	32,182,118	44.97%	42.94%

<i>Expenditures</i>					
Instruction	37,067,554	36,996,626	12,220,377	33.03%	36.45%
Public Service	583,302	606,328	194,192	32.03%	35.78%
Academic Support	7,200,003	7,270,381	2,661,938	36.61%	34.25%
Student Services	4,764,822	4,729,186	1,334,825	28.23%	34.61%
Institutional Support	12,666,301	12,689,401	5,069,573	39.95%	38.14%
Facilities Operations	7,670,846	7,674,546	2,989,739	38.96%	41.58%
Scholarships	3,693,039	3,693,039	2,553,720	69.15%	74.81%
HEERF II Funds	0	0	0	0.00%	0.00%
Salary Savings	(1,000,000)	(1,250,000)	(672,873)		0.00%
Total Expenditures	72,645,867	72,409,507	26,351,491	36.39%	38.68%
TOTAL	0	(850,959)	5,830,628		

AUXILIARY

<i>Revenues</i>					
Housing	24,336,592	21,797,715	9,110,384	41.80%	37.12%
Dining	7,518,784	6,953,444	3,463,624	49.81%	45.50%
Comprehensive Fee/Other	28,526,563	27,357,010	10,390,711	37.98%	35.01%
Federal Workstudy	154,300	154,300	0	0.00%	0.00%
Total Revenues	60,536,239	56,262,469	22,964,719	40.82%	37.09%

<i>Expenditures</i>					
Housing	24,369,329	24,764,262	11,461,048	46.28%	38.65%
Dining	8,233,331	7,667,991	3,008,222	39.23%	54.26%
Athletics	9,542,746	9,551,046	3,893,438	40.76%	45.06%
Other Services	19,040,833	19,039,002	8,309,045	43.64%	45.57%
HEERF II Funds	0	0	(2,051,577)	0.00%	0.00%
Salary Savings	(650,000)	(650,000)	(194,825)	0.00%	0.00%
Total Expenditures	60,536,239	60,372,301	24,425,352	40.46%	43.35%
TOTAL	0	(4,109,832)	(1,460,633)		

Cash & Investment Assets

Longwood University	21,331,199
All Longwood Foundations	167,874,293

Working Paper prepared by management to estimate year end results



Intercollegiate Athletics
Michelle Meadows, Director of Athletics

Highlights

- **Men's and Women's Basketball Preseason Rankings**
- **Men's Basketball set to host Jerome Kersey Classic**
- **Postseason review to an historic fall season**
- **Student-Athlete Enhancement programming focusing on well-being for coaches & student-athletes**

Big South Preseason Predictions Put Longwood Basketball Near the Top

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The women's No. 3 prediction surpasses the program's previous high of No. 6 earned in 2013-14 and 2020-21, while the men's jump to No. 2 in the North Division is the program's best spot since joining the league.

Longwood was also represented on both Big South Preseason All-Conference teams, with women's senior and reigning Big South Defensive Player of the Year Akila Smith joining junior and fellow All-Big South first-teamer Kyla McMakin on the preseason first team, and men's sophomore and reigning Big South All-Freshman Team honoree Justin Hill earning a spot on the men's second team.

Those preseason predictions come on the heels of dueling breakthrough seasons for the Lancers last season, during which men's head coach Griff Aldrich led his squad to a league-record 10 Big South wins, a trip to the Big South semifinals, and an invitation to the College Basketball Invitational. Women's head coach Rebecca Tillett, meanwhile, guided her squad to a program-record No. 3 Big South finish and 12 Big South wins, as well as a berth to the Women's Basketball Invitational.

Men's Basketball Geared Up to Host Jerome Kersey Classic in November

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Longwood will play on each of those three game days, taking on tournament participants American (Nov. 19 at 5 p.m.), UMBC (Nov. 20 at 5 p.m.) and Western Carolina (Nov. 21 at 4 p.m.). In addition to the live action happening on Jerome Kersey Court, Feinstein will be on site as a guest analyst for the ESPN+ broadcasts during Friday and Saturday's doubleheaders. The author of 44 books including such bestsellers as "A Good Walk Spoiled" and "A Season on the Brink," Feinstein will join Longwood broadcaster Sam Hovan for those four games.

Feinstein will be one of two longtime sports writers in attendance at the tournament, as the Jerome Kersey Classic will also serve as the venue for a special book signing and promotion event for the recently published biography of Kersey, titled "Jerome Kersey: Overcoming The Odds." Author Kerry Eggers, who also covered Kersey during his playing days for the NBA's Portland Trailblazers, will be on hand to sign copies of the book, which was the product of a homegrown effort both on Longwood's campus and in Portland.

Longwood's Fall Sports Combine for Best-Ever Cumulative Performance

Thanks to top-three finishes from field hockey, men's soccer and women's soccer, as well as a flurry of personal-best performances at the Big South Championship by both cross country teams, Longwood's five fall sports combined to produce the university's highest-achieving fall season since 2014 when field hockey joined the Mid-American Conference.

Field hockey, men's soccer and women's soccer all had winning records in conference play and all finished third in their standings to earn bids to their respective postseason tournaments. Field hockey went on to reach the MAC title game for the first time and earned a runner-up finish, while women's soccer played its way into the Big South semifinals, and men's soccer secured a bid to the league's six-team postseason tournament.

Combined, those three programs posted a 24-17-6 overall record and a 14-8-3 record in conference play. That marked Longwood's highest conference winning percentage in the fall since 2014, the first time in that span that all three teams had winning conference records, and the first time all three finished in the top three in their respective conferences.

Field Hockey Reaches MAC Championship Game for First Time

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took Miami to the wire, leading 1-0 heading into the fourth and final quarter before the RedHawks mounted a late-game comeback to earn their fourth consecutive MAC title, 2-1.

The title-game berth punctuated a 10-7 record in the regular season and 4-3 mark in MAC play, and is the latest step forward in a decades-long climb for the program under head coach Iain Byers. Longwood's win over Kent State in the MAC semifinals snapped a streak of five consecutive MAC Championship games featuring Kent State and Miami and made the Lancers only the fourth team to play for a MAC title since Longwood joined the conference in 2014. Longwood also placed three players on the All-MAC team, including four-time first-team honoree Luna Lopez, and had freshman Maroussia Walckiers earn MAC Freshman of the Year, which is Longwood's third such award in the past five years.

Women's Soccer Earns Another Top-Three Finish, Returns to Big South Semifinals Again

Highlighted by a six-game winning streak in conference play, women's soccer once again asserted itself as a top-tier Big South program by earning another third-place league finish and advancing back to the Big South semifinals. Under 28th-year head coach and Longwood alum Todd Dyer '93, the Lancers went 8-8-4 overall and 6-2-2 in Big South play and once again finished as one of the top defensive teams in the conference.

That success earned Longwood first-round hosting privileges in the Big South Championship tournament, and the Lancers used that home-field advantage to cruise past Gardner-Webb 2-0 and into the Big South semifinals for the third time in the past four years. Keying that effort was the captain's trio of graduate students Madison Hommey and Madison Lockamy and senior Kylie Cahill, as well as an All-Big South trio that included first-teamers Lockamy and Cahill and second-team honoree Danielle Toone.

Men's Soccer Climbs to Third Place in Big South and Returns to Postseason

Following a regular season in which they asserted themselves as one of the Big South's most balanced teams, Longwood men's soccer ascended to third place in the conference standings and qualified for the league's six-team Big South Championship tournament. Under 19th-year head coach Jon Atkinson, Longwood's third-place Big South finish tied for the best in team history, matching the 2013 squad's standing in the Lancers' second year as members of the conference.

Included in the team's run to the top tier of the conference were four one-goal wins in conference play, top-four rankings in the Big South in both goals per game and goals allowed per game, and three All-Big South selections in first-team selection Markus Gronli and second-teamers Ander Etxaniz and Jonas Kalchner.

Men's & Women's Cross Country Have Another Successful Performance at the Big South Championship

The men's and women's cross country teams peaked at just the right time at the Big South Championships this season to post a 9th and 8th place finish at the this year's event hosted by High Point University. The performance included 11 personal bests, including six out of seven runners on the women's side and five of the men's ten runners achieving a similar result. Junior standout Grace Puleo led the way for the women with a 34th place finish, while men's freshman

ace Ethan Pettyjohn placed 43rd. Both these runners previously earned Runner and Freshman of the Week honors in the same week, a first for the combined programs.

The season was also highlighted by both programs programs hosting the Lancer Pink Invitational on October 8th, the first home meet hosted on Longwood's campus since 2014. The event combined to support breast cancer awareness and raised over \$2,000 through a community based "Lancer Pink Mile" with all proceeds going to the Virginia Breast Cancer Foundation, all while each team took the individual and team first places medals.

Mindful Mondays Galvanize Student-Athlete Wellbeing

In an effort to curtail and negate the at-times arduous stressors of being a student-athlete, the Longwood Student-Athlete Enhancement (SAE) team has initiated mediation and mindfulness guided sessions offered to all student-athletes every Monday in Allen 101. These calming focused gatherings offer an opportunity to alleviate perceptive stressors in a student's everyday life. Sessions run 30 minutes and include multiple meditations while utilizing an app called Headspace. Sport specific programs are used to help with bolstering mental performance skills pertinent to sport.

Spooky Slugfest Drives Community Engagement

Under the direction of newly appointed baseball head coach Chad Oxendine, the annual Spooky Slugfest was a grand slam for our Farmville community this Halloween. With guiding efforts from the Student Athlete Advisory Committee (SAAC), the baseball team took the field for a competitive five inning scrimmage with all athletes dressed in Halloween costumes. After a jaw dropping finish, student-athlete representatives from every Longwood team held games in the right field as children within the community took part in trick or treating with each group. With hundreds in attendance, this event has become a much sought after and exciting tradition each fall.

Education Focused Workshops Bolster Performance

An ongoing effort to provide continuing education to the Longwood sport coaches and student-athletes has progressed this fall semester being led by the Sports Performance department. Coaches Education Sessions are led by Assistance Sports Performance Coach, Courtney Taybron, focusing on addressing multi-faceted performance trends in college athletics. Some topics include team sleep enhancements, road trip nutrition, and stress management. The periodic gatherings aim to keep our coaches current with newly established research. Student-Athlete Education Workshops are facilitated by Assistant Sports Performance Coach, Jonathan Murray, and concentrate on enhancing performance and wellbeing with the corollary of creating a more pleasurable student-athlete experience here at Longwood.

Name, Image, Likeness Unpacked

With newly adopted NCAA legislation on July 1st 2021, student-athletes now have the opportunity to earn compensation from their name, image, likeness (NIL) from outside entities. Upon direction from the Virginia state government, provisions around how a student-athlete earns compensation has been a much needed guidepost in the construction and implementation of NIL department policy. In roadshow like fashion, Deputy Athletics Director, Rick Canter, facilitated education sessions for each sport team, covering all facets of Longwood University's

recently adopted NIL policy. As we welcome NCAA legislative changes, we will work to concurrently maintain compliance surrounding any and all bylaws associated with NIL.



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The title-game berth punctuated a 10-7 record in the regular season and 4-3 mark in MAC play, and is the latest step forward in a decades-long climb for the program under head coach Iain Byers. Longwood's win over Kent State in the MAC semifinals snapped a streak of five consecutive MAC Championship games featuring Kent State and Miami and made the Lancers only the fourth team to play for a MAC title since Longwood joined the conference in 2014. Longwood also placed three players on the All-MAC team, including four-time first-team honoree Luna Lopez, and had freshman Maroussia Walckiers earn MAC Freshman of the Year, which is Longwood's third such award in the past five years.

Women's Soccer Earns Another Top-Three Finish, Returns to Big South Semifinals Again

Highlighted by a six-game winning streak in conference play, women's soccer once again asserted itself as a top-tier Big South program by earning another third-place league finish and advancing back to the Big South semifinals. Under 28th-year head coach and Longwood alum Todd Dyer '93, the Lancers went 8-8-4 overall and 6-2-2 in Big South play and once again finished as one of the top defensive teams in the conference.

That success earned Longwood first-round hosting privileges in the Big South Championship tournament, and the Lancers used that home-field advantage to cruise past Gardner-Webb 2-0 and into the Big South semifinals for the third time in the past four years. Keying that effort was the captain's trio of graduate students Madison Hommey and Madison Lockamy and senior Kylie Cahill, as well as an All-Big South trio that included first-teamers Lockamy and Cahill and second-team honoree Danielle Toone.

Men's Soccer Climbs to Third Place in Big South and Returns to Postseason

Following a regular season in which they asserted themselves as one of the Big South's most balanced teams, Longwood men's soccer ascended to third place in the conference standings and qualified for the league's six-team Big South Championship tournament. Under 19th-year head coach Jon Atkinson, Longwood's third-place Big South finish tied for the best in team history, matching the 2013 squad's standing in the Lancers' second year as members of the conference.

Included in the team's run to the top tier of the conference were four one-goal wins in conference play, top-four rankings in the Big South in both goals per game and goals allowed per game, and three All-Big South selections in first-team selection Markus Gronli and second-teamers Ander Etxaniz and Jonas Kalchner.

Men's & Women's Cross Country Have Another Successful Performance at the Big South Championship

The men's and women's cross country teams peaked at just the right the time at the Big South Championships this season to post a 9th and 8th place finish at the this year's event hosted by High Point University. The performance included 11 personal bests, including six out of seven runners on the women's side and five of the men's ten runners achieving a similar result. Junior standout Grace Puleo led the way for the women with a 34th place finish, while men's freshman

ace Ethan Pettyjohn placed 43rd. Both these runners previously earned Runner and Freshman of the Week honors in the same week, a first for the combined programs.

The season was also highlighted by both programs programs hosting the Lancer Pink Invitational on October 8th, the first home meet hosted on Longwood's campus since 2014. The event combined to support breast cancer awareness and raised over \$2,000 through a community based "Lancer Pink Mile" with all proceeds going to the Virginia Breast Cancer Foundation, all while each team took the individual and team first places medals.

Mindful Mondays Galvanize Student-Athlete Wellbeing

In an effort to curtail and negate the at-times arduous stressors of being a student-athlete, the Longwood Student-Athlete Enhancement (SAE) team has initiated mediation and mindfulness guided sessions offered to all student-athletes every Monday in Allen 101. These calming focused gatherings offer an opportunity to alleviate perceptive stressors in a student's everyday life. Sessions run 30 minutes and include multiple mediations while utilizing an app called Headspace. Sport specific programs are used to help with bolstering mental performance skills pertinent to sport.

Spooky Slugfest Drives Community Engagement

Under the direction of newly appointed baseball head coach Chad Oxendine, the annual Spooky Slugfest was a grand slam for our Farmville community this Halloween. With guiding efforts from the Student Athlete Advisory Committee (SAAC), the baseball team took the field for a competitive five inning scrimmage with all athletes dressed in Halloween costumes. After a jaw dropping finish, student-athlete representatives from every Longwood team held games in the right field as children within the community took part in trick or treating with each group. With hundreds in attendance, this event has become a much sought after and exciting tradition each fall.

Education Focused Workshops Bolster Performance

An ongoing effort to provide continuing education to the Longwood sport coaches and student-athletes has progressed this fall semester being led by the Sports Performance department. Coaches Education Sessions are led by Assistance Sports Performance Coach, Courtney Taybron, focusing on addressing multi-faceted performance trends in college athletics. Some topics include team sleep enhancements, road trip nutrition, and stress management. The periodic gatherings aim to keep our coaches current with newly established research. Student-Athlete Education Workshops are facilitated by Assistant Sports Performance Coach, Jonathan Murray, and concentrate on enhancing performance and wellbeing with the corollary of creating a more pleasurable student-athlete experience here at Longwood.

Name, Image, Likeness Unpacked

With newly adopted NCAA legislation on July 1st 2021, student-athletes now have the opportunity to earn compensation from their name, image, likeness (NIL) from outside entities. Upon direction from the Virginia state government, provisions around how a student-athlete earns compensation has been a much needed guidepost in the construction and implementation of NIL department policy. In roadshow like fashion, Deputy Athletics Director, Rick Canter, facilitated education sessions for each sport team, covering all facets of Longwood University's

recently adopted NIL policy. As we welcome NCAA legislative changes, we will work to concurrently maintain compliance surrounding any and all bylaws associated with NIL.



Institutional Advancement *Courtney Hodges, Vice President*

Highlights

- **New programs and initiatives in annual giving**
- **JPB Construction Celebration held October 22, 2021**
- **Planning for the 2022 Summer Conference Season is underway**

Development

Longwood Annual Giving:

End of Year Campaigns: Our calendar year-end campaign will start with a direct mail piece being mailed November 15, 2021 to approximately 10,000 constituents with a separate version for athletics. Four emails will follow the solicitation piece, including Giving Tuesday on November 30, 2021. The calendar year end (CYE) letter focuses on thanking donors and underscoring their decision of being proud of their alma mater.

Launch of our Digital Engagement Center: The Digital Engagement Call Center (formerly known as Lancer Line call center) is an effort driven by student callers in the fall and spring semesters to contact alumni, friends, and parents. The student ambassadors reach out via phone to update contact information, share Longwood news, and solicit donations. The program started calling constituents September 1, 2021 and will finish up November 30, 2021. Payton Davenport, Class of 2022, is the student manager with eight student callers. To date, the students have contacted 6,200 constituents. They are off to a strong start securing 200 pledges totaling over \$27,000. The students are working hard to reach the \$30,000 goal by the end of November.

Introducing Longwood's Fountain Society: Recurring giving, while a foundational element of advancement programs for decades, is seeing renewed donor interest. Recurring gifts are monthly gifts made via credit card or payroll deduction. This is one of the easiest and most immediate ways to impact areas that need it most. Longwood University launched the Fountain Society August 2021 to recognize those donors whose monthly investments strengthen the University and enrich the experiences of our students. As of August 2021, there were 170 members. The Fountain Society has grown to 223 members and has a goal of reaching 250 members by the end of the fiscal year 2022. A special thank you/impact video will be sent to all

Fountain Society members at Thanksgiving. The annual giving team is excited to see the growth and looks forward to the continued engagement of these donors.

Make your gift with Venmo: The Development Office will be testing Venmo as a “way to give” in the next couple of weeks. Longwood strives to make philanthropy easy and simple for the donor. Many of our donors utilize Venmo in their daily lives and have expressed interest in using this channel for their philanthropic gifts. The Venmo logo will be added to our day of giving marketing pieces in hopes of securing gifts from our young alumni constituent group as well as other hard to reach constituent groups.

Love Your Longwood Day is scheduled for March 24, 2022. Preparations are well underway for our next day of giving. Mark your calendars now.

Recent Events:

Virtual Events: We have continued our Longwood Together Virtual Event Series with four events held.

- Leading the Charge: Building a Foundation for Athletics Philanthropy (25 attendees)
- Behind the Scrubs: A Preview of Longwood’s Accomplished Nursing Program (33 attendees)
- Women’s Basketball Season Preview (20 attendees)
- Men’s Basketball Season Preview (19 attendees)

In-Person Events: Taking advantage of the seasonable weather, we are thrilled to welcome guests back to campus for a few in-person, outdoor events this semester.

- *Men’s Basketball Preview Event* - Julie and Griff Aldrich hosted the Men’s Basketball Preview Event at their home September 17, 2021. Coach Aldrich introduced several players and shared updates for the upcoming season. There were 56 attendees.
- *JPB Construction Celebration* – The Joan Perry Brock Convocation Center was celebrated in grand style on October 22, 2021. Joan Brock was in attendance with her Longwood Ladies by her side. The day started with the construction celebration at 10:00 a.m., followed by lunch for the Longwood Ladies in Radcliff Hall. Aaron Sims, the Assistant Director of Admissions, led Joan and her friends on a tour of Radcliff Hall and answered questions about the building. After lunch, a bench dedication was held for the Longwood Ladies, followed by photos and tours of campus.
- *Buddy Bolding Golf Classic* was held October 22, 2021. Former student-athletes, friends, and families of current student-athletes, and other Longwood baseball supporters attended the weekend events. Over \$10,000 in donations was secured for the baseball program.

Upcoming Events:

Virtual Events:

- *Scholarship Dinner* – Out of an abundance of caution, we will not be hosting our scholarship dinner this year. Plans are underway to celebrate our scholarship donors and recipients virtually. In November, our scholarship donors will receive a “goodie” package with a Longwood scarf, cookies to enjoy, and a thank you note from students showing gratitude for receiving a scholarship. Following the package, donors will receive a special video message from Lancers across campus. Until we can be together again, we will take our virtual celebrations to the homes of our scholarship donors.
- *Softball Team* – The softball team will host a Zoom Event at the beginning of December to introduce staff and the 2021-2022 team in an effort to build excitement around the launch of the team’s Friends and Family campaign.

In-Person Events:

- *Men’s Basketball Tournament Event Weekend* – The *Jerome Kersey Classic* is scheduled for November 19 – 21, 2021, and will be the first multi-team event that Longwood has hosted in the Division 1 era. Guests will have the opportunity to see the Lancers face off against three different teams, including American University (November 19th), UMBC (November 20th), and Western Carolina (November 21st) in Willett Hall. In addition to all of the exciting game action, guests are also invited to attend several events surrounding the games, including two Champions Club (formerly President's Club) receptions, a luncheon and chat with sports writer, John Feinstein, a book signing for "Jerome Kersey: Overcoming the Odds," and more.
- The *Student Philanthropy Council* will host Longwood Philanthropy Week November 15 – 19, 2021. The week is a student-driven effort that includes four themed days, and serves as a way to celebrate and bring awareness to the impact that private philanthropy has on Longwood.

Donor Stewardship:

The current stewardship plan includes stewardship of all donors depending on gift amount and giving society membership. Giving Society members also receive our monthly newsletter, On the Rise, and a personalized thank you video from a student.

This year, we have launched a new stewardship program called the Digital Development Ambassadors (DDAs). We currently have three students leading customized stewardship for our mid-level donors and continued stewardship for our giving society members. We want our donors to understand the impact their gifts are having across campus and in the lives of our students.

Our DDAs are working with department heads and faculty members to share department specific impact stories, research news, and department specific information of interest. The students are working closely with the Director of Annual Giving to ensure a successful implementation of the program.

Leadership Giving:

Joan Perry Brock Center: Excitement around the Joan Perry Brock Center is definitely building among alumni and donors, especially as the building continues to rise along Brock Commons during construction. Whether a donor is making a \$5,000 gift or a \$100,000 gift to this project, what is clear is that they are proud that Longwood is taking this step and is doing it the right way. Donors recognize the long term impact JPB will have on Longwood and the Farmville community and that provides tremendous motivation to invest and be a part of building JPB together. To date, we have received \$1.6 million in gift commitments towards our goal of \$2 million.

Legacy Challenge: We have currently deployed about \$125,000 in matching funds and have \$158,000 in matching funds remaining. Thus far, the challenge has brought in 22 new planned giving commitments totaling just over \$2.4M since July of 2020. We remain committed to continue our focus on planned gifts.

Notable gifts above and beyond JPB and Legacy Challenge:

- \$500,000 planned gift for faculty development
- \$250,000 planned gift for math scholarships
- \$250,000 in new commitments for men's basketball program
- \$63,000 for new mannequin for the Nursing Program's Gordon Simulation Lab
- \$50,000 for field hockey program and scholarships
- \$50,000 in new scholarship support
- Multiple \$25,000 new endowed scholarships, including first ever cross country scholarship
- \$20,000 in support of biology scholarships

University Events and Ceremonies

The University Events and Ceremonies team continues to support all of the COVID -19 Task force and quarantine needs of the campus. We are pleased to have our students back on campus and have been creative in our designs with their signature events to offer safe, while still exciting, events.

Conference season 2022 is being planned to proceed in a traditional manner. At this time we look forward to welcoming back: InTRventions, Virginia Department of Forestry, Longwood Men's Basketball Camps, Longwood Women's Basketball Camps, American Legion Auxiliary Virginia Girls State, Longwood Softball Camps, Christian Family Conference, Youth Alcohol

and Drug Abuse Prevention Project (YADAPP), Call Me Mister, Summer Literacy Institute, Longwood Life and the Talented and Gifted (TAG) program.



Strategic Operations
Victoria Kinson, Vice President and CIO

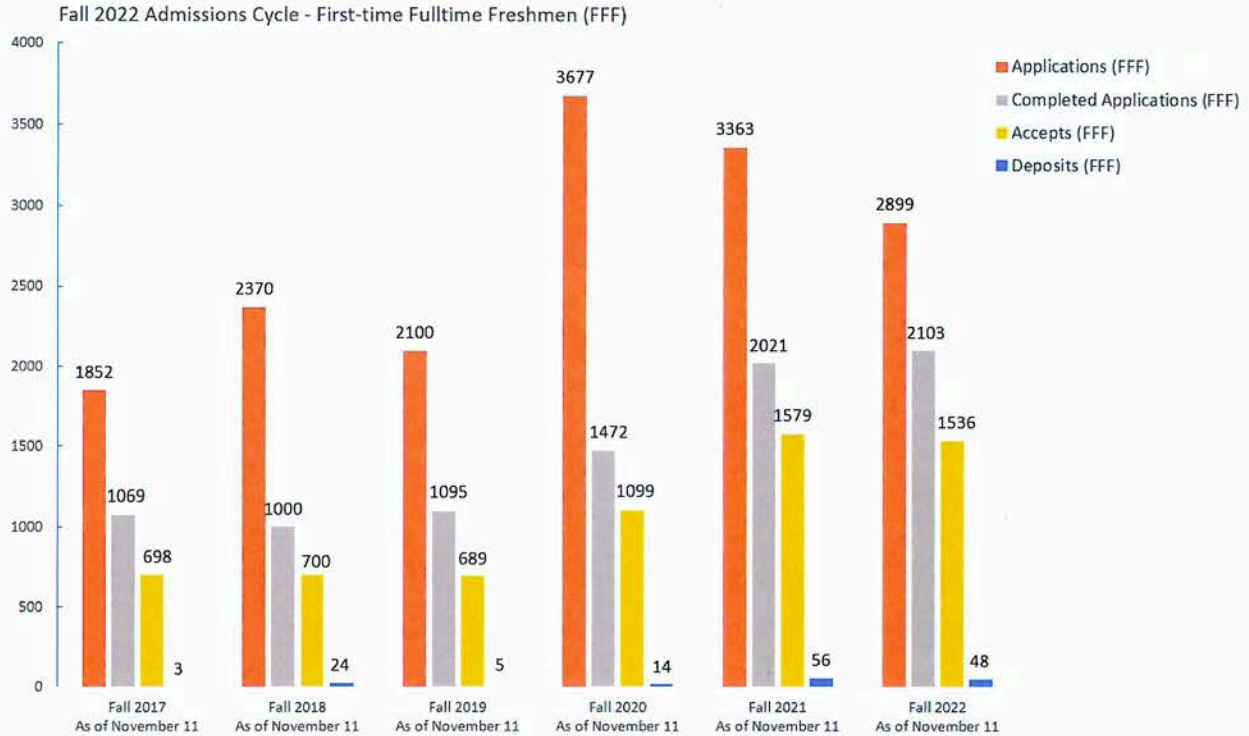
Highlights

- **Fall 2022 admissions cycle in high gear**
- **Financial Aid and Registrar launches text service with students**
- **Career Week a success for students and alumni**

Enrollment Management and Student Success (EMSS)

Undergraduate Admissions Update

The Fall 2022 Admissions cycle has been moving at a record-setting pace despite challenges presented by a smaller pool of available high school student names than usual (due to the lack of SAT administrations during the COVID-19 pandemic). While this led to our smallest pool of application starters since we launched the Common App for the Fall 2020 cycle, a record number of students have completed their applications. As of mid-November, more than 3,000 students had started their applications with more than 2,200 of those complete—a 73% completion rate for Fall 2022 compared with 40% for Fall 2020 and 60% for Fall 2021. At this point, we are exceeding our point-in-time application goals, though we know we still have much work to do to bring in the class.



Campus Visits Robust

Students anticipated to start in Fall 2022 have visited campus a total of 5,356 times (some students may have visited more than once), and we have already begun to see high school juniors and sophomores visiting (642 so far!). Nearly 1/3 of the students registered for the Nov. 20 open house were juniors or younger. In addition, with the intent to attract academically serious students, we introduced major Immersion Days in Fall 2021, where students and their families spend a day on campus attending classes, hearing from students, and exploring their anticipated program’s offerings and facilities in depth. Families have repeatedly commented on how valuable this experience was in getting to know Longwood. One mother sent the following email to us after her daughter’s visit:

“I attended your psychology immersion day last week with my daughter Abc, and I just wanted to let you know how wonderful I thought it was. Between Abc and her older sister (freshman at UNC-Charlotte), I have attended campus tours, open houses, and other admissions events at 10 different schools in NC and VA. I've done everything from Covid-safe self-guided tours to massive open houses at big state schools. Your psychology immersion day wins the prize for the best admissions event I have attended. I promise I'm not saying this in an attempt to increase Abc's chances of admission. I just thought you should know.

You put on a really great quality event. Abc loved getting to spend time talking with students, both during the first session and during lunch. She was able to get

so many questions answered. The tea with Dr. Blincoe was lovely, and all of us mothers and grandmothers enjoyed that time, getting to talk with each other and hear from Dr. Blincoe. During Abc's time sitting in a class, she actually took notes which cracked me up. :) Dr. Robertson's talk was great. Having already been through the college admissions thing once with my older daughter, I know what lies ahead of us this year, but he had lots of good advice.

It was great to hear from the students in that session as well. I think that day provided us with the most access to conversations with students that we have had anywhere. That was tremendously valuable. So often our only interaction with students is with the one tour guide. I wish more schools offered major-specific admissions events like this. Abc is very psychology-focused in her college search, so this was perfect for her. I have no idea where she will end up at school, but Longwood definitely rose up to a top contender after that day. Kudos to your admissions office on a well planned event!”

Financial Aid and Registrar's Office Adds Texting As Way To Communicate With Students

Building off the successful Admission's texting campaigns, the Registrar's team and Financial Aid team began texting current students about key dates to support their continued enrollment. The Registrar's first campaign reminded current students about their dedicated date and time to register for spring and intersession courses. In the past few years students have been slow to register for the following semester's courses, needing several nudges. The texting turned that trend around, with a greater percentage of eligible students registering during their designated time slot. In fact, our highest percentage of registrations among eligible students in the past five years was the first group to receive text messages from the Registrar!

Financial Aid's first texting campaign reminded students they could begin completing the Free Application for Federal Student Aid (FAFSA) for 22-23 academic year. The message was sent just before Fall Break, encouraging students to submit the FAFSA while they were home for Fall Break.

Many students were thankful for the text reminders, below are two of the most memorable responses to the texting campaigns. Our goal is to ensure we do not text students so much they ignore the messages. Thus, we have a central hub for managing the texting to ensure the messages are text friendly, timed appropriately and not used as a main communication avenue for everything.

Text exchange examples between students and Registrar and Financial Aid staff:



Information Technology Services (ITS)

Infrastructure Projects

- **Banner 9 Upgrade:** A successfully upgraded Banner 9 system available for use by faculty, staff, and students. Complete implementation of Banner Employee, Finance, and Financial Aid Self Service applications, thus wrapping up the upgrade to Banner 9.

- DocFinity for Accounts Payable: Successful implementation of DocFinity for Accounts Payable workflows.
- Banner Assessment: Began dialog with Banner group to review and assess the functionality and effective use of Banner. Currently a survey has been distributed to many users across campus to gain needed information in reference to business process.
- Information Security: Completed testing of product that will substantially increase insight into logging and monitoring of systems on the network. The new system will allow the removal of six other systems and combine all data into one system.

Office of Alumni and Career Services (OACS)

Career Week Success

From October 11-14, the OACS brought dozens of alumni and hundreds of students together through Career Week, featuring workshops, networking events, and a career fair.

Early in the week, students attended a variety of professional workshops focusing on resume and cover letter writing, using LinkedIn, developing networking skills, and grad school preparation all hosted in part by our partnering alumni. These workshops prepared students to connect with alumni and employers at a networking event under the Colonnades where they exchanged info in a professional setting. The week ended with a Career, Internship, and Engagement Fair where alumni served as volunteers—or Alumni Ambassadors—and gave students pep talks, guided them around the fair, and helped broker conversations with attending employers.

In their feedback, students found the events to be incredibly helpful and confidence boosting. Additionally, alumni relayed how satisfying they found their volunteer experiences and are looking forward to participating again next year. More than 20 employers have already registered for spring career fairs.

Alumni Weekend 2022 Planning Underway

With two years of virtual experiences, an in-person Alumni Weekend promises to bring more alumni back to campus than previous years. Held June 2-5, 2022, generations of alumni will have the opportunity to stay in campus housing, relive cherished traditions, and celebrate missed reunions. Registration for the weekend will open early February.

University Analytics

With the heavy Fall reporting season behind us, University Analytics is looking forward to planning for the upcoming semester and year.

We look forward to increasing our bandwidth and service to the University as a unit of three. Patricia Thompson will arrive on campus November 29th as our newest Data Analyst. She brings with her a decade of data analytic experience in Virginia, most recently at George Mason University. We are so appreciative of this investment by the University in our office and look forward to helping Longwood faculty, staff, and students with their data needs.

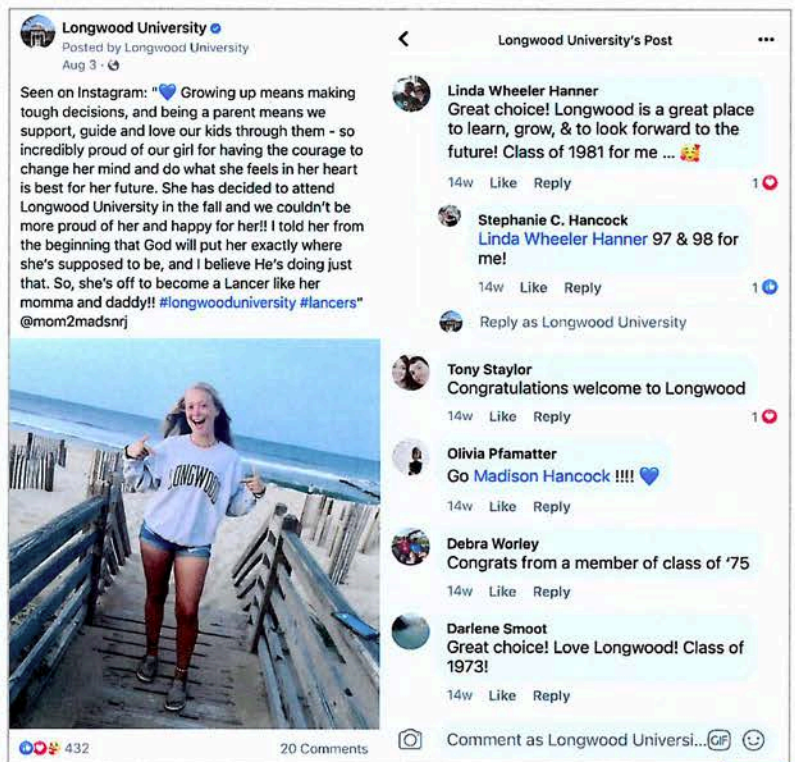
We are also in the process of drafting an RFP to review a newer, more robust data-analysis tool to accommodate requests from across campus for more complex dashboards and visualization.

University Marketing, Communications and Engagement

New Admissions Social Strategy Proves Successful With More Engagement Opportunity

In coordination with Admissions, the marketing team has embarked on a new social strategy for prospective students and parents, transitioning from Admissions-specific social media and instead directing that audience to the University's primary social channels, where we can integrate and reinforce Admissions-specific messaging. This approach allows us to introduce prospects to a larger variety of Longwood content, keep them engaged as they matriculate, and offer opportunities for the Longwood community to interact with them.

Since the transition, posts with Admissions-infused messaging have reached over 160,000 people and garnered over 7,000 engagements across Facebook, Instagram, and Twitter.



Admissions-related social media post garnering engagement from alumni

Civitae To Be Featured In Longwood Magazine Series

The December issue of Longwood magazine will contain the first in a series of articles marking an important Longwood milestone: This year's seniors will be the first class to experience the full four years of the Civitae Core Curriculum, which was launched in 2018. The first article focuses on Citizen 110, a course that emphasizes not only skills critical to students' success as they move through college and into careers but also the importance of considering perspectives on a variety of issues that may be different from one's own. The magazine articles are part of a multifaceted marketing/recruitment strategy to position Civitae as a unique and valuable component of the Longwood experience.



Civitae messaging is being infused throughout our communications, including social media

Webpage About Longwood Gets A First Phase Refresh



Nearly 30,000 people from all walks of life (prospective students and parents, career seekers, visiting speakers, etc.) visit our 'About Us' webpage (longwood.edu/about) each year to learn about Longwood. Armed with site analytics, the marketing/communications team recently began an effort to slowly transform the page to cater to its wide variety of visitors while better presenting Longwood as the historic, notable institution it is. The first phase of the refresh incorporated a facelift to the top half with an elevated look and feel that reinforces our key messages, along with some design tweaks throughout and a revamped 'Leadership' section.



Student Affairs
Tim Pierson, Vice President

Highlights

- **Re-energizing student life and Longwood traditions**
- **Three year residency requirement**
- **Reframing the campus living experience**

The fall has been full and vibrant, with a return to “normal” activities. While it has been a period of adjustment for students, especially as they balance being back in the classroom, there has also been a palpable sense of excitement about being able to participate in activities together and in person.

Nine hundred thirty-five family members registered for Family Weekend in mid-September (and many more did not go through the formal registration process); this was an increase compared to past years. Students and families participated in student performances, faculty presentations, social activities, and explored Farmville and the local community.

Oktoberfest and all of its festivities were a highlight of the fall--Color Wars, the parade and traditional dance, Mr. and Ms. Oktoberfest, the always-popular student organization booths (80 of them, with a waiting list), and of course, the musical performances and concert.

The university’s housing requirement will be extended through students’ third year on campus beginning next academic year. This decision reinstates a policy that has been in place for most of Longwood’s history. Longwood’s greatest strength is our community, with a residential on-campus experience at the heart. This was clear over the last year, as the pandemic highlighted the ways a strong residential campus experience improves academic performance, student retention, campus culture and our ability to support students academically and personally. It’s what allowed us to be together on campus and in classrooms.

The Student Government Association (SGA) sponsored an Open Forum with President Reveley to discuss the rationale for the change in the policy and to offer feedback that would enhance the experience for upper division students. Students have expressed a need for greater independence with less oversight than what is offered in residence halls. As a result of the forum a Housing Task Force has been appointed to submit recommendations that will promote a more compatible living experience for students in our apartment communities.

Assistant Vice President for Student Affairs

Student Affairs has long made it common practice to assess learning outcomes and evaluate program/service quality. Yearly expectations for directors include a *Departmental Annual Report* which includes six sections (i.e., Mission, Vision, Goals, Objectives and Outcomes; Key Highlights; Program Participation and Service Usage; Personnel, Technology, and Budgeting; Assessment and Evaluation; and Proposed Upcoming Priorities) as well as an annual, online *Watermark Assessment Report* based on student learning outcomes and program objectives.

Furthermore, best practice recommends, each department/program area within Student Affairs completes a *Formal Program Review* every six years. Each review must be based on externally defined professional standards and often requires input from faculty, staff, students, and in some cases, community members. While some departments have opted to pursue accreditation from their professional association (i.e., CAPS and the Police Department), others have sought the expertise of a professional consultant, but most choose to participate in a Council for the Advancement of Standards (CAS) Self-Study or a nationally benchmarked standardized survey (i.e., EBI Skyfactor Assessment, etc.).

Collectively, this information is used to document Student Affairs' contribution to the University's mission, our President's strategic priorities, Student Affairs' initiatives, and most importantly, student learning and success. Consequently, Student Affairs is well positioned to document compliance with the SACS-COC institutional performance expectations and looks forward to the upcoming accreditation reaffirmation process.

Dean of Students Unit

In support of the University's COVID-19 management, the Dean of Students' Office assisted by coordinating resources and ongoing needs for the 235 students placed into isolation or quarantine to date for fall 2021 (November 4, 2021). The Care Team has assisted 260 students with a variety of issues spanning medical absences, family and personal emergencies, mental health, academic and financial concerns.

Accessibility Resources Office (ARO)

The Office currently serves 488 students with diverse and varying needs stemming from mild to severe disabilities. Of the currently registered students, 55% have at least one grade lower than a C in their classes at midterms. Of particular concern are those students with chronic health conditions being unable to attend class in-person which has led to withdrawals.

The Testing Center is operating at full capacity, working to administer, proctor and return to faculty an average of 40 tests per week. The ARO graduate intern is meeting with an average of 15 students per week for between 30 to 60 minutes. Full time staff carry a case management load of 244 each. The increase in student concerns and severity of disabilities show an increased need for additional support.

The registered population continues to grow on average by two to three students per week, increasing the need for substantial academic accommodations. The most significant increases have been seen in the number of students requesting emotional support animals, requesting alternative options for foreign languages, and requesting course waivers for classes in the area of math.

Residential and Commuter Life (RCL)

Fall 2021 has been dedicated to reconnecting and reengaging students. RCL prioritized the return of in-person events and programs while continuing to utilize virtual and passive co-curricular programming options. Interest in community-wide programming has seen an increase, with over 800 events seeing an average of 39 student participants. Collaborative work has begun with the newly formed Housing Task Force to make recommendations to modify and improve students' residential experiences. Initial housing registration information for 2022-2023 has been communicated to students, which included information regarding completed apartment renovations and the proposed schedule of renovations for the next two summers.

It was necessary to temporarily relocate 70 students from Stubbs Hall for 4-6 weeks due to HVAC repairs. The majority of these students were provided housing accommodations in the Landings or Lancer Park. Forty-two students elected to remain in Stubbs Hall while repairs were completed. Once completed, students were given the option to return to Stubbs Hall or choose to remain in the temporary assignment through the remainder of the academic year.

Student Conduct and Integrity

Disciplinary cases have begun to return to pre-COVID levels, with a total of 34 cases as of October 29, 2021. The Honor and Conduct Board is an asset to the Office structure, making recommendation in twelve cases. Behavioral violations have decreased however there has been an increase in academic integrity violations; students continue to exceed expectations in their adherence to COVID regulations.

Title IX / Drug & Alcohol Abuse Prevention Programs

Twenty-five reports of notice have been received as of November 1, 2021, in which one report has resulted in an informal resolution. Several students have chosen to work with Longwood University Police Department and Farmville Police Department to proceed with criminal complaints. The majority of students have requested supportive measures, such as faculty notification of medical or legal related absences, etc.

Primary educational initiatives for alcohol and other drugs included an emphasis on the changes to Commonwealth of Virginia law regarding cannabis and the continued restriction of cannabis on-campus based on Federal Law and regulations. Additionally, over 150 new fraternity and sorority life member have been in trained in TIPS (Training Intervention ProcedureS).

Longwood continues its partnership with Vector Solutions, providing online education and prevention programming for Alcohol and Other Drug (AOD) and Sexual Misconduct. All incoming undergraduate students are required to complete the online modules; to date, 95% have successfully completed the Sexual Misconduct module and 74% have successfully completed the AOD module.

Student Engagement Unit

The Student Engagement staff continued its commitment to close work with students within a spirit of continued enthusiasm about Longwood with specific efforts toward three primary goal areas:

Re-energizing student life and celebrating Longwood traditions

Weekend events sponsored by Lancer Productions have contributed importantly to student life through comedy, illusion, poetry, musical and cultural performances, Glowga, Glow Golf, crafting - and a haunted house during Halloween weekend at the Health and Fitness Center co-sponsored with Campus Recreation.

The Club and Organization Awards Dinner in mid-October recognized student organizations, individual student leaders, and advisors for various accomplishments during the past year and a half - and everyone's perseverance and creativity to keep groups moving forward through the challenges of COVID.

Fraternity and Sorority Life welcomed new members during fall recruitment - 25 new sorority members and 23 new members of fraternities. Groups are preparing for primary recruitment efforts in January and February.

The SGA has been excited to meet in person and is committed to staying current about students' experiences and acting on feedback to improve campus life. Special support has been offered to the first year and sophomore class councils.

Information about opportunities to engage in volunteerism in the Farmville community continues to be made available to students.

Focusing on Student Well-Being

Encouraging self-care and attention to personal well-being is integrated in ongoing efforts through work with students and student groups.

CHANGE (Community-Humanity-Allyship-Networking-Grace-Equity) provides support and advocacy to student leaders of 18 multicultural student organizations.

Risk management continues to be an area of focus. Order of Omega hosted Hazing Prevention Week in mid-September that included a keynote address by parent Lianne Kowiak from the Anti-Hazing Coalition who lost her son to acts of hazing. Four hundred fifty students attended this program. Five hundred twenty-eight students are currently enrolled in the *Step Up to Hazing* module. Student participation is an expectation for a number of student organizations.

The College Panhellenic Council (CPC) sponsored Women's Health Week in mid-October, including keynote speaker, Bonny Shade who spoke about Meaningful Relationships to 150 students.

Longwood Recovers, a grant-funded program, provides education and support to assist students in, or considering, recovery from alcohol and/or other substance use issues. An exciting addition is a new Free Coffee Bike that will be used for campus education programming.

Supporting Diversity, Equity, and Inclusion efforts

Workshops, trainings, and class presentations by Multicultural Affairs (OMA) staff members continued to provide important campus educational opportunities; 13 of these have been led so far this semester.

A leadership retreat in September led by OMA staff was an opportunity for student leaders of 18 student cultural organizations to come together and reflect, share perspectives, and collaborate with each other. The students' creation and leadership of "Multifest", a fair to celebrate and raise awareness of the various cultural identities and organizations on campus, was a byproduct of this time together. The Student Athlete of Color Summit, coordinated with Athletics, involved 22 students in similar reflection and conversations.

Celebration of Cultural Heritage Months (Hispanic/LatinX, LGBTQ+, and Native American) this fall have provided important acknowledgment of history and contributions.

Well-Being Unit

Collaborating with Greenwood Library a grant has been secured for FY2022, an American Rescue Plan Grants Program was awarded in the amount of \$19,551 from the Institute of Museum and Library Services (IMLS). The project is entitled *Well-Being in the Heart of Campus: Community Connections at Greenwood Library*. Longwood University is honored to be one of nine institutions within the Commonwealth selected to receive this grant funding.

Campus Recreation

Campus Recreation's focus has been restoring the comradery and competition of a full intramural sports schedule and to date kickball, sand volleyball, and pickleball intramurals have engaged more than 400 participants. Another focus has been celebrating Longwood pride exhibited by Longwood Club Sport athletes and fans. Twenty-eight Sports Club competitions in

baseball, running, field hockey, football, rugby, basketball, soccer, dance performance, and volleyball resulted in more than 550 student participants at home matches and at colleges/universities throughout the Commonwealth. The Outdoor Club has hosted two-day hikes and a whitewater rafting overnight leading to 28 student participations in the outdoors.

Counseling and Psychological Services (CAPS)

CAPS continues to educate the community on the Stepped Care Model of mental health care and well-being. Additional skills-based treatment options are being provided to better manage clinical caseloads and to be more responsive to students' needs; brief skill-focused counseling (up to three-sessions) to work with students on continued skill acquisition and problem-solving in an effort to address their mental health needs.

In October CAPS launched the Healthy Minds Study (HMS). The survey was available to the entire student body and garnered a 19% response rate. Through HMS, Longwood gained a detailed look at the prevalence of mental health issues, as well as service utilization and related behaviors. The study has a special emphasis on knowledge of mental health issues, understanding help-seeking behavior, stigma, the impact of COVID-19 on mental health and well-being, and other potential barriers to mental health service utilization.

Longwood University Police Department

The Longwood University Police Department conducted a campus-wide test of the newly installed Alertus beacons. Nineteen beacons were installed in buildings on campus and additional ones are scheduled to be installed in the coming month. These beacons communicate emergency messages, work in conjunction with text alerts, voice speaker arrays and Longwood network alerts.

Informational Items



MEMORANDUM

November 8, 2021

VIA EMAIL

TO: NCAA Membership

FROM: Robert M. Gates
NCAA Constitution Committee Chair

SUBJECT: Draft of the new NCAA constitution.

For the last three months, the Constitution Committee has worked to restructure the governance of college sports for the benefit of student-athletes for years to come. As has been the case throughout this process, NCAA member feedback on the draft reform constitution is vital to the Association's success.

The accompanying draft constitution includes a number of new concepts even as it codifies certain existing priorities and principles in the NCAA constitution for the first time. The draft recognizes that the NCAA encompasses public and private institutions and conferences of widely varying mission, size, resources and opportunities, and that governance must reflect these differences through the delegation of authorities and responsibilities to the divisions, conferences and member institutions.

Among the new concepts are the following:

- One constitution across all three divisions at about one-fourth the length of the current constitution.
- Clearly stating the Association's priorities.
- Providing the divisions the authority and autonomy to reorganize and restructure themselves.
- Streamlining decision-making authority on Association-wide issues to a Board of Governors reduced from 21 members to nine.
- For the first time, the board and each of the divisional leadership bodies will include student-athletes as voting members.

The new constitution defines the priorities and principles important to college sports as a part of higher education. The draft:

GATES MEMBERSHIP MEMORANDUM

November 8, 2021

Page No. 2

- Embraces name, image and likeness benefits for student-athletes while prohibiting pay-for-play.
- Reaffirms existing revenue allocations and championship opportunities for each division and assures that each division has oversight of its own budget, expenditures and revenue distribution to its members.
- Explicitly affirms the importance of student-athlete mental as well as physical health.
- Reaffirms that responsibility for institutional control rests with the president or chancellor.
- Provides new emphasis on diversity, inclusion and gender equity.

The Committee believes this proposed constitution will well-serve the 1200 member schools and conferences and more than 500,000 student-athletes who compete in NCAA sports every year.

We look forward to your feedback on the draft and to working with you in supporting student-athletes today and in the future.

RMG:krf

Enclosures

NCAA Constitution

Preamble

The National Collegiate Athletic Association is a voluntary, self-governing organization of four-year colleges, universities and conferences committed to the well-being and development of student-athletes, to sound academic standards and the academic success of student-athletes, and to diversity, equity and inclusion. Member institutions and conferences believe that intercollegiate athletics programs provide student-athletes with the opportunity to participate in sports and compete as a vital, co-curricular part of their educational experience. The member schools and conferences likewise are committed to integrity and sportsmanship in their athletics programs and to institutional control of and responsibility for those programs. The basic purpose of the Association is to support and promote healthy and safe intercollegiate athletics, including national championships, as an integral part of the education program and the student-athlete as an integral part of the student body.

Article 1. Principles

- A. The Primacy of the Academic Experience.** Intercollegiate student-athletes are matriculated, degree-seeking students in good standing with their institutions who choose voluntarily to participate in NCAA sports. It is the responsibility of each member institution to establish and maintain an environment in which a student-athlete's activities are conducted with the appropriate primary emphasis on the student-athlete's academic experience. Intercollegiate athletics programs shall be maintained as a vital

component of each institution's broader educational program. The admission, academic standing and academic progress of student-athletes shall be consistent with the policies and standards adopted by the institution.

- B. The Collegiate Student-Athlete Model.** Student-athletes may not be compensated by a member institution for participating in a sport, but may receive educational benefits and benefit from commercialization through use of their name, image and likeness in accordance with guidelines established by their NCAA division.
- C. Integrity and Sportsmanship.** It is the responsibility of each member to conduct its athletics programs in a manner that promotes the ideals of higher education, human development and the integrity of intercollegiate athletics. All individuals associated with intercollegiate athletic programs and events should adhere to such fundamental values as respect, fairness, civility, honesty, responsibility, academic integrity, ethical conduct, and the rules of their respective conferences.
- D. Student-Athlete Well-Being.** Intercollegiate athletics programs shall be conducted in a manner designed to protect, support and enhance the physical and mental health and safety of student-athletes. Each member institution and conference shall facilitate an environment that reinforces physical and mental health within athletics by ensuring access to appropriate resources and open engagement with respect to physical and mental health. Each institution and conference is responsible for ensuring that coaches and administrators exhibit fairness, openness and honesty in their relationship with student-athletes. Student-athletes shall not be discriminated against or disparaged because of their physical or mental health. Institutions, conferences, administrators and

coaches shall protect student-athletes from physical and mental abuse, neglect and undue harm.

- E. **Institutional Control.** It is the responsibility of each member institution to monitor and control its athletic programs and to provide education and training to ensure compliance with the rules established by the Association, its division and conference. Responsibility for maintaining institutional control ultimately rests with the institution's campus president or chancellor.
- F. **Compliance.** It is the responsibility of each member institution to report all rules violations to its respective NCAA division and conference in a timely manner and to cooperate fully with enforcement efforts.
- G. **Diversity and Inclusion.** The Association is committed to diversity and inclusion. Divisions, conferences and member institutions shall create diverse and inclusive environments and shall provide education and training with respect to the creation of such environments and an atmosphere of respect for and sensitivity to the dignity of every person. Divisions, conferences and member institutions shall commit to promoting diversity and inclusion in athletics activities and events, hiring practices, professional and coaching relationships, leadership and advancement opportunities.
- H. **Gender Equity.** The Association is committed to gender equity. It is the responsibility of each division, conference and member institution to comply with federal and state laws regarding gender equity. Activities of the Association, its divisions, conferences and member institutions shall be conducted in a manner free of gender bias. Divisions, conferences and member institutions shall commit to preventing gender bias in athletics

activities and events, hiring practices, professional and coaching relationships, leadership and advancement opportunities.

- I. **Recruiting Standards.** Division by-laws shall be designed to promote informed decisions and balance the interests of prospective and current (or transfer) student-athletes, their educational institution and intercollegiate athletics as a whole.

Article 2. Organization

A. **The Association**

1. The membership of the NCAA encompasses public and private institutions and conferences of widely varying mission, size, resources and opportunities. Accordingly, Association-wide governance must reflect these differences through the delegation of authorities and responsibilities to the divisions, conferences and individual member institutions except where necessary to promote and maintain the Association's core principles.
2. The Association shall:
 - a. Conduct all NCAA championships. Each member in good standing in its division shall be eligible to compete in NCAA championships assuming it meets applicable Association, division and conference requirements. The Association shall oversee broadcasting, communications and media rights for all NCAA-conducted national championships.
 - b. When requested by a Board of Governors recognized committee or the Committee on Competitive Safeguards and Medical Aspects of Sports, develop and promulgate guidance, rules and policies based on consensus of

the medical, scientific, sports medicine and sport governing communities, as appropriate, for student-athlete physical and mental health, safety and performance. The Association shall make available such guidance, rules and policies to all members.

- c. Promote gender equity, diversity and inclusion in all aspects of intercollegiate athletics.
 - d. Establish the rules for sports competitions and participation, with flexibility at the division, sub-division or federated level as deemed necessary.
 - e. Manage the Association's intellectual property and maintain historical and statistical records of the Association.
 - f. Serve as liaison to the United States Olympic and Paralympic Committees.
 - g. Defer to other regulating bodies the investigation of and sanctions against school and school representatives' conduct that violates other regulating body or legal standards (e.g., Title IX violations that may also violate NCAA gender equity principles or academic accreditation standards that may violate NCAA academic principles). After final determination by a regulating body or court of school and school representative misconduct, the NCAA Board of Governors or division Board of Directors or Presidents Council may issue a public censure or take disciplinary action.
3. The Board of Governors:
- a. Composition of the board shall include, with due attention to diversity and gender equity, the following voting members:

- (i) Four members from Division I, to include at least one member institution president or chancellor and one conference commissioner.
 - (ii) One member from the Division II Presidents Council.
 - (iii) One member from the Division III Presidents Council.
 - (iv) Two independent members who are not currently employed or compensated by any member institution.
 - (v) One graduated NCAA student-athlete, who shall have graduated not more than four years prior to appointment.
 - (vi) Ex officio non-voting members of the board shall comprise the NCAA president, the chairs of the Division I Council and Division II and Division III Management Councils, the president of one Historically Black College and University (HBCU), and one former NCAA student-athlete from each of the two divisions not represented by the student-athlete voting member of the board, who shall have graduated not more than four years prior to appointment.
- b. Selection of members of the Board of Governors.
- (i) Division I members of the Board of Governors shall be appointed by the Division I Board of Directors; Divisions II and III members of the Board of Governors shall be appointed by the Division II and III Presidents Councils, respectively.
 - (ii) Independent members of the Board of Governors shall be selected by the Division I, II and III members of the Board of Governors.

- (iii) Each divisional Student-Athlete Advisory Committee shall nominate one graduated student-athlete member for the Board of Governors. One of those nominees shall be selected by the other eight members of the board to be a voting member. The other two nominees shall be ex officio members of the board. (See Article 2.A.3.a.(vi) above.)
 - (iv) The HBCU ex officio member of the board shall be selected by the Division I, II and III members of the board.
- c. Each member of the board shall have a two-year term, renewable for an additional two years.
- d. Duties and responsibilities:
 - (i) Provide final approval and oversight of the Association's budget, internal and external audits, enterprise risk management, strategic planning, allocation of assets and establish policies related to fiduciary responsibility;
 - (ii) Employ the Association's president, who shall be administratively responsible to the Board of Governors. Annually evaluate the president and approve employment terms, including but not limited to compensation, benefits, discipline and termination.
 - (iii) Monitor adherence by the divisions to the principles in Article I and act on behalf of the Association to resolve issues that may arise in that regard consistent with the policies and procedures of the Board of Governors.

- (iv) In consultation with the leadership of the divisions, adopt and implement legal strategy, Association risk mitigation, and government relations and policy matters that affect the Association as a whole.
- (v) Provide Board of Governors meeting agendas in advance to the chair of the Division I Board of Directors, and chairs of the Division II and III President's Councils to solicit comment and advice, and report fully to the same individuals board actions. For matters pertaining primarily to one division, the board will consult with and solicit comment from that division's Board of Directors or President's Council with due attention to its views.
- (vi) May create an executive committee and other committees or bodies to fulfill the duties and responsibilities of the board.
- (vii) Formulate policies and procedures consistent with this Constitution.
- (viii) Convene at least one combined meeting per year of the divisional presidential governing bodies.
- (ix) Convene at least one same-site meeting per year of the Division I Council and the Division II and Division III Management Councils.
- (x) Sponsor proposed amendments to the Constitution to the entire membership for a vote.
- (xi) Call for a vote of the entire membership on the action of any division that it determines to be contrary to the basic purposes and general principles set forth in the Association's Constitution. This action may

be overridden by the Association's entire membership by a two-thirds majority vote of those institutions voting.

(xii) Call for an annual or special convention of the Association.

e. Duties and responsibilities of the NCAA president:

(i) Administer the national office to implement directions of the Board of Governors and divisional leadership bodies.

(ii) Enter into, administer and enforce all Association contracts, including but not limited to media rights and revenue producing agreements and initiatives of the Board of Governors and divisional leadership bodies.

(iii) Oversee and direct regulatory and disciplinary processes, including discretion, in consultation with the Board of Governors, to determine consequences for an action or statement by an institution or its representatives that materially violates a constitutional principle and undermines the interests of the Association.

(iv) Undertake other actions necessary to accomplish the purposes of the Association as determined by the Board of Governors and divisional leadership bodies.

(v) Serve as an ex officio member of the Board of Governors with authority to vote in instances when the vote of the board results in a tie.

B. The Divisions

1. Each division shall have independent authority to organize itself, consistent with the principles of the Association. Each division is authorized to structure itself as it deems necessary, including creation of sub-divisions or creation of a new division and determination of membership eligibility for these new organizations, including the role of conferences. New divisions or sub-divisions must be self-funded by the originating division.
2. Each division shall set standards for academic eligibility.
3. Each division shall determine its own governing structure and membership.
4. Each division shall establish regulations to ensure consistency among member institutions regarding the use of a student-athlete's name, image or likeness and to prevent exploitation of student-athletes or abuses by individuals or organizations not subject to the authority of the student-athlete's school.
5. Each division shall determine the sports in which they run a national championship and the access criteria for participation.
6. Authorities not explicitly enumerated in this Constitution for Association-wide governance are reserved to the divisions or, at their discretion, to sub-divisions, conferences or individual institutions.
7. Each division shall determine the policies under which conferences are formed and operated.
8. Each division shall oversee the operations of its member conferences and their adherence to the principles and provisions in this Constitution.

9. Each division shall ensure its member institutions implement the provisions of Section D below.

C. The Conferences

1. A member conference is a group of colleges and/or universities, created and operated in a manner governed by the policies of their respective divisions, that conducts competition among its members, determines a conference champion in one or more sports in which the NCAA conducts championships, and meets the conference membership requirements established by the divisions.
 - a. Multi-Sport Conferences: Multi-sport conferences are the primary conference members and serve a critical role in Association and divisional governance as they represent the positions of their member colleges and universities.
 - b. Multi-sport conferences shall have voting representation by division and sub-division on NCAA committees, working groups, task forces and other organizational bodies with oversight over Association or division-wide policy.
 - c. Multi-sport conferences must meet all of the specified divisional membership criteria, including number of member institutions, sports sponsorship minimums and regular-season competition requirements.
2. Single-Sport Conferences:

- a. A single-sport conference conducts competition and determines a conference champion among its members in one sport.
- b. Single-sport conferences must meet all of the specified divisional membership criteria for single-sport conferences.
- c. The governance and legislative role for single-sport conferences is limited to issues impacting that sport and subject to the structure and requirements of the respective divisions.
- d. Each division shall have the authority to determine the membership requirements for multi-sport and single-sport conference members and the role and representation of multi-sport conference members in the respective divisional governance structure.

3. All conferences must:

- a. Adhere to the principles and provisions in this Constitution and those established by their division, including in the conduct of athletics events.
- b. Each conference shall maintain written policies for its licensing, marketing, sponsorship, advertising, and other commercial agreements that may involve use of a student-athlete's name, image or likeness. Each conference shall provide such policies to student-athletes and to their respective division.
- c. Member conferences shall comply completely and promptly with the rules and regulations governing the enforcement process and shall

cooperate fully in the process as a condition of membership in the Association.

4. Each conference shall support its member institutions in implementing the provisions of Section D below, subject to guidance from its division.

D. Member Colleges and Universities

1. All members of the NCAA must:
 - a. Ensure participating student-athletes are in good standing with the member institution, the conference, division and national Association.
 - b. Annually submit documentation demonstrating compliance with the division's academic program and publish progress-toward-degree requirements for student-athletes.
 - c. Submit annually to the division and the NCAA their financial data detailing operating revenues, expenses and capital relating to the intercollegiate athletics program.
 - d. Establish an administrative structure that provides independent medical care for student-athletes, affirms the autonomous authority of primary athletics health care providers, and implements NCAA guidance, rules and policies based on consensus of the medical, scientific, sports medicine, and sport governing communities. Schools shall provide care consistent with prevailing consensus. The physicians and health care staff at each member institution have the ultimate decision-making authority over the health and welfare of student-athletes. Consistent with the member institutions' primary

obligation with respect to student-athlete health and safety, member institutions will make NCAA guidance, rules and policies available to student-athletes. Member institutions shall be responsible for the oversight and administration of coach, administrator and staff education on relevant student-athlete physical and mental health topics, prevailing consensus for engaging student-athletes about physical and mental health, how to most effectively support student-athlete physical and mental health, and appropriate resources on campus or in the local community. Member institutions are responsible for regulating practice schedules, taking into consideration the health of student-athletes and their academic success.

- e. Each institution shall maintain written policies for its licensing, marketing, sponsorship, advertising and other commercial agreements that may involve the use of a student-athlete's name, image or likeness. Each institution shall provide such policies to student-athletes and to its respective conference and division.
- f. In furtherance of institutional commitments to student-athletes and to support diversity, equity, and inclusion, each institution shall appoint separate individuals who have the following designations: Faculty Athletics Representative; Senior Woman Administrator; Athletics Healthcare Administrator; and Athletics Diversity and Inclusion Designee. Each institution will have the flexibility to assign duties associated with each position that best serves the needs of the institution and student-athletes.

- g. Member institutions shall comply completely and promptly with the rules and regulations governing the enforcement process and shall cooperate fully in that process as a condition of membership in the Association.
- 2. An institution's membership in the NCAA may be suspended, terminated or otherwise disciplined (including loss of or reduction in rights to participate in governance processes or financial penalties) for removal of the member's accreditation, failure to pay dues or failure to satisfy academic performance progress, or failure to abide by the principles stated in this Constitution or those established by an institution's respective division.

E. Student-Athletes

- 1. Student-athletes shall have voting representation on the NCAA Board of Governors, Division I Board of Directors, and Division II and Division III Presidents Councils.
- 2. The Faculty Athletics Representative shall serve as the ombudsperson to whom student-athletes can report any action, activity or behavior by anyone associated with athletics programs inconsistent with this Constitution's principle of student-athlete health and well-being. The Faculty Athletics Representative, in their capacity as ombudsperson, shall report directly to the member institution's president or chancellor.

Article 3. Finance

- A. Resources will be allocated to the three divisions to provide standard membership services, including championships. Division II will receive 4.37% and

Division III will receive 3.18% of all operating revenue sources, as agreed on January 9, 1996.

- B. All Division II and Division III member schools and conferences shall receive services from the national association. Each division may choose to support additional service needs through their divisional budget. An annual review will be conducted to validate the additional Association service expenses that Divisions II and III pay for directly out of their allocation.
- C. All members shall pay Association-wide membership dues set by the Board of Governors on an annual basis that contribute to the NCAA budget.
- D. Each division shall have oversight and final approval of its own budget and expenditures and the division's revenue distribution to its members.
- E. Divisions may levy assessments on their members, which can be allocated to the division budget. Any division levy or increase in division membership dues by an individual division can be kept and allocated by said division acting independently of the Association or other divisions.

Article 4. Rules, Compliance and Accountability

- A. Each member institution, consistent with the principle of institutional control, shall hold itself accountable to support and comply with the rules and principles approved by the membership. Further, each school shall ensure that its staff, student-athletes, and other individuals and groups representing the institution's athletics interests comply with applicable rules (institutional, conference, divisional and NCAA-wide) in the conduct of the institution's intercollegiate athletics programs.

- B. Each division shall determine the methods of investigation and adjudication to hold accountable its members whose representatives engage in behaviors that violate the rules and principles approved by the membership.
1. Those accountability measures shall identify the people who engage in investigation and adjudication and define their operating authority.
 2. The measures shall be designed to prioritize integrity and fair play, provide fair investigative and adjudicatory procedures and prescribe appropriate penalties in a timely manner.
 3. Member institutions shall cooperate fully in all accountability measures established by the applicable division and shall take all necessary measures to ensure the cooperation of their staff, student-athletes, and institutional representatives.
 4. Institutions may also agree to compliance with, enforcement, and adjudication of rules at the conference level.
 5. Division and, as appropriate, conference regulations must ensure to the greatest extent possible that penalties imposed for infractions do not punish programs or student-athletes innocent of the infraction(s).
 6. Investigation of alleged infractions and, if appropriate, sanctions or penalties, by a division or conference should be consistent and timely. Decisions with respect to minor infractions should be prompt and proportionate.

7. Each division shall annually report to the NCAA Board of Governors all major infractions as defined by each division during the preceding year, the status of investigations, and penalties imposed.

Article 5. Amendments to the Constitution

- A. Provisions of the NCAA constitution may be amended only at a special or annual convention. The membership shall receive reasonable notice of proposed amendments. An amendment may be sponsored by the Board of Governors or by a two-thirds vote of a divisional leadership body. A sponsored amendment shall require a two-thirds majority vote of all delegates present for approval. The chair of each divisional Student-Athlete Advisory Committee shall be eligible to vote.
- B. Sponsored amendments shall include a statement of intent and rationale. Amendments to amendments may be sponsored as set both above but may not expand the scope of the original amendment. Amendments to amendments shall be approved by a majority vote of all delegates.
- C. Approved amendments shall become effective on the first day of August following adoption, unless another effective date is approved by a two-thirds majority vote of all delegates.
- D. Before the end of a special or annual convention, any member who voted on the prevailing side may move for reconsideration.

Article 6. Institutional Control

- A. The control and responsibility for the conduct of intercollegiate athletics shall be exercised by the institution itself and the division and conference of which it is a member. A member institution's president or chancellor has ultimate responsibility and final authority for the conduct of the intercollegiate athletics program and the actions of any board in control of that program.
- B. If an institution has an athletics board or an athletics advisory board, administration, faculty members and student-athletes shall constitute at least a majority of the board.
- C. Each institution shall establish a student-athlete advisory committee. Its duties may be established by the institution but student-athletes must constitute a majority of the membership of the committee.

NOVEMBER 14, 2021

News



Dr. Henry I. Willett Jr. was one of the youngest presidents of Longwood, named to the post when he was just 36 years old.

Longwood is honoring the memory of former President Dr. Henry I. Willett Jr., whose forward-looking and popular leadership during the turbulent 1960s and '70s transformed the institution and lay its modern foundations.

President Willett passed away on November 11th, his family announced. He was 90.

It was during Willett's 14-year tenure, 1967-1981, that Longwood marked several historic student body milestones in its development as a modern liberal arts university, including the integration of Black students in the early years of his presidency, and in 1976 Longwood's full transition to co-education.



President Willett was a gifted and dedicated leader who guided Longwood through a challenging period in the life of the country and the Commonwealth with strength and grace.

– President W. Taylor Reveley IV

Despite the tumult of the era nationally, often marked by division along generational lines, Willett formed a strong bond with students, routinely stopping to converse with them on gregarious walks around campus. His relationship with the student body was exemplified by one April day in 1969: while many campuses around the country were embroiled in sometimes-violent protests, Longwood students held a surprise rally and demonstration on Wheeler Mall in support of their president. Wearing blue-and-white buttons reading “This Is Willett Country” and carrying banners proclaiming “Longwood Loves Willett,” more than a thousand students—over half the student body—demonstrated their affection in what the *Richmond Times-Dispatch* called “a kind of protest in reverse.”

Academically, Willett led Longwood through a major transition. Longwood had been a teacher’s college since 1884, when it became a public institution, and had retained that identity even as more broad-based programs were instituted. Under Willett’s leadership, Longwood became a fully comprehensive liberal arts college with a student body nearing 2,000. Longwood became a university in 2002, and today has more than 4,500 students.

In 2004, Longwood honored the former president by renaming a central campus building serving both athletics and academics Willett Hall. The building was the site of the 2016 U.S. Vice Presidential Debate.

During his tenure, Willett and his wife Mary also revitalized Longwood House, which had fallen into disuse and disrepair until they oversaw significant preservation efforts and made the historic home into the president’s house, raising their young family there.

“Henry was a very warm and engaging individual,” said close colleague and friend Dr. Carolyn Wells, former vice president for academic affairs at Longwood and a longtime biology professor. “He never met anyone he didn’t get along with, was very easy to work with, and had a vision of what the institution should become and was very skilled in seeing that through.”

“President Willett was a gifted and dedicated leader who guided Longwood through a challenging period in the life of the country and the Commonwealth with strength and grace,” said President W. Taylor Reveley IV. “He made possible the Longwood we know and love today, not just as a great, diverse and co-educational university, but also by laying foundations in athletics, the arts and other critical parts of campus life that have flourished and mark a powerful legacy. He was always generous with me with his wisdom and perspective, and good humor, for which I’m profoundly grateful.

“The Willetts are a wonderful family that has served the Commonwealth in countless ways through the generations, and our deepest condolences are with them now,” he said.

After earning his bachelor’s and master’s degrees from Washington & Lee University, Willett began his career teaching sixth grade in Martinsville, Virginia. A keen intellect and ambitious educator, he quickly moved into school administration, being named administrative assistant to the Norfolk superintendent within five years. In 1963, at just 32 years old, he became the Chesapeake school system’s assistant superintendent for instruction. While in the role, he earned a doctorate from the University of Virginia in 1967.

Willett was named the 20th Longwood president that same year. At 36 years old, he was the second-youngest person to assume the Longwood presidency, but his reputation preceded him to Farmville. Rector Angus Powell described Willett in those early days as “an outstanding educator who is recognized in educational circles for his demonstrated professional leadership and qualities of personal growth.”

In the first three years of his presidency, Longwood’s physical footprint expanded with several new buildings, including the McCorkle and Jeffers expansions to Stevens Hall, Wygal Hall to house the music program, and Bedford Hall to house the art and theatre programs. The twin residential high-rise towers were both opened by 1970, as was the J.P. Wynne Campus School. Structures erected later in his tenure included Coyner and Bristow Halls, and Lancer Hall, the gymnasium later renamed Willett Hall in his honor.

In keeping with his goal of making Longwood a more comprehensive institution, Willett led the founding of the Longwood Center for the Visual Arts (<http://lcva.longwood.edu>) in 1978, which houses the university’s art collection and is today one of only five percent of museums in the country accredited nationally by the American Alliance on Museums. He also instituted the ROTC program in 1971.

After stepping down from Longwood’s presidency in 1981, Willett joined the faculty at George Washington University, where he expanded the school’s educational leadership and administration program and helped lead it to national prominence.

In more than 20 years teaching in that role, Willett advised colleges and universities across the country on matters of education and the law, and contributed book chapters and essays in educational journals on navigating legal issues that frequently arise in the field. After retirement, he continued to serve George Washington University as professor emeritus.

He is survived by his wife, Mary, four sons, 12 grandchildren, and one great-grandchild.

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GOVERNOR-ELECT

YOUNGKIN

GOVERNOR-ELECT-YOUNGKIN-ANNOUNCES- TRANSITION-STEERING-COMMITTEE

12.11.21 02:15 AM / By Youngkin Transition Team

FOR IMMEDIATE RELEASE

November 10, 2021

Contact: Macaulay Porter

Press@youngkinforgovernor.com

FALLS CHURCH, VA - Governor-Elect Glenn Youngkin of the Commonwealth of Virginia today announced key members of his Transition Steering committee that will help lay the foundation for the Youngkin administration to begin delivering on its promises on Day One.

"In order to change the trajectory of our great Commonwealth, we can't operate on government time," said Governor-Elect Glenn Youngkin. "We're going to do things differently. That's why this incredible transition team represents various backgrounds—business owners, law enforcement officers, veterans, healthcare providers, and most importantly, parents—who will bring an array of experience and fresh perspectives that will pave the way for a transformation where Virginia soars and never settles."

The Governor-Elect's Transition Steering Committee will be led by Transition Director Jeff Goettman, and co-chaired by the Honorable Kay Coles James and the Honorable Senator Steve Newman.

The Office of Governor-Elect Youngkin Transition Steering Committee includes representation from job creators and business owners, law enforcement officers, veterans, healthcare providers, and parents from across the Commonwealth that will provide fresh and unique insights into the problems facing the Commonwealth and the solutions that will make Virginia the best place to live, work, and raise a family:

- Melissa Ball of Hanover County;
- Delegate Kathy Byron of Bedford County;
- Lindsey Burke of Fairfax County;
- Rooz Dadabhoy of Henrico County;
- Dr. Nancy Dye of the City of Roanoke;
- Brad Hobbs of the City of Virginia Beach;
- Former Secretary Aubrey Layne of the City of Virginia Beach;
- Former Secretary Robert Martinez of the City of Norfolk;
- Tian Olson of Fairfax County;
- Tim Parrish of Prince William County;
- Sheriff Hank Partin of Montgomery County; and
- Town Council Member Amanda Pillion of the Town of Abingdon.

Governor-Elect Youngkin will also be advised by four former governors of Virginia as Honorary Co-Chairs: the Honorable Robert F. McDonnell; the Honorable James S. Gilmore, III; the Honorable George F. Allen; and the Honorable L. Douglas Wilder.

Goettman most recently served as the Chief Operating Officer of the Youngkin for Governor campaign. Prior to his role on the campaign, Goettman served as a Counselor for Domestic Finance at the U.S. Department of the Treasury and as Executive Vice President and Chief Operating Officer of the Export-Import Bank of the United States.

James is the president and founder of the Gloucester Institute, a leadership training center for young African Americans, and served as president of the Heritage Foundation between 2018 and 2021, Director of the U.S. Office of Personnel Management under President George W. Bush, and as Virginia's Secretary of Health and Human Resources under Governor George Allen.

Newman represents Virginia's 23rd District in the Virginia State Senate and serves as Vice President and as a member of the Board of Directors of Delta Star, Inc.

The Office of Governor-Elect Youngkin previously launched its transition website and application portal at www.youngkintransition.com. Applicants who wish to serve the Commonwealth in the Youngkin administration must apply online.

Tags :

Categories : News & Press

Report from Faculty Representative to the Board of Visitors December 3, 2021
Lee Millar Bidwell, Professor of Sociology

The decline in undergraduate enrollment at Longwood, fueled by smaller incoming classes and difficulty retaining existing students, is a serious concern across campus. Factors external to the university, including a global pandemic, demographic shifts, and admissions policies at competing Virginia institutions, as well as decisions made internally, particularly a change in the structure of the Admissions Office, have combined to create a perfect storm of low first-year student enrollment. Additionally, family financial stress, poorer academic preparation, and increasing mental health problems threaten students' ability to stay in college. I asked faculty to share strategies they use in their department to aid in student recruitment and retention. This report highlights a variety of creative initiatives designed to enhance undergraduate student enrollment and retention and the significant investment of resources they require.

Recruitment: Beyond participating in the traditional Open House events hosted by the Admissions Office, the following activities are used to recruit students:

- *Increasing outreach communication to prospective students*—Faculty in all departments routinely email or mail interest letters to inform potential students about their programs, as well as mailing congratulations letters to accepted students. These communications highlight the strengths of the program and university, provide information about the curriculum, and may include departmental swag.
- *Adding and managing social media accounts and web pages*—Departments have expanded efforts to recruit students using social media by creating and distributing content that highlights student accomplishments, internship and job opportunities, alumni achievements, university facilities, faculty and staff expertise, and upcoming events on TikTok, Instagram, YouTube, Facebook, and Twitter. Faculty in several departments took the required 4-hour training so they can upload and manage their webpage content and post stories.
- *Creating marketing brochures, promotional videos and virtual building tours*—Faculty have developed brochures and flyers profiling the major and alumni successes to mail to prospective students and distribute to prospective students visiting campus and at off-campus events. At least one department created a professional two-minute informational video about the program to post on their web site; another department created a virtual building tour for prospective students and their families.
- *Participating in Immersion and Fall in Love with Your Major Days*—Immersion Days are designed to recruit prospective students to the university and the major; Fall in Love with Your Major Days are designed to help current students identify a major. Faculty participate in a range of ways in these events, including moderating student panels, having lunch with students' parents, and working information tables
- *Offering workshops to high school teachers and students*—Some departments have expanded recruiting efforts by communicating directly with high school teachers in their discipline. Longwood faculty attend conferences and judge high school competitions to connect with teachers and prospective students. Art and Theatre faculty bring high school

teachers to campus by offering a professional-development workshop that counts toward licensure renewal. Another group of Longwood faculty teach a 10-week entrepreneurship course to 8-12th grade students in the local region; students who complete the course receive a waiver of the application fee and a bag of Longwood gear.

- *Revising curriculum and developing minors*—Departments have undertaken curriculum revisions to facilitate easier transition for transfer students into majors and developed new minors and concentrations to increase interest in the university and their program.

Retention: Here, as elsewhere across the country, college students increasingly struggle with anxiety, depression, stress, and severe psychological problems—a trend exacerbated by the pandemic. Additionally, more students at Longwood are academically vulnerable being Pell-Eligible, the first generation to attend college, and having attended under-resourced high schools. As one faculty member wrote: “It feels like so many of our students walk a knife’s edge between being enrolled and leaving the university.” Both formal and informal strategies have emerged to improve student retention. Several departments, such as Communication Studies and Psychology, created a new one-credit course to assist incoming students in their transition to college and into the discipline. Departments also provide more communication with majors about advising, registration, internship and scholarship opportunities, campus resources, and departmental updates, and arrange more social activities for majors to facilitate student bonding. Faculty spend much more time offering personal counseling and coaching for students struggling with mental health issues, coping skills, and subpar academic performance to try to keep them from failing and/or dropping out of the major or Longwood. Faculty report relaxing academic expectations, such as reducing the number and rigor of assignments, not penalizing late assignments, grading easier, and “occasionally omitting more complicated material.” One faculty member stated: “Faculty are well aware of the enrollment and retention issues and for some of us in majors with declining numbers, we feel pressure to keep every student we can. I think this is damaging to faculty morale, which has a trickle-down effect to make Longwood an even less attractive option for prospective students.”

Resources: These extensive efforts to increase and maintain student enrollment require enormous resources. Other than Admissions events, departments bear the cost of all of the aforementioned recruiting efforts, and this increase in expense comes at a time when department budgets have been reduced. But the more important cost to us is time. Faculty travel to various high school events to recruit students on their own time, including on weekends and over university breaks. Social media management demands that content be continually created and monitored. Outreach to prospective students through letters and emails takes a significant amount of time each week. Hosting prospective students, offering workshops, managing web sites, producing videos, revising curriculum all require extensive planning, organizing, training, and communication. Additionally, faculty spend much more time counseling students, assisting them through myriad difficulties that are far more prevalent than in previous years due to the stresses of COVID-19. The current level of faculty time and department resource investment is not sustainable. As one faculty member explained: “We want and need more students, but it is taking a toll on faculty to do all this additional work when we do not have an Admissions Dean. We need help and we hope the BOV will provide that assistance.”

Diversity Strategic Plan

Longwood University
Diversity Strategic Plan, 2021-2026
Final Draft

Submitted to the Longwood University Board of Visitors

December 3, 2021

A draft of the Diversity Strategic Plan with the strategies for 2021-2023 was submitted to the Commonwealth of Virginia Office of Diversity, Equity, and Inclusion on July 1, 2021.

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Letter from Longwood University President W. Taylor Reveley IV

Dear Longwood Community,

Our Diversity Strategic Plan for the University, presented here after thorough and thoughtful development, places at the very heart of our institution a commitment to principles of diversity, equity and inclusion. Just as importantly, it provides a road map and guidance we will follow for the next five years – including action plans, timelines, assessment and goals – to make sure these principles are vibrant in the residential liberal arts experience we provide.

The Diversity Strategic Plan dovetails with the One Virginia Strategic Plan for Inclusive Excellence, and it builds on other recent efforts underway here on campus. These include Longwood's 2019-2025 Strategic Plan, the Bicentennial Initiative, the Equity Action Task Force, the new Title VI office, and the University's partnership with the Moton Museum, including our work to connect all Longwood students with the Moton story during their time on campus.

Here at Longwood, it is especially important we underscore such efforts as central components of our educational mission. Especially at this polarized moment for the nation, these principles should be important at any institution of higher education. But they especially matter here. We are called to them by the deeply consequential civil rights history of our home community of Prince Edward and Farmville. As a public institution, we have a particular responsibility to reflect the growing diversity of the Commonwealth and nation. And finally, we here are especially called by our commitment to the liberal arts and our Civitae Core Curriculum, in which exposure to a range of ideas and perspectives, civil and respectful debate and a capacity to work with others are foundational principles.

In all of these regards, the work outlined in this Plan powerfully advances our citizen-leadership mission. Now that the dedicated effort of articulating values and priorities has been accomplished, we must continue the momentum with continuing action. We have built Civitae to teach Longwood students to turn ideals and values into real practice and change, and we must ask the same of ourselves. I encourage all members of our campus community to read this Plan and engage in the work of advancing its goals.

The Plan is the fruit of tremendous effort by many across campus, most especially Director of Multicultural Affairs and Title VI Coordinator Jonathan Page and Professor of Communication Studies Naomi Johnson, as Co-Chairs of the University Diversity Council. I commend them, and all who assisted, in this work, and look forward to continuing this important journey.

All my best,

President Reveley

Letter from the University Diversity Council Co-Chairs

Dear colleagues, students, supporters, and friends of Longwood University,

As we have seen, the composition of students, faculty, and staff continues to diversify, in both apparent ways and in more subtle ones that may not be as noticeable. As the One Virginia Strategic Plan for Inclusive Excellence indicates, institutions of higher learning must reflect the Commonwealth's broader diversity to ensure rich, full, and effective learning and opportunities for growth. Given the historical inequities that exist within our nation and within higher education, the Commonwealth's changing demographics require us to focus on enhancing our individual, programmatic and systemic support systems to assure the success of every member of our Longwood community.

As we begin the work of implementing the Longwood Diversity Strategic Plan (2021 - 2026), it is important that we have a clear and concise understanding of how we are defining Inclusive Excellence, which requires affirmation and respect for cultural, social, racial, religious, gender, viewpoint and ability differences among all of our stakeholders. This plan aligns both with University values and its mission.

The following plan provides a blueprint of how Longwood will strive to meet the goals set forth in the One Virginia plan between 2021 and 2026. Each goal is accompanied by specific strategies and assessments, so that we may chart our successes, monitor where work remains, and identify how we may need to adapt our approaches. The plan was developed from the input and support of a cross-section of students, staff, and faculty using extensive formal and informal discussions, surveys, focus-groups, and identifying best practices from experts in the field.

The goals listed within this plan are ambitious, but obtainable. To be successful, the plan requires collective effort, collaboration, and partnership — **this is the responsibility of all of us**. We are committed to transparently communicating our process and progress throughout the life of the plan, which will then be used to inform the next five-year plan cycle.

We are excited to embark on this plan and eager to see Longwood's growth as an increasingly thriving and inclusive campus community.

In Blue and White Spirit,

Jonathan Page
Director of Multicultural Affairs & Title VI Coordinator
Co-Chair of the University Diversity Council

Naomi Johnson, PhD
Professor of Communication Studies
Co-Chair of the University Diversity Council, 2015-2021

JoEllen Pederson, PhD
Associate Professor of Sociology
Co-Chair of the University Diversity Council, July 2021 to present

Acknowledgments

The University Diversity Council would like to thank the numerous individuals, offices, committees and groups that directly or indirectly contributed to this plan. To prioritize diversity throughout the institution, all members of the campus community had the opportunity to participate in shaping the plan.

Introduction

Longwood is committed to ensuring that the leadership, faculty, staff, and student body “reflect a range of cultures, religions, races, ethnicities, and valuable differences that are defined by gender, age, sexual orientation, ability, geographic location, origin, and education, among others.” One Virginia Strategic Plan for Inclusive Excellence.

Diversity in leadership, faculty, staff and student bodies is essential to a richer educational environment and personal growth experiences for students, while also improving overall effectiveness and productivity by fostering creative thinking and problem-solving. Additionally, recruiting and retaining diverse talent in Longwood’s leadership, faculty, and staff is critical to attracting and best serving students from the Commonwealth and beyond, which helps to achieve our mission of developing citizen leaders working towards the common good of society. Therefore, a deliberate focus on diversity at all levels of the University is essential to our academic mission, purpose, and viability as an institution.

This plan recognizes that Longwood’s history and campus climate provide key opportunities to address equity disparities and work towards creating a campus that is grounded in the principles of diversity, equity, access, and inclusion. Significantly, our plan recognizes that a meaningful focus on diversity is essential to and aligned with the University Strategic Priorities (2019-2025). Specifically, 1) recognizing that at a time of uncertainty and division within American democracy and higher education, Longwood can accelerate and thrive; 2) “preparing citizen leaders committed to the common good in our pluralistic democracy” with an academic enterprise at the heart; 3) transforming lives by “connecting students with people and experiences that broaden their minds, challenge them, [and] ... provide a campus that fosters well-being”; 4) attracting and retaining campus members with “a diversity of backgrounds, identities, and intellectual perspectives” that reflect the diversity of America.

This plan also recognizes that collective effort, collaboration, and partnership cannot thrive without open, candid dialogue. Civil, reasoned and respectful discussion, even when views differ, is vital to the success of this plan. Longwood University is committed to free speech and the 1st Amendment.

There is tremendous power in harnessing the varied values, perspectives, and ways of thinking of members from across the institution to provide rich opportunities to grow our viewpoints and broaden our mindsets. This plan provides tangible ways to enhance the diversity, equity, access, and inclusion efforts of campus. In this manner, as a fellow institution has described, a diversity strategic plan serves as both a mirror and a compass. The mirror requires Longwood to examine ourselves honestly and recognize how much we must do to become the university we aspire to be. The compass allows us to navigate through the challenges ahead, mark our progress, and identify deviations from our goals. This plan may be adapted as Longwood moves forward to address new, unanticipated developments.

While the work will certainly be challenging, it is critical to our success and sustainability. With this five-year strategic plan, we commit ourselves to the discipline, focus, and hard work necessary to create an institution that is diverse, inclusive, excellent, and just.

Executive Summary

The Longwood Diversity Strategic Plan (2021 - 2026) arises from a rich and complex history of Longwood University and the Farmville and Prince Edward communities. Longwood has set as a priority to enhance the diversity of campus and bolster its inclusive practices. Our complicated history combined with the roots of activism born from the Moton student strike and the period of Massive Resistance have inspired us to seek change in order to create a more just, equitable, inclusive, accessible, and diverse environment for all.

Planning Process and Stakeholder Engagement

The plan consists of phased, measurable initiatives that will help the University identify areas of strength and opportunities for improvement. Our goal is to ensure all members of our institution and the local community have opportunities to fully participate within and benefit from all that the University has to offer.

President W. Taylor Reveley IV established the University Diversity Council (UDC) in fall 2017 as part of the University Planning Council (UPC). The UDC's mission is to develop and suggest initiatives, policies, and procedures that facilitate Longwood increasing its diversity and becoming a more inclusive and socially just community. The UDC has committee and subcommittee members composed of faculty, staff, administrators, and students from across the institution. From its inception, the council understood that in order to be successful, this plan could not and should not be the exclusive work of its members. The focus on diversity as a priority throughout the routine rhythms and practices of university life required that all members of the campus community had the opportunity to participate in developing the plan.

The plan was developed drawing from an extensive series of focus groups and town hall meetings with campus stakeholders, formal and informal discussions across campus, a campus climate survey, state guidance and reviews of best practices,. Over the course of its development, the plan has been vetted with a wide range of University constituencies.

Two key frameworks that guided the development of the plan goals were the Inclusive Excellence and Full Participation models. The Inclusive Excellence framework provides principles to help higher education institutions integrate diversity, equity, and educational quality efforts into their missions and institutional operations. At a fundamental level, the Full Participation model states that in order for diverse members of a campus community to achieve full participation, they must be able to engage fully within and benefit from all areas of an institution at numbers proportionate to their representation within that institution. Ultimately, these models focus our efforts to enhance inclusiveness for all members of the Longwood community and to ensure equitable access of services, facilities, programs, and employment opportunities.

Diversity Strategic Plan (2021 - 2026) Focus Areas

The plan addresses five key themes identified by the One Virginia Strategic Plan for Inclusive Excellence:

1. Access and Success: Access refers to the activities colleges and universities use to recruit students and hire faculty and staff from a broad range of human experience and ability. Success refers to the activities colleges and universities use to improve outcomes for students, faculty and staff.
2. Climate and Intergroup Relations: To nurture the diversity of perspectives and experiences that lead to inclusive excellence, schools must create an environment that is culturally affirming, and which integrates differing viewpoints and lived experiences.
3. Education and Training: Education, scholarship, and professional development enable students, faculty, and staff to develop the skills to collaborate, develop knowledge, create, and innovate.
4. Infrastructure and Accountability: Colleges and universities on the journey to Inclusive Excellence develop an infrastructure that supports and fully integrates its goals. This includes centering planning processes, policies, and practices on Inclusive Excellence.

5. Community Engagement: Colleges and universities deepen Inclusive Excellence when they engage their communities as anchors of equity.

Objectives for each of these focus areas will be assessed and results published annually.

Diversity Strategic Plan Objectives

One Virginia Goal 1. Access and Success

Achieve and maintain a more diverse and inclusive undergraduate and graduate/professional student body, faculty, and staff.

Longwood Objectives:

1. Develop an institutional structure that supports recruitment and retention of underrepresented faculty and staff.
2. Enhance recruitment processes to reach underrepresented populations in higher education and to ensure new hires will reflect the diversity of the Commonwealth of Virginia.
3. Enhance and support efforts to recruit a student population that reflects the diversity of the Commonwealth of Virginia.
4. Enhance and support efforts to retain a student population that reflects the diversity of the Commonwealth of Virginia.

One Virginia Goal 2. Climate and Intergroup Relations

Create and sustain an organizational environment that affirms and respects diversity and employs inclusive practices throughout its daily operations.

Longwood Objectives:

5. Updating and establishing Student Diversity and Inclusion statements, values, and guiding principles in foundational university documents.
6. Create a welcoming climate that allows students of diverse and/or underrepresented backgrounds to feel secure and supported by the university.
7. Strengthen existing Multicultural Student Advisory Committee (MSAC) composed of leaders of campus multicultural organizations and underrepresented student populations.
8. Increase opportunities for students to learn from faculty of diverse backgrounds.
9. Create a university-wide process for sharing appropriate feedback from student experiences to facilitate faculty and staff growth in multicultural competencies.

One Virginia Goal 3. Education and Scholarship

Engage students, faculty, staff, alumni, and the community in learning the varied perspectives of domestic and international diversity, equity, inclusion, and social justice.

Longwood Objectives:

10. Promote free speech, multicultural competence, inclusion, and civility by providing professional and educational development opportunities for faculty, staff, and administrators.
11. Expand curricular and co-curricular diversity education offerings to foster a more culturally competent student body.
12. Enhance and support the coordination and marketing of DEI-related programs, training, and events sponsored both by student groups and Longwood.
13. Enhance student research opportunities related to DEI issues.

One Virginia Goal 4. Infrastructure and Accountability

Create and sustain an institutional infrastructure that effectively supports progress and accountability in achieving DEI goals.

Longwood Objectives:

14. Enhance transparency related to threat/risk assessment for DEI issues through establishment of communication protocol.
15. Enhance communication timeliness related to crises or incidents associated with DEI issues and identify trends existing over time.
16. Encourage Universal Design and ADA compliance into all aspects of campus-wide communication.
17. Encourage inclusive university-wide communications.
18. Enhance transparency about Title VI and bias incident reports and address potential campus flash points.
19. Enhance campus communication related to DEI.
20. Enhance learning technology access and support is equitable and accessible for all students.
21. Revise annual A/P and classified performance evaluations, as well as faculty promotion and tenure evaluations, to encourage recognition of professional development and engagement with DEI practices.
22. Improve the collection, analysis, and reporting of institutional and assessment data to better understand patterns of behavior known to enhance the success of historically underrepresented student groups.

One Virginia Goal 5. Community Engagement

Leverage institutional philanthropy and community partnerships to improve outcomes in local and regional communities.

Longwood Objectives:

23. Promote idea-sharing and collaborative problem-solving between Longwood and local and regional community stakeholders to strengthen the relationship between Longwood and the community to address issues faced by both.
24. Reconnect diverse alumni with students for university DEI- related efforts.

Terms and Definitions

People have different understandings of what the word “diversity” and other key terms related to it mean. A shared knowledge of this vocabulary is important to focus our work consistently and effectively. Below is a short list of abbreviations and common terms used throughout this document, along with their meanings.

Acronyms

- **BIPOC**—Black, Indigenous, and People of Color
- **DEI**—Diversity, Equity, and Inclusion
- **UDC**— University Diversity Council

Definitions*

- **Access**—A freedom or ability to obtain or make use of something.
- **Affinity Group**—A body of people who are members of a particular social group or share a certain social identity. This group can be formed around a shared identity, trait, ideology, interest or common goal, to which individuals formally or informally belong.
- **Civility**—Treating one another with basic human dignity regardless of disagreement or conflict.
- **Diversity***— Diversity is defined broadly as all of the characteristics that make individuals unique. It is used to describe the various combinations of group/social differences (e.g., race/ethnicity, class, gender, gender identity, sexual orientation, country of origin, viewpoint and ability, as well as cultural, political, religious and other affiliations) and human differences (e.g., personality, learning style, and life experiences).
- **Equity***— Equity refers to the creation of opportunities for historically underrepresented populations to have equal access and equitable opportunity. It is also the process of maximizing the potential of all students, faculty, staff, and administrators in higher education by identifying and eliminating barriers such as historical discrimination and existing imbalances that prevent opportunities and success. Therefore, equity requires an institutional commitment that all students, faculty, staff, and administrators will be provided access to opportunities, resources, and the ability to fully contribute to the institution’s mission and goals.
- **Inclusion***—The term inclusion is used to describe the active, intentional, and ongoing engagement with diverse people, practices, and communities (e.g., intellectual, social, cultural, geographical) in ways that increase one’s cultural affirmation and respect, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact with and within systems, organizations, and institutions. More importantly, genuine and full inclusion fosters a sense of belonging and respect for the differences and uniqueness that all individuals bring to the learning environment, without the impact of inequities.
- **Inclusive Excellence Framework*** —Principles that focus on how to establish a welcoming and productive community that engages all of its diversity in the service to an organization, for both internal and external stakeholders. It requires affirmation and respect for cultural, social, racial, religious, gender, viewpoint and ability differences among the organization’s stakeholders. It includes organizational improvements in access/success, climate/culture, education/training, infrastructure/accountability, and community engagement. The Inclusive Excellence Framework is intended to be flexible enough to be “localized” within every state-supported institution, yet robust enough to retain the basic principles to foster collective impact.

- **Multicultural Competence**—The awareness, knowledge, skills, and personal attributes needed to live and work in a diverse world.
- **Social Justice**— Social Justice is both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.
- **Underrepresented***—Populations that are disproportionately lower in number relative to their number in the national/state population. These groups may include but are not limited to: race/ethnicity, adult learners, veterans, people with disabilities, members of the LGBTQ+ community, socio-economic status, and different religious groups.

The [One Virginia Strategic Plan for Inclusive Excellence](#) and the related Commonwealth publication [Understanding and Confronting Racism: Tools to Build Inclusive Excellence in the Commonwealth of Virginia](#) contain more extensive glossaries of terms and resources that may be used to provide further context for Longwood's Diversity Strategic Plan, develop coursework and programs related to DEI, and aid in selecting language for any formal or informal conversations about racism and other forms of discrimination.

Diversity Strategic Plan (2021 - 2026) Goals, Objectives, Strategies, Partners, and Assessment

The Longwood Diversity Strategic Plan (2021 - 2026) is grounded within the One Virginia Strategic Plan for Inclusive Excellence's five overarching goals. Each of the One Virginia plan goals are listed below with details of how Longwood will work to fulfill them.

One Virginia Goal 1: Access and Success

Achieve and maintain a more diverse and inclusive undergraduate and graduate/professional student body, faculty, and staff.

Longwood Objective 1: Develop an institutional structure that supports recruitment and retention of underrepresented faculty and staff.

Strategy 1.1: Establish employee resource groups for prospective new hires. Interviewing applicants can speak to Longwood University faculty and staff volunteers outside of the search process about community and cultural questions. Potential hires will contact HR to request contact with an employee resource group volunteer.

- **Prospective collaborating partners / stakeholders:**
Academic Affairs
Center for Global Engagement
Student Affairs
Administration & Finance
Aramark
University Diversity Council
- **Responsible area for completion:** Human Resources
- **Timeline:** 0-12 months
- **Measure:** 3 or more employee resource groups established.

Strategy 1.2: Enhance prospective employee webpage on www.longwood.edu to include a focus on resources for applicants from diverse backgrounds.

- **Prospective collaborating partners / stakeholders:**
Human Resources
Academic Affairs
Student Affairs
Administration & Finance
Local and Community Relations
- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 0-12 months
- **Measure:** Establishment of webpage and review of analytics of usage.

Strategy 1.3: Create Search Committee Training on best practices on how to recruit and retain underrepresented faculty and staff.

- **Prospective collaborating partners / stakeholders:**
Center for Faculty Enrichment (CAFE)
External subject matter experts and trainers
Academic Affairs
Human Resources
University Counsel
- **Responsible area for completion:** Human Resources, Academic Affairs

- **Timeline:** 12-24 months
- **Measure:** Training established and implemented.

Strategy 1.4: Encourage employees to establish affinity groups (e.g., race, ethnicity, first generation, international, LGTBQ+, veterans) focusing on the interests of underrepresented faculty and staff.

- **Prospective collaborating partners / stakeholders:**
Academic Affairs
Student Affairs
Center for Faculty Enrichment (CAFE)
Center for Global Engagement
Administration & Finance
Aramark
UDC
Greenwood Library
- **Responsible area for completion:** Human Resources
- **Timeline:** 12-24 months, and ongoing
- **Measure:** Establishment of affinity groups.

Strategy 1.5: Create a mentorship program for minority and underrepresented faculty, staff, and administrators.

- **Prospective collaborating partners / stakeholders:**
Center for Faculty Enrichment (CAFE)
Affinity Groups
- **Responsible area for completion:**
Academic Affairs
Students Affairs
Administration & Finance
Strategic Operations
Human Resources
- **Timeline:** 12-36 months
- **Measures:**
Establishment of the program.
Establishment of mentor training.
Mentors' service recognized in evaluations.
Survey of mentors and mentees about relationship satisfaction and outcomes.

Strategy 1.6: Create a Provost's Advisory Committee to identify and report issues, challenges, concerns, and areas of opportunity related to faculty from underrepresented backgrounds.

- **Prospective collaborating partners / stakeholders:**
BIPOC Faculty
- **Responsible area for completion:** Academic Affairs
- **Timeline:** 12-24 months
- **Measure:** Advisory Committee created and meets regularly with Provost.

Strategy 1.7: Enhance the faculty and staff exit survey to assess perceptions of climate, diversity, and inclusion at Longwood.

- **Prospective collaborating partners / stakeholders:**
Academic Affairs
Vice Presidents

- **Responsible area for completion:** Human Resources
- **Timeline:** 0-12 months
- **Measures:**
All faculty and staff receive exit surveys as part of their separation process.
Exit survey tracking system established and implemented.
Annual report distributed to stakeholders.

Longwood Objective 2: Enhance recruitment processes to reach underrepresented populations in higher education and to ensure new hires will reflect the diversity of the Commonwealth of Virginia.

Strategy 2.1: Develop College-level, department-level, and VP-area plans to increase diversity of faculty and staff applicant pools.

- **Prospective collaborating partners / stakeholders:**
Department Chairs
Area Directors
Deans
Human Resources
- **Responsible area for completion:** Provost and other Vice Presidents
- **Timeline:** 12-18 months
- **Measures:** Plans established for each area.

Strategy 2.2: Advertise on employment sites and networks that focus on underrepresented populations to reach those that the institution has not traditionally engaged.

- **Prospective collaborating partners / stakeholders:**
Center for Faculty Enrichment (CAFE)
Affinity Groups
Academic Affairs
Student Affairs
Administration & Finance
- **Responsible area for completion:** Human Resources
- **Timeline:** 18-24 months
- **Measure:** Increase in number of diverse applicants.

Strategy 2.3: Provide best practices including having a diversity advocate on each search committee for faculty, staff, and administrative searches.

- **Responsible area for completion:**
Human Resources
- **Timeline:** 12-24 months
- **Measure:** Increase in number of qualified diverse hires.

Longwood Objective 3: Enhance and support efforts to recruit a student population that reflects the diversity of the Commonwealth of Virginia.

Strategy 3.1: Identify and implement language resources to increase access to university information for prospective students/families (e.g., Spanish, Chinese, ASL).

- **Prospective collaborating partners / stakeholders**
Center for Global Engagement
Hispanic Latinx Association
Modern Language faculty
Office of Disability Resources
Communication Sciences & Disorders Faculty
- **Responsible area for completion:** Admissions and Marketing & Communications
- **Timeline:** 0-24 months
- **Measure:** Resources created and accessible to prospective students and their families.

Strategy 3.2: Evaluate campus tour structures and resources to ensure they are diverse and inclusive.

- **Prospective collaborating partners / stakeholders**
Longwood Ambassadors
CHANGE Multicultural Leadership Council
Multicultural Student Advisory Committee (MSAC)
Peer Mentors
Center for Global Engagement
Office of Multicultural Affairs
Office of Disability Resources
- **Responsible area for completion:** Admissions
- **Timeline:** 0-12 months
- **Measure:** Report on evaluation results and any recommendations for change.

Strategy 3.3: Require annual training for enrollment management staff involved in the recruitment process about best practices to recruit and retain students from diverse populations.

- **Prospective collaborating partners / stakeholders**
Human Resources
Office of Multicultural Affairs
Office of Disability Resources
- **Responsible area for completion:** Admissions, Enrollment Management, Office of Student Success
- **Timeline:** 0-12 months, and ongoing
- **Measure:** Annual training completed with assessment measures.

Strategy 3.4: Establish a process by which underrepresented students are connected to the appropriate student support services during the recruitment process through enrollment at Longwood.

- **Prospective collaborating partners / stakeholders**
Peer Mentors
Center for Global Engagement
Office of Multicultural Affairs
Office of Disability Resources
Dean of Students
Counseling & Psychological Services (CAPS)
Collaborating with Lancers for Academic Success Program (CLASP)
- **Responsible area for completion:** Admissions, Office of Student Success

- **Timeline:** 0-12 months
- **Measure:** Referral process established.

Strategy 3.5: Develop a Comprehensive Strategic Diversity Recruitment and Retention Plan.

- **Prospective collaborating partners / stakeholders**
Admissions
Athletics
Center for Global Engagement
Longwood Ambassadors
CHANGE Multicultural Leadership Council
Multicultural Student Advisory Committee (MSAC)
Peer Mentors
Office of Multicultural Affairs
Office of Disability Resources
Office for Student Success
Academic Affairs
Collaborating with Lancers for Academic Success Program (CLASP)
- **Responsible area for completion:** Enrollment Management
- **Timeline:** 24-36 months
- **Measure:** Plan created and implemented.

Longwood Objective 4: Enhance and support efforts to retain a student population that reflects the diversity of the Commonwealth of Virginia.

Strategy 4.1: Establish a University Retention Committee to develop a comprehensive strategic Diversity Retention Plan. Identify institutional structures that support student retention and graduation initiatives.

- **Prospective collaborating partners / stakeholders**
Student Affairs
Financial Aid
University Analytics
UPC Assessment Committee
Office of the Registrar
Athletics
Center for Global Engagement
Office of Student Success
- **Responsible area for completion:** Enrollment Management, Academic Affairs
- **Timeline:** 0-12 Months: Committee established; 12-36 months: Plan Developed
- **Measure:** Creation and sustainability of the committee; Plan created.

Strategy 4.2: Enhance faculty and staff development programs to understand the needs of diverse student populations and address barriers to their success and retention.

- **Prospective collaborating partners / stakeholders**
Student Affairs
Financial Aid
Office of the Registrar
Center for Academic Success
Academic Affairs
Office of Multicultural Affairs
Office of Disability Resources
Center for Global Engagement

- Counseling & Psychological Services (CAPS)
- **Responsible area for completion:** Center for Faculty Enrichment (CAFE), Human Resources
- **Timeline:** 0-12 months, ongoing
- **Measures:** Programs and training created.

Strategy 4.3: Enhance training and resources for Student Success Coaches and Academic Advisors on best practices regarding assisting underrepresented students.

- **Prospective collaborating partners / stakeholders**
Office of Multicultural Affairs
Office of Disability Resources
Center for Global Engagement
Student Affairs
Academic Affairs
- **Responsible area for completion:** Center for Faculty Enrichment (CAFE), Office of Student Success
- **Timeline:** 0-12 months, ongoing
- **Measures:** Programs and training created; assessment of program quality and resource utilization.

Strategy 4.4: Enhance new student transition programs for diverse students (e.g., academic success, finances, campus jobs, career exploration, and connecting to co-curricular opportunities)

- **Prospective collaborating partners / stakeholders**
Academic Affairs
Greenwood Library
Writing Center, Quantitative Reasoning Center, Tutoring Centers
Office of Disability Resources
Financial Aid
Office of Student Employment
Office of Alumni & Career Services
Student Engagement
Campus Recreation
Collaborating with Lancers for Academic Success Program (CLASP)
- **Responsible area for completion:** Office of Student Success, Office of Multicultural Affairs
- **Timeline:**
 - 0-12 months: implementation of new programs; enhancement and support of existing programs
 - 12-24 months: ongoing assessment and program development
- **Measures:** Programs created. Evaluation of students participating, student satisfaction, and other success metrics (e.g., GPA, retention, graduation rate).

Strategy 4.5: Enhance peer mentoring opportunities for underrepresented students.

- **Prospective collaborating partners / stakeholders**
Office of Student Success
Student Affairs
Counseling & Psychological Services (CAPS)
Collaborating with Lancers for Academic Success Program (CLASP)
Longwood Black Alumni Association
Peer Mentors
- **Responsible area for completion:** Office of Multicultural Affairs
- **Timeline:**
 - 0-12 months: enhancement of existing programs
 - 12-24 months: new program development

- **Measures:** Programs created. Evaluation of students participating, student satisfaction, and other success metrics (e.g., GPA, retention, graduation rate).

Strategy 4.6: Enhance “early alert” systems that identify underrepresented students in order to provide assistance with academic and personal needs.

- **Prospective collaborating partners / stakeholders**
Enrollment Management
Greenwood Library
Academic Affairs
Office of Disability Resources
Center for Global Engagement
Counseling & Psychological Services (CAPS)
Office of Multicultural Affairs
Center for Faculty Enrichment (CAFE)
- **Responsible area for completion:** Dean of Students and Office of Student Success
- **Timeline:** 12-24 months, with ongoing assessment and development
- **Measures:** Decrease in students who are on probation or suspended; increase in students able to be accepted into majors with GPA requirements.

Strategy 4.7: Identify areas of opportunity to increase resources and staff in support of underrepresented students.

- **Prospective collaborating partners / stakeholders**
Student Affairs
- **Responsible area for completion:** Vice President of Student Affairs and Vice President of Administration & Finance
- **Timeline:** 0-12 months, ongoing
- **Measures:** Report on areas of opportunity and financial resources necessary to fund these opportunities created. Increase in staff support and growth where opportunity is demonstrated.

Strategy 4.8: Develop a FERPA-compliant method of communicating with families of underrepresented students who face barriers to retention.

- **Prospective collaborating partners / stakeholders**
Academic Affairs
Student Affairs
Dean of Students
Office of Multicultural Affairs
University Counsel
- **Responsible area for completion:** Office of the Registrar and Office of Student Success
- **Timeline:** 12-24 months
- **Measures:** Method of communication developed and publicized to students and families.

One Virginia Goal 2: Climate and Intergroup Relations

Create and sustain an organizational environment that affirms and respects diversity and employs inclusive practices throughout its daily operations.

Longwood Objective 5: Updating and establishing Student Diversity and Inclusion statements, values, and guiding principles in foundational university documents.

Strategy 5.1: Update current Student Diversity Statement and create core values and guiding principles for DEI in the Honor Code.

- **Prospective collaborating partners / stakeholders:**
CHANGE Multicultural Leadership Council
Multicultural Student Advisory Committee (MSAC)
Office of the President
Academic Affairs
Office of Multicultural Affairs
Student Activities
Office of Student Conduct and Integrity
- **Responsible area for completion:** Student Government Association (SGA)
- **Timeline:**
 - 0-12 months: Student Diversity Statement
 - 12-24 months: DEI Core Values/Principles in Honor Code
- **Measures:** Completed Student Diversity Statement and DEI Core Values/Principles incorporated into Honor Code within the following areas: www.longwood.edu and internal Solomon website, Student Handbook, Honor Code Information, Syllabi

Longwood Objective 6: Create a welcoming climate that allows students of diverse and/or underrepresented backgrounds to feel secure and supported by the university.

Strategy 6.1: Enhance current summer orientation and New Lancer Days programs to increase focus on DEI principles and practices.

- **Prospective collaborating partners / stakeholders:**
CHANGE Multicultural Leadership Council
Multicultural Student Advisory Committee (MSAC)
Office of Multicultural Affairs
Academic Affairs
Student Activities
Center for Global Engagement
- **Responsible area for completion:** First Year Experience / Office of Student Success
- **Timeline:** 12-24 months
- **Measure:** DEI programs developed.

Strategy 6.2: Annually collect feedback and accounts of university experiences from historically underrepresented, underserved, and marginalized students to report, assess, and develop action plans to meet ongoing needs.

- **Prospective collaborating partners / stakeholders:**
CHANGE Multicultural Leadership Council
Multicultural Student Advisory Committee (MSAC)
Academic Affairs
Office of Multicultural Affairs
Student Activities
Center for Global Engagement
- **Responsible area for completion:** Office of Student Success, Office of Multicultural Affairs, UPC Assessment Committee
- **Timeline:** 12-24 months, and ongoing annually
- **Measures:** Data collected and report summarizing data created.

Strategy 6.3: Develop and coordinate a Summer Bridge and early arrival program for underrepresented student populations.

- **Prospective collaborating partners / stakeholders:**
Office of the President

Greenwood Library
 Office of Multicultural Affairs
 Collaborating with Lancers for Academic Success Program (CLASP)
 Center for Global Engagement

- **Responsible area for completion:**
 Academic Affairs
 Student Affairs
- **Timeline:** 48-60 months
- **Measure:** Program developed.

Longwood Objective 7: Strengthen existing Multicultural Student Advisory Committee (MSAC) composed of leaders of campus multicultural organizations and underrepresented student populations.

Strategy 7.1: Establish monthly meetings between MSAC and senior administration representatives including the President, Vice Presidents, and Academic Deans, in addition to leadership from Campus Police.

- **Prospective collaborating partners / stakeholders:**
 Academic Affairs
 Student Affairs
 Greenwood Library
 Administration & Finance
 Campus Police
 Center for Global Engagement
- **Responsible area for completion:** CHANGE Multicultural Leadership Council, Multicultural Student Advisory Committee (MSAC), Office of Multicultural Affairs
- **Timeline:** 0-12 months, and ongoing monthly.
- **Measures:** Minutes from monthly meetings are shared with leadership from all groups participating within meetings and other relevant stakeholders.

Strategy 7.2: Provide updates to SGA about current campus climate to address needs and concerns of current students and assist in creative problem-solving.

- **Prospective collaborating partners / stakeholders:**
 Student Affairs
- **Responsible area for completion:**
 CHANGE Multicultural Leadership Council
 Multicultural Student Advisory Committee (MSAC)
 Student Government Association (SGA)
 Office of Multicultural Affairs
- **Timeline:** 0-12 months, and ongoing monthly
- **Measures:** Regular reports created and provided to the SGA.

Strategy 7.3: Provide updates to Marketing and Communications about current campus climate for distribution to the campus community.

- **Prospective collaborating partners / stakeholders:**
 Student Affairs
- **Responsible area for completion:**
 CHANGE Multicultural Leadership Council
 Multicultural Student Advisory Committee (MSAC)
 Office of Multicultural Affairs

- **Timeline:** 0-12 months, and ongoing monthly
- **Measure:** Monthly minutes from the MSAC and SGA meetings are shared with the Office of the President, Academic Affairs, Student Affairs, Marketing and Communication, and other stakeholders.

Longwood Objective 8: Increase opportunities for students to learn from faculty of diverse backgrounds.

Strategy 8.1: Establish diversity teaching fellowships, faculty in residence, or visiting professorships. (Positions could include a reduced teaching load either to allow for training or mentoring, funding for at least one domestic conference each year, CAFE teaching resources)

- **Prospective collaborating partners / stakeholders:**
Center for Faculty Enrichment (CAFE)
Affinity Groups
Center for Global Engagement
- **Responsible area for completion:** Academic Affairs
- **Timeline:** 12-36 months
- **Measure:** Creation of 2 or more positions.

Longwood Objective 9: Create a university-wide process for sharing appropriate feedback from student experiences to facilitate faculty and staff growth in multicultural competencies.

Strategy 9.1: Conduct research on best practices in the field and current practices at Longwood. Identify how other institutions conduct information gathering efforts related to student incidents, concerns, and complaints.

- **Prospective collaborating partners / stakeholders**
Office of Multicultural Affairs / Title VI
Center for Faculty Enrichment (CAFE)
University Counsel
- **Responsible area for completion:** Academic Affairs and Human Resources
- **Timeline:** 0-24 months
- **Measure:** Report of best practices from peer institutions and Longwood practices

Strategy 9.2: Evaluate the best practices to promote and advocate for their implementation.

- **Prospective collaborating partners / stakeholders**
Office of Multicultural Affairs / Title VI office
Center for Faculty Enrichment (CAFE)
University Counsel
- **Responsible area for completion:** Academic Affairs, Human Resources
- **Timeline:** 24-48 months
- **Measure:** Implementation of plan, partnerships among various offices for post-complaint professional development and conflict resolution established.

One Virginia Goal 3: Education and Scholarship

Engage students, faculty, staff, alumni, and the community in learning the varied perspectives of domestic and international diversity, equity, inclusion, and social justice.

Longwood Objective 10: Promote free speech, multicultural competence, inclusion, and civility by providing professional and educational development opportunities for faculty, staff, and administrators.

Strategy 10.1: Identify best practices related to free speech, multicultural competence, inclusion, and civility for implementation by campus partners.

- **Prospective collaborating partners / stakeholders:**
Student Affairs
Office of Student Success
Office of Multicultural Affairs
University Counsel
Center for Global Engagement
Greenwood Library
- **Responsible area for completion:** Center for Faculty Enrichment (CAFE) and Human Resources
- **Timeline:** 0-24 months
- **Measure:** Best practices identified and compiled; report developed and distributed to stakeholders.

Strategy 10.2: Create Diversity & Inclusion Certification program for faculty (charge from the Equity Action Taskforce).

- **Prospective collaborating partners / stakeholders:**
Center for Faculty Enrichment (CAFE) consultants
Center for Global Engagement
- **Responsible area for completion:** Center for Faculty Enrichment (CAFE), Academic Affairs
- **Timeline:** 24-48 months
- **Measures:** Establishment of certification program, Number of completed certifications.

Strategy 10.3: Examine and make recommendations regarding classroom climate and design improvement efforts for inclusive pedagogical practices.

- **Prospective collaborating partners / stakeholders:**
Center for Faculty Enrichment (CAFE) / Consultants
Office of Disability Resources
College of Education and Human Services Faculty
Center for Global Engagement
UDC
- **Responsible area for completion:** Academic Affairs
- **Timeline:** 48-60 months
- **Measures:** Evaluation completed; Report developed and distributed to stakeholders.

Longwood Objective 11: Expand curricular and co-curricular diversity education offerings to foster a more culturally competent student body.

Strategy 11.1: Designate in the course catalog, a DEI attribute for all Civitae core classes that meet criteria for the designation.

- **Prospective collaborating partners / stakeholders**
Academic Affairs
Educational Policy Committee
- **Responsible area for completion:** Civitae Core Curriculum Committee and Office of the Registrar
- **Timeline:** 12-24 months
- **Measures:** Courses designated in catalog, ongoing as new courses added.

Strategy 11.2: Implement an online educational module (e.g. Everfi, Vector Solutions) to increase students' awareness of DEI skills, knowledge, and attitudes necessary for cultural competency.

- **Prospective collaborating partners / stakeholders**
Office of Multicultural Affairs
Digital Education Collaborative (DEC)
- **Responsible area for completion:** Office of Student Success
- **Timeline:** 12-24 months
- **Measure:** Online education modules established for all first year and transfer students, ongoing annually.

Strategy 11.3: Create educational DEI content to be used with all forms of student staff training and supervision.

- **Prospective collaborating partners / stakeholders**
Office of Student Employment Office
Office of Student Success
Office of Multicultural Affairs
Center for Global Engagement
- **Responsible area for completion:**
Supervisors of individual and group student staff such as Aramark, Campus Recreation, Residence & Community Life, Office of First-Year Experience, Instructional Technology, Tutoring, and Digital Education Collaboration.
- **Timeline:** 12-24 months
- **Measures:** Education modules established for all hires, with ongoing new and advanced training annually.

Strategy 11.4: Develop new courses with DEI content based on interdisciplinary perspectives that will augment the current CTZN 410 offerings.

- **Prospective collaborating partners / stakeholders**
Academic Affairs
Educational Policy Committee
Office of Multicultural Affairs
Center for Global Engagement
- **Responsible area for completion:** Civitae Core Curriculum Committee, Office of the Registrar
- **Timeline:** 24-36 months
- **Measures:** Expanded DEI course offerings.

Strategy 11.5: Review all Civitae courses to identify areas of opportunity to enhance DEI curricular content.

- **Prospective collaborating partners / stakeholders**
Academic Affairs

- **Responsible area for completion:** Civitae Core Curriculum Committee
- **Timeline:** 24-36 months
- **Measure:** Report created identifying areas of strength and opportunity.

Strategy 11.6: Explore opportunities for creation of a Civitae coursework DEI track that would be noted on transcripts.

- **Prospective collaborating partners / stakeholders**
Academic Affairs
Educational Policy Committee
Office of the Registrar
Center for Faculty Enrichment (CAFE)
- **Responsible area for completion:** Civitae Core Curriculum Committee, Office of the Registrar
- **Timeline:** 36-48 months
- **Measure:** Strategic plan created for possible implementation of a Civitae DEI track.

Strategy 11.7: Create a co-curricular Diversity Certification program for students (including public recognition for completion progress).

- **Prospective collaborating partners / stakeholders**
Office of Student Success
Digital Education Collaborative (DEC)
Moton Museum
Office of Disability Resources
Center for Faculty Enrichment (CAFE)
Center for Global Engagement
Faculty who teach content related to DEI
- **Responsible area for completion:** Office of Multicultural Affairs, Student Affairs
- **Timeline:** 36-48 months
- **Measures:**
 - 0-12 months: Creation of DEI Student Certification working group.
 - 12-24 months: Identification of program components, create the curriculum, and identify resources to develop the program.
 - 36-48 months: Implementation of program.

Strategy 11.8: Develop an International Summer School at Longwood Program with a civil rights focus.

- **Prospective collaborating partners / stakeholders**
Office of Multicultural Affairs
Greenwood Library
Student Affairs
Moton Museum
Center for Faculty Enrichment (CAFE)
Faculty who teach content related to Intercultural Communication
- **Responsible area for completion:** Center for Global Engagement
- **Timeline:** 36-48 months
- **Measures:**
 - 0-12 months: Creation of International Summer School development working group.
 - 12-24 months: Identification of program components, create the curriculum, and identify resources to develop program.
 - 36-48 months: Implementation of program.

Longwood Objective 12: Enhance and support the coordination and marketing of DEI-related programs, training, and events sponsored both by student groups and Longwood.

Strategy 12.1: Create a DEI tracking system for student events, training, and programming to enhance intentional collaboration across university co-curricular departments and units.

- **Prospective collaborating partners / stakeholders**
 Moton Museum
 Office of Disability Resources
 Office of Multicultural Affairs
 Center for Global Engagement
 Information Technology
 University Events & Ceremonies
 Academic Affairs
 Marketing & Communications
 University Center
 Student Activities
- **Responsible area for completion:** Student Affairs
- **Timeline:** 12-24 months: Create tracking system
- **Measures:** Tracking system and training created; annual assessment reports, ongoing.

Strategy 12.2: Designate DEI programs on campus calendar and enhance marketing of DEI programs (e.g., feature programming in a designated area on the internal Solomon Longwood website, send monthly calendar of events to *The Rotunda*, *WMLU*, and other student media).

- **Prospective collaborating partners / stakeholders**
 Information Technology
The Rotunda
 WMLU student radio station
 Student Government Association (SGA)
 Student Engagement
- **Responsible area for completion:** Marketing & Communications and University Events & Ceremonies
- **Timeline:** 0-12 months
- **Measures:**
 - DEI designation created for university calendar.
 - Training created for DEI designation use.
 - Monthly summary of upcoming DEI programming sent to student media outlets

Strategy 12.3: Encourage student organizations to consider using the Inclusive Excellence framework and Universal Design when planning events to increase access.

- **Prospective collaborating partners / stakeholders**
 Office of Multicultural Affairs
 Student Engagement
 Student Affairs
- **Responsible area for completion:** Office of Disability Resources and Student Government Association
- **Timeline:** 0-12 months
- **Measures:**
 - Creation and offering of training on Inclusive Excellence framework and Universal Design related to programming.

- Enhanced Universal Design checklist available to all student organizations.
- Number of programs that meet Inclusive Excellence and Universal Design criteria.

Longwood Objective 13: Enhance student research opportunities related to DEI issues.

Strategy 13.1: Explore opportunities for grant development to support student research related to DEI topics and issues.

- **Prospective collaborating partners / stakeholders**
Academic Affairs
- **Responsible area for completion:** Office of Student Research
- **Timeline:** 0-12 months
- **Measure:** Opportunities for research grants identified.

Strategy 13.2: Facilitate an annual Inclusive Excellence Research Symposium for undergraduate students to present research related to DEI.

- **Prospective collaborating partners / stakeholders**
Academic Affairs
Greenwood Library
- **Responsible area for completion:** Office of Student Research
- **Timeline:**
 - 0-12 months: Inclusive Excellence Research Symposium working group is created.
 - 12-24 months: Working group identifies research symposium models and develops criteria, expectations, and resources for symposium at Longwood.
 - 36-48 months: Incorporation of Inclusive Excellence Research Symposium as part of Student Showcase for Research and Creative Inquiry Days
- **Measures:**
 - Working group created and report on the proposed Longwood symposium developed.
 - Students present research as part of an Excellence Research Symposium incorporated into Student Showcase for Research and Creative Inquiry days.

One Virginia Goal 4: Infrastructure and Accountability

Create and sustain an institutional infrastructure that effectively supports progress and accountability in achieving DEI goals.

Longwood Objective 14: Enhance transparency related to threat/risk assessment for DEI issues through establishment of communication protocol.

Strategy 14.1: Form a committee to research and develop the communication protocol for threat/risk assessment related to DEI issues.

- **Prospective collaborating partners/stakeholders:**
President's Office
Student Affairs
Academic Affairs
UDC
University Counsel
- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 6-24 months
- **Measures:** Communication protocol committee formed and plan development completed.

Strategy 14.2: Publish and distribute communication protocol for threat/risk assessment related to DEI issues.

- **Prospective collaborating partners/stakeholders:**
Communication protocol committee
UDC
University Counsel
- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 24-48 months
- **Measures:** See below.

Strategy 14.3: Implement communication protocol for threat/risk assessment related to DEI issues.

- **Prospective collaborating partners/stakeholders:**
Communication protocol committee
UDC
Campus stakeholders who will communicate threat/risk assessment information
University Counsel
- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 48-60 months
- **Measures for strategies 14.1-3:**
 - Communication protocol committee formed and plan development completed.
 - Plan distributed to campus stakeholders who will communicate threat/risk assessment information.
 - Completion of surveys and focus groups of campus members to determine views on transparency and access to information related to DEI issues.

Longwood Objective 15: Enhance communication timeliness related to crises or incidents associated with DEI issues and identify trends existing over time.

Strategy 15.1: Research and catalog previous university communication associated with DEI crises or incidents to create an archive.

- **Prospective collaborating partners/stakeholders:**
Title VI office
Longwood Police Department
University Counsel
- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 6-12 months
- **Measures:** Catalog of previous university communication associated with DEI crises or incidents created.

Strategy 15.2: When developing a response to new DEI incidents, offices that communicate this information consult the archive of previous responses.

- **Prospective Collaborating Partners/Stakeholders:**
Title VI office
Longwood Police Department
Office of the President
University Counsel
- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 12-24 months and ongoing, once archive is completed

- **Measures:** Marketing & Communications, Title VI office, Longwood Police Department, Office of the President surveyed on the usage of the archive.

Strategy 15.3: Review communicated DEI incident communication responses annually to identify trends.

- **Prospective collaborating partners/stakeholders:**
Title VI office
Longwood Police Department
Office of Multicultural Affairs
University Counsel
- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 36-48 months
- **Measures:** Annual review report distributed to offices that communicate information about DEI crises or incidents.

Longwood Objective 16: Encourage Universal Design and ADA compliance in campus communication.

Strategy 16.1: Review and update the Longwood website to better address accessibility.

- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 12-24 months
- **Measures:** All website A and AA level errors and warnings from the WCAG are addressed and resolved. Regular scans of the university website and reports on WCAG conformance levels are run and distributed to stakeholders for evaluation. Achieve or exceed the industry benchmark score for WCAG conformance.

Strategy 16.2: Research tools for accessible digital communication (e.g., website, social media, text) and produce a guide and training for campus.

- **Prospective collaborating partners/stakeholders:**
Office of Disability Resources
Administration & Finance
- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 24-48 months
- **Measures:** Training created and implemented for campus partners on creating accessible digital and print communications. Survey faculty and staff trained to use the produced guide for feedback on how easy it was implementing measures and examples of usage.

Strategy 16.3: Research best practices and tools for accessible print communication (e.g., Longwood Magazine, Admissions brochures) and produce a guide and training for campus.

- **Prospective Collaborating Partners/Stakeholders:**
Office of Disability Resources
Administration & Finance
- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 48-60 months
- **Measures:** Training created and implemented for campus partners on creating accessible digital and print communications. Survey faculty and staff trained to use the produced guide for feedback on how easy it was implementing measures and examples of usage.

Longwood Objective 17: Encourage inclusive university-wide communications.

Strategy 17.1: Create Spanish translations for key student resource areas (e.g., website, written communication, financial aid, and admission documents/forms). Establish a process for ongoing updates and determination if other translations should be offered.

- **Prospective collaborating partners/stakeholders:**
Admissions
Center for Global Engagement
English & Modern Languages
- **Responsible area for completion:** Marketing & Communications
- **Timeline:**
 - 12-24 months: Determine key sections to be presented in Spanish, the best mechanism to deliver the content, and how to develop the translations.
 - 24-28 months: Create Spanish translations
 - 48-60 months: Establish ongoing updates of key resource areas and need assessments for other translations.

Strategy 17.2: Develop a resource database accessible to all faculty and staff on the internal Solomon website with a photo gallery and words and phrases list to aid in inclusive language and imagery across University communications.

- **Prospective collaborating partners/stakeholders:**
Office of Multicultural Affairs
UDC
University Counsel
- **Responsible area for completion:** Marketing & Communications
- **Timeline:**
 - 12 -24 months: Development of photo and inclusive language resources to assist with university-wide inclusive communications.
 - 24-48 months: Obtain feedback on usage of photo and inclusive language resources and determine success and whether changes or additional resources are need. Communicate to campus how to access the resources, why they are important, and how to use them.

Strategy 17.3: Develop a UDC webpage on the www.longwood.edu site and enhance the internal Solomon website to launch the strategic plan and provide updates/resources.

- **Prospective collaborating partners/stakeholders:**
UDC
- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 12 -24 months: Develop public-facing website for UDC on www.longwood.edu website. Consult with UDC leadership about updates and expansion of the internal Solomon website.

Strategy 17.4: Conduct a review of official publications to ensure a commitment to and communication of diversity with a special emphasis on admissions materials.

- **Prospective collaborating partners/stakeholders:**
Strategic Operations
Office of Multicultural Affairs
UDC
- **Responsible area for completion:** Marketing & Communications
- **Timeline:**

- 12-24 months: Establish a review committee for university publications and perform an initial audit and review. Provide initial feedback to stakeholders and establish a process to provide an annual review.
- 24-48 months: Establish an annual review process and update demographics on Longwood's website each year.

Strategy 17.5: Publish Longwood University's population demographics related to diversity on the www.longwood.edu website.

- **Prospective collaborating partners/stakeholders:**
University Analytics
- **Responsible area for completion:** Marketing & Communications
- **Timeline:**
 - 12-24 months: Obtain and publish demographics on the www.longwood.edu website.
 - 24-48 months: Establish an annual review process to update demographics on www.longwood.edu website.

Strategy 17.6: Creation of a web page on www.longwood.edu and Internal Solomon website with important policies and information related to diversity (e.g., grievance policy, Title IX, Title VI & bias) to enable comprehensive resources to be listed under a single URL in university materials.

- **Prospective collaborating partners/stakeholders:**
Office of Multicultural Affairs
Office of the President
University Counsel
Center for Faculty Enrichment (CAFE)
UDC
- **Responsible area for completion:** Human Resources, Academic Affairs, Marketing & Communications
- **Timeline:**
 - 12-24 months: Establish a committee to determine policies related to DEI to be included on web pages and determine if additional policies need to be developed.
 - 24-48 months: Present any new DEI policies to the Board of Visitors for approval and add to website once approved.

Measures for Objective 17 Strategies: Each Objective 17 strategy includes deliverables and the completion of them will provide measurement of completion. Surveys of stakeholders and review of implementation including examples will provide measurement of success for the deliverables.

Longwood Objective 18: Enhance transparency about Title VI and bias incident reports and address potential campus flash points.

Strategy 18.1: Create an advisory board to develop guidelines for social listening, reporting, and disseminating information about bias incidents and potential campus flash points.

- **Prospective collaborating partners/stakeholders:**
Title VI Advisory Board
UDC
University Counsel
Human Resources
Academic Affairs
Office of Multicultural Affairs
- **Responsible area for completion:** Title VI Office and Marketing & Communications

- **Timeline:**
 - 12-24 months: Advisory Board members identified and invited to join; Advisory Board starts meeting
 - 24-48 months: Advisory Board develops guidelines for social listening, reporting, and disseminating information.
- **Measures:**
 - Advisory Board established.
 - Guidelines for social listening, reporting, and disseminating information about bias incidents and potential campus flash points established.

Strategy 18.2: Advisory Board meets regularly and reviews gathered data to produce an annual report. Board monitors data and establishes additional goals as needed.

- **Prospective collaborating partners/stakeholders:**
Title VI Advisory Board
UDC
Human Resources
University Counsel
Academic Affairs
Office of Multicultural Affairs
Marketing & Communications
- **Responsible area for completion:** Advisory Board, Title VI office
- **Timeline:** 48-60 months
- **Measures:**
 - Annual report produced with data about incidents and a review of effectiveness.
 - Completion of surveys and focus groups of campus members to determine views on transparency and access to information related to Title VI and bias incident reports and potential flash points.

Longwood Objective 19: Enhance campus communication related to DEI.

Strategy 19.1: Create and publish definitions related to DEI on www.longwood.edu and internal Solomon websites. Create and publish University DEI Statement on www.longwood.edu and internal Solomon websites.

- **Prospective Collaborating Partners/Stakeholders:**
Academic Affairs
Office of Multicultural Affairs
Office of the President
Human Resources
University Counsel
- **Responsible area for completion:** UDC and Marketing & Communications
- **Timeline:** 0-12 months
- **Measure:** Content published on internal and external Longwood websites.

Strategy 19.2: Share stories on the Longwood website and other venues related to DEI (e.g., highlight diversity on campus by publishing stories on the website and in *Longwood Magazine* about activities and accomplishments of faculty, staff, and students from diverse backgrounds)

- **Prospective Collaborating Partners/Stakeholders:**
Academic Affairs
Student Affairs
Office of Student Success

Administration & Finance
 Longwood Foundation Office
 Office of Alumni Relations & Career Services
 Center for Global Engagement
 UDC

- **Responsible area for completion:** Marketing & Communications
- **Timeline:** 0-24 months, and ongoing
- **Measures:** Content published on internal and external Longwood websites and publications.

Strategy 19.3: Creation of a new communication platform for BIPOC and other underrepresented alumni, current students, and prospective students, and other stakeholders.

- **Prospective Collaborating Partners/Stakeholders:**
 Academic Affairs
 Student Affairs
 Office of Student Success
 Administration & Finance
 Longwood Foundation Office
 Office of Alumni Relations & Career Services
 Center for Global Engagement
 UDC
- **Responsible area for completion:** Marketing & Communications
- **Timeline:**
 - 0-24 months: Establish a working group from collaborating partners to determine the platform for BIPOC and underrepresented alumni, current students, and prospective students. Hold meetings every quarter to discuss needs and research.
 - 24-48 months: Working group will write a plan to move forward in establishing a communication platform for BIPOC communities
 - 48-60 months: Communication platform established for BIPOC and underrepresented alumni, current students, and prospective students.
- **Measures:**
 - Working group established and meets regularly.
 - Communication platform plan developed.
 - Communication platform available.
 - Survey users of the new platform for BIPOC and underrepresented alumni, current students, and prospective students annually.

Longwood Objective 20: Enhance learning technology access and support is equitable and accessible for all students.

Strategy 20.1: Review lessons learned at Longwood and at other institutions from COVID-19 related adaptations in distance learning and remote work with students and report best practices.

- **Prospective collaborating partners / stakeholders**
 Academic Affairs
 Greenwood Library
 Office of Disability Resources
 Center for Global Engagement
 Sociology faculty researchers focusing in this area
 Student Affairs
 Office of Student Success
- **Responsible area for completion:** Center for Faculty Enrichment (CAFE) and Digital Education Collaborative (DEC)
- **Timeline:** 0-24 months

- **Measure:** Report of best practices distributed to Longwood faculty, Student Affairs staff, and other stakeholders.

Strategy 20.2: Identify professional development opportunities for learning technology access and support based upon lessons learned and best practices report.

- **Prospective collaborating partners / stakeholders**
Center for Global Engagement
Greenwood Library
Disability Resources
Student Affairs
Academic Affairs
- **Responsible area for completion:** Center for Faculty Enrichment (CAFE), Digital Education Collaborative (DEC)
- **Timeline:** 24-36 months
- **Measure:** Compilation of professional development opportunities distributed to faculty, Student Affairs staff, and other stakeholders.

Strategy 20.3: Implement course and program design professional development training plan related to use of technology to enhance equity and accessibility for all learners.

- **Prospective collaborating partners / stakeholders**
Office of Disability Resources
Greenwood Library
Center for Global Engagement
Student Affairs departments
- **Responsible area for completion:**
Student Affairs
Center for Faculty Enrichment (CAFE)
Digital Education Collaborative (DEC)
- **Timeline:** 36-48 months
- **Measure:** Implementation of training plan.

Longwood Objective 21: Revise annual A/P and classified performance evaluations, as well as faculty promotion and tenure evaluations, to encourage recognition of professional development and engagement with DEI practices.

Strategy 21.1: Conduct research on best practices in the field and current practices at Longwood. Identify how other institutions incorporate DEI in evaluations.

- **Prospective collaborating partners / stakeholders**
Student Affairs
Administration & Finance
Strategic Operations
UDC
Faculty Senate - Promotion & Tenure Policies and Procedures Committee
Human Resources
- **Responsible area for completion:** Academic Affairs, Center for Faculty Enrichment (CAFE), and Human Resources
- **Timeline:** 0-24 months
- **Measure:** Report on research compiled.

Strategy 21.2: Consider the Equity Action Task Force recommendations and University mission and strategic plan to ensure CAFE tactics are aligned where appropriate.

- **Prospective collaborating partners / stakeholders**
UDC
Office of Multicultural Affairs / Title VI
Appropriate Vice-Presidents
- **Responsible area for completion:** Center for Faculty Enrichment (CAFE)
- **Timeline:** 0-12 months
- **Measure:** Review of CAFE tactics completed.

Strategy 21.3: Identify resources for faculty development that prioritize effective, inclusive practice (e.g., advising, teaching, professional development, and curriculum development).

- **Prospective collaborating partners / stakeholders**
Center for Faculty Enrichment (CAFE)
Human Resources
UDC
University Counsel
- **Responsible area for completion:** Academic Affairs
- **Timeline:** 24-48 months
- **Measure:** Identified resources and accountability and reward structures information is compiled and distributed to faculty and other stakeholders.

Strategy 21.4: Evaluate the best practices for effective, inclusive faculty practice to advocate for their implementation.

- **Prospective collaborating partners / stakeholders**
Center for Faculty Enrichment (CAFE)
Human Resources
University Counsel
Faculty Senate
UDC
- **Responsible area for completion:** Academic Affairs
- **Timeline:** 48-60 months
- **Measure:** Advocacy plan created and implemented.

Longwood Objective 22: Improve the collection, analysis, and reporting of institutional and assessment data to better understand patterns of behavior known to enhance the success of historically underrepresented student groups.

Strategy 22.1: Request annual retention and success information for underrepresented students to distribute to relevant stakeholders to identify areas of strength and opportunity.

- **Prospective collaborating partners / stakeholders**
Academic Affairs
UPC Assessment Committee
Office of Assessment & Institutional Research
- **Responsible area for completion:** Office of Student Success and University Analytics
- **Timeline:** 0-12 months, ongoing annually
- **Measures:**
 - Data generated and reports distributed to stakeholders annually.
 - Stakeholders meet regularly to determine plans to address needs and build upon strengths.

Strategy 22.2: Evaluate multi-year National Survey of Student Engagement (NSSE) items related to DEI to distribute to relevant stakeholders to identify areas of strength and opportunity.

- **Prospective collaborating partners / stakeholders**
Academic Affairs
Office of Assessment & Institutional Research
Office of Multicultural Affairs
- **Responsible area for completion:** Student Affairs and UPC Assessment Committee
- **Timeline:** 0-12 months, ongoing tri-annually
- **Measures:**
 - Data related to DEI items compiled for 2014, 2017, and 2020 reports and distributed to stakeholders.
 - Stakeholders meet to determine plans to address needs and build upon strengths.
 - Recommendations distributed to relevant stakeholders and published through Student Affairs Assessment website and UDC annual assessment report.

One Virginia Goal 5: Community Engagement

Leverage institutional philanthropy and community partnerships to improve outcomes in local and regional communities.

Longwood Objective 23: Promote idea-sharing and collaborative problem-solving between Longwood and local and regional community stakeholders to strengthen the relationship between Longwood and the community to address issues faced by both. This includes continuing to enhance the community relationships that have developed through the Longwood Center for the Visual Arts and Longwood's partnership with the Robert Russa Moton Museum.

Strategy 23.1: Creation of community advisory board consists of faculty, staff, students and community members to assist LUPD and/or Farmville PD.

- **Prospective collaborating partners / stakeholders:**
Local & Community Relations
Student Government Association (SGA)
Student Affairs
Center for Faculty Enrichment (CAFE)
Institutional Advancement Office
Office of Alumni & Career Services
Moton Museum
Small Business Development Center (SBDC)
Center for Global Engagement
- **Responsible area for completion:** Longwood Police Department (LUPD) and UDC - Community Engagement Sub-committee
- **Timeline:** 0-12 months
- **Measures:** Creation of the board and regularly scheduled board meetings

Strategy 23.2: Conduct needs assessment with community stakeholders to determine key issues and ways in which Longwood may partner.

- **Prospective collaborating partners/stakeholders:**
Farmville Chamber of Commerce

Interfaith Groups
 Farmville Area Community Emergency Services (FACES)
 Regional schools (e.g., Prince Edward, Cumberland, Buckingham)
 Community Colleges (e.g., Southside, Danville, Patrick Henry)
 Environmental Organizations (e.g., Clean Virginia Waterways, Margaret Watson Bird Club,
 Friends of Appomattox)
 Southside Training, Employment, & Placement Services Inc. (STEPS)
 The Piedmont Area Habitat for Humanity
 State Parks (e.g., High Bridge Trail, Holiday Lake, Twin Lakes, Bear Creek Lake)

Moton Museum
 Standing Together Farmville
 Farmville PRIDE
 Piedmont Senior Resources (PSR)
 Waterworks Community Theater
 Longwood Center for the Visual Arts (LCVA)

- **Responsible area for completion:**
 Local & Community Relations
 Community Advisory Board
 Community Stakeholder Group Leadership
- **Timeline:** 12-24 months
- **Measures:**
 - Regularly scheduled meetings
 - Number of organizations represented
 - Number of attendees
 - Development of partnership goals and initiatives

Strategy 23.3: Conduct audit of existing external community and campus collaborative partnerships, including the R.R. Moton Museum and the Longwood Center for the Visual Arts (e.g. courses with service-learning projects, service and volunteer opportunities), and communicate with relevant stakeholders.

- **Prospective collaborating partners / stakeholders:**
 Community Stakeholder Group Leadership
 Regional schools (e.g., Prince Edward, Cumberland, Buckingham)
 Community Colleges (e.g., Southside, Danville, Patrick Henry)
 Local non-profit agencies
 Small Business Development Center (SBDC)
 Academic Affairs
 Student Affairs
 Longwood student organizations
 Admissions
 Civitae Symposium Committee Leadership
 Moton Museum
 Center for Community Music
 Speech Hearing & Learning Services (SHLS)
 Nursing department
 Center for Business Development
- **Responsible area for completion:**
 Academic Affairs
 Student Affairs
 Local & Community Relations
 Community Advisory Board
- **Timeline:** 0-12 months: Create working group to develop audit
- **Measures:** Completion of audit.

Strategy 23.4: Designate courses in catalog with community engagement and service learning requirements or components.

- **Prospective collaborating partners / stakeholders**
Educational Policy Committee
- **Responsible area for completion:** Academic Affairs and Office of the Registrar
- **Timeline:** 12-24 months, and ongoing as new courses added.
- **Measure:** Community engagement / service learning designation appears in catalog.

Strategy 23.5: Create the Longwood Center for Community and Civic Engagement (CCCE) to coordinate opportunities and oversee assessments.

- **Prospective collaborating partners / stakeholders:**
Local & Community Relations
- **Responsible area for completion:** Academic Affairs, Student Affairs
- **Timeline:** 48-60 months
- **Measure:** CCCE is founded and staffed.

Strategy 23.6: Enhance town-gown relationships to provide programming, support, and initiative development for underrepresented campus and community populations.

- **Prospective collaborating partners / stakeholders:**
Admissions
Office of Alumni & Career Services
Marketing & Communication
Local & Community Relations
Farmville Chamber of Commerce
Student organizations (e.g. Fresh Boys Club, Beyond the Numbers)
Office of Multicultural Affairs
Waterworks Community Theater
Longwood Center for the Visual Arts (LCVA)
Moton Museum
Standing Together Farmville
Farmville PRIDE
- **Responsible area for completion:**
Community Advisory Board
CCCE
Office of Multicultural Affairs
Small Business Development Office
- **Timeline:** 48-60 months
- **Measures:** Number of programs offered, Number of people attend the programs.

Longwood Objective 24: Reconnect diverse alumni with students for university DEI-related efforts.

Strategy 24.1: Develop professional, networking, and mentorship opportunities between current students and alumni from underrepresented populations.

- **Prospective collaborating partners / stakeholders:**
Institutional Advancement Office
Office of Fraternity & Sorority Life
Athletics
Longwood Black Alumni Association
CHANGE Multicultural Leadership Council

- Center for Global Engagement
- **Responsible area for completion:** Office of Alumni & Career Services and Office of Multicultural Affairs
- **Timeline:** 0-12 months
- **Measure:**
 - Number of alumni-student events and attendance
 - Survey of mentor-mentee relationship satisfaction and outcomes

Strategy 24.2: Increase the number of alumni affinity groups composed of underrepresented populations, and create a Minority Alumni Coalition group.

- **Prospective collaborating partners / stakeholders:**
 Institutional Advancement Office
 Office of Multicultural Affairs
 Athletics
 Office of Fraternity & Sorority Life
 Longwood Black Alumni Association
- **Responsible area for completion:** Office of Alumni & Career Services
- **Timeline:** 12-24 months
- **Measures:**
 - Create Minority Alumni Coalition
 - Number of affinity groups

Strategy 24.3: Fundraise during Love Your Longwood Day to engage multicultural alumni to create and support DEI initiatives and projects.

- **Prospective collaborating partners / stakeholders:**
 Office of Alumni & Career Services
 Office of Multicultural Affairs
 Longwood Black Alumni Association
 Academic Affairs
 Student Affairs
 Center for Global Engagement
- **Responsible area for completion:** Institutional Advancement Office
- **Timeline:** 24-36 months
- **Measures:** Number of proposals related to DEI; Number of donors and first time donors; Amount of money raised.