LONGWOOD UNIVERSITY
BOARD OF VISITORS

– MEETING MATERIALS –

SEPTEMBER 11, 2020

Minutes

LONGWOOD UNIVERSITY
BOARD OF VISITORS MEETING
Friday, June 12, 2020
Minutes

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

Call to Order

The Longwood University Board of Visitors met via conference call Friday, June 12. The meeting was called to order at 11 a.m. by Rector Eric Hansen.

Members Present:

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

Also present:

President W. Taylor Reveley IV
Justin Pope, Vice President and Chief of Staff
Cameron O'Brion, University Counsel
Dr. Larissa Smith, Provost and Vice President for Academic Affairs
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

The Rector welcomed the Board and said it was good to be together, and noted the continuity of the group with the recent board reappointments.

The Rector asked for a motion to approve the Consent Agenda, including the minutes, with a notation for the record that there is currently substantial litigation surrounding Title IX nationally that the University will continue to monitor. Ms. Trigiani moved, Ms. Anderson seconded, and the motion was approved. The motion was approved unanimously.

President Reveley introduced Fran Bradford, Virginia Deputy Secretary of Education, who joined by conference call and gave the board an overview of Covid-19 preparedness efforts and other higher education issues affecting the Commonwealth. President Reveley noted she has been indispensable to Longwood and Virginia. She thanked Longwood's faculty and staff for their work this spring to help students through challenging times. She thanked President Reveley for his leadership and his friendship, and the Rector and Board for their service. She also thanked President Reveley for his tireless work helping develop the Commonwealth's guidance for re-opening higher education, and on behalf of Virginia higher education more broadly.

She gave an overview of the Commonwealth's guidance and the important role it will play in ensuring campuses have public health precautions in place as they re-open campuses.

Regarding state finances, she said the state budget situation this coming year will be extremely challenging, with a deficit of $800 million to $1 billion over the course of the coming year, to be addressed by the General Assembly when it reconvenes. The economic pressures on Virginia higher education will be substantial. She noted, however, even in a time of crisis educational and societal equity issues remain critically important. Campuses are the natural and rightful places for challenging discussions and she expects those will happen when students return to campus in the fall. She provided an update regarding possible courses for the reconvened General Assembly session later this year. In response to a question from Mr. Hansen, she described the partnership between the Virginia Department of Education and Virginia Department of Health, complementing VDH on their coordination with higher education despite a plethora of challenges they are facing, and in particular their sensitivity to the academic calendar and timeline needs of higher education. She complemented the testing guidance they have developed and its focus on keeping Virginians as healthy and safe as possible. President Reveley echoed that VDH has been a strong partner and thanked them for their productive work.

Annual Elections

President Reveley noted how valuable it is that, for the first time during his tenure as president, the Board membership will continue on in its entirety. He asked Mr. Hallock, chair of the nominating committee, to report to the Board and offer nominations for rector, vice rector, secretary and members at large of the executive committee. Mr. Hallock moved to renominate the current slate of officers: Mr. Hansen as rector, Ms. Trigiani as vice rector, Mr. Evans as secretary and Ms. Anderson as member at large. President Reveley asked for any nominations from the floor. There being none, he asked for a motion that the slate be approved. Mr. Palmer so moved, Ms. Scott seconded and the motion was approved unanimously. President Reveley congratulated the newly re-elected slate.

University Update

President Reveley expressed his thanks for the Board for their support during the current crisis, to the faculty and staff, noting faculty in particular worked heroically to shift gears and help keep

students engaged and flourishing. He also thanked the vice presidents for their extraordinary hard work on behalf of Longwood in the face of unprecedented challenges.

He reiterated the challenges the country is facing are unprecedented and grave, including Covid-19, unemployment (with approximately 44 million Americans having lost jobs), and a wave of social challenge and unrest. He said he hopes the lasting impact of 2020 will prove to be an overdue national reckoning on racial matters, which will produce lasting change, and that Longwood is committed to its part in such work. He noted the diversity of the Board of Visitors itself is profoundly important.

President Reveley summarized and provided context on the full range of challenges this spring: responding to Covid-19 cases; abruptly shifting coursework online; moving students out while continuing to house students who needed to be on campus; adjusting graduation; navigating urgent financial jolts caused by unexpected and substantial expenses and revenue losses; planning salary actions to offer urgent budget protection; navigating an admissions cycle without being able to bring students to campus; and now planning for a fall semester that reflects the voluminous and often confusing guidance of a range of authorities. He said each of these challenges has been exceptionally complicated, and he is proud of Longwood's response. He noted he had told the vice presidents early in the crisis their focus must remain on re-opening Longwood safely, and he believes we will be able to do so.

Mr. Hansen said he spoke for the Board of Visitors complimenting the leadership team on their work to prepare Longwood to navigate substantial and inevitable financial pressures associated with the impact of Covid-19, and on their own sacrifices. He said in his experience such actions help bring a leadership group together, and speak to the character of the institution.

Budget and Tuition/Fees

Ms. Waller gave an overview of the proposal regarding tuition and fees, and the budget. She said before Covid-19, Longwood had been optimistic it could hold tuition flat. However, the prospects for receiving tuition moderation funding from the state are no longer in place, and a modest increase is the responsible course for the coming year.

Regarding the budget, she said this year's budget especially requires extra flexibility, given continued uncertainty regarding enrollment and the extraordinary sharp drop in state funding that is expected. She said she is proud of the reaction to the temporary salary actions which have produced about $3.3 million in savings. The budget presented is flat in terms of expenditure, and plans conservatively for enrollment. It anticipates about $31.5 million in revenue that has been approved by the state, but news of budget adjustments is expected later this year. Longwood has reduced the rate for single rooms in housing. She noted the budget includes meaningful additional funding for student financial aid, even though sources of state funding to support student financial aid are uncertain. The budget also includes $1.3 million to address direct costs associated with Covid-19 preparations. The budget as presented is balanced but acknowledges many uncertainties. The University continues to work hard in areas like energy efficiencies, contracts with vendors and other possible sources of savings. The coming year will be challenging, but she said Longwood is addressing its challenges with open eyes.

In response to a question, she provided details of the Real Estate Foundation's recently closed bond refinancing transaction. She summarized benefits to the university in terms of increased liquidity, risk mitigation and housing efficiencies from having the university manage its housing portfolio under a single entity. She thanked various colleagues and team members for the extraordinary work that was involved.

President Reveley said while we are in a climate of austerity that will require hard choices, Longwood will also still continue to find ways to invest in important new endeavors, whether that means things that have been in motion for a while such as Civitae, or determining how to make vital investments in equity considerations.

Ms. Andersen commended Ms. Waller on the budget planning process and presentation.

Ms. Trigiani moved that the Board approve tuition and fees and the budget as presented. Ms. Marsh-Carter seconded. The motion was approved unanimously. Mr. Gould abstained.

There being no further business, the meeting was adjourned at 12 noon.

Consent Agenda

And

Informational Items

Consent Agenda and Informational Items

This section includes standard edits, updates, and amendments to policies, procedures, and charges, as well as other reports and straightforward University matters for the Board of Visitors.

*A variety of minor academic fees are updated, and out of state undergraduate tuition for next fiscal year is reduced in line with peers; doing so now allows for the competitive rate to be a factor in the current admissions cycle.

*The University does not have any newly initiated major capital projects contemplated for this fiscal year; the included Capital Budget outlines current projects and maintenance.

*The standard one-page dashboard financial overview for the University provides the current fiscal year budget progress to date.

*A brief new policy is proposed regarding affiliated entities, in line with other Virginia public universities, to facilitate and structure affiliated initiatives or endeavors by faculty, staff, alumni, or others associated with the University, apart from the work of University-related foundations.

*A formal resolution effectuates and ratifies the naming of Allen Hall, Johns Hall, Moss Hall, and the Rotunda.

*The faculty report by representative to the Board of Visitors Dr. Lee Millar Bidwell provides an overview of the broad range of faculty activity and innovative pedagogy addressing the challenge of COVID-19.

Longwood University
Course Fees
2021

	2019-2020	2020-2021
READ-660-661 Practicum Per Credit Hour	$0	$25
READ-670-671 Practicum Per Credit Hour	$0	$25
CRIM-494 Civic Engagement for Criminal Justice Flat Fee	$0	$125
NEUR-321 Behavioral Neuroscience Flat Fee	$0	$20
ECED-492 Internship Early Childhood Education Flat Fee	$0	$300
ECED-430 Applied Integrated Teaching and Learning Flat Fee	$0	$100
ECED-482 Directed Teaching in Early Childhood Flat Fee	$0	$300
RECR-371 Program Planning in Leisure Activities Flat Fee	$25	$15
RECR-304 Leisure and Aging Flat Fee	$15	$10
RECR-110 Introduction to Therapeutic Recreation Flat Fee	$20	$0
NURS-310 Principles of Pathophysiology Flat Fee	$375	$0.00
NURS-230 Foundations of Nursing Practice Flat Fee	$375	$441.66
NURS-210 Health Assessment Across Lifespan Flat Fee	$375	$441.66
FINA-295 Personal Finance	$200	$0
GSTU-200 On TRAC	$200	$0

Other Fees
2021

	2019-2020	2020-2021
Graduate Program Application Fee	$65	$40
SLP Online Application Fee	$45	$40
Education Leadership Endorsement Application Fee	$45	$40
Professional Studies for Credit Courses Application Fee	$25	$40
International Student Fee (for any student holding an F or J non-immigrant visa per student/semester	$0	$50

Longwood University
Undergraduate Tuition and Fees
2021-2022

This recommended change is only for Out-of-State Undergraduate Tuition and is the result of a competitive review. This tuition reduction would become effective beginning with the Fall 2021/2022 term and is being submitted for approval at this time to be an available resource in the next admission cycle.

Out-of-State Undergraduate Students

	(Based on 30 Credit Hours)		
	2020-2021	2021-2022	$ Increase
Tuition & Mandatory E&G Fees	24,620	20,000	-4,620
Mandatory Non-E&G Fees *	5,730	5,730	0
	30,350	**25,730**	**-4,620**

Per-Credit-Hour Rate		
2020-2021	2021-2022	
809	655	Tuition
20	20	Capital Fee
829	675	
185	185	Comprehensive Fee
6	6	Student Activity Fee
191	191 *	

* Based on FY 2020/2021 rates which are subject to change based on approvals in the future

Total Out-of-State Undergraduate Tuition and Fee Charges

	2020-2021	2021-2022	$ Increase
Commuter	30,350	25,730	-4,620
** Residential	42,370	37,750	-4,620

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

August 31, 2020

Longwood University Capital Budget

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, they 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 capital outlay 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 outlay projects total approximately $119.2 million, comprised of approximately $116.3 million in General Funds and $2.9 million in Non-General Funds (Table 1).

Table 1 Capital Outlay Projects

August 24, 2020

Project Title	General Funds	Non-General Funds	Total Project Cost
Fully Funded			
Asbestos Abatement	$2,332,000	$0	$2,332,000
Construct New Academic Building	$22,713,000	$0	$22,713,000
Replace Wheeler Mall Steam Distribution System	$5,089,920	$2,863,080	$7,953,000
Renovate and Expand Facilities Annex Building (funds appropriated but not yet available)	$20,210,500	$0	$20,210,500
Replace HVAC Major Components (bidding projects)	$1,050,000	$0	$1,050,000
Pool Funded (estimate)			
Construct Wygal Hall Replacement	$64,951,000	$0	$64,951,000
Total	**$116,346,420**	**$2,863,080**	**$119,209,500**

Active Longwood Real Estate Foundation Construction Projects

The Longwood Real Estate Foundation is currently funding four construction projects, shown in Table 2. Three of these projects—Sharp and Register HVAC repairs, Andy Taylor Center Replacement Facility, and Joan Perry Brock Center—are in the design phase. Construction on the Hull Springs Farm Phase 1 project will commence as soon as the building permits are issued.

Table 2 Construction Projects Funded by the Longwood Real Estate Foundation

August 31, 2020

Project Title	General Funds	Non-General Funds	Total Project Cost
Sharp and Register HVAC Repairs (design phase)	$0	to be determined	to be determined
Correct excessive humidity condition in buildings			
Andy Taylor Center Replacement Facility (design phase)	$0	$1,000,000	$1,000,000
Renovate 7,500 sf in Lankford ground floor			
Joan Perry Brock Center (design phase)	$0	$40,000,000	$40,000,000
Construct 68,000 sf multi-purpose arena			$0
Hull Springs Farm Phase 1 (construction starting soon)	$0	$1,213,000	$1,213,000
Construct teaching building and faculty/student cabins			
			$0
Total	**$0**	**$42,213,000**	**$42,213,000**

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 design and construction funds for Longwood's new facilities building. However, in view of the current budget crisis, it is unknown when the Capital Construction Bond Pool will actually be funded. Specific information may be available later this year.

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.

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.

Maintenance Reserve projects are identified from facilities assessments and the emergence of unforeseen conditions. There are a number of these projects that need to be addressed during Fiscal Years 2021 and 2022 (Tables 3 and 4).

Table 3 Proposed FY 2021 Maintenance Reserve Plan

August 31, 2020

FY 21 Funds			
FY 21 E&G Appropriations	$1,899,815		
FY 20 Carry Over	$13,720		
Total Available	**$1,913,535**		
E&G/Split Funded Potential FY 21 Projects	**E&G**	**NGF**	**Total**
Personnel and DEB Costs	$300,000	$6,667	$306,667
Project Design			
Replace Roof Vernon Street Warehouse	$15,000	$0	$15,000
Replace Sprinkler Heads Ruffner	$30,000	$0	$30,000
Replace Cooling Tower McCorkle Stevens and Jeffers	$30,000	$0	$30,000
Construction			
Replace Chiller Bedford-**Total $450,000**	$250,000	$0	$250,000
Replace Chichester Fume Exhaust System Motors and Controls-**Total $850,000**	$300,000	$0	$300,000
Replace Chiller Coyner/ Hiner-**Total $690,000**	$410,000	$0	$410,000
Repair Sanitary Sewer and Manhole Maugans	$31,830	$0	$31,830
Replace Roofs 113 and 117 W. 3rd Street	$142,100	$2,900	$145,000
Replace Sprinkler Heads Ruffner	$54,000	$0	$54,000
Replace Air Compressor New Heating Plant	$39,215	$0	$39,215
Replace VAV Box Controllers Lancaster	$209,000	$29,000	$238,000
Replace Roof Vernon Street Warehouse	$35,000	$0	$35,000
Replace Campus Exterior Lighting Control System	$50,000	$0	$50,000
Replace Controls New Heating Plant	$129,000	$0	$129,000
FY 21 Total	**$2,025,145**	**$38,567**	**$2,063,712**

Table 4 Proposed FY 2022 Maintenance Reserve Plan

August 31, 2020

FY 22 Funds	
FY 22 E&G Appropriations	$1,899,815
FY 21 Carry Over	$0
Total Available	**$1,899,815**

E&G/Split Funded Potential Projects	E&G	NGF	Total
Personnel and DEB Costs	$300,000	$25,000	$325,000
Project Design			
Replace Roof Lancaster	$33,250	$1,750	$35,000
Replace Chiller and Ice System Lancaster	$38,000	$2,000	$40,000
Repair Electrical System Landscape and Grounds Building	$40,000	$0	$40,000
Replace Heat Pumps Hardy House	$30,000	$0	$30,000
Construction			
Replace Fire Alarm System Hull	$140,000	$0	$140,000
Replace Chiller and Ice System Lancaster	$285,000	$15,000	$300,000
Contingency For Emergent Projects	$100,000	$0	$100,000
Emergent Projects New Heating Plant	$150,000	$0	$150,000
Replace Multiple Heat Pumps (507 and 509 Pine, and Grainger)	$25,000	$0	$25,000
Replace Heat Pumps Hardy House	$50,000	$0	$50,000
Replace Heat Pump Iler 2nd Floor	$55,000	$0	$55,000
Repair Cooling Tower McCorkle, Stevens, Jeffers	$300,000	$0	$300,000
Repair Cooling Tower Greenwood	$33,000	$0	$33,000
Repair Sidewalks Campus-Wide	$50,000	$0	$50,000
Replace Chiller Hull	$250,000	$0	$250,000
Replace Elevator Lancaster	$142,500	$7,500	$150,000
FY 22 Total	**$2,021,750**	**$51,250**	**$2,073,000**

Non-General Fund Potential FY 22 Projects	NGF
Personnel and DEB Costs	$100,000
Project Design	
Replace Cooling Tower ARC (LREF funded)	$35,000
Vine Street Parking Lot Phase II (LUREF funded)	$4,400
Construction	
Vine Street Parking Lot Phase II (LUREF funded)	$85,000
Contingency For Building Demolition	$115,000
FY 22 Total	**$339,400**

Longwood University
Financial Overview
As of July 31, 2020

FY2020-21 Budget Dashboard YTD

E&G	BOV Budget	FY Estimate	YTD Actual	Percent	PY Percent
Revenues					
Tuition	36,384,683	36,483,293	1,921,666	5.27%	11.35%
Fees	1,063,774	1,063,774	668,740	62.86%	28.87%
General Fund	31,498,893	31,498,893	5,446,159	17.29%	16.33%
Federal Workstudy	50,000	50,000	0	0.00%	44.28%
Other	290,375	293,375	67,043	22.85%	0.00%
Total Revenues	69,287,725	69,389,335	8,103,608	11.68%	13.92%
Expenditures					
Instruction	35,250,016	35,346,679	4,209,335	11.91%	11.09%
Public Service	503,725	503,725	67,808	13.46%	15.48%
Academic Support	6,666,064	6,668,011	711,522	10.67%	14.61%
Student Services	4,547,866	4,551,926	487,263	10.70%	11.77%
Institutional Support	11,887,958	11,886,898	1,558,478	13.11%	16.12%
Facilities Operations	6,996,422	6,996,422	1,352,915	19.34%	21.43%
Scholarships	3,693,039	3,693,039	0	0.00%	-0.11%
Salary Savings	(257,365)	(257,365)	(96,954)		0.00%
Total Expenditures	69,287,725	69,389,335	8,290,368	11.95%	12.89%
TOTAL	0	(0)	(186,759)		
AUXILIARY					
Revenues					
Housing	24,340,895	24,340,895	286,111	1.18%	4.05%
Dining	7,898,414	7,898,414	158,712	2.01%	4.55%
Comprehensive Fee/Other	29,620,461	29,620,461	2,108,418	7.12%	21.30%
Federal Workstudy	154,300	154,300	0	0.00%	0.00%
Total Revenues	62,014,070	62,014,070	2,553,241	4.12%	12.59%
Expenditures					
Housing	25,921,213	25,982,538	4,872,004	18.75%	1.33%
Dining	7,968,414	7,968,414	56,912	0.71%	1.62%
Athletics	9,354,196	9,354,196	495,327	5.30%	7.78%
Other Services	18,770,247	18,770,247	2,507,831	13.36%	7.48%
Salary Savings	0	0	(47,247)	0.00%	0.00%
Total Expenditures	62,014,070	62,075,395	7,884,828	12.70%	4.45%
TOTAL	0	(61,325)	(5,331,587)		

Cash & Investment Assets		
Longwood University	15,516,552	
All Longwood Foundations	134,809,390	(6/30/20)

Working Paper prepared by management to estimate year end results

Policy Title: University Affiliated Entities

Policy Number:

Definitions:

Affiliated Entity: An organization that is legally distinct from the university but is organized and/or conducts activities that advance the mission of the university. The definition of affiliated entity excludes the following: university-recognized student, faculty, or staff groups or organizations; research sponsors; donors; licensees that do not otherwise have affiliate status; university auxiliary enterprises; commercial contractors and vendors; consultants; lessors and lessees; individuals, such as university retirees and alumni; institutions with which the university has programmatic affiliation agreements designed principally for student clinical program placements or scholar exchanges; and university foundations.

Purpose: To standardize the requirements for recognizing affiliated entities

Policy Statement: The University recognizes the value of affiliated entities and has an interest in their success. The university seeks to coordinate its mission with the activities of each affiliated entity, while still preserving their separateness.

Procedures

I. Approval

The university's relationship with affiliated entities must be approved by the Board of Visitors.

II. Affiliation Agreement

All Board of Visitors approvals of affiliated entity status are conditional upon the existence of a fully executed affiliation agreement between the university and the affiliated entity. Minimally, the affiliation agreement must:

a. Define the mission of the affiliated entity and make clear the relationship between the affiliated entity and the university;

b. Define the affiliated entity's legal status including whether the entity is as a non-profit corporation and a tax-exempt organization under applicable state and federal laws;

c. Specify the rights and responsibilities of the affiliated entity and the university respectively;

d. Identify the extent of the affiliated entity's access to University resources, facilities and services and include an agreement by the affiliated entities to abide by university policies and procedures when using such services;

e. Include hold harmless language and indemnification to protect the university appropriately from potential legal and financial liability;

f. Describe the levels and categories of liability insurance to be carried by the affiliate and any required certification thereof;

g. Undergo review by university counsel and approved in accordance with university contract approval protocols;

h. Identify a university liaison who will have overall responsibility for coordination of activities and operations between the university and the affiliated entity;

i. Cite the grounds upon, and means by which, affiliated entity status may be suspended or revoked during the term of an affiliation agreement; and

j. Be for a term of no longer than three (3) years

III. Representation to Others

Affiliated entities must take appropriate steps to ensure that third parties understand whether they are dealing with the university or the affiliated entity. This includes making clear to third parties dealing with the affiliated entity that the affiliated entity is an independent, separate legal entity.

LONGWOOD UNIVERSITY
RESOLUTION REGARDING NAMES OF CAMPUS BUILDINGS

WHEREAS, the opening of the 2020-21 academic year arrives at a time both of renewal on Longwood's campus, with the completion of three consequential projects of buildings central to Longwood's mission, as well as at a time of reckoning nationally and in our community on matters of racial justice, diversity and inclusion; and

WHEREAS, the names of Longwood's campus buildings should reflect as fully as possible the highest values of the institution, and be a source of pride to the students, faculty and staff who live and work inside them; and

WHEREAS, as Longwood grows in the diversity of its student body to better reflect the Commonwealth and Nation we serve, and in its awareness of its own institutional history and failings, it is proper to recognize we must not honor or uplift for our students, in the naming of our buildings, as a model and inspiration those who supported slavery and served the cause of the Confederacy;

WHEREAS, Dr. Edna Allen Bledsoe Dean embodied Longwood's highest values and profoundly influenced generations of students, helping guide them through personal challenges and turbulent times, during her distinguished career of over 30 years, retiring in 2004 having served as Longwood's first Black tenured professor, this year honored with Longwood's 2020 Honorary Alumni Award, and representing a distinguished family that has served Prince Edward in countless ways; and

WHEREAS, Barbara Rose Johns, in a moment of profound historical consequence and personal courage, within sight of Longwood's campus in 1951, as a 16-year-old high school student rallied her classmates to strike against the intolerable conditions at the all-Black Moton School, then further enlisted the community, at great risk and cost, in the greater cause of demanding through the courts not just equal facilities but the full rights of citizenship, of true equality of educational opportunity through desegregation, and today at long last justly stands a national civil rights hero; and

WHEREAS, Dr. C. G. Gordon Moss served as a faculty member in History at Longwood from 1944 and 1969 and as Dean of the Faculty from 1960 to 1964, and, feeling it his duty as an educator and historian to put into action America's highest ideals and address its shortcomings, courageously spoke out against the closing of the schools in Prince Edward, and more broadly on behalf of equality and justice, even as Longwood itself did not; and

WHEREAS, Longwood's Rotunda was first built in the early twentieth century, enhancing prior structures, and was simply known as "The Rotunda" for several decades until named "Ruffner Hall" by Virginia state government;

NOW THEREFORE BE IT HEREBY RESOLVED by the Board of Visitors of Longwood University, that the new 42,000-square foot academic building in the heart of the campus, an elegant addition to Longwood's architectural legacy, and a home for the interdisciplinary, in-person learning embodied in the Civitae Core Curriculum, shall be named Dr. Edna Allen Bledsoe Dean Hall, to be known as Allen Hall; and

the completely renovated Longwood residence halls formerly known as Curry and Frazer Halls shall be renamed in honor of Barbara Johns and Gordon Moss, to be known as Johns Hall and Moss Hall; and

Longwood's Rotunda, including its East, West and South portions, shall be restored to its original and longstanding name in association with any appropriate action on the part of the Commonwealth and be known simply as "The Rotunda."

Report from Faculty Representative to the Board of Visitors
September 11, 2020
Lee Millar Bidwell, Professor of Sociology

Pedagogy in a Pandemic

March 13, 2020 is a historic date for the country and for the university, for it is on this day that the United States declared COVID-19 a national emergency and Longwood University ceased in-person instruction to preserve the health and safety of the campus and larger community. In a matter of days, faculty transitioned their face-to-face courses to an online format providing continuity in students' learning and degree progress. With the support of the outstanding, talented professionals across campus in the Digital Educational Collaborative (DEC), Information Technology Services (ITS), CAFÉ, and Greenwood Library, faculty found creative ways to continue to deliver instruction during a pandemic the likes of which has not been seen in over a century. Throughout the summer, faculty and supporting offices prepared to deliver in-person classes this fall through professional development and careful planning, and the fruits of that labor are evident as the semester is now underway. For this report, I asked faculty to share ways they have overcome the pedagogical obstacles created by the pandemic. As the examples below indicate, Longwood University faculty have addressed the challenges presented in their disciplines with innovation, collaboration, and creativity.

- **Online Mock Interviews:** In the spring semester Patti Carey, Lecturer and Director of Student Engagement and Special Initiatives in the College of Business and Economics converted in-person mock interviews to remote format for the 75 students enrolled in Management 391. With the help of Nancy Postans, Assistant Director of Longwood's McGaughy Professional Development Center, 16 volunteer interviewers—half of whom were LU alumni—were recruited to conduct mock virtual job interviews.
- **Collaborative "Filmed Play":** This semester Lacy Klinger, Associate Professor of Acting, is directing a virtual play called *She Kills Monsters: Virtual Realms*. This interdisciplinary production is a comedy that tells the story of a teenager who, by playing games of Dungeons & Dragons, discovers who her sister really was before she passed away. Students in the Graphic Design program are creating the advertisement for the show and contributing backgrounds and graphics to be used in the show. Assistant Professor of Graphic Design Donovan Douglas is assisting the Animation students in creating many of the monsters and creatures in the production, including a gelatinous, green blob that has to explode and a 5-headed dragon. Under the direction of Choral Director and Associate Professor of Music Dr. Pam McDermott, students in the treble choir are recording two pieces of music to add to the production soundtrack. All of the actors are receiving green screens and simple lighting kits and will rehearse the play from their residences. The play will be filmed over two weeks in October solely on Zoom to ensure health and safety of all participants. Director Klinger will edit all of the pieces together, layering in green screen effects, graphic designs, animations, and music to create a "filmed play."

- **Developing and Hosting a Webinar on Pedagogy and Self-care:** Dr. Chris Jones, Associate Professor of Special Education, developed and hosted a webinar for teachers designed to help them find ways to engage students through remote instruction. In addition to demonstrating interactive virtual classroom techniques using actual Zoom footage from his graduate math methods course, the webinar includes information on the importance of teacher self-care.
- **Teaching GIS Skills Remotely:** Teaching students how to use ArcGIS, the world's leading GIS software, without being face-to-face posed many challenges for Dr. Kathy Gee, Associate Professor of Environmental Science. The software requires more memory and processing power than is available on students' laptops and limited socially distant seating in computer labs meant that Dr. Gee needed to find a way to remotely teach students this sought-after career skill. With the invaluable support and knowledge provided by the staff in ITS, computer programs were installed over the summer that allow students to remotely access ArcGIS, and give Dr. Gee the ability to remotely watch students as they work in the system and even take control of their computer to show them what actions to take to complete a task.
- **Virtual Clinical Experience Hours for Graduate Students:** Dr. Audrey Church, Professor of School Librarianship reached out to alumni of the program to identify library-related activities and virtual shadowing opportunities for students currently enrolled in clinical experience hours. She reports that the helpful, enthusiastic alumni response demonstrates "citizen leadership and giving back at its best!"
- **Innovative Information Literacy Instruction:** On behalf of the Greenwood Library staff, Assistant Professor and Research and Instructional Services Librarian Jennifer Beach reports that when classes moved online in the spring semester, the librarians contacted instructional faculty to move their scheduled, in-library sessions to an asynchronous format, recorded tutorials through Zoom, accelerated their use of new proprietary instructional tools from Credo InfoLit, and created interactive modules for the Canvas courses. They also encouraged individual research appointments through Zoom, chat, or by phone, thereby maintaining the personal connection with the students. This semester they are offering instruction that is available in an asynchronous, passive format, with modules including Panopto-based tutorials, instructional text and images, and quizzes; asynchronously with librarian interactions through discussion boards; fully face-to-face (whether in the classroom, HyFlex, or through Zoom); and any combination of the three that work.

The above are just a few examples of the myriad ways that faculty and staff across campus have worked together to address the pedagogical challenges presented by the pandemic. The commitment to delivering exceptional education—the hallmark of Longwood University—has fostered innovation, collaboration, and creativity across colleges, disciplines, and departments.

Deliberation Items

Student Supporter: Q&A with Jen Fraley, dean of students

SEPTEMBER 4, 2020

News

It's been quite the introduction to a new job. Jen Fraley, formerly the associate dean for conduct and integrity, stepped into the role of dean of students (/dos/) in July, in the midst of preparations for the return to campus by students in the fall. As dean of students, she has been critical to the planning not only for students in isolation or quarantine who must have academic and meal support but also in setting guidance for students. We sat down with Fraley to talk about what the student experience is like in quarantine, and how the semester has started.

First, congratulations on your new role. Have the first few months gone as you expected?

Thanks! I went out of the frying pan and into the fire, so to speak. Not only did I have to learn the rhythms of the new position, but also come up to speed very quickly on a variety of aspects of the student experience regarding Covid-19. I'm thankful there's a very smart and capable team in place here--from housing to student conduct--who have stepped up to the plate and developed very effective plans.

I feel very privileged to be able to take on this role at this moment where I can have an impact on student lives in a very tangible way. It's very fulfilling and I'm happy to support students however I can.

– Jen Fraley, dean of students

Speaking of those plans, what happens when a student needs to quarantine or isolate?

I am part of our Quarantine Support Team, which is made up of leaders from across campus who support these students in fundamental ways, both on- and off-campus. The team works every day with Aramark staff to have meals delivered for those students with meal plans, and to coordinate any other needs they may have--from receiving deliveries of clothes or other items from residence hall rooms to the quarantine

location, or any other kind of support we can give them. At the same time, an academic support team works with each student so they stay on top of their studies and don't miss critical lectures or assignments. And then further, the University Health Center reaches out to the student every day to monitor symptoms and provide medical advice and service. So we are in touch with these students every day--trying to be really responsive to their needs.

What is the difference between quarantine and isolation?

Isolation is for students who have symptoms and are presumed positive, or have tested positive. Quarantine is when a student has been notified of a possible contact exposure. Students in quarantine may have had a test and been negative, but under guidelines they still need to be apart from others for two weeks.

How many people is the Support Team working with? And are most people quarantining in our on-campus facilities?

The numbers can fluctuate day-to-day. As of this morning (Friday) we have 39 students in quarantine and five in isolation. The vast majority of both are doing so either in their off-campus apartment or house, or back home. To this point, we've only had a handful of students in our quarantine residence hall (Arc) at any time--most staying there for a day or two awaiting a test result. But we know these numbers can fluctuate, and we are prepared to provide support to more if needed. The system can scale up, and we want students to know they will be supported if this is something they need to do.

It sounds like students in quarantine stay pretty well connected to campus.

I think so. It's hard to be isolated from people for 10 days or two weeks, and we understand that. But we have all of this support in place so that students don't think twice about going to the University Health Center, getting tested if they need to, and quarantining with the confidence that they have people in their corner.

We've all heard about the face covering and social distancing policy. How have students been doing so far?

I think for the most part students are doing well. It's hard to walk around on campus during the day and see anyone not wearing a face covering. We've had a few reports that we've investigated and had some good conversations with students, stressing the importance of following guidelines and their personal responsibility to the rest of campus this semester. Students have been really receptive to that approach, and understand better their role in making this semester successful.

If a student breaks the rules on protective measures, what can be done?

First, we have a conversation with the student and hope that is sufficient for them to make better decisions going forward. But the Office of Student Conduct and Integrity (/studentconduct/)won't hesitate to use a range of sanctions depending on the severity or repeated nature of the offense, from disciplinary probation to suspension.

What's your favorite aspect of your new role?

Hands down it's the everyday aspect of working with students. I feel very privileged to be able to take on this role at this moment where I can have an impact on student lives in a very tangible way. It's very fulfilling and I'm happy to support students however I can.

More News

Steam tunnel replacement to make unique heating plant more efficient (/news/2020/steam-tunnel-replacement/)

September 3, 2020 | News

Longwood establishes Title VI office to address racial discrimination, among first in Virginia, naming longtime campus leader Jonathan Page as head (/news/2020/titlevi-coordinator/)

August 27, 2020 | News

Longwood University

EQUITY ACTION TASK FORCE RECOMMENDATIONS

August 20, 2020

Task Force Members:

Mr. Brandon Bowen '21, President of the Student Government Association
Mr. Byron Bracey '81, member of the Alumni Association Board
Dr. Erica Brown-Meredith '95, Assistant Professor of Social Work
Mr. Jason Faulk, Dean of Admissions
Ms. Autumn High '21, Student Government Association Senator
Dr. Naomi Johnson-Tsigaridas, Associate Professor of Communication Studies, University Diversity Council co-chair
Mr. Jonathan Page, Director of Multicultural Affairs, University Diversity Council co-chair
Dr. Tim Pierson, Vice President for Student Affairs

Task Force Co-chairs:

Mr. Cameron Patterson '10, Executive Director of the Moton Museum, co-chair
Dr. Larissa M. Smith, Provost and Vice President for Academic Affairs, co-chair

A Call to Action

In May and June 2020, outrage over the violent deaths of Black people – most notably Mr. George Floyd, Mr. Ahmaud Arbrey, and Ms. Breonna Taylor – sparked nationwide demonstrations against racism and police brutality. On June 17, President Taylor Reveley appointed an Equity Action Task Force to make recommendations for actionable steps Longwood could pursue during the fall semester. He declared, "This national moment of reckoning regarding systemic racial inequality and discrimination is a call to action, not just words." The Equity Action Task Force was charged with making recommendations to advance three goals:

1. Develop a process for addressing incidents of racial discrimination, in accordance with Title VI of the Civil Rights Act of 1964
2. Design opportunities for every student to engage with the Moton Museum and Farmville's civil rights history
3. Propose a series of Conversations on Campus for the campus community

The Task Force was empowered to solicit recommendations for additional short-term, actionable steps, as well as work with incoming Chief of Police Doug Mooney to plan for expanded diversity and inclusion training for campus police.

Members of the Equity Action Task Force used their broad connections with campus stakeholders, including students, to gather input and suggestions. The Task Force met weekly as a whole from June 25 – August 12, and also held smaller group meetings to discuss specific recommendations.

The Task Force's efforts focused on short-term actions and did not replace important longer-term initiatives relating to diversity, equity, and inclusion. Longwood's 2019-2025 Strategic Plan elevated diversity to an institutional priority. The University Diversity Council and its subcommittees remain hard at work on a diversity and inclusion strategic plan, which will address many areas, including improving faculty and staff diversity. This plan and its supporting action steps will be formalized during the spring 2021. Lastly, the Bicentennial Initiative was established in February 2020 to study aspects of Longwood's institutional history, particularly with regard to race relations. As part of its broad scope of work, the initiative will explore the history of people and places on campus, providing interpretation, context, and recommendations. On June 30, the University took steps to ensure that the names of our buildings truly reflect the values of Longwood.

Summary of Recommendations

1. Develop a process for addressing incidents of racial discrimination
    a. Appointment of a dedicated Title VI Coordinator and an advisory committee
    b. Development of sound policy, procedures, and practice
    c. Commitment to transparency in reporting
    d. Commitment to campus education and training opportunities

2. Design opportunities for every student to engage with the Moton Museum
    a. Initial visit to Moton during the Coaching Group experience
    b. Integration of the Moton experience into the Civitae Core Curriculum
    c. Creation of the Moss Scholars Program (co-curricular experience)

3. Propose a series of Conversations on Campus for the campus community
    a. Student-focused town hall conversations
    b. Continued learning through Residence & Commuter Life programming
    c. Professional development opportunities for faculty & staff
    d. Professional development opportunities for campus administration
    e. Campus Book Read - available to all of campus and the local community

4. Additional Recommendations
    a. Appointment of a Presidential Student Advisory Committee
    b. Increased Web Presence for Diversity, Equity, & Inclusion Issues
    c. Diversity and Inclusion Training for Peer Mentors
    d. Orientation & New Lancer Days Programming on Navigating Life at a Predominantly White Institution (PWI)
    e. Conversations with Campus Police: Policy Review, Training, and Outreach

1. Develop a process for addressing incidents of racial discrimination

Longwood needs a stronger, and more straightforward, process for reports of racial discrimination to be addressed seriously and fairly. Similar to the establishment of a Title IX office to address gender-based discrimination, the most effective way of doing so is by establishing a Title VI office responsible for documenting, investigating, and addressing incidents of racial discrimination. Under Title VI of the 1964 Civil Rights Act and its implementing regulations, "no student shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a recipient receiving federal financial assistance." The Task Force recommends the following guiding principles in establishing a Title VI office.

a. Appointment of a dedicated Title VI Coordinator and an advisory committee
The Task Force recommends that the President appoint a Title VI Coordinator who will lead the efforts of the office. The Task Force also recommends the creation of an advisory committee, appointed by the Title VI Coordinator and the President, which will assist in developing policies, procedures, educational programming, and training for the office. The advisory committee should be comprised of representatives from key stakeholder groups across campus, including faculty, staff, and students.

b. Development of sound policy, procedures, and practice

The Task Force recommends that the Title VI office establish a policy and develop a subsequent set of procedures and practices based on best practices. Existing university policies and practices that reference these items will be evaluated and updated to delineate and reflect the work of the Title VI office. Versions of this policy would also be included in the Student Handbook and other appropriate places. The Task Force recommends that the Title VI Coordinator be responsible for the existing bias incident reporting process as well.

c. Commitment to transparency in reporting

The Task Force recommends that the Title VI Office publish monthly a summary of discriminatory complaints and bias reports received on its website. This web-based reporting will indicate the type of incident, group targeted, conduct type, reported location, and the resolution offered regarding the incident. Additionally, a report from the Title VI office will be emailed to the campus community at the conclusion of the semester.

d. Commitment to campus education and training opportunities

The Task Force recommends that faculty, staff, and students participate in mandatory training related to the Title VI process, incidents of bias and discrimination, relevant University policies, and reporting procedures. The Title VI Coordinator and Advisory Committee will determine how the training will be facilitated across campus.

2. Design opportunities for every student to engage with the Moton Museum

In 2015, Longwood and the Moton Museum entered into a formal partnership. The museum's permanent exhibition, *The Moton School Story: Children of Courage,* conveys many messages. It teaches about the particularly powerful and often painful history of African-Americans fighting segregation in our local community during the middle decades of the twentieth century. More broadly, it reveals how young people and their advocates can use the levers of democracy to make meaningful change when faced with whatever forms of discrimination and injustice they may encounter at their own moment in history. Students should have opportunities to engage with the Museum and its content at multiple points over the course of their time at Longwood. The Task Force recommends scaffolding the student experience in the following ways.

a. Initial visit to Moton during New Lancer Days

The Task Force recommends that all Longwood first-year students tour the Moton Museum as part of their Coaching Group experience during New Lancer Days and participate in a Coach/Peer Mentor-guided reflection following the visit. The Moton Museum staff will create the reflection activity and provide support to Coaches and Peer Mentors as it is implemented.

b. Integration of the Moton experience into the Civitae Core Curriculum

The Task Force recommends that the Civitae Core Curriculum Committee work to incorporate the Moton Story into the CTZN 110: Inquiry into Citizenship, ENGL 265: Writing and Rhetoric for Citizenship, and CTZN 410: Symposium on the Common Good courses that are required for all students. This will allow all Longwood students to develop an understanding of local civil rights history and the tools citizens use to make significant change in our democracy. In December 2019, the Civitae curriculum received a grant from the Teagle Foundation to provide faculty with professional development opportunities to learn about the Moton story.

Moreover, as part of Civitae, encourage faculty to develop team-taught, integrative courses at the Perspectives level that relate to the Moton Story – e.g., by examining the history and culture of our local community or by engaging students in a community-based learning experience. As a precursor to the development of these courses, faculty would participate in a Moton Short Course led by the Center for Faculty Enrichment (CAFE) and Moton.

c. Creation of the Moss Scholars Program (co-curricular experience)

The Task Force recommends that students will have the opportunity to continue engagement with Moton through the Moss Scholars Program, named for Dr. C. G. Gordon Moss, dean of Longwood College, who worked to end the Prince Edward County school closings. Students will be recognized with this distinction during their senior year in a formal program with the Moton Museum and a medallion at Commencement. The framework would be developed by museum staff and staff from the Office of Student Engagement. The designation would require that students engage in a determined number of public programs with Moton and facilitate a capstone service learning project within the Prince Edward community.

3. Propose a series of Conversations on Campus for the campus community

Members of the campus community, particularly students, continue to be affected by recent national events. They are seeking space to converse, listen, process, heal. and develop plans for action. Some of that work has been taking place virtually over the summer, but there is no substitute for in-person conversations. These conversations may be difficult. But as a training ground of citizen leaders, Longwood has a particular obligation to guide and facilitate them. The Task Force recommends multiple opportunities for faculty, staff, and students to engage in dialogue and conversation.

a. Student-focused town hall conversations

The Student Government Association (SGA) will work with the Office of Multicultural Affairs to facilitate a series of student-focused town hall conversations that create space for students and other members of the campus community to reflect, converse, and offer ideas on how the University can move towards being a more inclusive and equitable institution. The first Town Hall will occur within the first two weeks of the semester in a hybrid format and focus on how to have difficult conversations around issues of race, equity, and inclusion. The Town Hall Conversations will continue one or two times per month throughout the semester. The notes from the conversations will be shared with the entire campus community, including with the Student Government Association, Faculty Senate, the President, the Provost, and the Vice President for Student Affairs.

b. Continued learning through Residence & Commuter Life programming

The Task Force recommends that the Office of Residential & Commuter Life (RCL), through their Residence Hall & Campus-Wide Programming model, provide students with opportunities to have conversations about social identity, race, acceptance, belonging, and inclusion. The Residence & Commuter Life Diversity, Equity, and Inclusion (DEI) model recognizes the importance of facilitating conversations that are timely for the situation and need, including facilitating one-on-one conversations. The RCL team will continue work to provide students with resources at their opening Hall meetings, Commuter Resource fairs, through group facilitation, and through campus-wide programming opportunities (i.e., Longwood's Got Talent).

c. Professional development opportunities for faculty & staff

The Center for Faculty Enrichment (CAFE) will facilitate workshops during the fall related to

- Teaching Difficult Dialogues in the Classroom
- Understanding Issues Impacting Underrepresented Student Populations
- Incorporating Inclusive & Equitable Practices in the Classroom & Co-Curricular Experiences

CAFE will offer a certificate of completion to faculty that they can include in their professional portfolios. Faculty will be encouraged to record this professional development in their annual evaluation, and the Provost will encourage department chairs to recognize this professional

development in their evaluations of faculty. Staff will have the opportunity to participate in these professional development offerings as well.

Additionally, a Brown Bag Discussion, entitled "A Chat to Counter Oppression: Doing Race & Undoing Racism in the Dismantling of Inequities in Higher Education," will be held monthly in a hybrid format. The purpose of the monthly chat is to learn about race and racism in the United States during this critical time in history and to increase awareness and understanding of racial bias and structural racism. Since racism is a system of oppression, it is the intent of the organizers to problematize racism systematically. The chat will use a critical race theoretical framework that is rooted in social justice while deconstructing educational disparities related to equity in higher education. All individuals regardless of current comfort level or competence in racial equity are encouraged to attend.

d. Professional development opportunities for campus administration

The Task Force recommends that an outside facilitator or organization, such as the Virginia Center for Inclusive Communities (VCIC), come to campus to facilitate diversity-related conversations for members of the President's Council and for leadership in each of the Vice Presidential units, similar to the VCIC workshop for the Board of Visitors. Institutional change relating to equity and inclusion needs to be led by each of the Vice Presidents in their units.

e. Campus Book Read - available to all of campus and the local community

The Task Force recommends the facilitation of a campus read and reflection opportunity that will be available to students, faculty, and staff. This reading opportunity will be diversity-focused, and its goal will be to help make students, faculty, staff, and community members more socially aware of issues surrounding race and ethnicity. This would be planned during fall 2020.

4. Additional Recommendations

Through its connection with the University Diversity Council, the Task Force developed some additional recommendations that could also fain momentum during the fall semester. Additionally, the Task Force endorses Chief Doug Mooney's proposed plan for initiatives regarding the University police, which includes the review of policies and procedures, enhanced training, and the creation of a community board.

a. Appointment of a Presidential Student Advisory Committee

Building on the regular conversations that have taken place between President Reveley and student leaders from campus multicultural organizations, the Task Force recommends the establishment of a Presidential Student Advisory Committee that would focus on diversity, equity, and inclusion issues. This group would comprise of student leaders of campus multicultural organizations who would meet monthly with the President, certain members of the President's Executive Council, Admissions, Campus Police, and other administrators as needed. The purpose of these meetings is to provide updates about current campus climate, to address needs and concerns of current students, and to assist in creative problem-solving.

b. Increased Web Presence for Diversity, Equity, & Inclusion Issues

The Task Force recommends that the Office of Marketing & Communications assist with building a more visible web presence related to diversity, equity, and inclusion work on campus. This increased web presence would provide for a landing page that highlights the work of the Equity Action Task Force, University Diversity Council, and Bicentennial Initiative. It would also incorporate the work of the Title VI Office. It will also provide resources for faculty, staff, and students related to classroom learning, bias and discrimination incident reporting, etc.

c. Diversity and Inclusion Training for Peer Mentors

The Task Force recommends that the Office of Student Success incorporate diversity, anti-racism, and bias training for Peer Mentors. Student Success will work with Multicultural Affairs to implement a required presentation, workshop, or training on diversity and anti-racism, along with a presentation on protocols and reporting for incidents of gender and racial discrimination.

d. Orientation & New Lancer Days Programming on Navigating Life at a Predominantly White Institution (PWI)

The Task Force recommends that the Office of Student Success incorporate into the Orientation and New Lancer Day Schedule sessions on helping students from underrepresented populations learn about the experience of attending school at a predominantly white institution (PWI). This session will focus on helping students to understand the opportunities and challenges that come with this experience and to learn about resources to help them navigate campus through their academic and co-curricular experiences.

e. Conversations with Campus Police: Policy Review, Training, and Outreach

The Task Force engaged Longwood Chief of Police Doug Mooney about the national climate regarding policing. As he begins his tenure at Longwood, Chief Mooney is conducting a thorough review of Longwood police's policies, procedures, training, and outreach efforts. Together, Chief Mooney and the Task Force share in a commitment to ensure that we are best meeting the needs of the campus and community.

The Task Force endorses Chief Mooney's initial planning for the Longwood Office of Police and Public Safety, which includes the following:

- Auditing all departmental policies, including an update to the Use of Force policy that bans the use of chokeholds.
- Providing police officers with adequate training about bias and culturally-related issues, community policing, de-escalation and use of force, which will be conducted in collaboration with relevant Longwood offices and the Central Virginia Criminal Justice Academy.
- Forming a Police & Community Relations Group to foster communication and community engagement. This group will be comprised of campus stakeholders and would focus on current events, discussing ways campus police can improve relations in the community. While this group will not make policy, they will offer suggestions and ideas that will improve effectiveness and overall relations within the community.

Longwood establishes Title VI office to address racial discrimination, among first in Virginia, naming longtime campus leader Jonathan Page as head

AUGUST 27, 2020

News

Longwood will become one of the first universities in the Commonwealth with an office dedicated to addressing reported episodes of racial discrimination or harassment, President W. Taylor Reveley IV announced Tuesday, acting on a main recommendation of the Equity Action Task Force that was created in June to create actionable steps toward a more diverse and inclusive campus.

Director of Multicultural Affairs Jonathan Page, a longtime leader of equity and inclusion efforts on campus, will lead the Title VI Office, the name of which references Title VI of the Civil Rights Act of 1964. In his 12-plus years at Longwood, Page has directed campus offices concerned with social justice, inclusion and diversity, and he will now take on the title of Title VI Coordinator in addition to his oversight of Longwood's multicultural affairs office. He will likewise serve as a special advisor to President Reveley directly.

Among the immediate priorities of the Title VI Office will be to institute proactive programming and training university-wide, establish communication channels for the campus community to report instances of discrimination, and structure formal protocols and procedures to address such incidents.

Reveley appointed the Task Force (http://www.longwood.edu/about/leadership/presidents-office/messages-to-campus/articles/president-reveleys-message-announcing-the-equity-action-task-force.php) in June, with a charge that included developing recommendations for a Title VI Office, for engaging all students with the Moton Museum and Prince Edward's civil rights history, and for planning campus conversations on diversity and inclusion during the fall semester. The Task Force prepared a detailed set of recommendations (/media/top-tier/news/2020/Equity-Action-Task-Force-Recommendations.pdf) (pdf), which are being shared with the campus community.

I am grateful the task force is moving us forward with real action – steps that make us leaders in higher education on these important matters.

– President Reveley

"During the summer, I asked this group to act with urgency to develop meaningful steps that would have an impact on our campus and answer the genuine call for reckoning on racial injustice that has been taking place across the country," Reveley said. "It is easy to talk, but I am grateful the task force is moving us forward with real action – steps that make us leaders in higher education on these important matters. This moment of reckoning for the nation will continue and echo far into the future, and I know it matters deeply to our students and community that Longwood be a place that confronts these challenges head-on, reckoning honestly and working to do better when we fall short. Jonathan's leadership will be a powerful catalyst with this next step with Title VI."

Only three other universities in Virginia have an office specifically devoted to Title VI oversight – the University of Virginia, Virginia Tech and Virginia Commonwealth University. Longwood's Title VI Office will work parallel to the University's existing Title IX Office, which addresses issues of gender-based discrimination, as well as the University Diversity Council, which is in the planning stage of a five-year strategic diversity plan.

"One of the main emphases behind the creation of the Title VI Office came from our conversations with students about their experiences on campus," said Page. "What we've seen is a number of bias-related incidents, but we've found that a lot of students weren't reporting those because they had a feeling that not a lot was being done.

"A key piece of this new office is to address that and be transparent with campus about what's going on. In the past when these incidents have happened, they've been held in pockets and not widespread, making it difficult to not only address the frequency and severity of those issues, but to accurately assess them."

And while the creation of the Title VI Office and the work of the Equity Action Task Force overall is groundbreaking for Longwood, it is just the latest in a series of large-scale steps the University has undertaken to become an active, driving force of cultural progress for campus and beyond.

In recent years, Longwood has spearheaded the creation of the University Diversity Council, engaged in a partnership and affiliation with the Moton Museum, and earlier this year announced the Bicentennial Initiative (/news/2020/longwood-announces-bicentennial-initiative/), to engage in a multi-year study of Longwood's institutional history.

"What we're trying to do with the Title VI area is really anchor it with Student Affairs; we want it to be student-centered," Page said. "Student Affairs, Admissions, anything that will touch the students, we will try to anchor to because we want to enhance the student experience and be able to address those needs and concerns of our entire student population."

Director of Multicultural Affairs Jonathan Page will lead the Title VI office.

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