



***LONGWOOD UNIVERSITY
BOARD OF VISITORS***

– MEETING MATERIALS –

June 11, 2021

Minutes

LONGWOOD UNIVERSITY
BOARD OF VISITORS
March 19, 2021
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***** DRAFT *****

Call to Order

The Longwood University Board of Visitors met on Friday, March 19, 2021 in the Stallard Boardroom. The meeting was called to order at 11:00 a.m. by Rector Eric Hansen.

Members present:

Mr. Eric Hasnsen
Ms. Pia Trigiani
Mr. Michael Evans

Other Board members present:

Mrs. Eileen Anderson (via Zoom)
Ms Katharine Bond (via Zoom)
Mr. Steven Gould (via Zoom)
Mr. David Hallock (via Zoom)
Mr. Larry Palmer (via Zoom)
Ms. Colleen Margiloff (via Zoom)
Ms. Rickshawn Adkins Roane (via Zoom)
Ms. Polly Raible (via Zoom)
Ms. Cookie Scott (via Zoom)
Mrs. Nadine Marsh-Carter (via Zoom)

Also present (via Zoom):

President W. Taylor Reveley IV
Dr. Larissa Smith, Provost and Vice President for Academic Affairs
Ms. Louise Waller, Vice President for Administration and Finance
Ms. Victoria Kindon, Vice President for Strategic Operations
Ms. Courtney Hodges, Vice President for Institutional Advancement
Dr. Tim Pierson, Vice President for Student Affairs
Ms. Michelle Meadows, Director of Athletics
Dr. Lee Bidwell, Faculty Representative
Mr. Cameron O'Brion, University Counsel
Mr. Justin Pope, Vice President and Chief of Staff

Rector's Welcome and Approval of Minutes and Consent Agenda:

The Rector welcomed the group, thanked all members for their continuing service and said he was pleased to be gathered at a moment with the light at the end of the tunnel following the challenges of the past year.

President Reveley gave a welcome and an overview of the agenda. The Rector asked for a motion to approve the Consent Agenda. Mrs. Nadine Marsh-Carter so moved, Mr. Gould seconded, and the motion was approved unanimously.

Justin Pope gave an overview of the University's current Covid-19 response status. He described the current campus situation as stable, with a relatively constant and manageable rate of positive cases following an initial uptick early in the semester, as was seen on many campuses. He said a higher proportion of cases than before are among commuter students and being acquired off campus and brought back, and there seems to be less spread on campus itself. There are also fewer contact exposures, so fewer students have been in quarantine this semester. While the news has been positive, it is clear from the experience of other Virginia schools, several of which have had hundreds of simultaneously active cases at a time in recent weeks, that spread can occur rapidly. The case decline in the state has plateaued and may start to increase; however, case numbers and hospitalizations in Prince Edward and the Piedmont Region have fallen to some of the lowest levels since the beginning of the pandemic. He said lessons learned include the importance of aggressive contact tracing and quarantine, the value of a real-time dashboard, and a strong culture. He commended the Department of Athletics for its extraordinary detailed planning and success so far, with more than 3,400 surveillance tests administered so far under Big South and NCAA testing protocols, and a positivity rate of .0023 on those tests. Longwood's two basketball teams in particular were extremely successful in managing Covid this year. Lastly, he recapped Longwood's on-campus clinic vaccination efforts and said VDH is aware Longwood remains ready to offer further assistance. He said some students who are eligible have been able to access vaccinations through the VDH registration system, and the University Health Center is also willing to play a role in helping vaccinate students if provided with supply and proper authorization.

Dr. Smith gave an overview regarding the new state law requiring Longwood and other Virginia public universities to explore their historic connections to slavery. She noted Longwood's work of historical reckoning has been actively underway for a number of years, and has naturally made its first focus 20th century civil rights history. The research into Longwood's 19th century is complicated by the fact that Longwood began as a private institution, housed in a no-longer-standing building constructed in the 1840s. Longwood did not become a public institution until 1884. Longwood knows of no records right now that shed direct light on the labor practices in the early days of the institution. There is, however, important context on local history, notably described in the award-winning book "Israel on The Appomattox," which focuses particularly on the free black community. Based on that work, we suspect a combination of white, free black and enslaved labor was involved in the construction of that building. Also, as part of our

Bicentennial Initiative Longwood has begun to conduct research on the role of African-Americans as employees in Longwood's early history.

Dr. Bidwell reported she had asked faculty about their own lessons from the pandemic, noting the challenges have inspired creativity and ideas that may continue to prove useful. Zoom has some benefits that may last, such as the ability to access recorded lectures, continuity of instruction, and more accessible office hours. Online instruction is exceptionally time-consuming for faculty, cutting into time for scholarly activities. Faculty also report Zoom and other technologies have helped some faculty connect with others in academia and attend conferences in new ways, and classroom innovations here at Longwood, particularly in areas like music, can benefit students going forward. She urged Longwood to support such initiatives into the future.

Jonathan Page along with Cameron O'Brion gave an overview of the process of developing the new Title VI policy. He said training on the front end about Title VI-related issues is an effective way to prevent Title VI complaints and issues, and his office will continue to work actively in that area, while offering support and resources to students who report experiencing discrimination, even if there is not a formal finding of discrimination.

Cameron O'Brion said development of the policy was a substantial undertaking, on which Jonathan Page worked extremely hard, along with Dean of Students Jen Fraley and Title IX Coordinator Sasha Johnson. He echoed that a big difference is that Title IX comes with extensive federal guidance about how to implement on campus, but Title VI more straightforwardly obliges institutions to address race-based discrimination or harassment without providing specific direction on how. He noted the process for a Title VI complaint is similar to the Title IX process. He noted that there are a range of reasons people file complaints, and the informal resolution process gives Jonathan Page the ability to address complaints flexibility. He also commended the dual role of Jonathan, in that Title VI concerns the University's legal obligations under Title VI, while his role in the Office of Multicultural Affairs concerns what the University should do. Mr. Palmer asked how the policy might intersect with pro-active actions, for instance with regard to recent violence nationally against Asian-Americans. Mr. Page responded by describing his office's work with Asian-American students and groups, and commitment to working proactively.

Mr. Evans made a motion to approve the Title VI policy, Mr. Hallock seconded, and the motion was approved unanimously.

Ms. Raible asked a question about disseminating information and understanding of the policy, and Mr. Page described plans for next steps, including web and printed communication that will be distributed across campus, as well as working with Dr. Smith to work to share information with faculty. Mr. Hansen asked about programming for underrepresented students, and Mr. Page gave an overview of a number of Longwood's offerings related to this area, and also the impact of the upcoming University Diversity Strategic Plan. President Reveley called the approval of Longwood's first Title VI policy a "proud step."

In response to a question from Mr. Hansen about the University's financial strength, Ms. Waller said Covid expenses for this year are turning out to be more than expected but she believes will

be manageable. She said she is happy with the status reflected on the financial dashboard, and this year could have gone much worse. Of the federal stimulus funding that will be allocated to Longwood, a large portion must be allocated directly to students, but the portion available institutionally will be helpful in offsetting revenue losses associated with Covid.

In response to a question about philanthropy, Ms. Hodges said much like the faculty, Institutional Advancement has learned habits such as virtual donor visits that she believes will continue to play a role post-Covid. She also reported the Family Scholarship Campaign had concluded successfully, with 90 new scholarships, despite the challenges of the pandemic.

In response to a question about mental health counseling, Dr. Pierson described some of the adjustments Counseling and Psychological Services has made, in particular initial group work with students suffering from anxiety and depression. He described other aspects of reach-out to students across Student Affairs. He noted other metrics of student involvement such as Greek Life and student government have been surprisingly strong. He addressed a question regarding hazing training, describing training and communications with national chapters. He said it is something the University watches very closely, and in partnership with other community members.

Mr. Hansen asked Mr. Kindon to discuss the current admissions cycle. She responded that the year has been challenging, but Longwood has kept on-campus visits going, and commended her team for adjusting to difficult circumstances. While in the past Admissions may have had 1-2 events per day, it now has 10-12 smaller events. While applications and deposits have been notably normal or even strong, the uncertainty this year is unprecedented. Besides the relative lack of visits, SAT score submissions were optional this year for Longwood and most schools, which has upended college application patterns nationally. Many more students will be on wait lists this year. Also it is clear that this past year is having a significant negative impact nationally on families financially.

President Reveley noted the success of both the men's and women's basketball programs this season, against the backdrop of extraordinary efforts by Michelle Meadows and the Athletics Department. He also noted the news regarding the new statue of Barbara Johns that will stand in the U.S. Capitol, and thanked Dr. Kim Little personally for the work of the nursing program in support of helping vaccinating our community. Dr. Little expressed her appreciation.

Mr. Hansen echoed his thanks, and gratitude to all at Longwood for their perseverance through the challenges of the year, taking positives from the experience.

The secretary asked for a motion pursuant to Virginia Code 2.2-3711(A)(1) that the Board convene in closed session to discuss matters pertaining to personnel, for consideration of promotion and tenure as customary at the spring meeting. Mr. Hallock so moved, Mr. Gould seconded and the motion was approved unanimously. A motion was offered by Mr. Palmer to return to open session. Mr. Gould so moved, Ms. Scott seconded and the motion was approved unanimously.

In compliance with the provisions of the Freedom of Information Act, the Board returned to open session. Mr. Evans moved that the board certify by roll call vote that, to the best of each member's knowledge, 1) only matters lawfully exempted from open meeting requirements were discussed, and 2) only matters identified in the motion for closed session were discussed. Ms. Trigiani seconded, and all members in attendance voted by roll call to certify: Mrs. Raible, Mrs. Anderson, Mr. Palmer, Mr. Evans, Mrs. Margiloff, Mrs. Marsh-Carter, Ms. Scott, Ms. Trigiani, Ms. Bond, Mr. Hallock, Mrs. Roane, Mr. Hansen and Mr. Gould.

The rector asked for a motion to approve the recommendations of the President and Provost regarding promotion and tenure. Mrs. Anderson so moved, Mr. Hallock seconded, and the motion was approved unanimously.

There being no further business, the Rector adjourned the meeting at 1:20 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:

- Routine updates to the University's policies regarding: Assessment; Encryption; Remote Access; and Administrative and Professional Employees; and to the Bylaws of the Faculty Senate in the Faculty Policies and Procedures Manual (FPPM)
- Brief new policies in connection with federal and state considerations regarding: Maternity and Paternal Leave in the FPPM; Faculty Voluntary Early Retirement; and Effort Reporting and Certification for grant funded initiatives
- Ratification of Honorary Degrees for Academic Year 2020-21
- Renaming the University's College of Education and Human Services to the College of Education, Health, and Human Services

Policy Title: University Assessment Policy

Policy Number: 1018

Policy Owner: Academic Affairs.

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/departmental 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 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 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 work with the UPC Finance Committee to ensure that 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 CAOAPR, 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 CAOAPR, 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 CAOAPR,

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. 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 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 Assistant Vice President for Accreditation and Compliance 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.

Policies & Procedures

Remote Access ~~61336026~~

I. DEFINITION

Remote Access: Remote access is the ability to get access to university Information Technology (IT) resources and systems without directly connecting to the university's wired network.

II. POLICY OWNER

The Vice President for Strategic Operations oversees this policy. Information Technology Services (ITS) is responsible for monitoring compliance with the policy and taking any necessary corrective action.

III. PURPOSE

The purpose of this policy is to define the minimum requirements for eligible employees to use University-university-owned and non-University-university-owned computing devices for remote access.

II. DEFINITION

Remote Access: Remote access is the ability to get access to University information technology (IT) resources and systems without directly connecting to the University's wired network.

III. POLICY

A. Remote Access to University IT Resources and Systems: The university will approve standards for remotely accessing university IT resources and systems.

B.A. Remote Access Usage Requirements:

1. All computing devices used for remote access to the University-university IT resources and systems must adhere to:

- the Remote Access standards,
- the Malware Protection policy,
- Protecting Your PC,
- Protecting Your Mac
- and Protecting Your Smart Device.

-including those stated in the Malware Protection Policy. (Guidelines for meeting these requirements are available in items 1-4 of the "Protecting Your Computer" documents for Personal Computers, Macs and Handheld Devices)

1.2. Users remotely accessing the University's-university's IT resources and systems are responsible for selecting their own Internet Service Provider (ISP) and maintaining compliance with the contracts and policies of their ISP.

2.3. Users must not attempt to bypass security controls implemented for remote access solutions, including inactivity time limits.

~~3.4.~~ Users should be aware that encryption technologies, which may be installed on devices used for remote access, are protected by U.S. government export restrictions. Further details may be found in the Encryption Policy.

~~4.5.~~ Eligible employees using non-~~University~~ ~~university~~-owned computing devices for remote access must be aware of the ~~following~~ requirements in the Information Technology Standard Use of Non-Commonwealth Computing Devices to Telework document from the Virginia Information Technologies Agency (VITA):

~~a. In the event a non-University owned computing device used for University business is involved in the investigation of a security incident, the employee may be required to release the device to law enforcement or the Commonwealth of Virginia Computer Security Incident Response Team (COV CIRT) for forensic purposes.~~

~~b. The COV CIRT is obligated to report any illegal activity uncovered during a security incident investigation, whether the activity is related to the incident being investigated or not.~~

~~While all investigations are confidential, the remote user concedes any expectation of privacy related to information stored on a personally owned computing device involved in a security incident.~~

V. PROCEDURES

V. PROCEDURES

Related policies, standards and guidelines may be maintained internally by Information Technology Services.

VI. ENFORCEMENT

The ~~University~~ ~~university~~ regards any violation of this policy as a serious offense. Violators of this policy are subject to disciplinary action, in addition to possible cancellation of IT resources and systems access privileges. Users of IT resources and systems at Longwood are subject to all applicable local, state and federal statutes. This policy does not preclude prosecution of criminal and civil cases under relevant local, state, federal and international laws and regulations.

Approved by the Board of Visitors, September 12, 2008.

Revised and approved by the Board of Visitors, March 27, 2009.

Revised and approved by the Board of Visitors, March 26, 2010.

Policies & Procedures

Encryption ~~6011103~~

II. DEFINITIONS

- A. Proprietary Encryption: An algorithm that has not been made public and/or has not withstood public scrutiny. The developer of the algorithm could be a vendor, an individual or the government.
- B. Encryption Key: A piece of information used to encode or decode data with a cryptographic algorithm.

II. POLICY OWNER

The Vice President for Strategic Operations oversees this policy. Information Technology Services (ITS) is responsible for monitoring compliance with the policy and taking any necessary corrective action.

III. PURPOSE

The primary purpose of this policy is to protect restricted data, as defined by the Data Classification Policy, by limiting the use of encryption to those algorithms that have received substantial public review and have been proven to work effectively; while setting standards for all use of encryption, and to identify federal exportation regulations regarding encryption technologies.

II. DEFINITIONS

Proprietary Encryption: An algorithm that has not been made public and/or has not withstood public scrutiny. The developer of the algorithm could be a vendor, an individual or the government.

Encryption Key: A piece of information used to encode or decode data with a cryptographic algorithm.

III. POLICY

- A. All use of encryption technology must be managed in a manner that permits properly designated ~~University~~ university officials prompt access to all data, including for purposes of investigation and business continuity.
 - 1. Encryption keys and their backups must be retained for the lifetime of the encrypted data.
 - 2. Encryption key management procedures must be in place to ensure integrity and recovery of encryption keys.
- B. No encryption technology other than that approved and distributed by Information ~~and Instructional~~ Technology Services (ITS) may be used to protect restricted data.
 - A.C. ITS will provide:
 - 1. minimum encryption standards.
 - 2. encryption key management standards for encryption keys.

B-D. _____ Proven, standard algorithms should be used as the basis for encryption technologies. These algorithms represent the actual cipher used for an approved application.

C-E. _____ The use of proprietary encryption algorithms is not allowed, unless reviewed by qualified experts outside of the vendor in question and approved by the Information Security Office.

D-F. _____ Acknowledgement of Federal Exportation Regulations:

Be aware that the export of encryption technologies is restricted by the U.S. Government. ~~Devices with encryption technology permanently installed are eligible for export with NLR (No License Required) to all countries except the embargoed countries that are designated by the U.S. Government as supporters of international terrorism.~~ Residents of countries other than the United States should make themselves aware of the encryption technology laws of the country in which they reside.

V. PROCEDURES

Minimum Encryption Standards and Encryption Key Management Standards are associated with this policy. Related policies, standards and guidelines may be maintained internally by Information Technology Services.

VI. ENFORCEMENT

The ~~University~~ university regards any violation of this policy as a serious offense. Violators of this policy are subject to disciplinary action, in addition to possible cancellation of IT resources and systems access privileges. Users of IT resources and systems at Longwood are subject to all applicable local, state and federal statutes. This policy does not preclude prosecution of criminal and civil cases under relevant local, state, federal and international laws and regulations.

Approved by the Board of Visitors, March 20, 2004.

Revised, April 1, 2005.

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

Revised and approved by the Board of Visitors, September 12, 2008.

Revised and approved by the Board of Visitors, March 27, 2009.

Revised and approved by the Board of Visitors, March 25, 2011.

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

Terms and Conditions of Employment for Administrative and Professional Faculty 2054

DEFINITIONS

- A. **Administrative and Professional Faculty:** Administrative and Professional Faculty are those employees whose primary duties are directly related to management and/or supervisory functions of the educational, general and auxiliary activities of the University or a department or other subdivision of the University ("A/P Faculty"). A/P Faculty are those positions that require a high level of administrative independence, responsibility, and oversight with the organization or specialized expertise within the employee's given field.
- B. **Academic Tenure:** Tenure is a recognized academic status granted certain teaching faculty by the Board of Visitors, requiring participation in a multi-stage process of evaluation and leading to recommendation. A status of tenure is not recognized in A/P Faculty positions. Although some A/P Faculty may have been granted tenure by the Board of Visitors as a teaching faculty member in an academic department, such tenure will be inoperative for the duration of that employee's A/P status. Consequently, acceptance of an A/P Faculty position does not destroy an employee's separate status of, or eligibility for academic tenure in a department or school of instruction, as provided for in Section III.V of the Faculty Policies and Procedures Manual, entitled "Tenure."

Policy Owner: Administration and Finance oversees this policy and the Longwood Human Resources Department is responsible for compliance and implementation of the policy.

Purpose: The purpose of this policy is to establish procedures for the hiring and employment of administrative and professional faculty.

Policy Statement: This policy applies to all employees who are designated as administrative or professional faculty, as well as those who supervise them. A/P Faculty are obligated to abide by the policies and procedures of the university.

PROCEDURES

- A. **Initial Appointment:**
 - 1. **Appointing Authority:** Authority to appoint A/P Faculty is limited to the President or the President's designee. The President shall have the sole authority to appoint A/P Faculty to serve as vice-presidents.
 - 2. **Formalities of Appointment:** Appointments must be made in writing by the President or the President's designee, or the Board of Visitors, to become effective. Appointment letters must specify, at a minimum, the appointee's compensation, title, and the appointment period. Other terms or conditions of appointment may also be provided when deemed necessary or appropriate by the appointing authority.
- B. **Appointment Period:** An A/P Faculty's appointment period is typically twelve (12) months. The appointing authority has the discretion to decrease the 12 month appointment period or set the appointment period based upon completion of a specific project or job task. Terms normally begin on June 25 of one (1) year and end on June 24 of the following year. When appointments

are made subsequent to June 25, they will nonetheless expire no later than the following June 24.

- C. **Reappointment Letters:** Letters containing information about the terms and conditions of reappointment are normally issued by May 15 for the fiscal year beginning on June 25. A Legislative impasse or late passage of the Appropriations Act by the Virginia General Assembly may, however, delay notice to A/P Faculty.
- D. **Reassignment of Administrative Duties and Re-designation of Titles:** The President or designee has discretionary authority to reassign administrative duties and re-designate titles during any term of appointment for A/P Faculty, when in the best interest of the University. Reasonable prior notice, under the circumstances, will be given affected A/P Faculty. Compensation may be adjusted accordingly.
- E. **Performance Evaluation:** Performance evaluations will be conducted annually for all A/P faculty below the level of Vice President. Vice Presidents will be evaluated at least once every three years by the President. The evaluation will be based on documented position description tasks and mutually agreed-upon performance standards. Performance Evaluations will be a basis for salary adjustments.
- F. **Termination of Employment:**
 - 1. Types of Termination:
 - a. **Resignations:** As a matter of personal choice, employees sometimes find it necessary to leave the University's employ. Under normal circumstances, the institution expects that these transitions will be managed to coincide with the expiration of an A/P Faculty's current term of appointment, or at a time that has been mutually agreed upon.
 - a. **Notice Considerations for Resignations:** Resignations should be submitted in writing to the A/P Faculty's immediate supervisor, no less than thirty (30) calendar days prior to the A/P Faculty's last actual day of work. Notices should be signed and dated, and should include a brief statement of the reason for the resignation and the A/P employee's anticipated, last actual day of work. Because of the time needed to recruit qualified applicants, early notice allows institutional programs and services to operate without interruption. Consequently, the University appreciates the notice of resignation as soon as the decision to resign is made.
 - b. **Receipt of Notice:** Notice is considered effective once an A/P Faculty's immediate supervisor has acknowledged receipt and accepted the resignation by signed writing. The A/P Faculty's supervisor shall immediately notify the Chief Human Resources Officer (CHRO) of the A/P Faculty's decision to resign.

b. **Discharge:** The University must occasionally exercise its prerogative to terminate an appointment because an A/P Faculty 1) fails to meet and correct significant performance deficiencies within a reasonable period of time, or 2) has engaged in conduct at work which violates established standards of conduct or directly and adversely affects the ability to perform effectively at work. Termination for cause may occur at any time and requires no notice of non-renewal to be issued.

a. **Prohibited Conduct Which Could Result in Immediate Termination for Cause:** The following is not intended to be an all-inclusive list of conduct violations, but is provided as an example of the types of conduct which could result in termination for cause.

- i. willfully, recklessly, or negligently damaging or destroying, or causing State property to be damaged or destroyed or causing pecuniary loss to the University;
- ii. employee's inability, unwillingness or refusal to perform essential functions of the job;
- iii. theft or unauthorized use or removal of State property, including official records and electronically stored information or information services;
- iv. gambling on State time or on State premises;
- v. use, possession, or distribution of alcohol or illegal controlled substances on State time or on State premises (except in the case of alcohol use at official functions or in similar settings where such use has been authorized);
- vi. sexually harassing conduct toward another, as defined by the University's Policy on Sexual Misconduct;
- vii. insubordination;
- viii. knowingly making false statements or falsifying records or other public documents relied upon by the institution or the public for their accuracy;
- ix. poor performance;
- x. abuse of time;
- xi. excessive absenteeism;
- xii. lack of civility toward others;
- xiii. misuse of or negligent care of University resources.

- c. **Termination Prior to End of Contract:** Longwood University may terminate employment before the end of the contract term in cases of financial exigency, budget constraints, or termination for program reduction, discontinuance or elimination. Such termination may occur at any time upon written notice delivered to the A/P Faculty member's address on file with the university.
 2. **Authority to Terminate for Cause:** Only the President or designee has the authority to terminate an A/P Faculty's employment involuntarily.
 3. **Notice Requirements Relating to Termination for Cause:** Written notice must be provided to the affected employee by the President or designee without delay, once a full and impartial investigation into the circumstances has concluded. The notice will be in the form of a suspension pending termination, inviting the employee to meet with the President's designee within five (5) working days of the date of notice to show why such action should not be taken. Should an A/P Employee not request a meeting within the prescribed time, or not present additional material facts sufficient to alter the decision to terminate employment, the termination will occur on that fifth (5th) day subsequent to the issuance of the notice to terminate for cause. A notice indicating that the termination is final will be issued by the CHRO.
 4. **Review:** Prior to termination for cause, supervisors should consult the CHRO.
- G. **Non-Renewal of Appointment:** A/P Faculty have no legitimate expectation of continuation of their appointments past the end of the contract term, and reappointment is at the discretion of the university. The requirement of notice of non-renewal beyond a specified contract date exists to ensure that appointment/employment of individuals will not terminate without an appropriate period of notice. An A/P Faculty may be subject to non-renewal for any lawful, work-related reason deemed appropriate by the President or designee, including reduction-in-force, changing administrative requirements, marginal performance, or financial exigency.

1. **Notice Requirements:**

- a. An A/P Faculty whose employment will not be continued beyond the current term of appointment will be informed in writing at least one month prior to the end of the contract term.
- b. Exceptions to the notice requirements apply to the following positions:
 - a. positions that are dependent upon grant or contract funds and are limited to the term of the grant or contract; and
 - b. positions that are established for a project of specific duration.

An individual's employment in such positions ends with either the occurrence of the expiration of the current contract or the depletion of the funding source for that particular appointment. Any individual in this type of position will be advised of this exception in the initial appointment contract and any subsequent renewals.

~~2. **Set-Off Relating to Non-Renewal Notice Requirements:** Eligible employees of the Commonwealth may be entitled to severance pay when separated from employment involuntarily if the separation does not relate to job performance. These state benefits are paid in weeks of pay based on years of service. If a separated A/P Faculty is eligible for these payments, the non-renewal notice requirements shall be reduced by the number of weeks of state severance benefits to which the employee is determined to be entitled as provided by the Workforce Transition Act of 1995.~~

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

Revised and approved by the Board of Visitors, March 22, 2003.

Revised and approved by the Board of Visitors, December 7, 2007.

Revised and approved by the Board of Visitors, June 10, 2019.

Revised and approved by the Board of Visitors, September 13, 2019.

Revised and approved by the Board of Visitors, XXXX.

CONSENT AGENDA

Updates to the Faculty Policies and Procedures Manual

Faculty Senate By-Laws

Two changes to the Faculty Senate by-laws were passed by the general faculty this year. Both of the changes bring common practice into alignment with the by-laws. The first, to Article VII Section 1, allows for Senate committees to choose their own committee chair if that is part of their description, without the need for Faculty Senate Executive Committee's approval. The second, to Article IX Section 2, revises the composition of the Committee on Educational Policy to include the appropriate representation from various curricular areas.

By-Laws of the Longwood Faculty Senate, Article VII. Committees:

Section 1. Committees shall be elected by the Senate or appointed by the Executive Committee and report to the Senate. ~~The Executive Committee shall appoint all committee chairs.~~ Committee and chair appointments made by the Executive Committee must be approved by the Senate. This section shall not apply to the Faculty Status and Grievances Committee provided for in Article X.

By-Laws of the Longwood Faculty Senate, Article IX. Committee on Educational Policy:

Section 2. This committee shall be appointed by the Executive Committee and shall consist of the Chairs of the Curriculum Committees established by each academic college and the College of Graduate and Professional Studies; the chair of the Professional Education Council; and 8 faculty members including at least 2 Senators, ~~and a voting member from the Interdisciplinary Teacher Preparation Committee.~~

CONSENT AGENDA

Updates to the Faculty Policies and Procedures Manual

Governor Northam's Executive Order No. 12, which gave eight weeks of paid parental leave to employees of executive state agencies, necessitated a revision of the Maternity and Parental Leave policies in the FPPM. The Provost and Faculty Senate convened an ad-hoc committee to work on this policy, but their work was interrupted by the pandemic. The policy has been vetted by Human Resources and been approved by Faculty Senate and the Provost.

Maternity and Parental Leave

Definitions:

Maternity Leave: Maternity leave is a type of paid sick leave and is intended to allow pregnant faculty members to attend to the immediate demands precipitated by the birth of a child.

Parental Leave: Parental leave is a type of paid leave of up to 8 weeks provided to parents of a child through birth, fostering, or adoption of a child under 18 years for the purpose of bonding and adjustment to the significant family change.

Family Medical Leave Act: The Family Medical Leave Act (FMLA) is a federal law that provides for up to 12 weeks of unpaid or paid family and medical leave per year to eligible employees.

Eligible faculty: For maternity leave eligible faculty include all full-time faculty. For parental leave, eligible faculty include full-time tenured and tenure-track faculty, senior lecturers, and senior clinical educators. Lecturers, clinical educators, and visiting faculty of any rank who are eligible for FMLA are also eligible for parental leave.

Rationale:

Longwood University recognizes that birth mothers require leave that is associated with the birth process itself and the consequent recovery period, and that all parents of newborn, adoptive and foster children need time to bond with the new addition to the family and to manage this significant life change. The policy addresses these needs, and strives to ensure that such leave is managed to minimize negative effects on students' educational progress; and to comply with Virginia Code 2.2-1210 with regards to parental leave.

Policy:

Maternity Leave: As faculty teaching obligations generally fall into two distinct fifteen-week semesters during an academic year, the timing of maternity leave will have a bearing whether a faculty member should be excused from all teaching responsibilities during a semester in order to allow for planning to minimize disruption to students' educational

experiences.

1. Fall Semester: In cases where the birth is expected prior to the thirteenth week of the fall semester, the faculty member will be excused from classroom duties for the fall semester. When the due date falls after the thirteenth week of the fall semester the faculty member normally will be expected to teach her usual course load for fall course assignments and be excused from classroom duties during the spring semester.
2. Spring Semester: When the due date falls prior to the thirteenth week of the spring semester, the faculty member will be excused from classroom duties for the spring semester. When the due date falls after the thirteenth week of the spring semester, the faculty member will be expected to teach her usual course load for spring course assignments.
3. Summer: When the due date falls after the thirteenth week of the spring semester and prior to July 15th, the faculty member is expected to have completed maternity leave prior to the beginning of the fall semester. In such cases the birth mother may be entitled to parental leave that affects her teaching and other duties during the fall semester (see policy statement on parental leave below). When the due date falls after July 15, the faculty member will be excused from classroom duties for the fall semester.

If the due date is in the last two weeks of a 15-week semester, the faculty member, in consultation with the department chair, dean, and Registrar, may schedule some classes early in the term in anticipation of possibly missing classes late in the term. The department chair and dean will work with the faculty member to ensure that classes are covered and examinations are given in accordance with the schedule of the university.

Prior to the due date, based on consultation between the faculty member, the department chair and the dean, the faculty member will be expected to participate in select non-classroom duties that do not require the faculty member to be on campus, such as directing independent studies, course preparation, pedagogical research, scholarship and other duties that faculty normally carry out beyond the classroom (when medically capable).

Parental Leave: Eligible faculty are entitled to 8 weeks of parental leave. Parental leave is separate from maternity leave.

The leave must be taken consecutively during a period within the first six calendar months after the birth, adoption, or placement occurs. All parental leave must be completed by the end of the six month period. Parental leave of up to 8 weeks shall be only taken once in a 12-month period and only once per child.

Similarly to maternity leave, the timing of parental leave may have an impact on a faculty member's availability during a regular semester. Arrangements for parental leave and replacing faculty during their absence should strive to minimize disruption to students' classroom instruction and learning. Thus, parental leave should be taken to coincide with the beginning or end of a semester, rather than in the middle of the semester. Additionally, two

parents in the same department are encouraged to work with the department chair on scheduling leave to minimize any harm to the students' educational experience.

Faculty will be expected to participate in classroom and non-classroom duties to the fullest extent possible during that portion of the semester when they are not on leave.

Parental leave may include time between semesters. Faculty will not receive any compensation for being unable to teach course(s) during any period of parental leave taken outside of the usual fall and spring semesters.

Faculty on parental leave may not continue to work and receive compensation from external grants and contracts managed through Longwood University. Longwood will not replace any stipend/salary that would have been earned by the faculty member through the grant/contract during the faculty member's leave.

Maternity and Parental leave in the same semester and over the summer:

1. Fall semester: If a birth mother who has been excused from classroom duties for the fall semester gives birth and completes her medical recovery period by the 12th week of that semester, she shall take her eight weeks of parental leave so that the end of the leave is prior to the beginning of classes for the following spring semester. In such cases, the faculty member will inform the department chair of the beginning date of her eight-week period of parental leave.
2. Spring semester: If a birth mother has been excused from classroom duties for the spring semester, she shall take her eight weeks of parental leave to conclude prior to the beginning of the fall semester.

Procedures:

Request for Leave: With the exception of unexpected circumstances, faculty members must notify their department chair in writing (copying the Department of Human Resources) of their request for maternity and/or parental leave at least 90 days prior to the date the leave is to begin.

Development of a Plan: In consultation with their department chair, the faculty member should develop a plan that contains details of faculty duties, addressing teaching, scholarship, and service, in that particular semester when the faculty member is on leave. Some examples of such altered duties might include:

- Teaching two courses (if a faculty member teaches a four course load) on an accelerated seven-week timeline.
- Team teaching some courses during the semester with another faculty member teaching while the person is on leave, and taking over teaching responsibilities when not on leave.
- Taking on additional significant service duties when not on leave.

- Revised expectations for scholarship productivity.

Faculty with significant service/non-teaching duties that are part of their contracts (e.g. department chairs, program coordinators, assistant deans, etc.), and whose duties would need to be covered during their absence while on leave, also should consult with their supervisors to devise strategies for coverage of these duties.

Faculty who have commitments to external grants or contracts should consult with the project director/principal investigator, the Associate Provost for Research and Academic Initiatives, and with the grant/contract sponsor when applicable to ensure adequate management of the sponsored activity during the faculty member's leave.

Interaction with Annual Evaluation: Any alterations to the criteria for the annual faculty evaluation should be included as part of the plan. Altered criteria may involve lowering minimum percentages of teaching, scholarship, and/or service in a typical faculty evaluation. The department chair and college dean must approve the plan for altered criteria, including any potential reductions in percentages.

Approvals and Notifications: The dean must approve the plans for coverage of duties developed by the department chair and faculty member. For those faculty on maternity leave, the department chair will notify the dean of the request and make any necessary adjustments to the class schedule for the following semester, making every effort to find faculty coverage for courses that were to be taught by the faculty member on leave rather than canceling the class. The dean will notify and work with the Provost and Vice President for Academic Affairs to ensure that the department chair will have adequate funding to pay for course coverage. The dean also will notify the Provost and Vice President for Academic Affairs of approved parental leave requests planned for the semester, along with the approved plan for activities during the portion of the semester off leave.

Interaction with Tenure: In accordance with the "Policy on Stopping the Tenure Clock," the faculty member requesting leave may also request a stop of the tenure clock at the onset of the approved leave.

Interaction with Family Medical Leave Act: Eligible faculty may apply to Human Resources to take unpaid leave through the Family Medical Leave Act in addition to maternity and/or parental leave. However, the paid leave shall run concurrently with leave provided under the Family and Medical Act.

RESOLUTION OF THE BOARD OF VISTORS OF LONGWOOD UNIVERSITY TO
APPROVE FACULTY VOLUNTARY EARLY RETIREMENT

WHEREAS, Virginia Code § 23.1-1302 gives the Board of Visitors of Longwood University (the "Board") the authority to establish a plan designed to provide incentives for voluntary early retirement and health insurance coverage; and

WHEREAS, the University's colleges and departments benefit from the experience of senior faculty members, and

WHEREAS, for many prospective retirees, the loss of employer-paid medical benefits can be a significant factor in their decision to postpone retirement, and

WHEREAS, the proposed policy meets the requirements of Virginia Code § 23.1-1302; and

WHEREAS, Virginia Code § 23.1-1302 provides that any such voluntary early retirement plan must be approved by the Governor and reviewed for legal sufficiency by the Office of the Attorney General;

NOW, THEREFORE BE IT RESOLVED:

Subject to and following the approval of the Governor, and review for legal sufficiency by the Office of the Attorney General, of the Faculty Early Retirement Faculty policy presented to the Board, the Board hereby authorizes the University to enact such policy, consistent with the terms presented to the Board.

Adopted: _____

Michael A. Evans
Secretary
Board of Visitors
Longwood University

Policy Title: Faculty Voluntary Early Retirement

Policy Number:

Policy Owner: Academic Affairs and Administration and Finance.

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

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

Procedures:

A. By mutual agreement, the University and faculty members may agree to early retirement. Early retirement may include continuation of the employer portion of medical insurance premiums until the faculty member reaches age 65. In order to participate the faculty member must:

1. Be at least 60 years of age;
2. Be a faculty member with tenure or a contractual right to continued employment as described in the Faculty Policies and Procedures Manual;
3. Have at least 10 years of full-time service at Longwood (full-time service may include periods of leave with full or partial pay, but excludes periods of leave without pay);
4. Agree to withdraw from active membership in the Virginia Retirement System (VRS) or other optional retirement plans. The university will cease making employer or employee contributions to VRS or optional retirement plans as of the date of retirement;
5. Comply with any additional criteria established by the Board of Visitors;
6. Voluntarily participate in early retirement.

B. Retirees may be eligible to return to employment after a designated break in service, and may be reemployed in part-time positions where their expertise and experience are best suited. Those seeking to participate in early retirement should consult with Human Resources regarding

the possibility of early retirement and continued health care benefits. In order to be considered for reemployment the following conditions must be met:

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

Policy Title: Effort Reporting and Certification Policy

Policy Number: NEW

Policy Owner: Academic Affairs and Administration and Finance. The Office of Research, Grants and Sponsored Projects (Academic Affairs) is responsible for monitoring compliance in partnership with the Office of Financial Operations (Administration and Finance).

Purpose: The purpose of this policy is to establish institutional requirements for effort reporting and the reporting of payroll distribution activity on sponsored projects. As a condition of receiving sponsored awards, Longwood University must assure sponsors that the effort expended on their projects justifies the salary and other commitments charged to those projects, including mandatory and voluntary committed cost sharing, in the proposal and subsequent award are met in accordance with the sponsor's terms and conditions.

Policy Statement: The regulatory framework for effort reporting is provided by federal regulations, principally Section J.10 of OMB Circular A-21, Cost Principles for Educational Institutions, and 2 CFR 200.430 of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). It is the policy of Longwood University to be in compliance with the federal guidelines and regulations regarding effort certification of individuals on sponsored programs.

Procedures: The Office of Research, Grants and Sponsored Projects in partnership with the Office of Financial Operations support project directors/investigators with pre-award and post-award policies and procedures, Federal references, and direct assistance in accounting for and reporting effort for the duration of the sponsored project. Procedures for reporting and certifying effort are detailed in the Longwood University Grant Handbook (available in Canvas).

Date:

HONORARY DEGREES IN ACADEMIC YEAR 2020-21

The Longwood University Board of Visitors hereby ratifies the granting of honorary degrees to the distinguished recipients of academic year 2020-21:

Anne B. Holton, former Virginia Secretary of Education, First Lady, and Interim President of George Mason University, who addressed the graduate ceremony of May 2021

W. Taylor Reveley III, President Emeritus of the College of William & Mary, and noted attorney, scholar, and civic leader, who addressed the graduate ceremony of October 2020

Rafael A. Suarez Jr., noted journalist, broadcaster, and author, who addressed the undergraduate ceremony of May 2021

CONSENT AGENDA

Rename the College of Education and Human Services to the College of Education, Health, and Human Services

This item seeks approval to re-name the College of Education and Human Services to the College of Education, Health, and Human Services.

Recent conversations about the future direction of the college and its programs led to the creation of a task force on health and human services professions during the 2019-2020 academic year. The task force was charged with providing recommendations to the Provost and Vice President for Academic Affairs and concluded its work in May 2020. The task force suggested ways to raise the profile of health profession programs across the university.

One of the recommendations was to move the Department of Nursing from the Cook-Cole College of Arts and Sciences to the College of Education and Human Services. That organizational change has been submitted to SCHEV for approval this summer.

With this organizational change, changing the name of the college to the College of Education, Health, and Human Services will help to reflect better the breadth of the college's programs to internal and external constituencies.

Vice Presidents' Reports



Academic Affairs

Larissa M. Smith, Provost & Vice President

Highlights

- New Race and Ethnic Studies minor launches this fall
- Cormier Honors College yields record number of deposits
- State-of-the-art Field Research Lab under construction at Hull Springs

Academic Affairs

Planning is underway, in close consultation with deans, department chairs, and Faculty Senate leadership, for offering a full slate of in-person classes in the fall. Planning is still dependent upon following the latest state and public health guidance. There will be a called meeting of Faculty Senate in August to update the attendance policy and syllabus statements that were adopted last year in response to the pandemic.

Efforts continue to recruit and support transfer students. The statewide Transfer Virginia effort has important near-term objectives that Longwood will meet this summer: 1) the implementation of a comprehensive transfer portal that will support students, particularly those in the Virginia Community College System (VCCS), as they consider degree completion options; 2) the development of pathway maps to guide students' course selections as they complete VCCS coursework and prepare to transfer to Longwood; and 3) the development of new VCCS courses to provide key introductory experiences to support timely post-transfer degree completion. A new cross-division Transfer Team is being established to consider the transfer student experience holistically and recommend ways to provide better support to students who transfer to Longwood.

Brock Experiences

The Brock Experiences did not run this summer out of precaution around the pandemic. This past year, the Brock Curriculum Support Team mentored faculty in developing applications for Brock Experiences and worked to align Brock Experience courses more closely with the Civitae Core Curriculum. Planning is in the works for two new courses to run in summer 2022, one to the Arctic in Alaska and another to San Francisco. The fall semester will focus on assisting

faculty with revitalizing mature Brock courses, which are courses that have already been created and piloted at least once, and working on student recruitment and the student scholarship process for Brock courses.

Civita Core Curriculum

The capstone course, CTZN 410: Symposium on the Common Good, was piloted and rolled out this past academic year. ENGL 400, the capstone course in the old General Education curriculum, is being offered for the final time this summer. Going forward, the remaining students who need ENGL 400 will take CTZN 410.

Faculty who teach CTZN 110 and CTZN 410 took part in a week-long “Lessons in American Democracy” workshop focused on teaching citizenship; the workshop is funded by a two-year \$100,000 grant from the Teagle Foundation. The faculty used Eric Foner’s *The Second Founding* as their core text and explored the ways in which the Moton Story can be used as a case study in civics and citizenship. The workshop took place in-person at the Moton Museum, and participants had in-depth Zoom conversations with historians Eric Foner of Columbia University and Waldo Martin of University of California-Berkeley focused around citizenship and social movements.

Cook-Cole College of Arts and Sciences (CCCAS)

There are a number of new curriculum offerings in the fall, including a pre-med concentration in Biology, a concentration in Water Resources in Integrated Environmental Sciences, and a new minor in Geographic Information Systems (GIS). The pre-med concentration in Biology is geared for students planning to attend medical, dental or veterinary school or pursue other health-related careers that require an advanced degree. This concentration will provide a clear pathway for students to develop the skills and knowledge they need to be competitive for admission to professional programs. The unique Water Resources concentration will provide students with specialized knowledge and training for the management of earth’s water resources.

The new interdisciplinary minor in Race and Ethnic Studies will begin this fall. This cross-disciplinary minor emphasizes the scholarly examination of race and ethnicity factors and influences across a multitude of disciplines and aligns well with the University’s Diversity and Inclusion strategic plan. *Inside Higher Ed* published an article “Race and Ethnic Studies in Rural Virginia” about the minor on May 3, 2021.

Music and theatre are planning a comprehensive series of live shows for the coming year. A joint collaborative between the two programs is being set up to assist in recruitment of talented students, both majors and non-majors, to perform in productions. Both programs are also working together to promote the relatively new musical theatre minor as a draw for students particularly from the northern Virginia suburbs. Despite a difficult year, the new Strings studio is off to a great start, and has proven to be a great addition to the musical repertoire of the program.

The Computer Science faculty, in collaboration with Academic Affairs and Admissions, will be using state funding from the Tech Talent Investment Program to expand recruitment and retention opportunities in Computer Science. In addition, a new minor in Statistics/Data Analytics will be presented in the coming year. This skill-set minor will be accessible and attractive to students in business, the social and natural sciences, and also to students in the humanities with an interest in incorporating a more quantitative analysis to their studies.

Two faculty have won competitive grants from the National Endowment for Humanities (NEH). Dr. Eric Hodges, assistant professor of political science, has been awarded a \$100,000 grant as part of NEH's Dialogues on the Experiences of War program for his research project, "Civil War, Civil Rights, and Civic Duty: The African American Experience of War." The project will utilize various humanities sources such as historical documents, works of literature and public history to help facilitate a discussion on four themes: patriotism, race in war, homecoming and the role of Black women in combat. The Moton Museum is a partner in this project. Dr. Tai Johnson, assistant professor of history, has won an NEH summer stipend for further work on her book manuscript on Hopi Indian agriculture, the oldest, continuing food system in North America.

College of Business and Economics (CBE)

The fully online MBA (online.longwood.edu), in partnership with marketing firm Academic Partnerships, began summer 2020 with 29 students. In summer 2021, the MBA has 361 students. Longwood graduated more students from the MBA this May (34) than the largest total enrollment in the MBA since its inception. While a heavy lift for many offices across campus, Longwood faculty and staff came together to handle this exponential growth and are continuing to work to sustain and manage future growth. In addition to tracks in data analytics and marketing, a new track in Healthcare Administration will be developed this coming year. The CBE, in collaboration with the Center for Global Engagement and the College of Graduate and Professional Studies, will also pilot an initiative to recruit international students to the MBA program. These students already are on-campus and enrolled as undergraduates at Longwood.

Undergraduate classes in entrepreneurship open to all students have been piloted this year, in partnership with Jacob Dolence, who teaches in the Honors College and with Andrew King at Hampden-Sydney College. Further development on a sequence of entrepreneurship courses will occur next year, along with further collaboration with the Small Business Development Center (SBDC) on development of the Innovation Hub in downtown Farmville.

Next year the CBE will undergo its self-study for its reaccreditation with the Association to Advance Collegiate Schools of Business (AACSB). As part of this work, the CBE will initiate and complete a process to refresh the CBE Strategic Plan.

College of Education and Human Services

This past year the new Early Childhood Education degree program began in Martinsville at New College Institute, and a faculty member in Early Childhood Education has been hired to teach specific early childhood education courses. Funding from the state will provide scholarship

support and personnel to enable students to make a seamless transition from the early childhood education associates degree program at Patrick Henry Community College to Longwood at NCI. Work is underway exploring how students who attend Longwood's main campus can earn a degree in Early Childhood Education. Plans are also in development for the Andy Taylor Center to move into Lankford by winter 2022. Services for infants and school-age children will be added once the move is complete.

New graduate student cohorts and other curriculum offerings are also being promoted. The Masters of Education degree with a concentration in Educational Leadership graduated its first cohort and is starting a strong third cohort this fall. The popular Masters in School Librarianship is starting new off-campus cohorts in Richmond City and Fairfax County. There is a new minor in Therapeutic Recreation for undergraduates, and the Department of Health, Athletic Training, Recreation and Kinesiology is increasing marketing of the Health and Physical Education Pk-12 minor and Health Care Studies minor.

Faculty and staff in the college are offering outreach programs to professionals and to the community. The Social Work faculty have developed workshops for licensed clinical social workers to meet the requirements to provide clinical supervision. There will be three sessions offered annually. The Communication Sciences and Disorders program created new courses to enable persons interested in earning credentials to serve as a Speech Language Pathology Assistant. In addition, they have created a course for future Speech Language Pathologists to practice telehealth.

The Institute for Teaching through Technology and Innovative Practices (ITTIP) moved its office from South Boston to main campus this past year and is offering three professional development programs for teachers and four camps for students this summer. Speech, Hearing and Learning Services (SHLS) has established a partnership with Prince Edward Public Schools and will be offering two of its summer camps (JumpStart and Readers Theater) during their summer school programs. The Book Buddies project (a collaboration between Project JumpStart and the Virginia Quality grant) is providing nearly 300 books with accompanying lesson plans and activities for teachers in local child care centers.

Two faculty have received statewide recognition. Teresa Reynolds, LCSW, Social Work Director of Field Education, is now serving on the VA Board of Social Work, and Ian Danielsen, LCSW was awarded the Unsung Hero Award from the Office of the VA Attorney General. This July, Dr. Tamara Brown will be giving the keynote speech at the Call Me MISTER Summer Institute. She is the Executive Dean of the College of Liberal Arts and Social Sciences at University of North Texas and an alumna of Longwood University.

College of Graduate and Professional Studies (CGPS)

Graduate enrollment is steady and will exceed a long-standing goal of 1000 in 2021-2022. New marketing has increased applications, and for some programs, has increased diversity in the applicant pool. Most graduate programs are building on lessons learned last year and implementing or considering changes in their programs to meet the needs of adult learners. CGPS staff have been essential in facilitating the roll out of the fully online MBA. In

addition to increasing graduate enrollment substantially, implementing the MBA model helped to change and improve processes and policies that were barriers to entry or retention for graduate students in all programs.

In Professional Studies, two new initiatives in partnership with the VDOE will begin next year to address the continuing teacher shortage: 1) a program working towards licensure with Career & Technical Education (CTE) teachers, and 2) the Career Switcher Alternative Route to Licensure program. Online coursework for licensed teachers who wish to add the special education endorsement will also be available beginning fall 2021. Beginning its sixth year this coming fall, the educational leadership endorsement initiative continues to have strong enrollment. This summer, 179 future school leaders are completing their course requirements led by 27 doctoral level adjuncts, most of whom are currently in the field as superintendents, principals, central office administrators, or other school leaders. Over 500 educators have participated in this initiative since it began in 2016.

Longwood would not have been as successful as it was in managing the pandemic had it not been for the staff in the Digital Education Collaborative (DEC). Building on this unexpected boost, DEC staff will be working with faculty to expand and improve instruction using new features of Canvas, quality video instruction, virtual meetings, remote testing, and other tools faculty found effective. These tools will enhance both in-person and online instruction.

Cormier Honors College for Citizen Scholars (CHC)

The CHC has experienced a record-setting number of applications and deposits from students, yielding an incoming class of 140 Honors students. With this class, the Honors College will grow to over 400 students. The CHC collaborated closely with Admissions on recruitment and used repeated video outreach and Zoom information sessions, combined with in-person activities. There was also targeted recruitment of home school students, and that will continue in the coming year. As part of this incoming class, the CHC will have its first-ever Gaskins scholar, a student awarded a full-ride academic scholarship to Longwood. This opportunity is funded by a generous donation from Dr. Raymond Gaskins.

The new dean of the CHC, Dr. Chris Kukk, and Jacob Dolence, a member of the Honors faculty, are also collaborating with the Small Business Development Center (SBDC) on the development of programming and outreach activities for the Farmville Innovation Hub.

Greenwood Library

Even during the pandemic, the Greenwood Library thrived as the beating heart of campus for students, faculty, and increasingly, for community members. Librarians will continue practices developed during the pandemic of offering research consultations in multiple modalities suited to student preference, promoting inclusion of librarians in Canvas courses where students can easily reach out to them, and expanding digital resource access.

The Library plans to continue a number of outreach activities to campus and the community. The Library will also continue its popular, grant-funded Southside Reads program, which builds

community by reading and discussing differently themed books each month. There is a very active 220-member Facebook group, activities, book discussions, and prizes each month. Following on to the spring's well-received episodes featuring Dr. Lissa Power-deFur, professor of communications sciences and disorders and interim dean of CEHS, and Dr. Hannah Dudley-Shotwell, historian and honors faculty, the Library will expand "fireside chats" with Longwood faculty about their current research. The Library will also continue to highlight Longwood faculty through the Longwood Historic Portrait Series. Finally, Dr. Brent Roberts, dean of Greenwood Library, and his staff provide crucial support to the Virginia Children's Book Festival throughout the year.

Office of Accreditation & Compliance, Assessment & Institutional Research

After a successful Fifth-Year Interim Report and the Quality Enhancement Plan (QEP) Impact Report, our decennial reaffirmation process for the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) officially began last month. A team of nine faculty and staff will work on seventy-two standards that touch on all aspects of university operations. Topics to examine will include the board, the president, faculty sufficiency, institutional effectiveness, assessment of programs and services, and the institution's financial resources.

One goal of the reaffirmation process is to document activities that demonstrate compliance with SACSCOC's standards. In May and June, workshops were held with faculty and staff to facilitate and reinforce a meaningful assessment process. These workshops were led by Dr. Linda Townsend, Director of Assessment.

Another group will work to recommend a new Quality Enhancement Plan (QEP) that will focus on some aspect of student learning/student success. Next academic year will bring sessions to gather feedback from multiple constituencies about ideas to recommend for the plan. The Office of Assessment and Institutional Research will help to gather data to spur conversations about ideas.

The official report is due in early September 2023, with an on-site visit by peer evaluators in spring 2024.

Center for Faculty Enrichment (CAFE)

In May 2021, CAFE hosted its annual Teaching and Learning Institute in a hybrid format for faculty and staff from Longwood University, Hampden-Sydney College, and Southside Virginia Community College. The theme of the institute was "Campus and Community: Engaging Students with the Moton Museum." The institute featured a keynote address from Mr. L. Francis "Skip" Griffin, Jr., son of Prince Edward civil rights leader the Rev. L. Francis Griffin. This institute helped to further the recommendation of the Equity Action Task Force to develop ways to engage every student with the Moton Museum before they graduate.

The pandemic forced CAFE to move its extensive faculty workshop series online; in the fall, CAFE staff are excited to welcome faculty back in person to its new, beautiful space on the third

floor of Allen Hall, which includes a state-of-the-art classroom and an extensive lounge area with collaborative areas to work.

Dr. Pamela Tracy, professor of communication studies and director of CAFE, has worked closely with Jodi Fislser at SCHEV to forge a statewide collaborative network of college and university faculty developers. This network has grown out of the need to support faculty teaching during the pandemic. Dr. Tracy has helped to establish a statewide reputation for Longwood as a leader in the professional development of college faculty as teachers and researchers.

Center for Global Engagement (CGE)

This year has seen a fifty percent increase in the number of international applications and accepted students. This growth clearly demonstrates that the pandemic and the political landscape are not preventing international students from seeking to study in the United States. The Common Application, and the use of the search engine Study USA, offered through the Unibuddy contract, are factors contributing to the significant increase.

Both innovative and traditional opportunities for cultural learning through Study Abroad continue with the expectation of in-person study abroad beginning again in the fall. Close to 40 students are taking part in virtual study abroad this summer, enrolling in classes offered from through our partners in Australia, Costa Rica, Italy, the Netherlands, South Korea, and the United Kingdom. Two students are serving as remote interns for a hospital in Mumbai and a digital solutions provider in Singapore. Three faculty-led programs are recruiting for the Winter 2021-22 term in Costa Rica (economics), South Africa (children's literature), and the United Kingdom (archaeology and sociology).

This year a cross-campus Global Engagement Advisory Council was formed to develop new programs and policies, such as non-credit and professional study/travel abroad, hiring of international faculty, and international travel waivers. In keeping with the specific reference to international students in the Governor's *One Virginia Plan for Higher Education*, the CGE staff is working with the University Diversity Council to ensure that the Center's contributions to diversity and inclusion are included in the University's diversity strategic plan.

Hull Springs

Construction on the new 3,000 square foot research lab is nearing completion. Located on the former camp house site, the new facility will feature space for teaching and research, a processing area, and screened porch. The installation of a rainwater collection system will provide outside-only, non-potable water for the lab "processing area," as well as a component for research. In future construction, the possibility of installing rain harvesting systems to supply water for flushing toilets is being explored.

A commercial kitchen/dining facility study is being funded through two state and federal grant sources. Through the combined grants, a consultant has been hired to conduct the study and work with stakeholders, including agricultural and aquaculture businesses on the Northern Neck, as well as Longwood and Rappahannock Community College (RCC) faculty and staff. Because of Covid-19, interviews and surveys have been conducted by the Vermont-based consultant

remotely, but she is scheduled to visit Hull Springs and the region the first week of June to meet in person with various interested parties and tour the area. To date, the study shows promise in offering a culinary arts teaching space in partnership with RCC, and development of a catering kitchen and canning operation. Consideration is being given to having the commercially-equipped, certified space designed to handle meal plans for visiting Longwood students and faculty, as well as outside guests, retreats and small conferences.

The Northern Neck is emerging as a popular tourism destination, but local accommodations are in short supply. Hull Springs is poised to meet that growing demand, as identified during the development of the property's business plan and the new facilities study. In partnership with the Northern Neck Planning District Commission, grant proposals are being developed seeking funding for the dining facility construction.

With the opening of the lab this summer, the Dean of the Cook-Cole College of Arts and Sciences invited faculty members to submit ideas for research projects at Hull Springs for the coming year. At least a half-dozen proposals have been submitted to date, allowing Longwood students to engage in meaningful undergraduate research opportunities at Hull Springs.

In addition to seeking funds from government agencies/sources, fundraising with individual donors and business continues. This year's Day of Giving was the most successful for Hull Springs since participating in the annual event.

Longwood Center for Visual Arts (LCVA)

LCVA began returning to normal operations this past April with a modified in-person opening for *Point of Departure*, an annual exhibition celebrating the senior portfolios of the art department's graduating students. Visitors registered for one hour time blocks through Event Brite to ensure the museum was within parameters for in-person, socially distanced gatherings. A similar system will be employed for a June 18 reception for the LCVA's summer exhibitions.

The creative adaptations of LCVA's programs to digital and distance distribution platforms this past year led to an unexpectedly high and far-ranging level of community engagement. It also forged new community partnerships and strengthened existing ones, particularly with organizations that provide food security to K-12 and senior citizens, which included LCVA art materials and activity packs tailored to different age groups. Zoom symposia were also very effective in connecting LCVA-originated programs and exhibitions with people throughout the United States. All of these adaptations will continue to be employed as a complementary aspect of our museum programs as we move forward in the coming years.

Visitation Metrics as of March 2021:

Onsite as of 3/5/2021:	1,042
Offsite (non-digital):	4,348
Digital platforms:	74,928
TOTAL:	80,318

Highlights of the 2021-2022 season include:

- The grand opening of the High Street Theatre (anticipated screening of 24-36 films)
- A return to Summer Art Studio and Free Family Workshops
- Full slate of exhibitions (13) and related programs (approximately 25-20)
- The LCVA 2022 Winter Gala

Moton Museum

This spring, the Moton Museum commemorated the 70th anniversary of the 1951 student walkout and the 20th anniversary of the Museum opening with a day-long programming and fundraising event, *Moton Live Commemoration & Day of Giving*. The event featured a number of panel discussions, keynote speakers, and entertainment throughout the day, hosted by Moton Museum Trustee Cynthia Hudson. The day featured pre-recorded remarks by Governor Ralph Northam, and in-person appearances by Commonwealth Secretary of Education Atif Qarni and Secretary of Natural Resources Matthew Strickland, who dedicated the Barbara Johns historic marker on Moton's grounds. The event raised \$51,000 in support of museum education and outreach efforts.

Moton is also readying the launch of the new digital site MotonSchoolStory.org, supported through an NEH Cares Act Funding grant received last year. This will be a companion digital site to the Museum's permanent exhibition, *Moton School Story: Children of Courage*, and offer additional educational resources for teachers and students.

Moton has also been awarded a Jessie Ball DuPont Fund grant of \$170,000 over two years. This grant will allow the museum to continue its Young Visitors Project, first supported by a grant from the Institute of Library and Museum Services (IMLS). The grant will provide staffing support, allow the museum to launch a new K-12 teacher-in-residence program, support our Moton Teacher Professional Development Institute, and allow the museum to continue to strengthen onsite and digital programming efforts. Developing a long-term funding plan for these efforts continues to be a priority for the museum.

The museum continues to raise its national profile through the *Brown v. Board of Education* National Historic Site Expansion Act (H.R. 8281 / S. 4622), introduced in Congress earlier this year. This legislation would establish National Park Service (NPS) Affiliated Areas and expand the *Brown v. Board of Education* National Historic Site in Topeka, KS, to all the communities involved in the *Brown* decision, including Virginia (Farmville), South Carolina, Delaware, and Washington D.C. This legislative partnership is supported by the National Trust for Historic Preservation.

This summer, Moton staff are hosting and implementing teacher professional development efforts with college and K-12 educators. As mentioned above, Moton was a focus of both Longwood's annual Teaching and Learning Institute and the Teagle-supported "Lessons in American Democracy" workshop for Civitae faculty. In partnership with Longwood's Professional Studies, the Moton Museum will offer its own Moton Museum Children of Courage Teacher Institute for K-12 educators online in June. In July, the Museum will participate in the digital NEH Long Road From Brown: School Desegregation in Virginia Workshop, offering two

day-long programming events for that program, run by VCU and ODU. The Museum will round out the summer facilitating a teacher professional development workshop with the Virginia Department of Education.

In the fall, Moton staff are excited to welcome back audiences onsite for in-person activities, while also maintaining the digital presence built during the pandemic. Moton staff will also continue to work on implementing the recommendation of last year's Equity Action Task Force to engage all Longwood students with the Moton Museum before they graduate. This includes developing a co-curricular experience for students and partnering with the Center for Faculty Enrichment and the Civitae Core Curriculum to help faculty engage Moton in classroom learning.

Office of Sponsored Programs and Research (OSPR)

There are currently thirteen active submissions with federal, state, or professional/philanthropic sponsors. In this category of particular interest are the Jessie Ball duPont award for the Moton Museum, a newly awarded National Endowment for the Humanities (NEH) grant titled "Civil War, Civil Rights, and Civic Duty: The African American Experience of War," and a proposal (in review) to the National Science Foundation (NSF) to build upon the highly successful LIFE STEM program.

Looking forward to new opportunities, between now and September there are four major federal grant proposals planned for full development and submission that demonstrate Longwood's commitment to hard science, early childhood education, community engagement with high schools, and civic engagement:

- NSF Engineering Research Initiative to study biological toxicity in rainwater harvesting systems;
- U.S. Department of Education Personnel Development to Improve Services and Results for Children with Disabilities to support interprofessional education for graduate students;
- NSF Research Experiences for Teachers Sites in Biological Sciences to support on-campus research project by cohorts of local middle and high school teachers; and
- NEH Connections grant to further develop the recently approved U.S. Race and Ethnicity Studies minor.

Office of Student Research (OSR)

This summer, the Perspectives on Research in Science and Mathematics (PRISM), the 8-week summer research experience for STEM students, is back in person, along with the Longwood Summer Scholars Program, a lab experience for high school students interested in STEM.

This past year, the OSR hosted virtual Fall and Spring Student Showcases. These virtual Student Showcases were very successful, and the virtual nature of the event allowed for a broader dissemination of the student presentations and improved the archiving of student projects. For

the virtual Spring 2021 Student Showcase, there have been over 2,000 unique visitors on the Spring Showcase Presentation site and more than 16,000 unique individual presentation views.

Looking ahead to 2021-2022, the OSR will be incorporating a virtual aspect in the planning for the Fall and Spring Showcases. A hybrid event will allow for students to present in-person but will also allow people outside of the university to view and comment on the presentations. We can also use the virtual presentations to show prospective students that diverse research opportunities Longwood offers.

The OSR has been working to restructure and rename the Senior Honors Research program (now called the Longwood Senior Thesis program). In addition, the OSR has changed the *Incite* student publication to now allow submissions from undergraduates from all colleges, not just CCCAS. In the next year, the OSR will focus on growing these two programs and encouraging more students to participate in the Longwood Senior Thesis program and to submit their research and papers for publication in *Incite*, Longwood's undergraduate research publication.

The OSR is also working with the University Diversity Council to increase opportunities for students interested in conducting research in DEI topics and in starting an Inclusive Excellence Research Symposium as part of the Student Showcase. In addition, the OSR is actively working to promote the inclusion and participation of diverse student populations in student research opportunities at Longwood. Dr. Amorette Barber, the Director of the Office of Student Research, is attending a virtual conference focused on "Centering Diversity, Equity, and Inclusion in Undergraduate Research and Creative Activity" in June 2021.



Administration & Finance

Louise Waller, Vice President

Highlights

- **Design and Construction Projects Advancing**
- **COVID Vaccine Coordination**
- **Upgrades underway for Apartment Complexes**
- **GIS Mapping used for Graduation Seating Plan**
- **Beautiful Grass, Beautiful Campus!**
- **Departmental Multi-Cultural Awareness Training**

Capital Design and Construction

1. Strategic Goals

Submit the initial Working Drawings for the Expansion and Renovation of the Facilities Annex Building to the Virginia Division of Engineering and Buildings (DEB).

- Status:
 - FY 2021 funds were provided in early February 2021 to develop the Working Drawings. Submission of the drawings to the DEB is anticipated later in 2021.

Digitize CD&C Department building plans

- Status:
 - Approximately 85% of the plans have been digitized. FY 2021 funds were not available to complete this work, so funds will be designated in the department's FY 2022 budget for this purpose.

Enhance relationships around campus through better communication

- Status:
 - All three of the post-construction customer surveys for the Allen Hall project have been conducted and tabulated. Building occupants were asked to complete a survey several months after taking occupancy. Of those who completed the survey, responses are below:
 - 70% were satisfied overall with the building, 20% were somewhat satisfied.
 - 90% with satisfied with the layout of the building, 10% were somewhat satisfied.
 - 70% were satisfied with storage space, 20% were somewhat satisfied.

- 60% were satisfied with overall thermal comfort of the building, 10% were somewhat satisfied.*
- 90% were satisfied with the furniture, 10% were somewhat satisfied.
- 80% were satisfied with work or classroom space, 10% were somewhat satisfied.

**Like with any new building, mechanical systems take several months to stabilize and reach optimal internal comfort levels. In quarter three, internal comfort level went up to 80% increasing the overall building satisfaction to 80%.*

- Assisted graduation coordinators with seating layouts on Wheeler and Stubbs Lawn using GIS mapping to meet COVID restrictions.

Design the Expansion and Renovation of the Facilities Annex Building to meet the requirements of the Virginia High Performance Buildings Act rather than using LEED Green Building Standards.

- Status:
 - The design team is using the Virginia Energy Conservation and Environmental Standards (VEES) methodology to meet this requirement. In the Preliminary Design phase, the architectural and engineering company (A/E) started selecting the appropriate mechanical equipment to comply with the VEES standards, and evaluated the building envelope requirements. The A/E completed the VEES requirements form and submitted it with the Preliminary Design package to the Division of Engineering and Buildings (DEB). The Preliminary Design package was approved on January 16, 2021, and the Working Drawings phase has started. The final building design and specifications developed during this phase will include the methods, equipment, and material necessary to meet the VEES standards. The initial Working Drawings are expected to be submitted to DEB later in 2021.

Assist other departments by providing Capital Design and Construction Department (CD&C) personnel to assist with one-time tasks or short-term projects.

- Status:
 - Thus far in FY 2021 CD&C personnel assisted other departments with several tasks or projects.
 - Work with Printing Services during a personnel shortage
 - Assisted Lancer Card with Orientation

2. Significant Construction Projects

New Academic Building (Allen Hall)

Longwood New Academic Building (Allen Hall) was constructed south of Tabb and French Halls, on the former site of the French tennis courts. Faculty and staff moved in during August 2020, and the remaining minor punch list items are being corrected. The building's 42,000 gross square feet will include:

- Classrooms and class laboratories featuring the latest in furnishings and equipment to support collaborative teaching and learning.
- A specialized research laboratory.
- Faculty offices.
- The Center for Faculty Enrichment.
- The Harvill-Stevens Herbarium.
- Space for informal student and student-faculty gathering and collaboration.

Wheeler Mall Steam Distribution System Replacement

Affiliated Engineers Incorporated completed an engineering study of the steam distribution system on Longwood's campus in 2015. This study recommended a series of construction projects to correct physical deficiencies in various portions of the system. This project addresses the study's highest priority requirement, which is to replace the distribution system in the Wheeler Mall area. Construction was completed in May 2021.

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.

Wygol Hall Replacement

The Virginia FY 2020 budget bill authorized Longwood to expend non-general funds for pre-planning and detailed planning for a replacement of Wygal Hall – Longwood's music instruction and performance building. Wygal 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 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.

Replace Major Heating, Ventilation, and Air Conditioning Components in Three Buildings

Longwood applied for and received a one-time capital appropriation of \$1.05 million in FY 2020 funding to replace major heating, air conditioning, and ventilation system components in several campus buildings:

- The chiller serving Coyner Hall.
- One of the two chillers serving Bedford and Wygal Halls.
- Components of the fume hood exhaust system in the Chichester Science Center.

Construction commenced on the Coyner and Bedford projects in October 2020. The equipment installations are complete, and final system adjustments are being made. Construction will commence on the Chichester project in Summer 2021.

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

Longwood applied for and will receive a \$3.8 million capital appropriation in FY 2022 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. Design will start as soon as FY 2022 funds are released by the Virginia Department of Planning and Budget, anticipated in Fall 2021.

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 will be replaced), and will feature:

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

Andy Taylor Center – Relocation to Lankford Hall (a Longwood Real Estate Foundation 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 is anticipated to be complete in late 2021.

Hull Springs Farm Academic and Lodging Facility (a Longwood Real Estate Foundation project)

The first phase of this project will include 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 anticipated to be complete in Summer 2021.

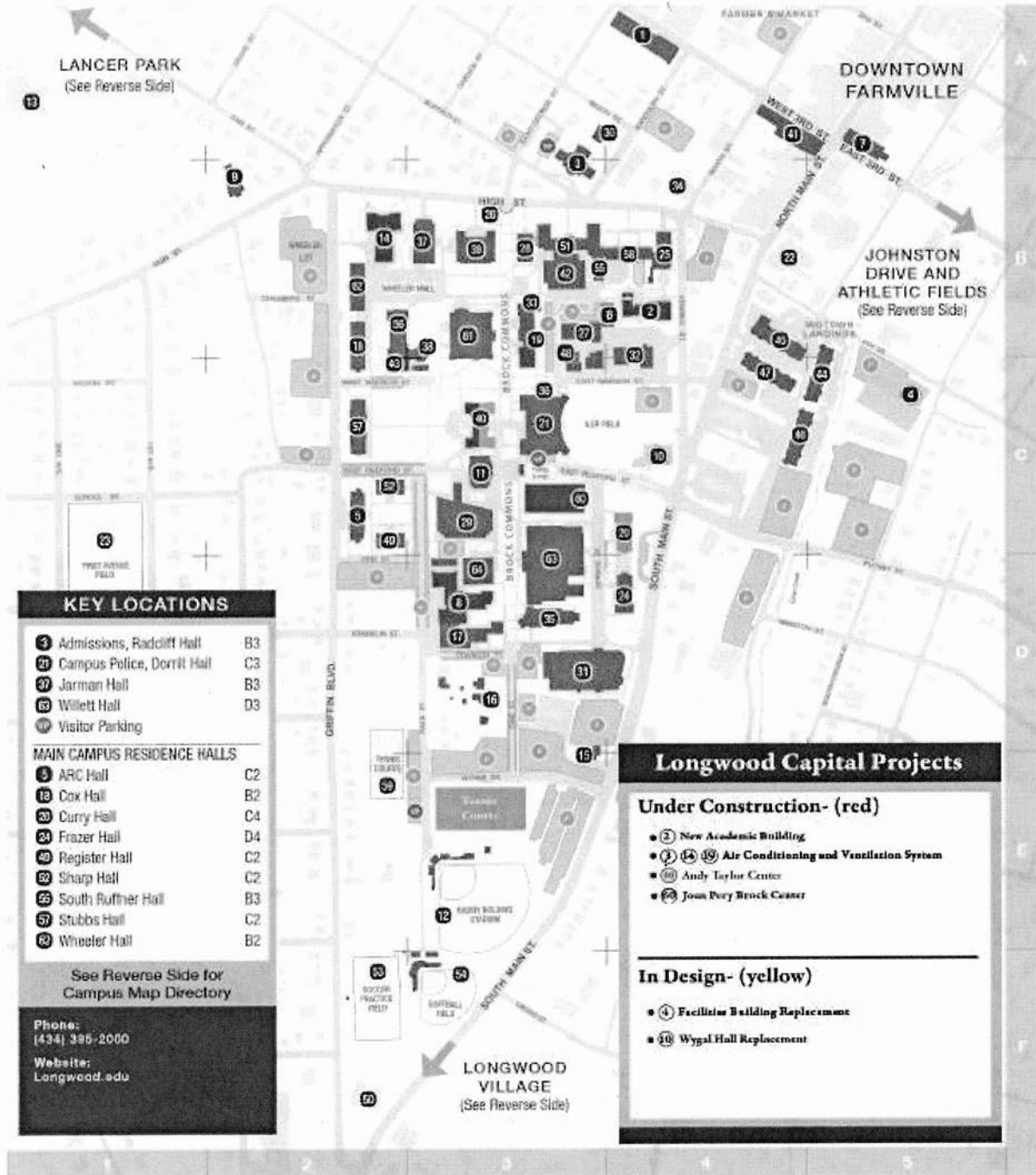
The table and map on the following pages provide project status and locations.

Projects In Design

Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures/ 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	\$725,351 / \$39,487	Construction	Working Drawings	Development of Working Drawings started in early February 2021. Submission to DEB is anticipated in late July 2021.
Wygai Hall Replacement	60,720 GSF	0 GSF	\$2,896,000	\$0	\$2,896,000	\$1,102,979 / \$1,585,572	Detailed Planning	Preliminary Drawings	Development of Preliminary Drawings started in February 2021. Submission to DEB is anticipated in late September 2021. General Assembly appropriation of construction funds must be obtained in a future budget bill.

Projects Under Construction

Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures/ Encumbrances	Construction Contract Amount	% Constructed	Construction Start Date / Completion Date
New Academic Building (Allen Hall)	42,000 GSF	0 GSF	\$22,713,000	\$22,713,000	\$0	\$21,393,582 / \$273,648	\$16,097,515	99%	The building was occupied in August 2020. A few minor corrections must still be accomplished.
Replace Wheeler Mall Steam Distribution System (3 sub-projects)	0 linear feet	1,744 linear feet	\$7,953,000	\$5,090,000	\$2,863,000	\$6,323,406 / \$1,458,263	\$5,593,920	99%	Construction is complete. A few minor corrections must still be accomplished.
Replace Major HVAC Components in 3 Buildings (This is the combined information for all 3 subprojects.)	None	Equipment	\$1,050,000 capital / \$790,063 MR	\$1,050,000 capital / \$790,063 MR	\$0	\$1,089,984 / \$750,079	\$1,354,285	68%	The total appropriation is a combination of capital and Maintenance Reserve funds. The projects in Coyner and Bedford are complete. The work in Chichester will commence in Summer 2021.
Hull Springs Farm Academic and Lodging Facility (LUREF project)	5,500 GSF	0 GSF	\$1,213,000	\$0	\$1,213,000	\$655,164	\$1,125,131	75%	Construction commenced in September 2020 and is anticipated to be complete in Summer 2021.
Joan Perry Brock Center (LUREF project)	72,300 GSF	0 GSF	\$40,200,000	\$0	\$40,200,000	\$6,563,679	\$37,644,724	6%	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	\$96,282	\$1,125,131	2%	Construction commenced in May 2021 and is anticipated to be complete in late 2021.



Facilities Management

1. Strategic Goals

Maintain 95% or greater steam production from biomass for the year.

- Status:
 - We have utilized wood biomass for 96% of our heat energy consumption for the campus.

Create a student intern position in the Environmental Health and Safety Department to improve fire safety communication with students, and to develop on-line training programs to reduce time spent on in-person training.

- Status:
 - Consulted with Internship Coordinator in Department of Sociology, Anthropology, and Criminal Justice to develop the written plan for an EH&S Internship. Began recruiting students for the Fall Semester.

Facilitate the support of Longwood Real Estate Foundation (REF) apartment upgrade project in Lancer Park and Midtown to include flooring, paint, kitchen counter tops, kitchen faucets, kitchen sinks, shower fixtures, bathroom faucets, rebuild toilets, light fixtures, mini-blinds, new furniture, new mattresses, and HVAC repairs. This project is projected as a phased summer project over 3 years and will cost approximately \$5.8 million dollars.

- Status:
 - Submittals and material approvals are in progress. Living/Dining Room furniture removal has been completed. English Construction has started demolition. Drywall patching and sanding has started; painting contractor to follow. 52 apartments / 190 beds will be updated this summer.

Enhance the aesthetics of prominent buildings being featured in the Admissions tours.

- Status:
 - Utilized in-house services to pressure wash high traffic areas across campus.

Enhance relationships between peer departments by sharing employees to support projects and/or special events.

- Status:
 - Assisted peer departments throughout the year by:
 - Assisting with classroom signage due to COVID-19.
 - Assisting with Lancer ID distribution during move-in.
 - Assisting Printing Services with graduation orders.
 - Assisting Parking Services with parking lot painting in Bristow and Midtown Landings.
 - Facilitating the design, build and installation of sneeze guards across campus due to COVID-19.

- Providing labor to install mood lighting at Lankford Patio and additional lighting on Stubbs Lawn to enhance student outdoor activities while meeting COVID-19 guidelines.
- Facilitating HVAC upgrades/mechanical repairs to open fresh air intakes to 100% and performed exhaust cleaning to provide the best HVAC environment feasible for faculty, staff and students.
- Assisting in the coordination of transportation for students with COVID-19 as well as sanitization of vehicles on a regular basis.
- Facilitating maintenance of ARC (used for COVID-19 isolation).
- Supporting Landscaping and Grounds Department by cleaning mechanical yards and blowing leaves.

2. Significant Current and/or Upcoming Projects

- Assisting in the upgrade of the work order and inventory management software to Asset Essentials for implementation January 2022.
- GIS mapping of all Dining Hall equipment.
- GIS mapping of all campus exterior light poles.
- Reviewing and providing input as requested for renovation/expansion of the Environmental Health and Safety and Facilities Annex Building.
- Assisting with Covid-19 campus wide needs such as - Incident Command Safety Officer, and supplies management.
- Participating in the hiring of the Cook Cole College Safety Position.
- Coordinating with Capital Design & Construction to upgrade Greenwood Library Fire Alarm and did an emergency replacement of the Jarman Hall Fire Alarm.
- Comprehensive IT/Software evaluation to improve operational efficiencies.
- Update Preventive Maintenance Plan.

Business Information Systems

1. Strategic Goals

Establish a Business Information Systems Department within the Operations and Services organization to manage and maintain all information systems in coordination with IITS. This department was created to gather data to make informed decisions that will allow Facilities to operate more efficiently and save money.

- Status:
 - The new department was established on April 10, 2021 when the Manager was promoted from within and her previous duties combined or dispersed to others.
 - A part-time employee will start on June 7, 2021.

Provide innovative solutions and increase automated services.

- Status:
 - Researched and analyzed potential new work order systems for Facilities, Lancer Card, and Capital Design and Construction Departments. A new system has been selected and will be implemented by January 1, 2022.
 - Implementing University-owned software to create and increase efficiencies in the Operations and Services organization using Doc-U-Sign and Box.

2. Significant Projects

- Implement Asset Essentials for Facilities Management by January 2022.
- Implement Box for construction projects.
- Implement Doc-U-Sign for construction contracts by December 2021.
- Implement electronic key box system in buildings still on the old KSI system.

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

1. Strategic Goals

Improve management of strategies and provide student employees unique tools that can be used to market themselves to future employers. Provide career competencies needed, such as critical thinking, teamwork, leadership and communication skills, and work ethic.

- Status:
 - We were not able to recruit any student workers this year.
 - Three Longwood Life Program students did work with us the past two years to complete their training and graduated this spring.

Improve campus landscaping and aesthetic experience of campus community members, potential students, and visitors.

- Status:
 - The landscaping of Moss and Johns Residence halls was completed, as well as the landscaping of new Allen Academic Building and parking lot.
 - Upgraded maintenance of turf (grass) on High Street and Brock Common areas with continual improvements being performed on other parts of main campus turf.
 - Housekeeping building inspections scores have continued to climb, with the averages scores being 92% for the last 2 months of the quarter, almost meeting their monthly goal of 94%.

Create sustainable practices that improve efficiencies and reduce costs.

- Status:
 - Working with the Provost to establish a Campus Sustainability Committee, made up of faculty, students, vendors, and staff, to work on sustainability issues and programs across the campus and community.
 - The first issue the committee is working on is the impact to the campus on implementing the Governor’s Executive Order Number 77, Virginia, “Leading By Example To Reduce Plastic Pollution and Solid Waste,” for all state agencies.
 - Immediate cessation of use and buying specific items of single use plastic within 120 days (July 21, 2021).
 - Develop a University plastic pollution reduction plan within 180 days (September 1, 2021), for phased reductions of 25% per year until 100% is met in December 31, 2025.
 - Develop alternatives to single use plastics and polystyrene uses on campus.

2. Significant projects

- The BUDD Group continues to provide disinfecting services and cleaning in classrooms, offices, sports areas, housing, and health areas of the campus. They are currently working on residence hall cleaning to prepare for the new academic year. They are adding additional touchless dispensers in restrooms as supplies come available, researching new floor matting for entrances to buildings, and reducing or eliminating single use trash bags and other supplies to comply with the Governor’s Order stated above.
- Sport turf crew is planning to remove the old HALO at the baseball field and replace sod. Repair or replace new irrigation heads on the soccer, softball, and baseball fields.

Lancer Card and Campus Services

1. Strategic Goals

Lancer Card has had several staff changes over the last couple of months. Change creates an opportunity to look deeper into LC operations and develop new and improved services to meet the needs of the campus community. Stay tuned for status updates in future BOV reports!

2. Significant projects

- Aramark has performed well during COVID.
 - FY20 OSTA (Overall Satisfaction) score was 70%. FY21 OSAT score was 91%. This was the highest OSAT score in the region.
 - FY20 Quality Score was 68%. FY21 Quality was 90%

- The meal plan price/ value, healthy options, and cleanliness satisfaction scores all increased as well.
- Barnes and Noble recently made some personnel changes. Brian Adler has accepted the position as bookstore manager of Barnes and Noble. Brian comes to us from Lehigh University in Pennsylvania and has 24 years-experience in college retail with Barnes and Noble. Brian started his new position in mid-April.

Space Planning and Real Estate Services & Printing and Mail Services

1. Strategic Goals

Build a student employment program that promotes sound work ethic, camaraderie, and a focus on diversity.

- Status:
 - Printing and Mail Services hired six student workers throughout the year, all from diverse backgrounds. Our mix of students was of both Federal and State work study programs. Staff are trained to enhance a supportive and rewarding work while teaching students how to act professionally within the workplace.
 - Staff attended training on multicultural awareness training to further hone tools for appropriate and effective communication within the workplace.

Create exceptional customer service.

- Status:
 - Printed over 2000 graduation programs along with other graduation materials.
 - Staff and student workers are trained to provide exceptional customer service in the Print Shop and in the Post Office.
 - All staff members participate in direct interactions with customers, and each staff member works a shift as the front desk attendant where they interact directly with customers.
 - Staff have undergone, and continues to undergo, cross training on all machines to ensure our services are available at all times.
 - Staff worked with nearly all departments on campus to print custom Covid-19 signage along with already preapproved signage. 6000 signs were printed and installed.
 - Staff are always willing to deliver care packages to our residents who are in isolation.

Create Sustainable practices that improve efficiencies and reduce costs

- Status:
 - The Print Shop and Post Office have always used as much recycled paper as practicable. An industrial shredder is available for use in the Print Shop

with the shredded material picked up by the sustainability team. The Print Shop is undergoing an analysis of printers on campus better understand if we are right-sized or not.

2. Significant Projects

- As our Academic Space Improvement Plan is being implemented, the Space Planning department has begun to receive requests for improvements. The first several requests are to redesign existing space with fresh paint, flooring, lighting, and furniture to create a comfortable area for students to work independently or collaborate.
- We delivered 106 parcels to students in isolation and/or quarantining in ARC Hall or their dormitory. We set up a system where quarantined students can send an email directly to staff in the post office communicating that they received a care package. Upon notification, nearly all deliveries were made the same day, generally within the hour.
- Throughout the past academic year the post office processed 24,209 student packages.

Materiel Management & Financial Operations

1. Strategic Goals

Continue to improve the flow of funds from LU Foundations to the University.

- Status:
 - Continuing to work with the Longwood University Trust, the Longwood University Foundation, the Longwood University Real Estate Foundation and various departments to streamline the procedures to spend the unrestricted dollars that are transferred to the University as well as the temporarily restricted accounts that are transferred. Specifically the LUF and LU agreed that the endowed programmatic fund transfers to LU will take place once annually at the beginning of their fiscal year. LU and REF have also revamped the process for seeking reimbursement from REF for goods and services provided by LU. This new process utilizes the grant module in Banner and treats the spend as pass-through charges.

Continue to promote cooperative procurement contracts to University departments to streamline procurement.

- Status:
 - Cobblestone, a contract management software, is being utilized to capture our cooperative contracts, including those contracts initiated by other universities. This repository, along with the VASCUPP and VHEPC websites, will allow more exposure of available cooperative procurements.

Continue to improve financial reporting process to ensure timely and accurate.

- Status:
 - 2020 financials are currently being audited by the Auditor of Public Accounts, at this time we do not anticipate any material findings, nor any adjustments.

2. Department Highlights

Materiel Management

- SWaM Spend as of April 30, 2021 for FY 2021:
 - 24.12% - we are under our goal of 42%. The cause for the decline in the spend with SWaM businesses can be contributed to the decline in University funded construction with SWaM businesses, in the past few fiscal years, our capital construction contracts (Admissions and New Academic buildings) were awarded to small businesses, the spend on these contracts helped us to meet the 42% spend goal.
 - 1.10% Minority Owned Businesses
 - 2.72% Women Owned Businesses
 - 0.67% Micro-SWaM Business
 - 3.45% Service Disabled Veteran Businesses
 - 16.18% Small Businesses
- Current Open Request for Proposals
 - Strategic Healthcare Partnership (In negotiations)

Accounts Payable

- Continued work with DocFinity consultants to automate the Payment Request Form.

Cashiering & Student Accounts

- Continued work with Financial Aid to issue CARES funding to our students in a timely fashion.

- Completed the liquidation process for our Perkins Loan fund in accordance with the federal guidelines.

Budget Office

1. Strategic Goals

Refine budgeting model and processes.

- Status:
 - Continuing to work with the Fahrenheit consultant to improve our budgeting model and processes. The department is in the process of acquiring new budget planning software which will enhance the transparency and aid in the production of multi-year budgets scenarios. Implementation will begin with the help of IITs, once the final contract language issues are resolved to meet state purchasing requirements.

2. Department Highlights

- Argos Operating Expense reports have been developed and sent monthly to Vice Presidents to include the local funds balances.
- A new report was developed to provide monthly salary savings totals to each Vice President to aid in strategic decision making.
- Three Canvas courses were rolled out to departmental budget managers to provide additional training on managing budgets in Banner and viewing local fund balances.

Human Resources

1. Strategic Goals

To be open to change, innovation and opportunity which will enhance our efficiency and be beneficial to both our department and our customers.

- Status:
 - Applicant Tracking System is up and running. Academic Affairs is currently testing the online recruitment forms and the onboarding module will be operational by summer 2021.

To focus on recruiting strategies to cultivate an abundant and diverse pool of applicants.

- Status:
 - Academic Affairs posted fall 2020 instructional faculty openings in DiverseJobs.net. HR was approved for a \$5,000 FY22 budget increase targeted for diversity advertising.

Offer programs to faculty/staff related to health and wellness to cultivate a good work-life balance on campus.

- Status:
 - In-person programs were not offered due to the pandemic; however, HR did assist with the Covid19 vaccination clinics for faculty, staff, and students and our retirement providers did offer several online, one-on-one sessions for our staff.

2. Department Highlights

- The most important highlight is assisting with the vaccination clinics. HR staff manned the check-in desk, reviewed forms, and entered all individual vaccination data into the Virginia Immunization Information System site.
- The pandemic brought additional workload to HR with communicating, reviewing, tracking, and processing of:
 - Covid19 related questions
 - faculty requested teaching adaptations
 - additional state and federal leave
 - teleworking
- Implementing and processing the temporary pay reductions. (HR and Payroll)
- Longwood was scheduled to go live March 31st with the state's new Cardinal Human Capital Management Project which replaces existing Human Resource and Payroll systems; however, this was delayed until September/October 2021.

Office of Community and Economic Development

1. Strategic Goals

Work with Longwood team and Mid Atlantic Broadband Communities and the SOVA Innovation Hub to investigate and pilot entrepreneurship and innovation support programs across Go Virginia Region 3. This will include a series of entrepreneurship courses that bridge the university and local entrepreneurship eco-systems.

- Status:
 - Go Virginia Region 3 officially adopted the innovation investment plan submitted by Longwood and MBC in October 2020.
 - Go Virginia Region 3 established and published funding priorities based upon the adopted plan.
 - SOVA Innovation Hub (partnership of Microsoft and MBC) and Longwood OCED submitted a grant proposal to develop the pipeline of entrepreneurship and innovation education programs. Go Virginia Region 3 approved the grant application on March 16, 2021.
 - Longwood OCED and SOVA Innovation Hub designed the pipeline and Region 3 approved it. Courses are under development in partnership with Longwood and Hampden Sydney faculty. Educational programs in innovation and entrepreneurship span the entire community including youth, collegiate, adult and community.

Work with partners in LU CBE, CAS (Honors Prof. Jacob Dolence), HSC (Entrepreneurship Center Director Andrew King) to support development of a cross-disciplinary and cross-institutional innovation/ideation and entrepreneurship courses for both students (HSC and LU) and community members.

- Status:
 - See above related goal.

Work with LU CBE, CHC, and HSC, to determine feasibility of an innovation/co-working space for innovation courses such as those listed above.

- Status:
 - A&E study and branding study complete.
 - Initial MOU with Hampden Sydney College is under review.
 - Initial grant writing to secure funding for buildout from the Economic Development Administration is in progress in partnership with Commonwealth Regional Council.

Small Business Development Center (SBDC)

Connect with County Administrators/Economic Developers in Central Region at least twice per year to assess SBDC opportunities, share information on research resources and secure continuing financial partnerships. Deliverables: Two visits per year resulting in continued financial partnerships with at least 23 of the 26 counties/cities

- Status:
 - Complete – funding approvals for 20-21 were approved in 24 of 26 localities, and we are in process of follow up on funding allocations for 21-22.

Lead SBDC consulting and training programming to result in client capital investment of at least \$8.5 million in the region – both new and existing businesses.

- Status:
 - SBDC had remarkable results assisting businesses under the strain of COVID.
Client surveys report:
 - 880 individuals received consulting, information or training services in 2020.
 - 824 jobs were retained during COVID.
 - Business clients report securing \$10,549,031 in funding for their businesses as a result of SBDC services with applications and resources.



Institutional Advancement

Courtney Hodges, Vice President

Highlights

- **42 new endowed scholarships have been secured**
- **Love Your Longwood Day produced record-breaking philanthropic engagement**
- **Fundraising efforts underway to raise an additional \$2M for the interior of the Joan Perry Brock Center**

Development

As we near the end of the fiscal year, we are pleased to see philanthropy return to pre-pandemic rhythms. Throughout the pandemic, the Longwood community continued to invest in the future of our campus and students. The following gifts and commitments have been celebrated this year:

- 42 new endowed scholarships
*(*includes some Family Scholarships as we completed the FOS Program)*
- 17 new planned giving commitments totaling over \$2.2M

Legacy Challenge & Planned Giving: To date, \$2.2M million dollars in new bequests have been secured through the Legacy Challenge with \$100,000 in matching funds being deployed across campus for immediate impact. As we continue to see planned giving as a great opportunity for Longwood, in addition to the Legacy Challenge, in May of 2021 we launched a multi-touch, targeted planned giving marketing campaign that will run through the end of the calendar year. The Legacy Challenge and planned giving will continue to be a focus in FY22.

Joan Perry Brock Center: Gift Officers continue their fundraising efforts to raise an additional \$2M to support the Joan Perry Brock Center. To date, \$1M has been raised towards that goal.

Annual Giving: This area of philanthropy was most sensitive to the economic uncertainties of the COVID-19 pandemic. As we near the end of this fiscal year, we are beginning to see our annual donors returning to their historical rhythms of giving. In addition to the Day of Giving, three annual giving campaigns this fiscal year have yielded over \$800K from 3,705 donors in annual giving as of April 30. Our fiscal year end campaign is still underway. Giving Society

members receive our monthly e-newsletter, On the Rise, which includes news from across campus, student scholarship highlights, and a monthly donor highlight. Typical open rates for On the Rise are averaging 39%.

Athletics Giving: Despite the challenges brought before us as a result of the pandemic, athletics annual giving is on track to match the pre-pandemic donor counts with 1,060 athletics donors this fiscal year. The division set a record for dollars given during Lancer Giving Madness, bringing in over \$130,000, nearly doubling the amount given during Lancer Giving Madness 2019. Athletics development has and will continue to engage and cultivate new and existing constituents via Zoom events throughout the summer and leading into the fall, with the intention of cultivating a deep understanding of the athletics mission, the student-athlete experience, and the overall impact donors can have on our great University and surrounding community through their support of Longwood Athletics. It is our hope that we will be able to add in-person, donor centered events in the coming academic year to our Athletics Donor program schedule. We will also continue to provide our constituents with quarterly updates on the athletics department via the Lancer Club Newsletter. Additionally, with the Joan Perry Brock Center on the horizon, there will be a concerted effort to acquire increased philanthropic support for our men's and women's basketball teams.

Love Your Longwood Day: On March 25, 2021, our sixth annual day of giving, Love Your Longwood Day produced record-breaking philanthropic engagement, with nearly \$390,000 raised from well over 1,800 donors. This year also marked the second year of the Love to the Max Ambassador program which engaged 156 ambassadors all of whom utilized social media and peer to-peer solicitation to encourage others to give. A record-breaking 116 students made gifts over \$5 during Love Your Longwood Day. This is due in part to the renewed and greater focus on philanthropic education and helping students to better understand the importance of giving back.

Development Events

Virtual Series: Due to COVID-19, the office could not host on-campus events and pivoted to hosting donor-specific virtual events in a series called Longwood Together Virtual Series. The series engaged supporters around interesting and often Longwood-specific conversations and topics. This fiscal year, we have hosted nine virtual events, and have the following slated to occur this summer:

- June 30th at 7pm - Mental Health During a Crisis: A Conversation with Counseling and Psychological Services
- July 21st at 7pm - Longwood LIFE: The Impact of Longwood's Program for Individuals with Intellectual Disabilities
- August 5th at 7pm - A Philanthropic Year-in-Review with Courtney Hodges

Upcoming In-Person Events: The following in-person events are tentatively scheduled for fall 2021.

- October 21st - Family of Scholarship Picnic for donors and student recipients
- October 22nd – Construction Celebration for the Joan Perry Brock Center
- November 18th – Annual Scholarship Dinner

Government & Community Relations

Government Relations: A SCHEV workgroup began meeting this spring to implement provisions of HB 2120, legislation that passed the General Assembly this year that requires SCHEV to work with institutions of higher education and other stakeholders to develop standards related to electronic access to meetings of boards of visitors. SCHEV may report other recommendations to boards of visitors and to the Governor in November. SCHEV will convene another workgroup

Governor Northam is expected to call a Special Session later this summer to appropriate funding from the American Rescue Plan Act of 2021. State and local governments will receive more than \$7 billion in new funds from this latest federal COVID-19 relief legislation. The funds are to be used to respond to the COVID-19 emergency or its negative economic impacts. Governor Northam and General Assembly leaders have announced that they intend to focus on five priorities: 1) public health; 2) small businesses; 3) workers; 4) public schools; and 5) broadband.

Local & Community Relations: Looking forward the Office has been engaged in conversations with multiple stakeholders. New initiatives starting this summer into the fall 2021 semester include:

- Working closely with Athletics on ways to celebrate championships that involve the Farmville community.
- Looking at opportunities for students to be engaged in longer term projects to help the community.
- Providing support and expertise in certain community focused areas of the Diversity, Equity, and Inclusion plan.

While COVID disrupted a great deal, the Office is pleased to note that relationships with local elected officials and administrators remain strong. Additionally, new relationships have been formed through working with local non-profit groups over the past 15+ months.

University Events and Ceremonies

University Events and Ceremonies wrapped up a successful commencement season on May 16th in conjunction with the Special Assistant to the President. Students were able to invite two guests, were 'hooded' by their guests, they had the opportunity to walk past 'Joanie on the Stoney' during the ceremony in place of shaking hands and wrap up their weekend with the president at Longwood house for photos on Sunday. We have received great feedback in regards to accommodating as many on Wheeler Lawn as possible while staying COVID safety compliant. Many guests enjoyed the intimate format that the two ticket limit afforded. Many have great hope that Joanie will become a permanent fixture at the ceremony.

Conference season 2021 has been taken off the books as all conferences opted to skip this summer with the plan to return when all is safe for their guests in 2022. At that time we look forward to welcoming back: 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.

Many inquiries have begun to come in for weddings and non-summer events now that restrictions have started to ease up. UE&C is using this time to re-familiarize our community, prospective guests, and alumni with all we have to offer in regards to weddings, events, and celebrations.

While there are no immediate needs for the Arc Quarantine to be currently running UE&C is prepared in the event that any of our summer students or athletes on campus fall ill and are in need of our services.



Intercollegiate Athletics

Michelle Meadows, Director of Athletics

Highlights

- Academic honors abound for student-athletes
- Men's and women's basketball continue to reach new heights
- Creativity and innovation marked fan engagement in a fan-less environment
- Philanthropic support leads to big additions for Longwood Athletics

Soccer Standouts Receive Prestigious University, Big South Awards

In addition to their significant on-field contributions to Longwood women's soccer's sustained success over the past four years, senior classmates **Madison Hommey** and **Carrie Reaver** have been among the top academic performances not just in the athletics department, but at Longwood University as a whole. Both team captains, Hommey and Reaver also shared the spotlight at Longwood University's 2021 Commencement ceremony, with Reaver graduating as co-valedictorian of her senior class and Hommey receiving the university's prestigious Dan Daniel Senior Award for Scholarship and Citizenship. Reaver, who owns a perfect 4.000 GPA as a double major in biology and Spanish, was also the recipient of the Sally Barksdale Hargrett Prize, marking the fourth time in the past seven years that a Longwood student-athlete was both the valedictorian and Barksdale Hargrett Prize winner.

The academic honors continued to pour in for Hommey and Reaver days later, as Hommey was named the recipient of the Bob McCloskey Insurance Big South Conference Graduate Fellowship and Reaver was presented with the George A. Christenberry Award for Academic Excellence. Both of those honors are among the most prestigious academic recognitions the Big South Conference bestows upon the league's student-athletes. Hommey was one of only two to receive the McCloskey Graduate Fellowship, while Reaver was one of only eight to earn this year's Christenberry Award and only the second Longwood student-athlete to receive the honor.

Reaver will become an associate researcher at the Mount Sinai Brain Institute in New York City next year before beginning medical school. Meanwhile, Hommey, who majored in elementary and middle school math education, will return to Longwood in the fall to pursue her master's in health and physical education and play her final year of college soccer.

Men's Basketball Advances to Postseason Again

Year three under head coach **Griff Aldrich** yielded yet another trip to the postseason for Longwood men's basketball, as the Lancers' late-season surge drew the attention of the College

Basketball Invitational selection committee. For the second time since Aldrich took over the program in March of 2019, Longwood was invited to play in the invite-only postseason tournament, which this year took place in Daytona Beach, Fla.

The Lancers earned that bid – their second since beginning the transition to Division I in 2004-05 – on the strength of a program-record 10 Big South wins and an end-of-season rally that saw them win nine of their final 11 games, including a Big South quarterfinal upset over league rival UNC Asheville. Longwood won five games in a row during that stretch en route to a fifth-place Big South finish that trailed only last year’s fourth-place finish for the program’s best Big South performance since 2012-13.

Women’s Basketball Reaches New Heights in Breakout Season

Longwood women’s basketball’s third year under head coach **Rebecca Tillett** was the program’s best yet, with the Lancers setting a number of records and milestones. Among those were a program-record 12 Big South wins and a third-place finish, a historic invitation to the Women’s Basketball Invitational that was the team’s first-ever Division I postseason bid, and a wealth of Big South awards, including junior **Akila Smith**’s Big South Defensive Player of the Year honor.

Tillett guided the team to a 14-11 overall record – also a school D-I record for winning percentage – and oversaw a Longwood team that ranked among the Big South’s top two in scoring, blocks and rebounding. The team went 11-3 at home in Willett Hall and capped the year by reaching the Big South semifinals for the second time since joining the conference in 2012-13.

Reaver Repeats as Big South Scholar-Athlete of the Year

Along with her postgraduate honors, senior **Carrie Reaver** also repeated as the Big South Women’s Soccer Scholar-Athlete of the Year this past season. Voted the Big South’s top women’s soccer student-athlete for a second straight year, Reaver became only the sixth player in Big South history to win the award multiple times. It is also the third time in the past four seasons that a Lancer has earned that award following 2018 graduate **Teresa Fruchterman** – also a biology major – who won in 2017.

Joss Named Big South Women’s Lacrosse Scholar-Athlete of the Year

Dana Joss had already reached the pinnacle of academic honors as a senior in 2020 when she was named the co-valedictorian of the class of 2020 and a recipient of the Big South Christenberry Award, the highest academic honor awarded by the conference. Joss made the decision to return in 2021 to use her extra year of eligibility granted due to COVID and pursue a Master’s of Business Administration and capped off an already impressive career being named the Big South Women’s Lacrosse Scholar-Athlete of the Year and second team all-conference. Joss graduated this May with her Master’s while maintaining her perfect career 4.0 GPA.

Women's Basketball Standout Akila Smith Named Big South Defensive Player of the Year

In another record-breaking season for women's basketball player **Akila Smith**, the junior forward was named Big South Defensive Player of the Year after leading Longwood to a number of team records and milestones in 2020-21. Smith, a psychology major, broke the school's career and single-season blocks record this past season and was an all-around dynamo for the Lancers as they won a program-best 12 Big South games and advanced to the Women's Basketball Invitational. Smith is the first Longwood women's basketball player to earn a Big South Player of the Year award and was also named to the All-Big South first team.

Ace Sydney Backstrom Named Big South Pitcher of the Year

Capping a standout senior season under first-year head coach **Dr. Megan Brown**, **Sydney Backstrom** was named Big South Pitcher of the Year after ranking among the national and Big South leaders in a number of categories. Backstrom, a physics major, carried the Lancers all season and was voted by the Big South's head coaches as the conference's top pitcher in 2021. She is the second Lancer to earn that award, following 2017 graduate **Elizabeth McCarthy's** two awards in 2015 and 2016.

Three Longwood Head Coach Receive University Awards

Longwood head coach **Todd Dyer '93** (women's soccer), **Jhonnatan Medina Alvarez** (men's and women's tennis) and **Rebecca Tillett** (women's basketball) all received prestigious Longwood University awards this spring.

Dyer, in his 27th year as head coach and founder of the Longwood women's soccer program, received The Nancy B. Shelton Spirited Contributor Award, which recognizes a Longwood University alum currently serving as a faculty or staff member who exemplifies the university's values of honesty, equality, civility and citizen leadership.

Medina Alvarez, in his fourth year at Longwood and second leading both the men's and women's tennis teams, received the SNVC Outstanding Citizen Leader Award from the Longwood College of Business & Economics (CBE). That award is presented by the CBE in partnership with SNVC to a member of the CBE senior class who has demonstrated education, values and service, all ideals of a citizen leader.

Tillett, who wrapped up a breakout third year leading Longwood women's basketball this past March, was honored with The Faculty/Staff Citizen Leader Award by the Longwood Citizen Leader Awards Committee. That honor goes to Longwood University faculty and staff members who exemplify what it means to be a citizen leader by employing his or her character, commitment to values and sense of civic responsibility to make a significant contribution on behalf of Longwood University and the surrounding community for the common good.

Softball's Tradition of Excellence Continues Under First-Year Head Coach

With first-year head coach **Dr. Megan Brown** taking over Longwood's storied softball program following the retirement of decorated head coach **Kathy Riley** in 2020, the Lancers continued their tradition of excellence with a third-place Big South finish. Among the softball team's highlights in 2021 was a 14-7 Big South record, an upset over No. 16 Georgia that was the 10th top-25 win in program history, and an 11-game winning streak that ranks as the team's third longest of the Division I era.

Brown mentored Big South Pitcher of the Year **Sydney Backstrom**, who emerged as one of the top pitchers in the nation, and led a Longwood lineup that produced four All-Big South selections. The third-place finish earned Longwood a trip to the Big South Championship tournament, which for this year was reduced to just four teams.

Men's Golf Peaks at Big South Championship, Ties for First in Stroke Play

Longwood men's golf saved its best for last in 2021 and cruised to a historic performance at the Big South Championship tournament. Under the direction of 24th-year head coach **Kevin Fillman** and powered on the course by senior **Brandon Weaver**, a business administration major, Longwood finished the stroke play portion of the tournament tied for first place. That was the team's best-ever performance at the Big South Championship in nine years of league membership and earned them a trip to the match play bracket for the first time. Weaver, who returned to Longwood for a fifth year of eligibility after his 2020 senior season was cut short due to the COVID-19 pandemic, finished the weekend tied for second individually, also a top finish for the program.

Senior Casey Williams Breaks School 5K Record

Four years of pounding the pavement culminated with a historic performance for women's cross country senior **Casey Williams**, who shattered Longwood's longstanding 5K school record at the Big South Championship in the final race of her college career. A finance and business management major, Williams broke former Longwood standout **Alisha Royal**'s record by more than 12 seconds and placed 11th at the Big South's premier race. That performance came under the tutelage of first-year head coach **Brooke Craig** and earned Williams a spot on the All-Big South Team, making her the first Lancer runner to earn that recognition.

Tennis Coach Medina Alvarez Becomes Longwood Graduate

In addition to the 42 Longwood student-athlete graduates that crossed the stage at this year's Commencement, Longwood director of tennis **Jhonnatan Medina Alvarez** also completed a lifelong goal that weekend when he earned his bachelor's in business administration from Longwood. The fourth-year head coach of both Longwood tennis programs and a native of Caracas, Venezuela, Medina Alvarez completed his degree requirements in less than three years while also coaching both teams full time.

Also the recipient of the SNVC Outstanding Citizen Leader Award from the Longwood College of Business & Economics and the Longwood SAAC organization's Coach of the Year in 2021, Medina Alvarez postponed his quest for a degree after high school to pursue what became a decade-long professional tennis career. He enrolled in classes at Longwood shortly after being named men's tennis head coach in December of 2018 and was a Dean's List selection in his final semester.

Lancer Giving Madness Reaches Record Giving Levels

Lancer Giving Madness took place on March 21 during Love Your Longwood Day and set another new record, raising \$132,945 in 24 hours for our athletics programs and scholarships. That total nearly doubled giving the previous record of \$67,852 set in 2019. More than 800 donors – also a record – contributed to the day of giving, which was yet another strong reflection of the healthy collaboration of University Advancement and Longwood Athletics in pursuit of philanthropic support for our student-athletes and athletics programs.

Spearheading the effort was Longwood athletics' director of donor engagement and 2014 Longwood graduate Kylie Dyer, who coordinated a department-wide strategy with all coaches and administrators that resulted in a weeks-long buildup to the big day, a full day of programming that targeted various Longwood constituents, and the eventual record-breaking philanthropic performance.

Longwood Athletics Stems the Tide of COVID-19 on Competition

The onset of COVID-19 brought a myriad of logistical challenges to organizing and administering a competitive season for Longwood's student-athletes over the past year, but careful planning, collaboration between numerous university offices, and the hard work of dozens of staff allowed Longwood athletics to overcome those hurdles and weather the storm better than the majority of its peer institutions.

All 14 of Longwood's varsity athletics programs were able to play full competitive seasons with limited disruption due to COVID related incidents. That success was the byproduct of Longwood University's overarching institutional plan for managing the COVID-19 pandemic, and an athletics-specific plan spearheaded by a COVID-19 Planning Committee led by deputy athletics director **Rick Canter** and including Longwood assistant athletics director/sports medicine **Carly Fullerton '07**.

Dating back to the committee's formation in May of 2020, the group was charged with sifting through guidelines from a number of local and national entities, including the CDC, VDH, NCAA, Big South Conference and, implementing the best possible plan specific to Longwood University. Guiding those policies and procedures was a commitment to the health and safety of Longwood's student-athletes and campus community, along with a need to remain adaptable in the face of rapidly changing guidance and information from those various aforementioned entities.

The sports medicine department performed remarkably by conducting surveillance testing directed by the NCAA. By the end of May, the sports medicine staff administered 3,445 antigen tests to our “Tier One” personnel (student-athletes, coaches, and essential staff) with only 11 tests returning positive for COVID-19 – equaling a .0031 department positivity rate.

Student-Athletes Set Another Benchmark with Record Spring GPA

In the midst of an unprecedented academic year, Longwood student-athletes set yet another academic benchmark achieving a department-record 3.26 spring semester grade point average, the highest mark for a spring term since the department began recording data in spring 2007. Twelve of 14 programs – also a record – exceeded a 3.00 GPA for the spring semester with 15 student-athletes being named to the President’s List and 74 student-athletes achieving Dean’s List recognition. A strong spring semester also led to a remarkable academic performance for the year, as the department finished the year with a 3.19 GPA.

Fan Engagement in a Fan-less Environment with the “Not-Quite Season Ticket Campaign”

Alongside the unique hurdles presented to Longwood student-athletes’ return to athletics competition, the athletics department was also challenged to maintain engagement with fans, alumni and community members despite a litany of local and national guidelines that advised against large gatherings. However, the Longwood athletics external relations team found creative solutions to not only keep fans tuned into Longwood athletics in 2020-21, but to generate new sources of revenue as well.

Deemed the “Not Quite Season Ticket Campaign”, fans, corporate partners, and community members benefited from unique engagement opportunities during basketball, baseball and softball seasons. Highlighted by cardboard cutouts of Longwood fans, supporters bought into being “present” at games throughout the season. Purchased packages benefitted area animal shelters and Prince Edward County schools.

With an emphasis on elevating the ESPN+ broadcast experience for fans during the basketball season, Not Quite Season Ticket holders “saw” themselves, friends, families, and pets in the stands or on the field while catching the game on their devices.

Finally, all 2019-2020 season ticket holders were treated to “Season Ticket Holder Happy Boxes” during the month of December. Custom shipping boxes filled with Lancer swag featured men’s and women’s basketball talent delivered smiles and goodwill to cherished members of the Longwood athletics community.

National Student-Athlete Day Tradition Begins with “Ray Day”

Marquee Longwood athletics supporter **Dr. Ray Gaskins** again championed the Longwood student-athlete experience with a \$250,000 landmark estate gift that created the Dr. Ray A. Gaskins Award for Academic Excellence in Athletics.

The investment is the latest in a number of scholarships funded by Gaskins and provides additional educational support for the best and brightest Lancers in the classroom. Endowing two athletics scholarships for a high-achieving male and female student-athlete, this year's inaugural recipients were men's soccer junior **Matthew Ward** and women's soccer junior **Danielle Toone**.

The award provides each recipient with a \$2,500 scholarship that is applied to their tuition for the upcoming academic year. The awards will live on in perpetuity and, once realized, will increase to two \$5,000 annual scholarships.

Each recipient meets the minimum 3.6 grade point average and demonstrates consistent commitment to both athletic and academic excellence. The annual announcement and recognition of each year's winners of the award will take place on National Student-Athlete Day, which within the Longwood athletics bubble will henceforth be known as "Ray Day" in honor of Dr. Gaskins.

State-of-the-Art Longwood Golf Performance Center Completed

With a foundational gift of \$34,000, alumni **Scott** and **Debbie Critzer**, classes of 1981 and 1982, respectively, added capital growth to the men's and women's golf programs in the form of the state-of-the-art Longwood Golf Performance Center.

Powered by the TrackMan Golf training device and simulator, Longwood's men's and women's golf student-athletes now have access to a high-end indoor training environment made possible by the Critzer's philanthropy. Located just outside of Tabb Hall on the north end of campus, the Performance Center provides a custom indoor space that, at its opening earlier this spring, has immediately impacted Longwood's current golfers and serves as a significant recruiting focal point for future Lancers.

With access to a wealth of digitally-rendered courses, including some of the most well-known in all of golf, The Longwood Golf Performance Center yields multiple opportunities for player practice outside of traditional training times, regardless of inclement weather. It also doubles as a hospitality space for prospective donors and gathering location for team functions and entertainment.

The golf coaching staffs, advancement team members, athletics administration and student-athletes celebrated the generosity of the Critzers on April 27, 2021 with a toast and swings on their favorite course to inaugurate the facility. The plaque, shown below, is located just inside the entrance of the building and acknowledges the Critzers' gracious commitment to student-athlete support and excellence.



“MANY OF THE WORLD’S BEST LEADERS
WERE ONCE STUDENT-ATHLETES.
WE BELIEVE IN OUR LANCERS
AND KNOW THEY WILL CHANGE THE WORLD
FOR THE BETTER.”

THIS INDOOR GOLF FACILITY was CREATED
through the GENEROUS GIFT of
DEBORAH MIHM CRITZER CLASS of 1982
and K. SCOTT CRITZER CLASS of 1981

ESTABLISHED 2020



Strategic Operations

Victoria Kondon, Vice President and CIO

Highlights

- More than 250 juniors visited campus during their spring breaks
- “5 Things Every Lancer Needs to Know” program launching this summer to assist students returning to in-person learning
- Employers eager to return to in-person, on-campus recruitment events
- More complex data visualizations on the horizon
- Marketing team wins more awards

Enrollment Management and Student Success (EMSS)

Admissions update

While our team is delighted to have the impact of most Covid restrictions behind us—very little travel, cancelled high school college fairs, on-campus limitations—the concerns are not completely in our rearview mirror. We are fortunate to have been running on-campus tours throughout the pandemic and, for that reason, have been able to easily scale up our summer programming. For example, we hosted approximately 250 juniors (plus their guests) on campus this spring, which bodes well for fall 2022 recruiting.

“5 Things Every Lancer Needs to Know” program launching this summer

Summer bridge programs are nationally recognized as the best practice to promote student success, with the greatest impact happening among the most vulnerable populations. These programs support the academic, cultural and social capital that is key to managing first-semester transitions. Given the impacts of the pandemic on high school students’ academic experiences, regardless of their previous achievement or identified risk level, it is necessary to envision an experience that is applicable to all students and is responsive to the Covid constraints.

Our response to this challenge is an innovative program—“5 Things Every Lancer Needs to Know”—that will address the three pillars of student success: academic preparation, engagement on campus beyond joining student organizations, and the student’s motivation for going to

college. The program is being offered online, with a combination of self-paced engagement as well as interactive panels that incorporate students' voices and some faculty and staff. The program will be offered in August, when students are gearing up to begin college. It culminates during New Lancer Days, with the focus on advice for handling the first three weeks of classes, including how to read a syllabus and understand assignment requirements, how to manage classroom expectations and how to respond to new challenges (maybe a student's first C, the need to read more than before, etc.).

Information Technology Services (ITS)

Information security continues to dominate our priorities

We are forming new working relationships with Cybersecurity & Infrastructure Security Agency (CISA), a division of the Department of Homeland Security. Internally, we are improving Longwood's intrusion detection, logging and monitoring, and providing users with new tools and training to reduce the amount of restricted data in unauthorized storage areas. Also our information security training campaign has been moved to a new platform that streamlines the training and allows users to log in using their current LancerNet ID and password. The new platform also provides better reporting and status information.

Office of Alumni and Career Services (OACS)

Creating career experiences for alumni and students

Moving forward into the 2021-22 academic year, the OACS team will work to grow and scale its efforts to provide high-impact career-focused educational experiences. The team is in the process of developing fall and spring Career Weeks with on-campus and digital programming for both students and alumni. In addition, the Work Shadow program typically hosted during the semester break will contain both virtual and in-person shadowing experiences, hosted by alumni, for students interested in related industries and roles. Our Micro-Internships pilot program produced 17 projects for Longwood students, and we'll look to continue making progress with the initiative in partnership with the Longwood Alumni Board.

The return of celebrations and traditions

The OACS team plans to host in-person Welcome to the City events in the D.C., Northern Virginia, Tidewater and Richmond regions. Welcome to the City events are designed to connect alumni with recent graduates for advice and perspective. Other OACS and Alumni Association traditions, including Ring Ceremony, Alumni Awards, Alumni Weekend and Senior Toast, will likely return to their pre-pandemic form but with new and unique digital components.

Employers eager to connect with Longwood students

Having experienced modest results with virtual recruitment events and career fairs, many employers are eager to return to in-person, on-campus recruitment events. The OACS team plans to organize individual employer visits from recognizable brands, which will include information

sessions and one-to-one interviews, as well as large campuswide, multi-industry recruitment fairs.

Office of University Analytics (OUA)

Keeping pace with demand and expanding services

University Analytics continues to provide university constituents with quality and reliable information to advance our mission. We have largely kept pace with typical reporting requests and survey requirements, which are growing in complexity and scope. This is a sign that our data literacy and use on campus is maturing.

Of course, federal and third-party data requests and reporting related to Covid-19 have been completed in a timely manner. We also have begun work on larger dashboards and visualizations related to enrollment management initiatives.

Adding a new team member

We are looking forward to having a new member of the University Analytics team. Although efforts to bring on a team member were temporarily stalled due to the pandemic, we will resume our search for a new data analyst in the very near future.

University Marketing and Communications

New web experiences offer prospective students ways to connect and explore

Two recently launched web experiences invite admitted students to immediately feel part of the Lancer family and drive prospects to explore majors and career pathways.

The new **Accepted Students** landing page

(<http://www.longwood.edu/admissions/newlyadmitted/>) directs admitted students to special events and social platforms to connect with other incoming students. In addition to providing informational resources, the page also has a unique feature that allows prospective students to text their questions to a current Longwood student.

The **Choosing a Major** landing page (<http://www.longwood.edu/admissions/choosing-a-major/>) offers an interactive look at career pathways that correspond to specific interests and

complements a special Meet the Majors admissions event

(<http://www.longwood.edu/admissions/visit/meet-the-majors/>) that was held in late February.

New Longwood resource simplifies the college-search process for families

To help families navigate the college-search process, we've recently embarked on a multiprong "College-Bound Guide" marketing campaign (<http://go.longwood.edu/collegebound>) featuring



direct mail, email and social media components that target both parents and high school counselors.

The valuable guide, which indirectly markets Longwood, simplifies the process with an easy-to-follow checklist beginning freshman year of high school and continuing through college admissions success in the senior year. The packet also features tips and informational resources, such as scholarship opportunities and questions to consider during campus visits, as well as posters for high school counselors to use for promotion.

TikTok takes off + Longwood videos receive national recognition

Despite the pandemic, the marketing team continued to look for ways to reach our younger audience. This past semester, Longwood’s account on TikTok was born (<https://www.tiktok.com/@longwooduniversity>) with content direction led by student interns. Our first few TikTok videos have garnered nearly 15,000 views in the last two months, proving to be a successful marketing tool in our toolbox.

Speaking of videos, we are proud to have recently been notified that six of our videos took home Telly Awards—three silver and three bronze. Our “Bill Bolinger” video (https://youtu.be/Am_NNe7ODac) was one of only two silver award winners in the “use of comedy” category. Founded in 1979, the Telly Awards is the world’s largest honor for video and television content across all screens, with entries judged by leading experts from some of the most prestigious companies in entertainment and advertising, including WarnerMedia and NBC News.

Noteworthy class notes

A redesigned and expanded Class Notes section in Longwood magazine has turned heads in the last two issues (fall 2020 and spring 2021) and will remain a focus in the coming year. The re-envisioned section—which gives a personal touch to more content and includes more photos—has gotten a thumbs up from readers as well as staff in the alumni office.

Campus banners freshened up

New pole banners put a bow on our beautiful campus just in time for accepted student events and Commencement 2021. The banners also got a design refresh, making Longwood’s name and founding year more prominent, and slightly brightening the color to make it pop—all contributing to better-branded and more welcoming experience for prospective students and their families visiting in the 2021-22 recruitment year.

Longwood Athletics gears up for website redesign

The Longwood athletics communications team is in the early stages of a redesign of LongwoodLancers.com, the university's official athletics website. In partnership with its website host, SIDEARM Sports, the redesign will be the site's first since 2017. That last redesign upgraded the longtime online home of Longwood athletics to a more streamlined, mobile-friendly hub for the Lancer fanbase and has since set records for visitors and hits multiple times. The upcoming redesign will build on those elements and introduce several new features, including a digital archive of past rosters, stats, schedules and results that will be the first of its kind for Longwood fans.



Student Affairs

Tim Pierson, Vice President

Highlights

- Preparing for a post COVID-19 transition
- Restoring the fullness of the Longwood experience
- Promoting a culture of well-being
- Integrating the University Diversity Strategic Plan

As the academic year settles into the history books along with the familiar terms of contact tracing, anonymous reporting, quarantining, and social distancing, energies, while understandably depleted will quickly recharge with the excitement of restoring the fullness and breadth of the Longwood experience. This fall our seniors will be our only students who have experienced life at Longwood as we know it. This lends itself to a challenge and an important opportunity to refresh and enhance our traditions and events. The Student Government Association has already stated their top priority for fall 2021 is revitalizing the Longwood they know.

The importance of a meaningful residential experience where students establish friendships, a sense of belonging, and bonding with the institution is critical for retention. This program has long been a strength and in many respects the primary environment where the values of citizen leadership are introduced and student needs are identified.

In recent years the greatest challenge we have faced is meeting the ever-growing demand for psychological services. Student Affairs will promote *a culture of campus well-being* as a strategic priority, a foundational component of the student experience. Students will have opportunities to engage and reflect on issues of well-being such as social connectedness, stress management, gratitude, mental health, resilience, happiness, mindfulness, growth mindset, inclusivity, self-compassion and life purpose.

Highly visible partnerships will be created that engage diverse members of the community in affirming well-being as an essential priority of life on our campus. This will help members of the

community understand well-being as an ongoing and individualized (nonprescriptive) process encompassing several areas of life.

Longwood's Five-Year Diversity Strategic Plan presents Student Affairs with some very tangible ways to support the diversity, equity, access, and inclusion efforts of campus. To that end, we will focus on creating and sustaining an environment that affirms and values diversity in its multiple forms, engage in intentional inclusive practices in our daily operations, and expose faculty, staff, and students to learning the varied perspectives of diversity, equity, inclusion and social justice issues locally, regionally, nationally, and globally. Student Affairs is poised to design, develop, and integrate priorities and strategies to eliminate or mitigate those root causes and barriers by redesigning current practices and policies to address opportunity gaps and establish more effective programs.

Assistant Vice President for Student Affairs (AVPSA)

On a three-year rotation, Longwood has used the *National Survey of Student Engagement (NSSE)* to measure the extent to which first-year and senior Lancers engage in effective educational practices that are empirically linked with learning, personal development, persistence, satisfaction, and graduation. Based on a total of 634 Longwood respondents (45% Response Rate) in 2020, 666 (41% Response Rate) in 2017, and 812 in 2014 (47% Response Rate), statistical comparisons of Longwood's results with those of the Southeast Public Institutions, are illustrated below.

Key for the Symbols:

▲ The filled-in, upward pointing triangles indicate that Longwood's average was significantly higher ($p < .05$) than that of the respective Southeast Public Group with an effect size at least .3 in magnitude.

△ The open, upward pointing triangles indicate that Longwood's average was significantly higher ($p < .05$) than that of the Southeast Public Institutions with an effect size less than .3 in magnitude.

-- No significant difference in comparisons

▽ The open, downward pointing triangles indicate that Longwood's average was significantly lower ($p < .05$) than that of the Southeast Public Institutions with an effect size less than .3 in magnitude.

▼ The filled-in, downward pointing triangles indicate that Longwood's average was significantly lower ($p < .05$) than that of the Southeast Public Institutions with an effect size at least .3 in magnitude.

Academic Theme	Engagement Indicator	First-Year			Seniors		
		LU 2020	LU 2017	LU 2014	LU 2020	LU 2017	LU 2014
Academic Challenge	Higher-Order Learning	--	--	--	--	--	△
	Reflective & Integrative Learning	△	--	--	△	--	△
	Learning Strategies	--	--	--	--	--	▽
	Quantitative Reasoning	--	▽	---	--	--	▽
Learning with Peers	Collaborative Learning	△	--	--	△	△	△
	Discussions with Diverse Others	--	--	△	--	--	△
Experiences with Faculty	Student-Faculty Interaction	△	△	△	▲	▲	▲
	Effective Teaching Practices	△	--	△	△	--	△
Campus Environment	Quality of Interactions	△	△	△	--	△	△
	Supportive Environment	--	--	△	--	△	△

Dean of Students Unit

Office of the Dean of Students

In support of the University's COVID-19 management, the Dean of Students played a critical role by coordinating resources, immediate and ongoing daily needs for the 1,251 students placed into isolation or quarantine during the 2020-2021 academic year (fall-594, spring-657). Additionally, within the updated scope of service the Care Team assisted 362 students with a variety of issues spanning medical absences, family and personal emergencies, mental health concerns, academic and financial concerns.

Moving forward, strategic changes are being implemented including the realignment of goals to reflect a strategic priority focus on well-being and retention. Consistent with these goals the Office of Disability Resources will be re-named as the Accessibility Resources Office. This change reflects a more diverse, inclusive approach that will focus on universal design and a people-first framework that encompasses the work currently being done with students, faculty, and staff. Residential and Commuter Life, Student Conduct and Integrity, and Title IX are tailoring goals and learning outcomes to meet the strategic priorities.

Office of Disability Resources (ODR)

ODR currently serves 465 students with diverse and varying needs for accommodations and supports. This population benefits from the case management approach to resources and the faculty's attention to the accommodations. Spring semester saw only nineteen percent (19%) of our students with grades below "C" compared to twenty-three percent (23%) of our students at the same time last year. We are pleased to share that eleven percent (11%) of our students earned straight A's, this is also an increase from the previous year by three percent (3%).

We saw an increase in students registering for mental health concerns, resulting in an increase in the number of emotional support animals approved for the campus. We anticipate a growth in our numbers next year due to the amount of early paperwork already collected for fall. Staff looks forward to an increase in the use of the physical testing center as classes resume in-person format. We are excited to offer new programming through our transition program ODR EMPOWERS for incoming first-year students and making necessary changes to align with serving the whole student to create a sense of belonging and well-being. Our attention in the upcoming year will be to help the campus understand disability through the diversity, equity, and inclusion lens and educating campus partners about ableism and the use of Universal Design in Learning as a way to move forward.

Residential and Commuter Life (RCL)

RCL focused on maintaining the COVID-19 modified residential housing protocols while providing psychoeducational programming. Staff provided residential resources and services related to COVID-19, including facilitating quarantine meal deliveries, following up on reports and student concerns, and enforcing the Shared Commitment and Expectations. Working within safety guidelines, staff was able to facilitate a combined total of 1,295 programs for the spring semester. A notable collaboration with the Title IX Office to co-sponsor the Clothesline Project, a sexual assault awareness initiative, was well received by students, faculty, and staff.

A nationally benchmarked survey was administered in January 2021 to solicit student feedback regarding general residential student experiences as well as specific COVID-19 related services. Assessment of the survey data is currently underway with plans to utilize the available data to drive future programming and residential living options.

Several new incentives were implemented for residential students next year that include; twelve-month housing and summer storage at no cost to students, expanded parking for Lancer Park residents, and new meal plans at a reduced cost. These incentives resulted in a six percent (6%) increase in continuing students registering for a Longwood managed apartment compared to last year and a four percent (4%) decrease in the number of students that moved off campus to a private landlord as compared to last year.

Moving forward, a partnership with the Real Estate Foundation, facilities, and English Construction begins a three-year renovation project at Longwood Landings and Lancer

Park. These renovations will include cosmetic improvements and replacement of living room and dining furniture. In addition to the cosmetic changes, there is structural and infrastructure system work planned as well. These improvements will provide a fresh and modern appeal for students and assist with residential retention efforts to keep more juniors and seniors in Longwood managed housing. Additionally, lounge renovations have begun in Wheeler Hall. New paint, carpeting, lighting, and furniture will be installed in these spaces, providing a fresh and modern space to further support the Cormier Honor's College students.

Student Conduct and Integrity

Preliminary assessment indicates that 410 disciplinary cases were processed during the 2020-2021 academic year. This represents an approximate sixty-two percent (62%) increase in cases as compared to the previous academic year. Sixty-six percent (66%) of the cases involved an alleged violation of our COVID-19 Shared Commitment and Expectations.

Title IX

During the 2020-2021 academic year, the Title IX Office served fifty-three community members throughout twelve cases. Four reports of notice progressed to informal resolutions, with no investigations or formal complaints.

A call for volunteers was made to help fill the need for Title IX advisors, pursuant to new federal regulations. Faculty and staff responded in an overwhelming way, six of whom had the availability to be trained for that purpose when the need arises. Moving forward, we maintain our strong partnerships with the Southside Center for Violence Prevention, and Centra Hospital in Lynchburg who offer victim advocacy, off-campus counseling, and sexual assault nurse exams (forensics), respectively.

Student Engagement Unit

The staff continued a commitment to keep campus life as normal as possible. This included active support and connections with student organizations, maintaining programs and developing initiatives as possible, and encouraging student creativity. Traditional events such as the Citizen Leader Awards, the Joan of Arc Excellence Awards, and efforts by the secret societies such as "droppings" and regularly recognizing the work of offices, students, faculty, and staff brought positive moments of celebrating each other in a challenging year.

Fraternity and Sorority Life

Traditional Fraternity and Sorority Life events were maintained, including: Meet the Sororities, Greek Leadership Summit, Greek Emerging Leaders Experience, Hazing Prevention Week, New Member Academy, Greek Awards, and Greek Week. Most of these were virtual or hybrid and the students and chapters met the challenges of that format.

Order of Omega honorary society increased membership by 48% by welcoming twenty-seven new Greek scholars. The Inter Fraternity Council implemented three new programs focusing on mental health, time management, and diversity, equity and inclusion; these were hosted in both virtual and in-person formats. The National Pan-Hellenic Council welcomed eleven new members through chapter led, all-virtual new member processes. The reintroduction of chapter rooms in the new Clark Intercultural Center provided important support and resources to these groups.

Multicultural Affairs

The Clark Intercultural Center had a productive first year including the development of a promotional video and a Love Your Longwood Day campaign raised funding for resources. Over thirty diversity trainings and workshops were presented to fraternity and sorority chapters, campus offices and departments and staff, and to student clubs and organizations. There was support and collaboration with student activism initiatives, e.g. End Asian Hate campus vigil and Black Ribbon/#WeWon'tStandFor Campaign with the women's basketball team.

Close collaboration with Longwood Athletics on diversity, equity, and inclusion efforts included workshops, team mediations, and a needs assessment survey. Out of these contacts grew the creation and weekly facilitation of the Black Student Athlete Affinity Group to establish a community of support and belonging for underrepresented student athletes to share issues, needs, and concerns.

As the Equity Task Force recommended, the Title VI Coordinator, in collaboration with University Counsel, crafted a Title VI policy statement and established key definitions pertaining to the policy. The policy created an incident reporting procedure and mechanism for filing complaints through the restructured Say Something (Maxient) reporting system, which was previously used to report bias-related incidents. A process was established for handling investigations, decision-making, and appeals. One of the important strengths of the process is the opportunity to engage in informal resolution: a process in which parties agree to resolve a complaint without completing an investigation and/or hearing. This may be facilitated through mediation, restorative justice, or another appropriate method. Such an agreement may include sanctions, educational remedies, or other disciplinary measures.

The Title VI Coordinator has been tasked to develop key strategic priorities. These include the creation of a web presence on both the .edu and Solomon platforms with access to supplemental resources. Time and resources will be invested in creating marketing and educational materials to inform and educate campus and more investigators will be trained using the Civil Rights Investigator model. Lastly, training and educational workshops will be developed which will provide an excellent opportunity to provide an educational foundation of diversity, equity, access, and inclusion topics in order to develop cultural competency and compassion in situations where a filed complaint does not rise to the level of policy violation.

University Center and Student Activities

The Upchurch University Center served as a particularly important resource during the past year—a place for students to call “home” and a common campus location during a year in which more time was spent by students in their rooms and apartments. The Center provides opportunities to gather in small groups to study, eat together or just hang out. All of this reinforces its purpose as the heart of university life.

Student clubs and organizations met the challenges with creativity and persistence and offered important connections and resources. It was exciting to see so many of them tabling out on Brock Commons and meeting outside as the weather warmed and capacity for gatherings was increased. As a credit to their initiative and energy, eight new student organizations were created during the past year.

Staff and students met the challenges of planning within COVID-19 guidelines, both effectively and creatively. Lancer Productions (LP) sponsored weekly events, most of them virtual and with creative commitment to offer regular activities for students. WMLU created a “drive-in” Bandfest at the former golf course in a creative approach that met COVID-19 guidelines. LP hosted a virtual Spring Weekend concert and the Ambassadors organized a safe Oozeball tournament. Late Night Breakfast and Breakfast for Dinner provided support during exams.

Student Government Association (SGA)

SGA maintained strong activity throughout the year and took the opportunity to fund important improvements to enhance student life. This included: purchasing an inflatable movie screen that can be used by all student organizations; adding lighting to the Stubbs Volleyball/Oozeball court; purchasing *Lancers Unite* swag to distribute to students; purchasing portable outdoor speakers for student organization events; and participating in a collective, virtual concert in collaboration with three other Virginia universities. They also approved an updated version of the Student Commitment to Diversity, Equity, and Inclusion.

Wellness Unit

Campus Recreation

After a year of program adaptations to our services, students have expressed both gratitude for what was offered and excitement for our traditional activities to safely return this fall. As we look towards the upcoming year, Campus Recreation plans to focus on activity and involvement as a path to well-being for our students.

The Health & Fitness Center remained a light in the storm for some during the isolation and stress of the past year. As the situation continues to improve and state guidance changes, restrictions on masking during activity and distancing will reduce to offer more availability, attractiveness, and ease of use to our patrons. We hope to expand our activities next year to

return to indoor informal competitive sports like basketball and soccer. This should help us return to pre-pandemic participation numbers.

Anticipating a return to full programming including a few beloved higher risk sports we couldn't offer this past year including intermural flag football, softball and basketball. Additionally, we plan to continue new sports and collaborations including intramural pickle ball, the revitalized Longwood disc golf course, virtual group fitness classes, and partnering with Ambassadors on Oozeball. Campus Recreation and the Outdoor Club were able to host over twenty safe outdoor adventure activities and clinics this year. Interest fell this spring as students were anxious to get further out of town and go on bigger trips. Next year the club hopes to return to day hikes in the Appalachians, whitewater rafting in West Virginia, skiing/snowboarding in the winter and canoeing local rivers. Alternative Breaks Club hopes to return to running popular service learning programs to Arizona over Winter Break and to Puerto Rico for Spring Break as long as travel restrictions for vaccinated students are lifted. If all goes to plan, next year vaccinated students will be able to travel in vehicles together, campout, and cook together. Unvaccinated students would still be able to participate, but with restrictions.

Counseling & Psychological Services (CAPS)

Although students have appreciated telehealth services (via HIPAA-compatible Zoom platform) during the pandemic, they seem eager to return to face-to-face counseling when restrictions are reduced. CAPS plans to continue to offer telehealth services as an option.

Currently being evaluated are the merits of ProtoCall Services, "a national provider of on-call behavioral health services, to implement after-hours emotional support and care for students." This service would (a) immediately connect Longwood University students in distress with a ProtoCall licensed counselor and (b) provide needed support and relief to CAPS, Longwood Police Department, RCL, and University Health Center. In sum, ProtoCall Services would extend after-hours support for crisis intervention while expanding the capacity for Longwood faculty and staff to support students during business hours on campus.

University Health Center (UHC) – Potomac Healthcare Solutions

Potomac Healthcare Solutions played an integral part in Longwood University successfully navigating our COVID-19 response in fiscal year 2021. Knowledge of the health care industry and contacts in our health district were vital in acquiring resources in a timely manner. Potomac limited access to the UHC this year by eliminating walk-in appointments and performing all initial intake appointment in tele-med format. Tele-med appointments will continue to be service options.

The Potomac Healthcare Solutions contract has been extended, continuing all services provided on campus including the continuation of COVID-19 testing and vaccinations. An addition is the

provision of athletic training services for our Campus Recreation sport club program and to provide one athletic trainer that will work with intercollegiate athletics.

Longwood University Police Department (LUPD)

LUPD has been working on streamlining our operations to be more efficient and cost effective. We are working to enact changes that will increase our ability to attract and retain highly qualified police officers and non-sworn employees without adding any additional expenditures. Parking Services will be absorbed, and cross training will assist with these duties. LUPD is working to prepare for our accreditation assessment taking place this fall through the Virginia Law Enforcement Professional Standards Commission (VLEPSC).

Our first ever Citizen's Police Academy curriculum is being developed to focus primarily on our students, but also be open to faculty and staff. This course will educate members of our community about their police department and teach how we do our job while explaining why we do certain things. This community outreach program has proven very effective in other communities in opening communication between police and the community.

Emergency alert beacons are being installed throughout campus to better allow us to alert our students, faculty, staff and visitors of any potential emergencies. The new system is more in line with emerging technology, and will allow for future expansion at a much lower cost than the antiquated siren system that it is replacing.

Office of Emergency Management

The Emergency Management Coordinator continues to work on revising Longwood's Continuity of Operations Plan. Work is ongoing with VDEM and FEMA to recover expenses that were spent on COVID-19. Emergency Management is partnering with the Department of Homeland Security to conduct a tabletop exercise with campus partners including the LUPD, Facilities Management and Landscape/Grounds.

Tuition and Fees

Longwood University

Undergraduate Tuition and Fees

2021-2022

In-State Undergraduate Students

	(Based on 30 Credit Hours)			
	2020-2021	2021-2022	\$ Increase	% Increase
Tuition & Mandatory E&G Fees	8,180	8,180	0	0.00%
Mandatory Non-E&G Fees	5,730	5,910	180	3.14%
	13,910	14,090	180	1.29%

Per-Credit-Hour Rate		
2020-2021	2021-2022	
281	281	Tuition
185	191	Comprehensive Fee
6	6	Student Activity Fee
191	197	
472	478	Total Per Credit Hour

Total In-State Undergraduate Tuition and Fee Charges				
	2020-2021	2021-2022	\$ Increase	% Increase
Commuter	13,910	14,090	180	1.29%
* Residential	25,930	26,484	554	2.14%

* Assumes Main Campus Housing and Block 225+ \$325 Meal Plan
(Rates approved by Board of Visitors on December 6, 2019)

*FY22 Assumes Main Campus Housing and All Access +\$50 + 5 Meal Exchanges per week. (Rates approved by Board of Visitors December 4, 2020)

Code of Virginia Section 23-7.4F requires that after August 1, 2006, a surcharge be assessed to all resident undergraduate students after completing 125% of the credit hours required to satisfy baccalaureate degree requirements. The surcharge is the difference between the average cost of education and in-state undergraduate tuition and mandatory E&G fees. In effect, the surcharge requires students to pay the average cost of education once they have exceeded 125% of the credit hours needed to satisfy their undergraduate degree program requirements

Liberal Studies 12-credit courses will be charged at the per credit rate rather than at the full-time tuition rate for students taking 12-18 credit hours. Additional classes taken during the same semester will also be charged at the per credit hour rate.

	2020-2021	2021-2022
Virginia Undergraduate Tuition Surcharge (Per Credit Hour)	374	439

Longwood University
Undergraduate Tuition and Fees
2021-2022

Out-of-State Undergraduate Students

(Based on 30 Credit Hours)

	2020-2021	2021-2022	\$ Increase	% Increase
Tuition & Mandatory E&G Fees	24,620	20,000	-4,620	-18.77%
Mandatory Non-E&G Fees	5,730	5,910	180	3.14%
	30,350	25,910	-4,440	-14.63%

Per-Credit-Hour Rate

	2020-2021	2021-2022	
	809	655	Tuition
	20	20	Capital Fee
	<u>829</u>	<u>675</u>	
	185	191	Comprehensive Fee
	6	6	Student Activity Fee
	<u>191</u>	<u>197</u>	

Total Out-of-State Undergraduate Tuition and Fee Charges

	2020-2021	2021-2022	\$ Increase	% Increase
Commuter	30,350	25,910	-4,440	-14.63%
* Residential	42,370	38,304	-4,066	-9.60%

* FY21 Assumes Main Campus Housing and Block 225 + \$325 Meal Plan
(Rates approved by Board of Visitors on December 6, 2019)

*FY22 Assumes Main Campus Housing and All Access +\$50 + 5 Meal Exchanges
per week. (Rates approved by Board of Visitors December 4, 2020)

Longwood University
Graduate Tuition and Fees
2021-2022

In-State Graduate Students
On Campus

	(Based on 24 Credit Hours)			
	2020-2021	2021-2022	\$ Increase	% Increase
Tuition & Mandatory E&G Fees	8,640	8,640	0	0.00%
Mandatory Non-E&G Fees	3,432	3,528	96	2.80%
	12,072	12,168	96	0.80%

Per-Credit-Hour Rate		
2020-2021	2021-2022	
360	360	Tuition
137	141	Comprehensive Fee
6	6	Student Activity Fee
143	147	

In-State Graduate Students
Hybrid/Off Campus/On Line/Intersession

	(Based on 24 Credit Hours)			
	2020-2021	2021-2022	\$ Increase	% Increase
Tuition & Mandatory E&G Fees	8,640	8,640	0	0.00%
Mandatory Non-E&G Fees	888	912	24	2.70%
	9,528	9,552	24	0.25%

Per-Credit-Hour Rate		
2020-2021	2021-2022	
360	360	Tuition
		On Line Fee/
37	38	Comprehensive Fee

Longwood University
Graduate Tuition and Fees
2021-2022

Out-of-State Graduate Students
On Campus

(Based on 24 Credit Hours)

	2020-2021	2021-2022	\$ Increase	% Increase
Tuition & Mandatory E&G Fees	24,360	24,360	0	0.00%
Mandatory Non-E&G Fees	3,432	3,528	96	2.80%
	27,792	27,888	96	0.35%

Per-Credit-Hour Rate		
2020-2021	2021-2022	
995	995	Tuition
20	20	Capital Fee
<hr/>	<hr/>	
1015	1015	
137	141	Comprehensive Fee
6	6	Student Activity Fee
<hr/>	<hr/>	
143	147	

Out-of-State Graduate Students
Hybrid/ Off Campus/ Intersession

(Based on 24 Credit Hours)

	2020-2021	2021-2022	\$ Increase	% Increase
Tuition & Mandatory E&G Fees	23,880	23,880	0	0.00%
Mandatory Non-E&G Fees	888	912	24	2.70%
	24,768	24,792	24	0.10%

Per-Credit-Hour Rate		
2020-2021	2021-2022	
995	995	Tuition
0	0	Capital Fee*
<hr/>	<hr/>	
995	995	
37	38	On Line Fee/ Comprehensive Fee

* Capital Fee of \$20 per credit applied to Intersession classes on campus only

**Out-of-State Graduate Students
Fully Online Programs (MBA and HPE)**

(Based on 24 Credit Hours)

	2020-2021	2021-2022	\$ Increase	% Increase
Tuition & Mandatory E&G Fees	8,880	8,880	0	0.00%
Mandatory Non-E&G Fees	888	912	24	2.70%
	9,768	9,792	24	0.25%

Per-Credit-Hour Rate

2020-2021	2021-2022	
370	370	Tuition
0	0	Capital Fee*
370	370	

37 38 Comprehensive Fee

Longwood University
Graduate Tuition and Fees
2021-2022

Differential Tuition Request

In-State Graduate Students - Communication & Disorders (Masters of Science)
On Campus Only

(Based on 24 Credit Hours)

	2020-2021	2021-2022	\$ Increase	% Increase
Tuition & Mandatory E&G Fees	9,456	9,456	0	0.00%
Mandatory Non-E&G Fees	3,432	3,528	96	2.80%
	12,888	12,984	96	0.74%

Per-Credit-Hour Rate

	2020-2021	2021-2022	
	394	394	Tuition
	137	141	Comprehensive Fee
	6	6	Student Activity Fee
	143	147	

Longwood University
Graduate Tuition and Fees
2021-2022

21/22 EDLD COHORT Tuition Request
 (These rates are for the duration of the degree program)

In-State & Out-of-State Graduate Students
Education Leadership (Masters of Science)

Per-Credit-Hour Rate		
2020-2021	2021-2022	
298	298	Tuition
37	38	Comprehensive Fee
6	6	Student Activity Fee
43	44	

21/22 RDLL COHORT Tuition Request
 (These rates are for the duration of the degree program)

In-State & Out-of-State Graduate Students
Reading , Literacy, and Learning (Masters of Science with Endorsement 34 credit hours)

In-State & Out-of-State Graduate Students
Reading , Literacy, and Learning (Endosement Only 22 credit hours)

Per-Credit-Hour Rate		
2020-2021	2021-2022	
360	360	Tuition
37	38	Comprehensive Fee
6	6	Student Activity Fee
403	404	

Longwood University Summer School Tuition and Fees

Per Credit Hour Rates:

	2020-2021 (Summer 2021) Terms 202150 & 202160	2021-2022 (Summer 2022) Terms 202250 & 202260	\$ Increase
Tuition			
Undergraduate In-State	281	281	0
Undergraduate Out-of-State	809	655	-154
Graduate In-State	360	360	0
Graduate Out-of-State	995	995	0
Comprehensive Fee *			
Undergraduate	57	59	2
Graduate	37	38	1
Capital Fee			
	20	20	0

* Applies to all credits (On Campus, Off Campus, On-Line)

Longwood University
Undergraduate Tuition and Fees
2021-2022



Dual Enrollment

ISCS 375	Web Design and Development	415
ISCS 376	Cyber Security I	415
ISCS475	Web Programing	415
FINA150	Economics and Personal Finance	415
FINA250	Personal Finance	415

Longwood University

2021-2022 Tuition and Fee Rate

	2020-2021	2021-2022	\$ Change	% Change
Tuition (per credit hour)				
Undergraduate In-State	281	281	0	0.00%
Undergraduate Out-of-State	809	655	(154)	-19.04%
Graduate In-State	360	360	0	0.00%
Graduate Out-of-State	995	995	0	0.00%
Virginia Undergraduate Tuition Surcharge*	374	439	65	17.38%
Comprehensive Fee (per credit hour)				
Undergraduate	185	191	6	3.24%
Graduate	137	141	4	2.92%
Graduate - Off Campus	37	38	1	2.70%
Student Activity Fee (per credit hour)				
On Campus	6	6	0	0.00%
Capital Fee (per credit hour)				
On Campus, Out-of-State	20	20	0	0.00%
Application Fees				
Undergraduate	50	50	0	0.00%
Undergraduate Readmission	30	0	(30)	-100.00%
Graduate	40	40	0	0.00%
Graduate Readmission	40	40	0	0.00%
Professional Studies	40	40	0	
Incoming Student Transition Fee				
Incoming Student Transition Fee	225	225	0	0.00%

* Code of Virginia Section 23-7.4F requires that after August 1, 2006, a surcharge be assessed to all resident undergraduate students after completing 125% of the credit hours required to satisfy baccalaureate degree requirements. The surcharge is the difference between the average cost of education and in-state undergraduate tuition and mandatory E&G fees. In effect, the surcharge requires students to pay the average cost of education once they have exceeded 125% of the credit hours needed to satisfy their undergraduate degree program requirements.

Capital Budget

Longwood University Capital Budget Plan June 2021

Components of the Budget

Longwood University's capital program is based on the 2025 University Master Plan – *Place Matters*, multi-year capital plans, facilities condition assessments, and annual reviews of deferred maintenance requirements. Subsequent project plans and budgets are developed based upon estimates of the resources required to complete specific projects envisioned in the plans. The Commonwealth of Virginia categorizes projects costing less than \$25,000 as routine maintenance; projects between \$25,000 and \$3 million as capital improvement or maintenance projects; and projects of more than \$3 million as capital outlay projects.

Commonwealth of Virginia capital outlay projects typically include

- Acquisition of real property
- New construction projects with a total project cost exceeding \$3.0 million
- Improvements, renovations, repairs, replacement, equipment, maintenance, or combination projects for a single building with a total project cost exceeding \$3.0 million
- Umbrella or blanket projects that encompass multiple similar smaller projects in more than one facility or the purchase of multiple pieces of property, where the total cost exceeds \$3.0 million

Capital outlay projects require the specific approval and appropriation of funds by the General Assembly, regardless of the source of funding. Agency requests for capital outlay projects are accepted on an annual basis, usually in June, July, or August.

Project with budgets that fall between \$25,000 and \$3.0 million do not require General Assembly approval. These projects typically include

- Modifications to facilities, grounds, and infrastructure to improve programmatic effectiveness, aesthetics, and operating and energy efficiencies
- Planned replacement or maintenance of significant building and infrastructure components
- Maintenance to significant building and infrastructure components that has been deferred due to shortfalls in normal Operations and Maintenance (O&M) resources.

Funding

Capital Outlay Projects

The Commonwealth of Virginia funds General Fund (GF) capital outlay projects through a funding pool process. Rather than funding projects individually, the projects are included in pools of funds provided for various stages of capital development across the Commonwealth. Project costs are reviewed at various stages of design and development. The actual project budget is set at the end of the detailed planning phase, prior to the development of the construction drawings.

Agencies may also fund capital outlay projects with Non-General Funds (NGF), also known as Auxiliary Funds, which are funds from non-tax sources, such as user fees, sales, grants, or donations. These funds are used to support specific operations such as dining, housing, parking, and athletics, or for other NGF purposes. General funds may not be used to support Auxiliary operations or projects, so agencies establish specific Auxiliary Reserves for each type of operation.

Deferred Maintenance (Maintenance Reserve) Projects

The Commonwealth of Virginia provides funding to address deferred maintenance (the Maintenance Reserve program) on facilities and infrastructure supported by Educational & General (E&G) funds (a combination of General Funds and tuition). Biennially, the General Assembly appropriates a blanket amount to each agency to fund their deferred maintenance requirements for E&G facilities. Agencies may fund deferred maintenance projects on Auxiliary facilities with Auxiliary funds.

The Maintenance Reserve program is managed by each state agency, and is subject to review by the Virginia Department of Planning and Budget.

Non-Capital Outlay Projects

Depending on a project's cost and scope, agencies may fund projects with operating funds. Typically, GF projects will be limited to one fiscal year since those funds may revert to the Commonwealth of Virginia's general fund at the end of the fiscal year. NGF projects may be funded either from operating funds or from reserves. Reserve-funded projects can cross fiscal years. Projects funded through the Longwood Real Estate Foundation (LREF) are typically funded by LREF annual operating funds, reserves, or bond proceeds.

Project Activity

Active Commonwealth of Virginia Capital Projects

Longwood's current capital projects total approximately \$60.9 million, comprised of approximately \$55.1 million in General Funds and \$5.8 million in Non-General Funds (Table 1).

Table 1 Capital Outlay Projects				May 19, 2021
Project Title	General Funds	Non-General Funds	Total Project Funds	Total Expended*
Fully Funded				
Asbestos Abatement	\$2,332,000	\$0	\$2,332,000	\$1,912,940
Construct New Academic Building	\$22,713,000	\$0	\$22,713,000	\$21,667,230
Replace Wheeler Mall Steam Distribution System	\$5,089,920	\$2,863,080	\$7,953,000	\$7,781,669
Renovate and Expand Facilities Annex Building	\$20,210,500	\$0	\$20,210,500	\$764,838
Replace HVAC Major Components	\$1,050,000	\$0	\$1,050,000	\$1,047,000
Replace HVAC Major Components COVID-19 Respnse (funds have been appropriated for FY 2022)	\$3,715,000	\$57,000	\$3,772,000	\$0
Pool Funded				
Construct Wygal Hall Replacement (project general funds have not yet been appropriated)	\$0	\$2,896,000	\$2,896,000	\$2,688,551
*Includes encumbrances				
Total	\$55,110,420	\$5,816,080	\$60,926,500	\$35,862,228

Active Longwood Real Estate Foundation Construction Projects

The Longwood Real Estate Foundation is currently funding three construction projects, shown in Table 2. Construction on the Hull Springs Farm Phase 1 project commenced in September 2020, Andy Taylor Center Replacement Facility in May 2021, and Joan Perry Brock Center in May 2021.

Table 2 Construction Projects Funded by the Longwood Real Estate Foundation			
May 24, 2021			
Project Title	General Funds	Non-General Funds	Total Project Cost
Andy Taylor Center Replacement Facility (construction) Renovate 7,500 sf in Lankford ground floor	\$0	\$1,406,000	\$1,406,000
Joan Perry Brock Center (construction) Construct 68,000 sf multi-purpose arena	\$0	\$40,200,000	\$40,200,000
Hull Springs Farm Phase 1 (construction) Construct teaching building and faculty/student cabins	\$0	\$1,246,000	\$1,246,000
Total	\$0	\$42,852,000	\$42,852,000

Planned Projects

Capital Outlay Projects

During its 2020 session, the Virginia General Assembly created the commonwealth's budget for Fiscal Years 2021 and 2022. The Capital Construction Bond Pool in this budget includes funds for the final design and construction of Longwood's new facilities building. Allocation of these funds was paused because of the late-2020 budget crisis. However, the funds were made available in February 2021, and work on the final design has commenced.

State agencies usually submit their requests for capital project approval and funding to the Virginia Department of Planning and Budget (DPB) annually in one of the summer months. At this time DPB's intention for allowing capital project requests this year is unknown, but Longwood anticipates being able to submit a request for funding the final design and construction of the Wygal Hall Replacement Building.

Maintenance Reserve Projects

The General Assembly in recent years has appropriated approximately \$1.9 million annually to Longwood in Maintenance Reserve funds. In 2020 the General Assembly appropriated \$1,899,815 to Longwood in each of the Fiscal Years 2021 and 2022. A similar amount is anticipated to be appropriated in Fiscal Years 2023 and 2024.

Maintenance Reserve projects are identified from facilities assessments and the emergence of unforeseen conditions. There are a number of these projects proposed for Fiscal Years 2022 and 2023 (Tables 3 and 4).

Table 3 Proposed FY 2022 Maintenance Reserve Plan

May 24, 2021

FY 21 Funds			
FY 22 E&G Appropriations	\$1,899,815		
FY 21 Carry Over (to be determined)	\$0		
Less Encumbrances and Obligations	\$0		
Total Available	\$1,899,815		
Total FY 21 and FY 22 E&G Appropriations	\$3,799,630		
E&G/Split Funded Potential FY 22 Projects	E&G	NGF	Total
Personnel and DEB Costs	\$300,000	\$40,000	\$340,000
Design			
Replace Roof Lancaster	\$33,250	\$1,750	\$35,000
Chichester Curb HVAC Repairs (redesign)	\$30,000	\$0	\$30,000
South Tabb Stabilization	\$30,000	\$0	\$30,000
Replace Terminal Boxes Wygal (Complete Design)	\$40,000	\$0	\$40,000
Repair Storm Sewer Chambers Court	\$35,000	\$0	\$35,000
Replace Electrical Service Landscape and Grounds Building (Concept Design)	\$25,000	\$0	\$25,000
Replace Vernon Street Warehouse Roof (Final Design)	\$15,000	\$0	\$15,000
Repair Race Street Stormwater Pond	\$30,000	\$0	\$30,000
Renovate Academic Space Hiner (MR- 1pending)	TBD	TBD	TBD
Academic Space Improvement Plan Projects	TBD	TBD	TBD
Construction			
Replace Roofs 113 and 117 W. 3rd Street	\$142,100	\$2,900	\$145,000
Replace Exterior Sprinkler Heads Rotunda	\$25,000	\$0	\$25,000
Replace Fire Alarm Panels Various Buildings	\$73,637	\$30,782	\$104,419
Replace Campus Exterior Lighting Control System	\$75,960	\$0	\$75,960
Replace Elevator Lancaster	\$142,500	\$7,500	\$150,000
Repair Ice Storage Lancaster	\$46,000	\$4,000	\$50,000
Refurbish Cooling Tower Greenwood	\$35,000	\$0	\$35,000
Replace Roof Vernon Street Warehouse	\$60,000	\$0	\$60,000
Replace Roof Rotunda	\$500,000	\$0	\$500,000
Install Catwalks and Platforms New Heating Plant	\$223,500	\$0	\$223,500
Emergent Projects Other	\$100,000	\$0	\$100,000
Repair Stormwater Management Structures and Areas	\$202,162	\$63,840	\$266,002
Replace Heat Pump Iler 2nd Floor	\$55,000	\$0	\$55,000
Replace Lights Jeffers Auditorium	\$30,000	\$0	\$30,000
Replace Heat Pumps Hardy House	\$150,000	\$0	\$150,000
Repair Sidewalks Campus- Wide	\$50,000	\$0	\$50,000
Repair Chichester HVAC Curbs	TBD	TBD	TBD
Renovate Academic Space Hiner (MR- 1pending)	TBD	TBD	TBD
FY 22 Total	\$2,449,109	\$150,772	\$2,599,881

Table 4 Proposed FY 2023 Maintenance Reserve Plan

May 24, 2021

FY 22 Funds			
FY 23 E&G Appropriations (anticipated)	\$1,899,815		
FY 22 Carry Over (to be determined)	\$0		
Less Encumbrances and Obligations	\$0		
Total Available	\$1,899,815		
E&G/Split Funded Potential FY 23 Projects	E&G	NGF	Total
Personnel and DEB Costs	\$300,000	\$20,000	\$320,000
Design			
Academic Space Improvement Plan Projects (continued)	TBD	TBD	TBD
Replace Electrical Service Landscape and Grounds Building	\$30,000	\$0	\$30,000
Repair Air Handler Units Lancaster	\$38,000	\$2,000	\$40,000
Construction			
Replace Electrical Service Landscape and Grounds Building	\$240,000	\$0	\$240,000
Replace Terminal Boxes Wygal	\$400,000	\$0	\$400,000
Repair South Tabb Structure	TBD	\$0	TBD
Replace Storm Sewer Chambers Court (MR-1 pending)	\$325,000	\$0	\$325,000
Repair Air Handler Units Lancaster	\$71,250	\$3,750	\$75,000
Repair Interior Plaster Hardy House	\$150,000	\$0	\$150,000
Replace Multiple Heat Pumps (507 and 509 Pine St., Grainger)	\$30,000	\$0	\$30,000
Emergent Projects New Heating Plant	\$150,000	\$0	\$150,000
Emergent Projects Other	\$100,000	\$0	\$100,000
Replace Roof Lancaster (MR-1 pending)	\$109,250	\$5,750	\$115,000
Academic Space Improvement Plan Projects	TBD	TBD	TBD
Renovate Academic Space Hiner (MR-1 pending)	TBD	TBD	\$0
FY 22 Total	\$1,943,500	\$31,500	\$1,975,000

Operating Budget and Plan

LONGWOOD UNIVERSITY OPERATING BUDGET AND PLAN FY 2021-2022

Development of Citizen Leaders



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2021-2022 BUDGET SUMMARY

This section provides an overview of the University's FY 2022 operating budget. Detailed budget information is provided in the supporting tables. Highlights of the proposed plan are presented below.

- The budget is based on assumptions related to enrollment projections, actions taken by the General Assembly and Governor, revenue calculations and expenditure estimates. Revenue projections utilize historic revenue calculations, prior credit hour production and enrollment forecasts to estimate revenues.
- Budgeted expenses incorporate the expected salary increase approved by the Governor for July 1, 2021. Classified and adjunct employees will received a 5% increase. Faculty and Administrative Professional will be eligible to receive merit increases.
- The University is continuing a single semester rate, rather than a per-credit charge, for full time students taking between 12 and 18 credit hours per semester.
- In compliance with guidance set forth by the Governor and the General Assembly, room and board charges may be increased to cover changes in inflationary costs, debt service expenses, and costs associated with base salary and benefit increases.
- The projected revenue budget for FY 2022 is \$135,981,511 which excludes \$6,577,179 in state appropriation for student financial assistance. The proposed expenditure budget for the total University is \$135,981,511.
- The work of the Assessment Committee of the University Planning Council identified several key items through its campus-wide assessment work for inclusion in this FY 2022 operating budget of the University: \$25,000 for implementation of an applicant tracking system in Hirezon; \$5,000 to increase open position posting on diverse web-sites; and \$2,500 for professional development for landscaping employees.
- The Educational and General Programs budget, which includes both general and non-general funding sources, is composed primarily of expenditures and revenues in the Instructional programs, as well as Sponsored Programs (grants and contracts). The total planned expenditures for FY 2022 are \$75,445,272.
- The second major component of the University's total budget is Auxiliary Services, which includes activities such as student housing, dining services, parking and athletics. The proposed Auxiliary Services budget for FY 2022 is \$60,536,239.

2020-2021 ACTIONS OF THE GENERAL ASSEMBLY

This year, the General Assembly met in a combination of regular and special sessions that began January 13, 2021 and ended on March 1, 2021. The General Assembly finalized amendments to the budget for 2020-22 on February 27, 2021. The General Assembly approved all of the Governor's recommended changes to the budget on April 7, 2021.

Longwood's current total Educational and General (E&G) operating appropriation will increase from \$74,370,260 to \$74,507,670 - \$31,636,303 GF and \$42,871,367 NGF. There was a continuation of additional GF appropriation of \$1,500,000 to maintain access and affordability. The General Assembly also appropriated \$675,300 to address affordability issues due to unavoidable cost increases and required spending. The budget restored \$137,410 for Early Childhood and \$787,400 for undergraduate financial aid that had been previously un-allotted. The budget also includes \$396,000 in federal COVID-19 relief funds for Longwood to conduct COVID-19 testing, and directs additional federal COVID-19 relief funds for one-time need-based financial aid, though Longwood's allocation is not known at this time. The budget also includes \$3,773,000 in bond funding for Longwood's HVAC controls and equipment replacement project.

Department of Planning and Budget will provide an additional \$1,840,692 in FY 2022, as a central adjustment. This adjustment is due to the state mandated salary, benefit, health insurance increases, cardinal system charges and other miscellaneous adjustments that will occur in FY 2022.

Financial Aid

General fund support for student financial assistance in FY 2022, is \$6,577,179. The additional \$787,400 that was unallotted in FY 2021 has been allotted for FY 2022.

Southside Virginia Regional Technology Consortium (SVRTC)

Funding remained at \$108,905 for the SVRTC in FY 2022.

Salary Increases

Included in the FY 2022 budget are the state authorized five percent salary increases. Employees in salaried positions as of March 10, 2021 and remaining employed on June 10, 2021 are eligible. Classified employees must have also achieved a performance rating of Contributor or higher to be eligible. Instructional Faculty and Administrative Professional staff are eligible for an increase based on performance and other employment related factors. Classified and Administrative Professional staff

increases are effective on June 10, 2021. Instructional faculty increases will be effective August 10, 2021. Adjunct faculty are also eligible for the five percent increase and will be applied beginning with the second semester summer session.

Higher Education Equipment Trust Fund

Funding for the FY 2022 Equipment Trust Fund (ETF) program of \$743,433 general fund will be appropriated to Longwood. This is unchanged from the previous year.

Out-of-State Capital Fee

Out-of-state students are required to pay 100 percent of the average cost of their education. Additionally, non-resident students will pay \$20 per credit hour as a mandatory capital fee. The amount of capital fees that will be paid by the University to support state capital project debt service on bonds issued under the 21st Century Program remains unchanged at \$106,149.

Capital Projects

Longwood's Maintenance Reserve funding for FY 2022 is \$1,899,815, no increase over FY 2021.

2021-2022 EDUCATIONAL AND GENERAL PROGRAM PRIORITIES

The University's 2021-2022 Educational and General budget is based on priorities that support the strategic plan. After carefully examining the revenue projection for FY 2022, and evaluating request from institutional areas, funds were allocated for strategic initiatives. The recommended expenditures include funds for the following:

- Core Curriculum CIVITAE \$ 1,277,164
- Add two new out-of-state recruiters \$ 154,035
- Faculty promotions \$ 5,000

2021-2022 AUXILIARY SERVICES PROGRAM PRIORITIES

The University's 2021-2022 Auxiliary Services budget is based on the program priorities listed below. Auxiliary activities are required to be self-supporting and must maintain sufficient fund balances for operations, renewal and equipment replacement and capital reserves. The Board approved housing and dining rate increases on December 4, 2020. Comprehensive fees will be approved June 10, 2021.

Auxiliary Indirect Cost Rate

The Auxiliary Services operations are charged an indirect cost recovery rate for services provided by educational and general operations (such as payroll processing, purchasing, billing services, and facilities administration). The auxiliary cost study is submitted to SCHEV prior to the beginning of each biennium. The indirect cost rate for the 2020-2022 biennium is 13.87 percent. This is a .32 percent decrease from the prior biennium.

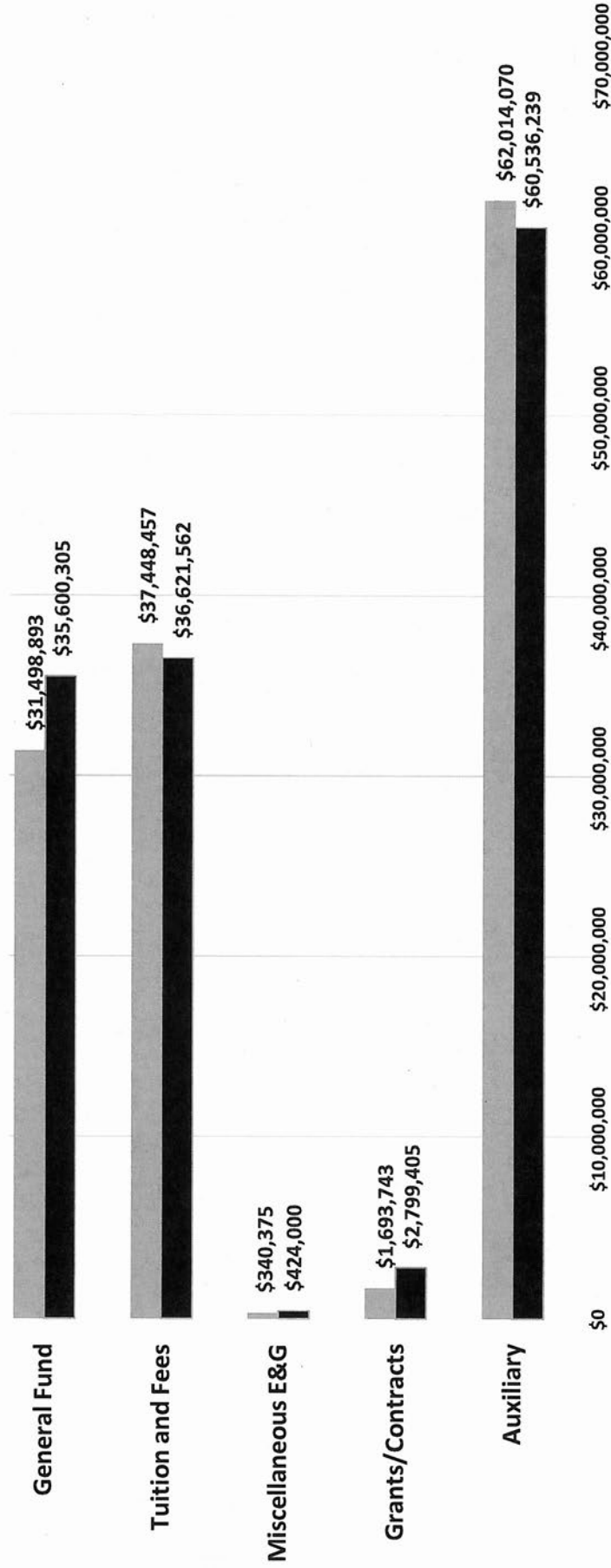
Housing & Dining

Combined, Housing and Dining are self-supporting operations and contribute to any needs in comprehensive fee budgets.

Comprehensive Fee Budgets

The comprehensive fee is used to support many auxiliary programs and services including: intercollegiate athletics, recreation and intramural programs, the student union, student health and wellness services, the Farmville Area Bus services, debt service, and repair and maintenance on non-general fund supported facilities.

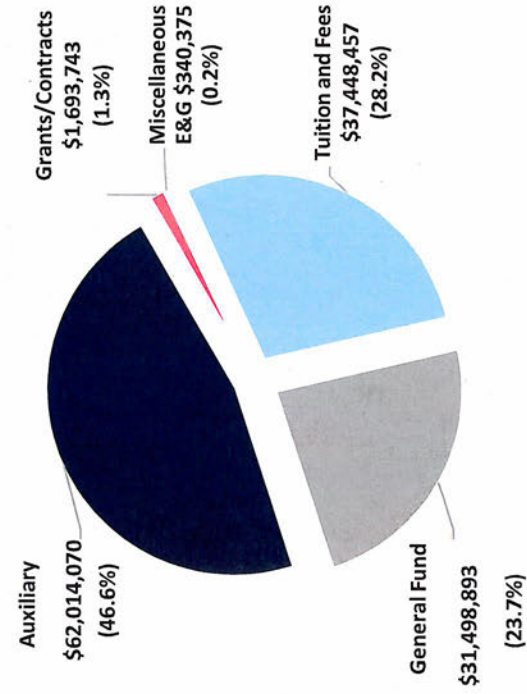
Total Revenue



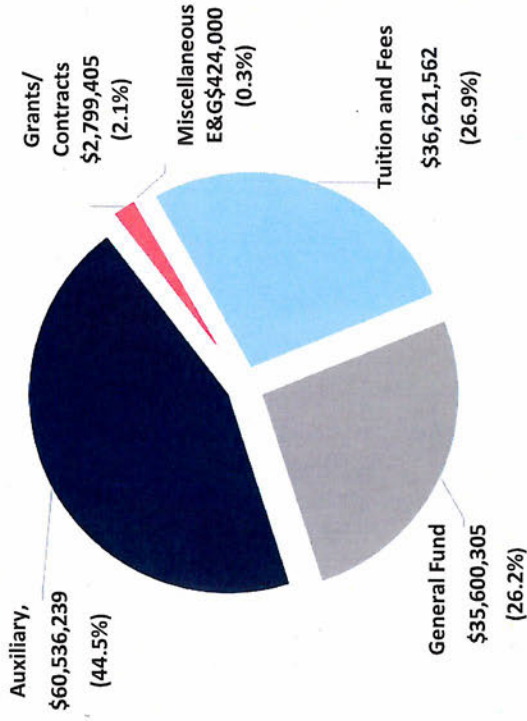
■ 2020-2021 Revenue: \$132,995,538

■ 2021-22 Revenue: \$135,981,511

Total Revenue Comparison by Category

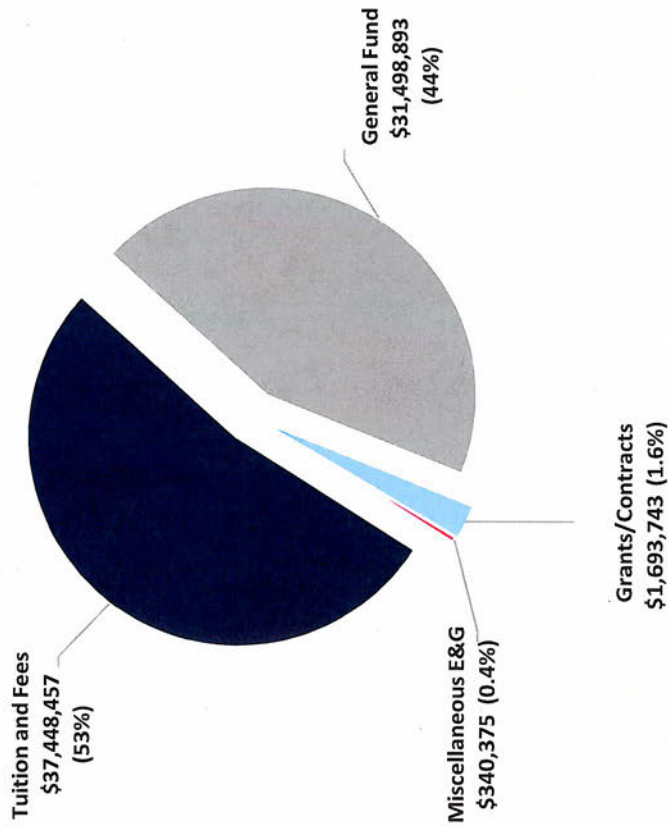


2020-21 Total Revenue: \$132,995,538

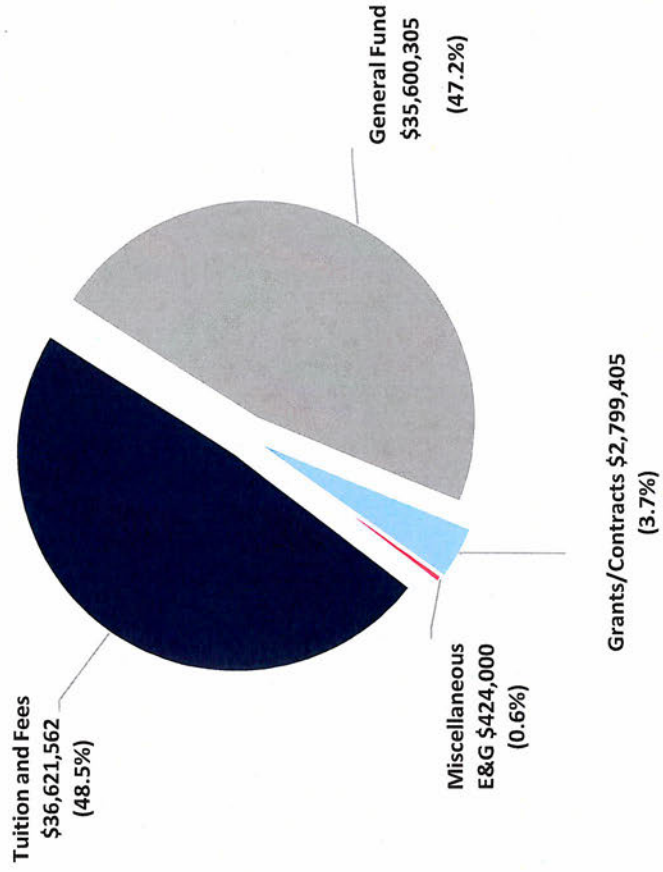


2021-22 Total Revenue: \$135,981,511

E&G Revenue Comparison by Category

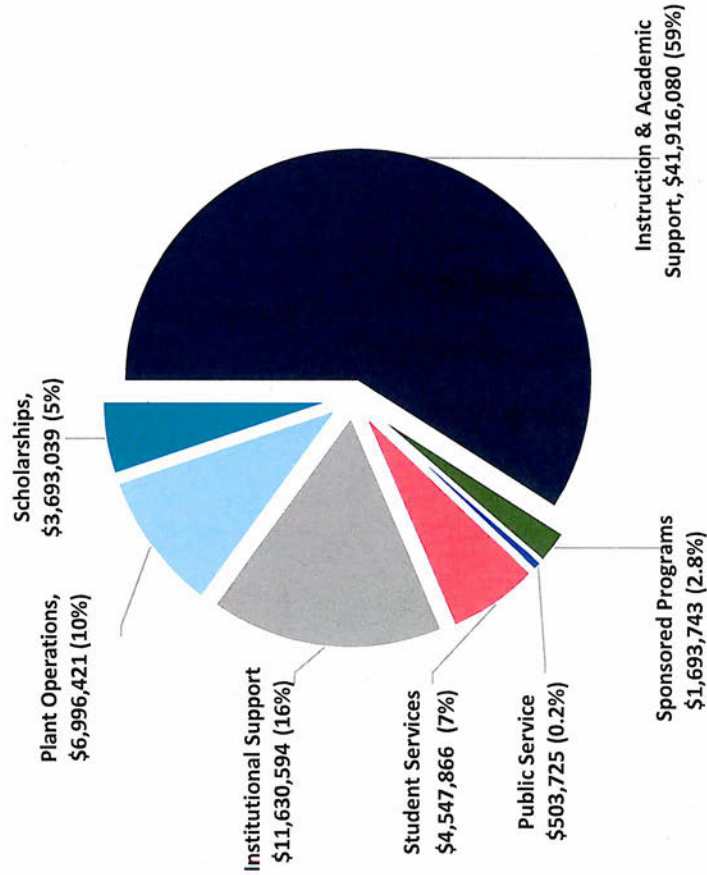
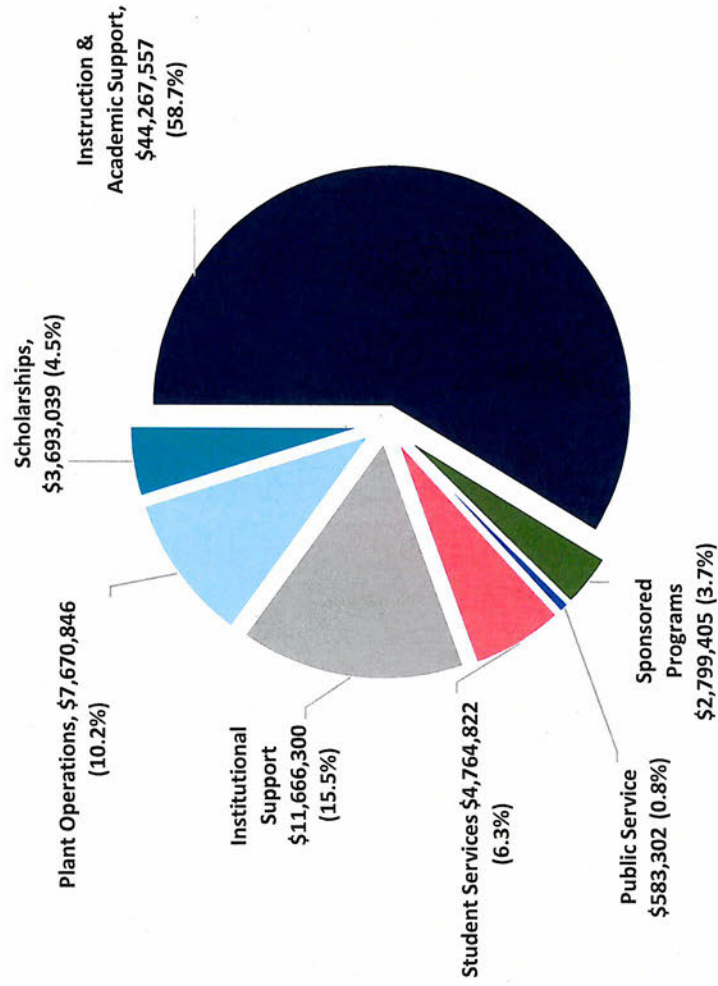


2020-21 E&G Revenue: \$70,981,468



2021-22 E&G Revenue: \$75,445,272

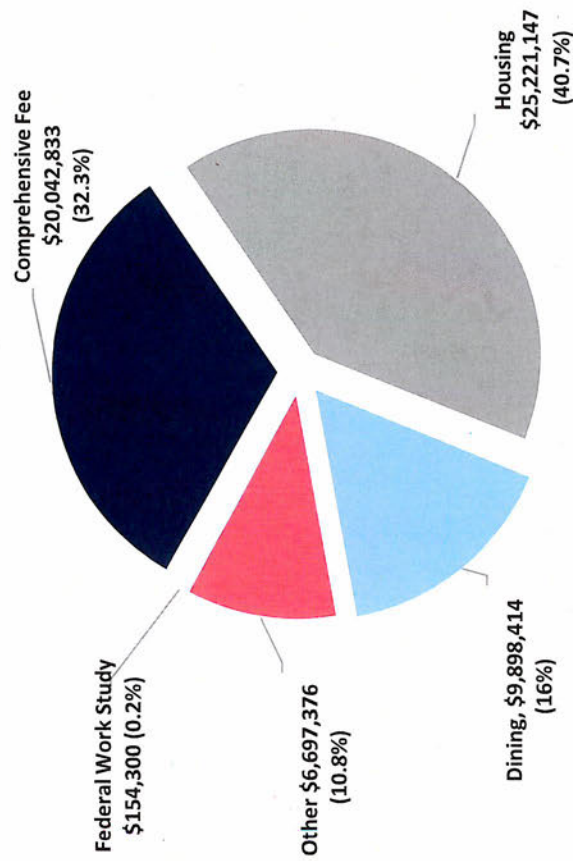
E&G Expenditure Comparison by Category



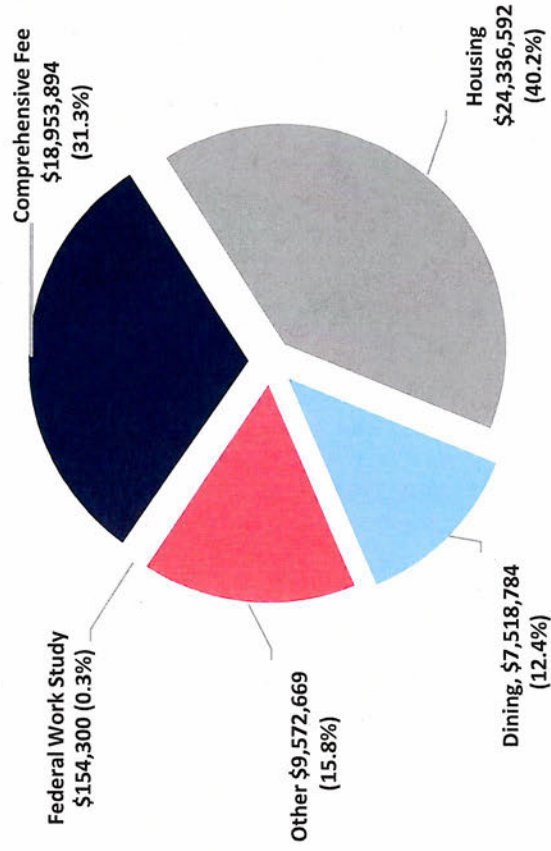
2020-21 E&G Expenditures: \$70,981,468

2021-22 E&G Expenditures: \$75,445,272

Auxiliary Services Revenue Comparison by Category

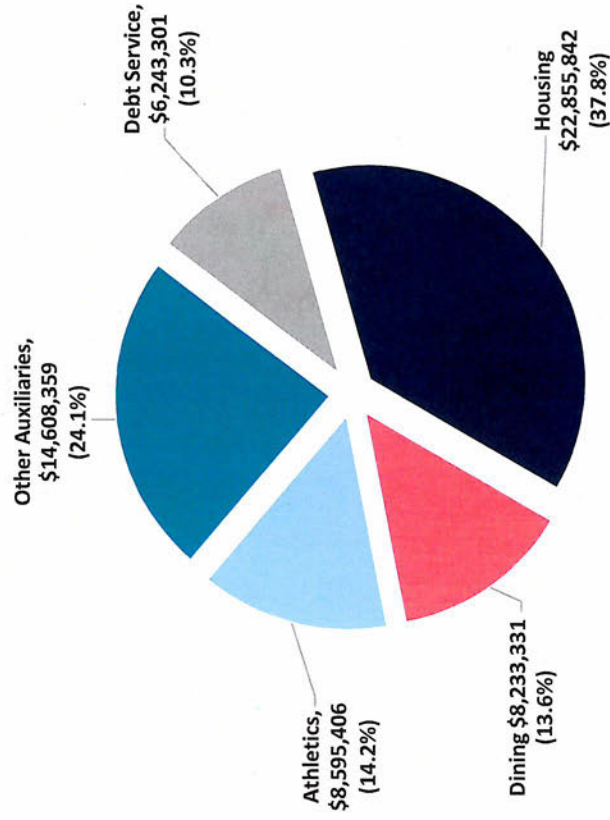


2020-21 Auxiliary Revenue: \$62,014,070

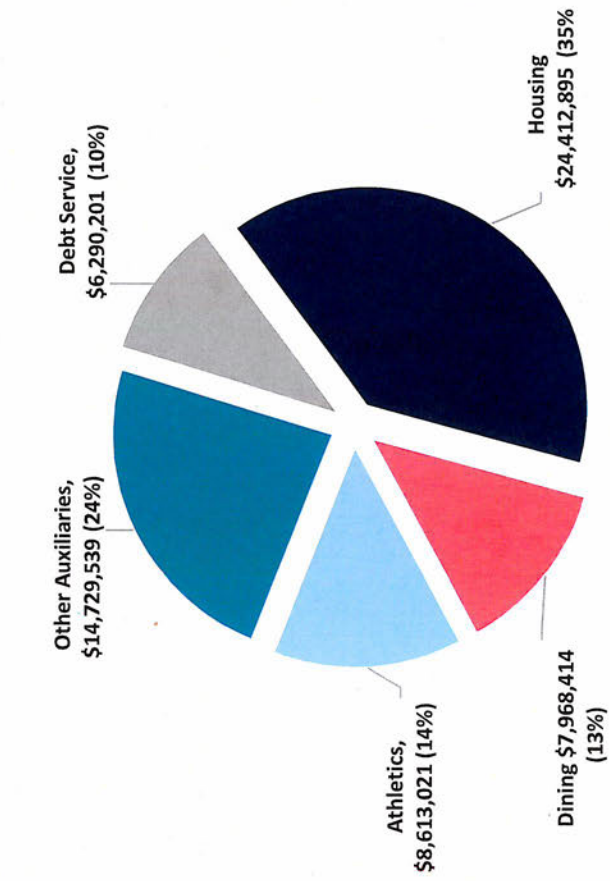


2021-22 Auxiliary Revenue: \$60,536,239

Auxiliary Services Expenditure Comparison by Category



2020-21 Auxiliary Expenditures: \$62,014,070



2021-22 Auxiliary Expenditures: \$60,536,239

**TABLE 1
REVENUE SUMMARY**

	Estimated 2020-2021	Proposed 2021-2022
EDUCATIONAL AND GENERAL		
Tuition and Fees	37,448,457	36,621,562
Commonwealth Appropriations *	31,498,893	35,600,305
Federal Grants and Contracts	1,362,993	1,844,987
State/Local/Private Grants and Contracts	330,750	954,418
Other Sources	340,375	424,000
Total Educational and General	70,981,468	75,445,272
AUXILIARY ENTERPRISES		
Total Auxiliary Enterprises	62,014,070	60,536,239
INSTITUTIONAL TOTAL	132,995,538	135,981,511

*Appropriation excludes Higher Education Student Financial Assistance of \$5,789,779 in FY 2021 and \$6,577,179 in FY 2022.

**TABLE EXPENDITURE
SUMMARY**

	Estimated 2020-2021	Proposed 2021-2022
EDUCATION AND GENERAL		
Instruction	35,250,016	37,067,554
Sponsored Programs	1,693,743	2,799,405
Public Service	503,725	583,302
Academic Support	6,666,604	7,200,003
Student Services	4,547,866	4,764,822
Institutional Support	11,630,594	11,666,300
Plant Operation & Maintenance	6,996,421	7,670,846
Scholarships & Fellowships ¹	3,693,039	3,693,039
Total E&G Expenditures	70,981,468	75,445,272
AUXILIARY ENTERPRISES		
Housing Services	24,412,895	22,855,842
Dining Services	7,968,414	8,233,331
Athletics	8,613,021	8,595,406
Other Services	14,729,539	14,608,359
Transfers Debt Service (Mandatory)	6,290,201	6,243,301
Total Auxiliary Enterprises	62,014,070	60,536,239
INSTITUTIONAL TOTAL		
	132,995,538	135,981,511

¹ Appropriation excludes Higher Education Student Financial Assistance of \$5,789,779 in FY 2021 and \$6,577,179 in FY 2022.

Significance of Ratio

This ratio reflects the amount of expenditures, by function, as a percentage of total educational and general expenditures and mandatory transfers. Major shifts in the various percentages may reflect a change in funding priorities.

Budget Allocation Ratio

Fiscal Year	2019	2020	2021	2022
Instruction and Academic Support	62.47%	60.54%	59.05%	58.68%
Public Service	0.77%	0.69%	0.71%	0.77%
Student Services	6.81%	6.54%	6.41%	6.32%
Institutional Support	16.05%	16.59%	16.39%	15.46%
Operation and Maintenance of Plant	9.80%	9.77%	9.86%	10.071%
Student Aid	2.72%	4.03%	5.20%	5.89%
Sponsored Programs	1.38%	1.88%	2.39%	3.71%

Longwood University's Current Status

The allocation ratios for Longwood University show shifts over the last four years. The following contributed to changes in expenditure budgets:

- ❖ Instruction and Academic Support ratio decreased as a percentage of total but increased in dollars spent due to the transfer of the Andy Taylor Center, Moton Museum and Longwood Center for the Visual Arts to Instruction and Academic Support from auxiliary.
- ❖ Public Service, Student Services, Institutional Support, Operation and Maintenance of Plant and percentages decreased as a percentage of total budget but increased in dollar amounts from the prior year. This is due to the significant increase in federal grants which changed the distribution percentages.

Formula Expenditure Budget (by function)

Total Educational & General Expenditure Budget

- ❖ Student Aid funding increased in percentage from prior year, although the dollar amount is unchanged.
- ❖ Sponsored Programs increased due to additional federal grants.

Instructional Budget per Student FTE

Significance of Indicator

This indicator reflects the amount of funds expended for Instruction and Academic Support per each full-time equivalent student.

A dramatic change in the ratio signals a shift in the funding priorities of the institution. A significant change also can accompany an enrollment increase or decline.

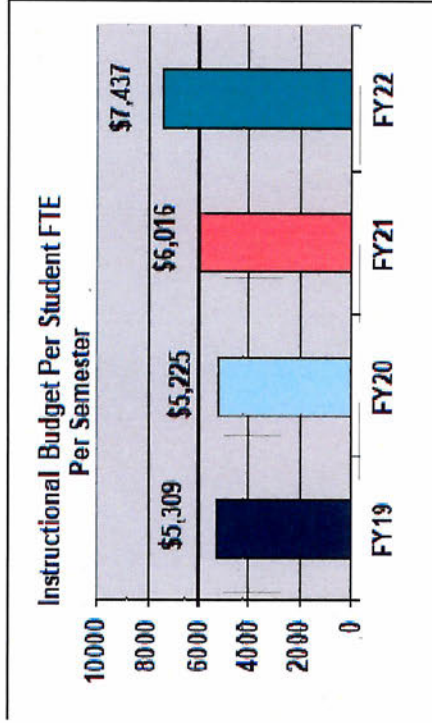
Longwood University's Current Status

In FY20 the decrease was due to a projected increase in student FTE's.

In FY21 the increase is due to a projected decrease in student FTE compared to the prior year.

In FY22 the increase is primarily due to moving the Andy Taylor Center, Moton Museum, and Longwood Center for the Visual Arts to Instruction and Academic Support programs from auxiliary.

The total annual Educational & General budget per in-state FTE is \$23,717 which is an increase of \$4,755 compared to the previous year. This excludes the amount budgeted for Sponsored Programs and State Higher Education Financial Aid.



Source: SCHEV 2B Enrollment Projections – Fall and Spring Semesters (On and Off Campus)

Formula: Instruction and Academic Support Budgets
Fall and Spring Enrollment Projections

Debt Burden Ratio

Significance of Ratio

The debt burden ratio examines the University's dependence upon borrowed funds as a means of financing its mission. It compares the level of debt service with the institution's budgeted expenditures.

Formula:
$$\frac{\text{Debt Service}}{\text{Total Expenditure Budget}}$$

A level trend or a decreasing ratio over time indicates that debt service has sufficient coverage without impinging further on other functional areas. The standard for higher education is a maximum of 7 percent, meaning that current principal and interest expense should not be greater than 7 percent of the total budget.

Although the 7 percent level is an acceptable threshold, this percentage can range between 5 percent and 10 percent. The actual percentage will vary based upon the financial strength of the institution. Institutions with greater flexibility in allocating funds will be able to take on additional debt. Longwood participates in the state bond program which is based on fixed rates. Debt is not increased without budgeting an increase in funds available to pay the financial obligations.

In March 2007, the Board of Visitors approved an institutional debt ratio of up to 9 percent to facilitate the completion of nongeneral fund projects approved by the General Assembly.

Longwood University's Current Status

Longwood's Debt Service to Total Budgeted Expenditures is 4.69 percent for FY 2022. This calculation is based on scheduled debt payments for FY 2022 and total budgeted expenditures less reserves.

The actual debt burden ratio per unaudited financial statements in FY 2020 was 5.91 percent.

GLOSSARY

Academic Support: Includes activities conducted to provide support services to the institution's three primary programs: instruction, research and public service. Examples include the library, deans, academic technology, academic service center and disability resources.

Appropriation: An expenditure authorization with specific limitations as to amount, purpose, and time; formal advance approval of an expenditure from designated resources available or estimated to be available.

Auxiliary Services: Activities within the University that exist to furnish goods or services directly or indirectly to students, faculty and staff. These activities charge fees directly related to, but not necessarily equal to, the cost of the service. Auxiliary services must be self-supporting.

Banner: Longwood's administrative information system that integrates Finance, Student and Human Resources modules within a single enterprise system.

Direct Sales (Auxiliary): Sales of auxiliary services, to include facility rental, bookstore income, parking decals/fines and recreation center memberships.

Educational & General (E&G): Term used to describe all operations related to the institution's educational objectives.

Full-Time Equivalent (FTE): A means for expressing part-time students or faculty as a full-time unit. The formula is generally based on credit hours. Example: An institution may define full-time as being twelve credit hours, so a student (or faculty member) taking (or teaching) three credit hours would then equal .25 FTE.

General Funds: Revenue received from the State from the collection of taxes, fees and other charges.

Grants and Contracts (Sponsored Programs): Sponsored program funds are generated through a grant or contractual agreement. Funds may be provided by state, federal, local or private entities. Sponsored program funds must be expended for the purposes outlined in the respective grant/agreement.

Indirect Costs: Fee charged to grants or contracts to pay for the use of University facilities, i.e., overhead.

Institutional Support: Activities whose primary purpose is to provide operational support for the day-to-day functioning of the institution, excluding physical plant operations. Examples include the President, Vice-Presidents, institutional research and assessment, administrative technology, public relations, financial operations, internal audit, human resources, and safety and security.

Instruction: Includes all activities that are part of the institution's instructional program, primarily all academic departmental operations.

Mandatory Transfers: Transfers arising out of (1) binding legal agreements related to the financing of the educational plant, such as amount for debt retirement, interest and required provisions for renewals and replacements of plant, not financed from other sources, and (2) grant agreements with agencies of the federal government, donors, and other organizations to match gifts and grants to loan funds and other funds.

Miscellaneous E&G Revenues: Includes nongeneral fund revenues derived from the sale of goods or services that are incidental to the conduct of instruction, research or public service. Examples include revenues from facility rentals, payment plan fees, administrative fees and indirect costs.

Nongeneral Funds: Tuition, fees, and all other funds not received from the State. This includes grants and contracts income.

Nonmandatory Transfers: These transfers serve a variety of objectives such as moving monies generated in auxiliary enterprise fund groups to an E&G fund group or to a capital outlay fund group for use in providing project funding.

Operation and Maintenance of Plant: This category includes the operation and maintenance of the physical plant. It includes all operations established to provide services and maintenance related to campus grounds and facilities. It also includes utilities, insurance, facilities management, custodial services, sustainability and power plant operations.

Public Service: Includes all funds expended for those noninstructional services established and maintained to provide services to the general community or special sectors within the community. Community service is concerned with making available to the public various resources and unique capabilities that exist within the institution. The Longwood Small Business Development Center is included in this category.

Restructuring: Legislation that allows institutions of higher education varying levels of decentralization in the areas of procurement, personnel and capital outlay while establishing commitments and performance measures for the institutions.

Student Fees (Auxiliary): Student dining, housing and comprehensive fees.

Student Services: Those activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural and social development outside the context of the formal instruction program. Examples include academic and career advising, admissions, registration, financial aid and student success.

Tuition and Fees: Nongeneral funds that include all tuition and fees assessed against students for current operating purposes. Fees include application fees, registration fees, course fees and on-line fees.