
LONGWOOD
UNIVERSITY

BOARD OF VISITORS



SEPTEMBER 12-14, 2019



**BOARD OF VISITORS
September 2019**

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BOARD OF VISITORS
September 2019

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

Thursday, September 12

- | | |
|------------------|--|
| 12:00pm – 3:00pm | Executive Committee Meeting, <i>Longwood House</i> |
| 3:15pm – 4:00pm | Robing for Convocation, <i>Willett Hall Administrative Offices</i> |
| 4:00pm – 5:00pm | Convocation Ceremony, <i>Willett Hall</i> |
| 6:00pm – 6:45pm | Cocktails, <i>Catbird at The Weyanoke</i> |
| 7:00pm—9:00pm | Dinner, <i>Sassafras at The Weyanoke</i> |

Friday, September 13

- | | |
|----------------------|--|
| 8:30am – 9:00am | Continental Breakfast |
| 9:00am – 9:30am | Rector's Welcome and Consent Agenda |
| 9:30am – 11:30am | President's Report and Discussion |
| 11:30am – 12:00 noon | Reports of Representatives to the Board |
| 12:00pm – 2:00pm | Board Tour and Lunch, <i>New Academic Building and Frazer Hall</i> |
| 2:30 pm – 3:30pm | Board Conversation with Peter Blake, SCHEV Director |
| 3:30pm – 4:30pm | Executive Session |
| 6:30pm – 9:00pm | Cocktails and Dinner, <i>Longwood House</i> |

Saturday, September 14

- | | |
|------------------|---|
| 8:30am – 9:00am | Continental Breakfast, <i>Moton Museum</i> |
| 9:00am – 11:00am | Board Workshop with Virginia Center for Inclusive Communities |

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Overview Message from the President

copy follows in this tab, as distributed September 4th, 2019

From: Reveley IV, Taylor
Sent: Wednesday, September 4, 2019 10:48 AM
To: BOV
Subject: Longwood BOV Meeting

Friends,

With campus in full stride and a new year underway, we're looking forward eagerly to next week's meeting and Convocation.

Kay will be distributing your briefing materials later this week electronically and in hardcopy by overnight delivery.

Next week when we're together we'll get to tour Frazer in its new glory, as well as tour the new academic building that is under construction and making strong progress. And the new admissions office is just weeks from completion, poised to play a powerful role as we navigate the shifts of current demographic trends.

SCHEV Director Peter Blake will also join us next week on Friday afternoon for conversation and perspective on the broader landscape of higher education. Throughout the course of next week's meeting we'll be considering the initiatives and actions --- driving enrollment strength in particular --- that will keep Longwood prospering in this turbulent time for America and education.

And on the Saturday of our meeting, representatives from the Virginia Center for Inclusive Communities will lead a BOV workshop on diversity and inclusion, a focus of paramount importance in our mission of citizen leadership.

Thanks deeply, as always --- and see you soon,
Taylor

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**LONGWOOD UNIVERSITY
BOARD OF VISITORS**

June 10, 2019

Minutes

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

Call to Order

The Longwood University Board of Visitors met on Monday, June 10, 2019 at Primland in Patrick County. The meeting was called to order at 9:05 a.m. by Rector Marianne Radcliff.

Members present:

Mrs. Eileen M. Anderson '83
Mr. Michael Evans
Mr. David Hallock
Mrs. Marianne M. Radcliff '92
Ms. Pia Trigiani
Mrs. Nadine Marsh-Carter
Mrs. Colleen Margiloff '97
Mr. Steven Gould
Ms. Katharine McKeown Bond '98
Mr. Eric Hansen
Mr. Larry Palmer

Members absent:

Ms. Ricshawn Adkins Roane
Mrs. Polly Raible '91

Also present:

President W. Taylor Reveley IV
Dr. Lara Fergeson, Provost and Vice President for Academic Affairs
Ms. Louise Waller Vice President for Administration and Finance
Ms. Victoria Kindon, Vice President for Strategic Operations
Dr. Tim Pierson, Vice President for Student Affairs
Ms. Courtney Hodges, Vice President for Institutional Advancement
Ms. Michelle Meadows, Director of Athletics
Mr. Justin Pope, Vice President and Chief of Staff
Mrs. Kay Stokes, Executive Assistant
Mr. Cameron O'Brion, Office of the Attorney General

Rector's Welcome and Approval of Minutes and Consent Agenda

The rector called the meeting to order and asked for a motion to approve the Consent Agenda and the Minutes of the March meeting. Mr. Hallock moved to approve the Consent Agenda and

the minutes as amended to fix three small typos. Mr. Palmer seconded the motion and it was approved unanimously.

President's Report:

President Reveley welcomed the Board and paid tribute to the rector on the occasion of her final meeting as rector, noting that upon her arrival on the Board in 2011 Longwood was at a challenging juncture, and in particular vulnerable for lack of reputation and political strength in Richmond. He said the rector more than anyone by far deserves credit for transforming Longwood's standing across the Commonwealth. The rector noted she had worked with three presidents, 15 vice presidents, and over 30 fellow Board members. She said the board and executive leadership of the university has never been stronger, and thanked all she has worked with.

President Reveley reflected on the last 12 months, when he said any number of events could have thrown Longwood off stride but due to the caliber of Board members and the vice presidents Longwood has continued to move forward. He noted that the year included the dedication of the Farmville Freedom Monument, the opening of Upchurch, a breakout men's basketball season, a \$15 million gift, and less-heralded but consequential accomplishments – for instance the refinancing of Real Estate Foundation debt, locking in lower interest rates; the return to tuition-by-the semester; a new and superior house-keeping arrangement; and the Civitae core curriculum up and running. He said it has been a consequential year that we will all look back on and see it to have made a real difference.

Vice Presidents' Reports:

Ms. Hodges reported approximately 5,000 people will visit Longwood's campus this summer, which serves as an important exposure to a group that might not otherwise be introduced to Longwood, and adds energy to campus. Girls State returns to campus as well, which welcomes not only the executive branch of state government but 12 members of the General Assembly. For Development, fiscal year 2019 included an all-time record gift of \$15 million from Joan Brock '64, but operationally the focus of the office remains on annual giving and introducing new donors to Longwood, and building a culture of philanthropy, so alumni and other friends of the university understand and see their contributions matter. President Reveley noted that philanthropy generally has undergone broad challenges with technology expanding the variety of channels to communicate with people, so all colleges and non-profits are working to adjust and command attention from constituents.

Ms. Bond noted the success of a recent gathering of about 25 Longwood alumni who work at Dominion and Ms. Kindon gave context of the overall work of the Office of Alumni and Career Services.

Ms. Hodges gave an overview of a number of initiatives, including recruiting contributors to a matching donation fund to incentivize new donors for scholarships. She and the Board discussed a range of ideas for possible future initiatives that could drive participation, including athletics

fundraising. She closed by thanking the Board for the opportunity to serve Longwood, and for their support during her time in leadership.

The rector complimented Ms. Hodges on her outstanding work as a colleague, her positivity as an ambassador of the university, and as a leader by example, mother, spouse and friend.

Ms. Kindon gave an overview of multi-year efforts to build an effective infrastructure of admissions in terms of data management and marketing, including the coordinated efforts of admissions and broader university marketing. Those developments have allowed for flexibility and initiative moving forward this cycle, identifying areas of improvement. That flexibility and recently completed market research provide important tools to respond to this year's smaller incoming class. She noted the backdrop of admissions across Virginia and nationally is rapidly evolving. President Reveley noted that much of the same flux that exists in annual giving, such as new modes of communications, also affects admissions. Ms. Kindon said word-of-mouth also remains powerful, and she described efforts underway in that regard, including a pilot initiative to connect alumni in shared church communities.

Mr. Hansen complimented the office on its data infrastructure work and asked a series of questions about the Virginia admissions landscape. Ms. Kindon responded that among the headwinds were that James Madison went to its waitlist an unprecedented third time this fall, and William and Mary went to its waitlist, which is extremely unusual. But she said ultimately the way for Longwood to thrive is to identify and recruit the kinds of student who will thrive at Longwood and want to be there, rather than responding to what other institutions do and year-to-year vacillations.

There was wide-ranging discussion regarding the demographic trends in the Commonwealth and admissions strategies going forward. Ms. Kindon reported on recent market research, which confirms one challenge is that a growing proportion of students plan to attend college closer to home. There was also a wide-ranging discussion regarding trends in the teaching profession and career development tracks in education that impact Longwood, and strategies for helping widen the pipeline for minority students, particularly into teaching and law enforcement majors and career tracks. Ms. Radcliff commended Ms. Kindon for her work in transforming Longwood and professionalizing it in ways that will pay off for decades and beyond. Ms. Kindon responded she was honored to work at a place with such deep underlying strength, and to be undertaking the hard work to ensure that strength persists.

Dr. Fergeson began her report by noting it has been a profound year, and it was noteworthy and powerful that the year opened with the dedication of the Farmville Freedom Monument on High Street and closed with Skip Griffin's commencement address. She commended Ms. Radcliff's leadership in forging Longwood's connection with the Moton Museum, and in apologizing for Longwood's past actions and inactions during the civil rights era. She noted that many institutions have looked into their civil rights history but very few have apologized. She noted the remarkable fact that Oliver Hill's great grandson and Henry Marsh's grandson will be attending Longwood in the fall.

Dr. Fergeson gave a detailed update on the Brock Experience program. She provided a more detailed report on the Colorado River experience, including its itinerary and the 30 or so experts and constituents students met with over the course of following the river 2,000 miles from its headwaters to the Mexican border. She gave an overview of efforts to build a pipeline of faculty to take on developing and teaching future Brock courses. She provided an update on a successful first year of implementation of the Civitae core curriculum, providing some details regarding how assessment and evaluation have been built into the foundation of the curriculum implementation. She provided some survey findings from students, and next steps in the development of Civitae courses.

Dr. Fergeson reported to the Board that CAEP, the Council for the Accreditation of Educator Preparation, has accredited Longwood through 2026. She gave an overview of recent changes to the organizational structure of Longwood's various teacher preparation programs. Longwood continues to work to be a leading institution to address the statewide teacher shortage. Amazon and other tech companies will require a workforce that can only be created by a strong K-12 system. She also discussed initiatives related to transfers, early childhood education, and other areas of partnership with the community college system, along with the development of Longwood's planned Pre-K-through-3 degree, which will include special education, the only such degree program in the state. She gave special thanks to the efforts of David Shoenthal and others in making sure Longwood is much better prepared for the upcoming university re-affirmation of accreditation process. Tim Pierson echoed that the culture of assessment is vastly improved across campus and commended the partnership with Academic Affairs.

In response to a question from Mr. Hansen, Dr. Fergeson gave an update and overview regarding the new marketing partnership for the MBA program, detailing structure and goals for the arrangement. The hope is to ramp enrollment from the current level of 27 to 80 in a period of initial growth. She emphasized the importance of maintaining the Longwood experience of "everyone knowing your name" even if there is growth in the program. The College of Business and Economics will also be focused on better marketing the 4-plus-1 MBA program.

Responding to a question from Ms. Margiloff regarding marketing of the Brock Experiences, Dr. Fergeson and Ms. Kindon reported on various efforts and noted that the courses have waiting lists. Dr. Fergeson said the fact that it is generally juniors who are taking Brock courses will be helpful in spreading word of mouth, now that a full program is underway.

Ms. Radcliff remarked on the extraordinary scope of talent Dr. Fergeson's job requires in connecting the Board, the administration and the faculty, saying she has done an outstanding job. She said Dr. Fergeson has earned extraordinary respect across the university in a challenging role, and her commitment to Moton and Longwood and Farmville's civil rights history has been extremely meaningful. Ms. Radcliff said she has trusted and benefited greatly from Dr. Fergeson's wisdom and experience throughout her tenure on the Board.

Michelle Meadows began by thanking the Board for their confidence in her on the occasion of her first Board meeting as director of athletics. She said she has come to love Longwood dearly and will work tirelessly to advance the university with integrity. Overall, Longwood's 2018-19

athletics year has been exemplary. Longwood enjoyed 30 conference player of the week awards, 34 All Conference recognitions, one conference Player of the Year, one Freshman of the Year, two coaches of the Year, eight All-Tournament selections and one Tournament MVP. Softball secured its fifth Big South championship in seven years, and Coach Reilly was coach of the year. Women's lacrosse, picked to finish fifth in the conference, finished in the regular season second, with a 5-1 conference record.

Academically, the department's GPA stood at 3.14 in the fall and 3.12 in the spring, the highest spring GPA recorded to date. Eleven of 14 programs recorded above a 3.0, two student-athletes were recognized as academic all-district, and Kate Spradlin '19 of women's basketball was co-winner of the Sally Barksdale Hargrett Prize at Commencement, alongside with Zach Morgan '19, a former men's soccer player. Student-athletes accounted for 80 Dean's List selections and 20 President's List honorees.

Lancer Giving Madness resulted in a 31-percent increase year-over-year, and annual giving increased 24 percent this past year to more than \$227,000. Most is sport-specific giving, but some is scholarship related. Social media communications also continues to grow and thrive. She also commended the department's student-athlete enhancement team, and its efforts across the board in terms of mental health, academic support and other important dimensions of the student-athlete experience. She also expressed her excitement regarding the announcement of the gift for the Joan Perry Brock Center. President Reveley echoed that it has been Longwood's best-year ever in athletics.

Ms. Radcliff spoke about Ms. Meadows many contributions to the university over her career, and recalled her valuable service on the presidential search committee, emphasizing how well she represented staff during that process, with calmness, rationality and trustworthiness. Ms. Radcliff said Ms. Meadows' leadership is a great gift to the university, and she is deeply grateful that she has made her career at Longwood. Ms. Meadows said she arrived 14 years ago at a very young age, but has loved that Longwood is willing to invest in people and see them grow, and thanked the rector for being among those who had supported her.

Dr. Pierson said he was proud of Longwood's overall response to the student concerns about communications this past winter and he is proud of the steps that were taken to listen to feedback and act on it. He discussed some efforts underway to structure his division more effectively while fulfilling its mission, and to instill in every Student Affairs employee a broader set of responsibilities within that mission. He said this mirrors a broader and highly productive conversation taking place across the vice presidential divisions on how to put the overall goals of the university first in budget planning and division of labor.

Dr. Pierson gave an overview of the issue under consideration of responding to student requests to allow students to rush fraternities and sororities during the first semester. Ms. Radcliff and Ms. Anderson expressed concerns about such a change, echoed by other Board members, and Dr. Pierson said he shared such concerns but was committed to a thorough process of evaluation. He also commended the Relay for Life for raising \$92,000, even though the event took place just one day before Longwood's Day of Giving. He thanked the Board for helping make Longwood

the rich and nurturing culture it is today, calling it the best of the four universities where he has worked.

Ms. Radcliff said “Tim is just Longwood.” She noted how important her own experience as an active student in her own life and career, and said he should be exceptionally proud of how many lives he has impacted during his 25 years at the university.

The Board broke for lunch 12:55 and reconvened at 1:30. Primland’s General Manager, Steve Helms ’84, joined the Board over lunch to welcome them and express his pride in welcoming the Board of the Alma Mater to Primland.

Operating and Capital Budgets

President Reveley gave a brief overview of the operational and capital budget proposals and commended Louise Waller on extraordinary service to Longwood leading the office of Administration and Finance, including navigating the budget process. Accomplishments this year include returning to by-the-semester tuition and freezing tuition. The demographic challenge of the Commonwealth is a serious long-term concern, but overall the increase in state funding appropriated for this coming year will enable Longwood to balance out the revenue impact of a smaller freshman class.

Ms. Waller thanked the Board for its confidence during a “wild and wonderful” first year and said she is also proud of the budget, noting both the moral impact of banded tuition as well as the increased stability it will provide. She is proud of the merit salary increase pool for faculty and staff, funding Civitae and of broader efforts to ensure the university has “dry powder” for strategic initiatives. Increased state funding and an improved contract with Aramark have also been helpful and will drive future investment into dining services, including improvements to the dining hall. She gave an overview of other variables in the budget and answered questions. She noted that the slight decrease in public safety expenditure shown in the budget is due to anticipated savings from shared dispatch center services with the town of Farmville, but there is no disinvestment in public safety. There was a discussion among Ms. Waller, Ms. Kindon and Board members regarding how the university allocates and budgets student financial aid. There was some discussion regarding how to better communicate to Longwood constituents that new buildings are funded in a variety of ways but generally student tuition dollars are not paying for the buildings under construction on campus. Ms. Waller noted the university’s debt ratio figures lie well within state guidelines, with debt service on a number of projects falling off in the coming year, though some being added to pay for necessary work on the Wheeler steam tunnels.

Regarding the capital budget, she gave an overview of the maintenance reserve funding mechanism and current projects, noting how essential this state funding is for the campus and university’s finances. Overall she reported Longwood has approximately \$230 million in capital projects currently in various phases of development, so the capital planning staff is extremely busy and engaged. She provided a status update of the capital projects currently underway.

The rector asked for a motion to approve the operating and capital budgets. Mrs. Anderson so moved, Mr. Evans seconded and the motion was approved unanimously. Mr. Hansen thanked and commended Ms. Waller for the presentation of the budget.

Ms. Radcliff recalled her first meetings with Ms. Waller and commended her outstanding communication skills, goodwill and can-do attitude in a series of roles at Longwood. She emphasized how effectively she has worked with people and entities beyond Longwood, and said how proud she is of everything she has accomplished. Ms. Bond commended Ms. Radcliff for her encouragement and support “giving the best and brightest Longwood people a voice.”

Strategic Plan

President Reveley gave an overview of the essential characteristics of a successful strategic plan, and the importance of distilling it to a page, and an overview of the campus-wide process that has produced the draft now presented to the Board. At a time of genuine and serious challenges for American institutions broadly and higher education in particular, Longwood benefits greatly from an effective board with common purpose and a healthy free flow of ideas. He said the residential liberal arts model is what the country urgently needs; Longwood has been making it work and reinforcing its commitment to this type of education. The broad idea captured in the new plan is that over time, Longwood was not a place where prospective students and families dreamed of attending. Nurturing that effervescent enthusiasm is of urgent importance to build on. After discussion, Mr. Hallock commended the vision reflected in the draft. He moved that the Board adopt the Strategic Plan, Ms. Bond seconded and the motion was approved unanimously.

Annual Elections

President Reveley read a resolution expressing gratitude and appreciation to Ms. Radcliff for her extraordinary service to Longwood during her eight years as Board member and two turns as rector. (The resolution is included as Appendix 1). The Resolution was approved by acclamation.

President Reveley spoke for several minutes about Ms. Radcliff’s leadership, her mark on Longwood’s people, identity and campus, including her essential role in securing funding for the succession of capital projects now underway. He noted especially her instrumental role in ensuring the new admission building received Commonwealth funding and shared that the Board of Visitors wished to name the building in her honor when it opens in the fall. He also noted that her close colleagues and fellow Board members have raised close to \$1 million for the university during her time on the Board.

He said that he felt, as perhaps the closest to an alumnus Longwood has had as president, that future generations will record these past eight years as deeply consequential for Longwood, thanks to her. He also thanked her for taking a chance six years ago and giving a 38-year-old the opportunity to serve as president. A number of vice presidents and Board members thanked Ms. Radcliff for aspects of her service.

President Reveley asked Mr. Hallock, chair of the nominating committee, to report to the Board. Mr. Hallock said the nominating committee recommended the following slate of officers for the 2019-20 year: Mr. Hansen as rector, Ms. Trigiani as vice rector, Mr. Evans as secretary, and Ms.

Anderson as member-at-large. Ms. Radcliff moved that the slate be approved, Ms. Bond seconded and the motion was approved unanimously.

Mr. Hansen thanked the Board and said he was grateful for their support in undertaking the role of rector.

Executive Session

After a short break, the Board reconvened, Mr. Gould having departed. Ms. Radcliff asked for a motion to go into closed session under Section 2.2-3711(A)(1) in order to discuss personnel matters. Ms. Trigiani so moved, Mr. Evans seconded and the motion was approved unanimously.

A motion was offered by Ms. Radcliff to return to open session. The motion was seconded by Mr. Evans and approved by the Board. In compliance with the provisions of the Freedom of Information Act, the Board returned to Open Session. Ms. Radcliff moved to certify that the discussion in Closed Session was in accordance with the Code of Virginia. Ms. Bond seconded. All members then in attendance voted to confirm: Mrs. Anderson, Mrs. Bond, Mr. Evans, Mr. Hallock, Mrs. Radcliff, Ms. Margiloff, Mrs. Marsh-Carter, Ms. Trigiani, Mr. Hansen, and Mr. Palmer.

Mrs. Radcliff closed the meeting by expressing her deep thanks to President Reveley for his work on behalf of Longwood and the many lives that have been transformed as a result. "I know there are many big things you can do, but this is a great thing you've chosen to do."

Adjournment

There being no further business, the meeting was adjourned at 5 p.m. Board members met for cocktails and dinners at the hotel.

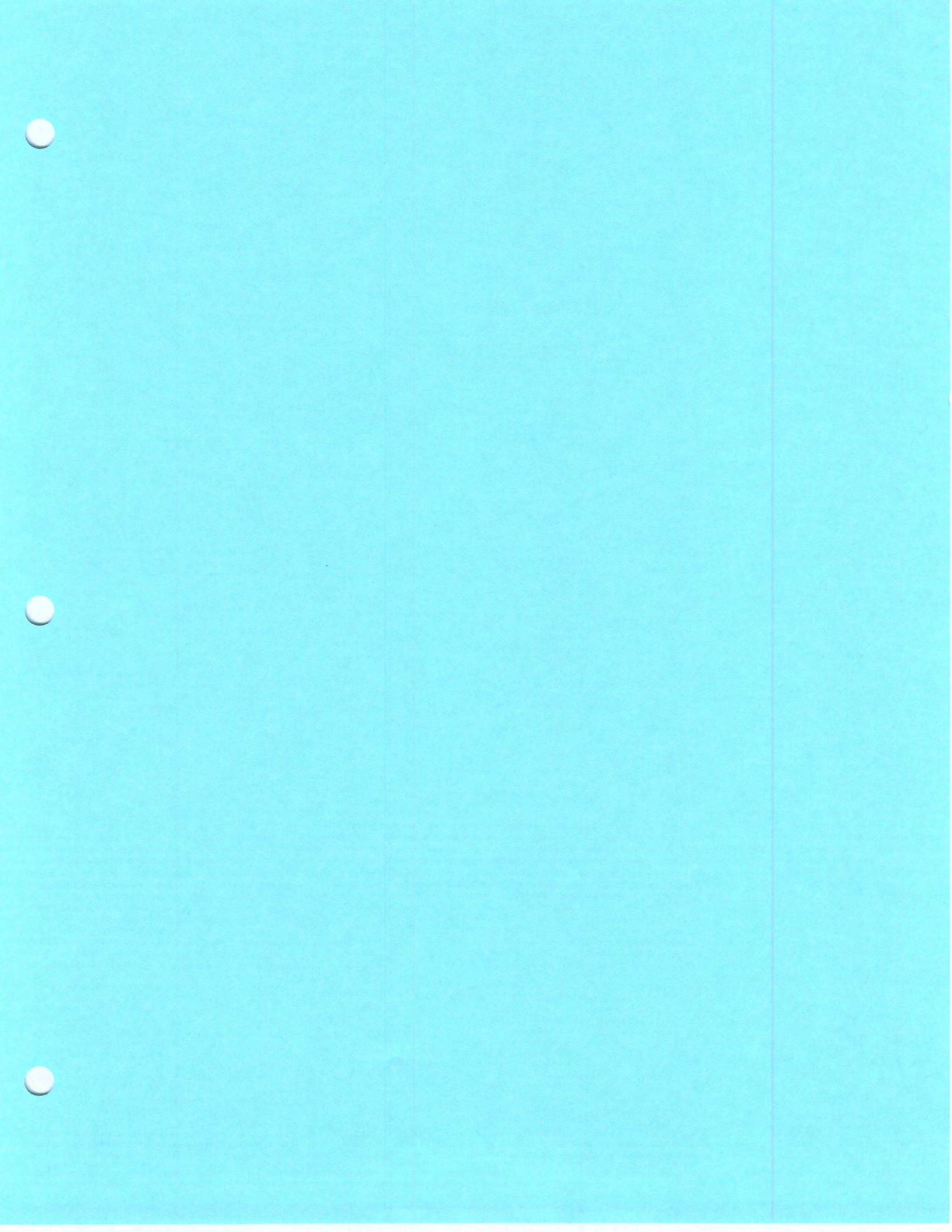
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Edits, Updates, and Amendments Regarding Policy, Procedure and Planning

This section includes standard edits, updates, and amendments to policies and procedures, including:

- A naming resolution for the new admissions building
- A copy of the University's Six-Year Plan, including its IPPA (Institutional Partnership Performance Agreement) proposal, as submitted to SCHEV this past July and required by Code to be approved by the Board of Visitors
- Routine updates to University policies on Assessment; Documentation of Written Student Complaints; Emergency Closings; Employee Management for Administrative Faculty; Psychological Emergencies; Weapons on Campus; and Tuition and Fee Waivers for Seniors Citizens
- Proposed change in online, out-of-state tuition rate for graduate programs
- An update of the Faculty Policy and Procedures Manual's Statement on Non-Discrimination



LONGWOOD UNIVERSITY
RESOLUTION NAMING
MARIANNE MOFFAT RADCLIFF HALL

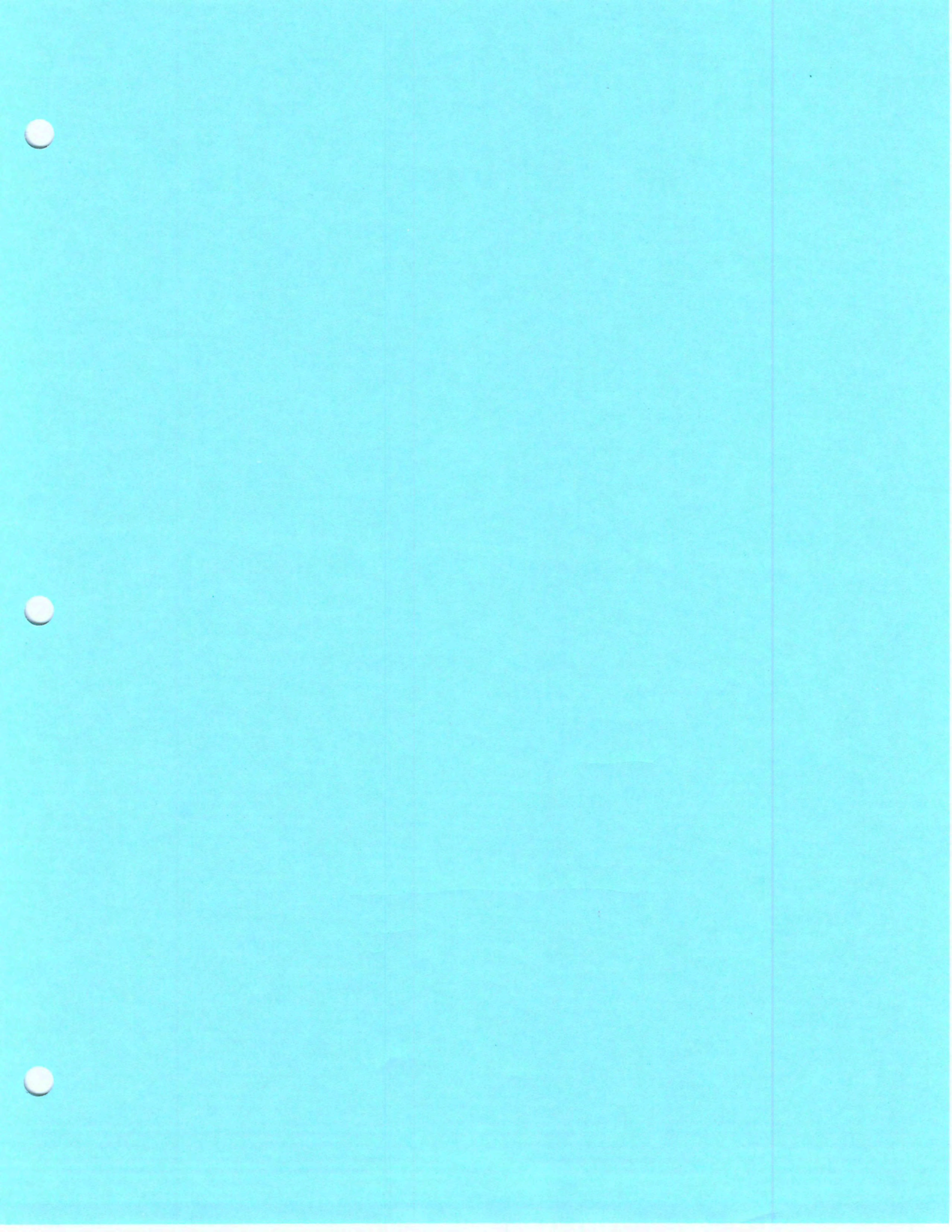
WHEREAS, from her time as a student leader, through two deeply consequential terms of appointed service to the Board of Visitors, including the rare distinction to be twice elected by her peers to serve and lead as Rector, from 2012 to 2014 and from 2017 to 2019, Marianne Moffat Radcliff '92 has devoted the full breadth of her wisdom, spirit and love of Longwood to its mission and prosperity; and

WHEREAS, she cares especially for Longwood's campus, and rejoices in in its discovery by prospective students and families, and its rediscovery by alumni; and

WHEREAS, among many other notable achievements, she was especially instrumental in securing the Commonwealth's support for the university's new admissions office along High Street, reflecting the architectural elegance of its setting beside the Farmville Freedom Monument, unveiled in 2018 during her time as Rector; and

WHEREAS, she has been in her professional life and service to her beloved *alma mater* the epitome of a Longwood citizen leader, profoundly consequential in securing the university's continued strength and impact on generations to come;

NOW THEREFORE BE IT HEREBY RESOLVED by the Board of Visitors of Longwood University, that the Longwood Admissions Building along historic High Street be named and forever known as Marianne Moffat Radcliff Hall, on this 13th day of September in the year Two Thousand and Nineteen, in the one hundred and eighty-first year of Longwood University.



2019 SIX-YEAR PLAN: NARRATIVE

INSTITUTION: Longwood University

OVERVIEW:

The totality of the six-year plan should describe the institution's goals as they relate to goals of The Virginia Plan for Higher Education, the Higher Education Opportunity Act of 2011 (TJ21) and the Restructured Higher Education Financial and Administrative Operations Act of 2005. The instructions under institutional mission and alignment to state goals, below, ask for specific strategies around four priority areas. Other sections will offer institutions the opportunity to describe additional strategies to advance institutional goals and state needs. *Please be as concise as possible with responses and save this narrative document with your institution's name added to the file name.*

Section A. Institutional Mission, Vision, Goals, Strategies, and Alignment to State Goals: Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period.

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

The Longwood University Board of Visitors approved an updated strategic plan in 2019. Among the metrics that will be used to assess progress: enrollment, retention and graduation rates.

Provide a brief description of your institutional vision and goals over the next six years, including numeric targets where appropriate. Include specific strategies (from Part 3 – Academic-Financial Plan and Part 4 – General Fund Request) related to the following areas: **(1) access and enrollment, particularly for underrepresented students; (2) retention, completion and time to degree; (3) affordability and funding; and (4) workforce alignment and retention of graduates.** Strategies also can cross several state goals, notably those related to improved two-year and four-year transfer, and should be included here. If applicable, include a short summary of strategies related to research. The description of any strategy should be one-half page or less in length. Be sure to use the same short title as used in the Part 3 and Part 4 worksheets.

REPOSE:

2+2 Degree Pathway in Early Childhood Education

Objective 1 – Provide Affordable Access for All

Objective 2 – Optimize Student Success for Work and Life

Objective 3 – Drive Change and Improvement Through Innovation and Investment

Objective 4 – Advance the Economic and Cultural Prosperity of the Commonwealth and its Regions

Longwood University is committed to a statewide leadership role in meeting the Commonwealth's human capital and workforce needs, tapping its historic strength in teacher preparation with innovative programs that are cost-effective for students and provide excellent value to the public. As described in detail in Section H, Longwood will develop a new Bachelor of Science in Education degree program in Inclusive Early Childhood Education. This program will also be a true 2+2 degree program, creating a uniquely smooth pathway for students transferring to Longwood from community college, where they will have earned their Associate of Applied Science degree in Early Childhood Development. At the end of the program, students will be licensed both in PreK-3rd grade and in Early Childhood Special Education Birth through Age Five. Graduates will benefit individually from a cost-effective pathway to a baccalaureate degree that will offer a significant wage premium compared to what they can earn with an associate degree. Meanwhile, the program will produce a pipeline of expertise in a critical but often overlooked portion of the teacher preparation system, serving in particular the region of the Commonwealth most affected by a shortage of well-trained early childhood educators.

Longwood will be the only institution in the Commonwealth to offer students the opportunities to earn through a 2+2 pathway both licensures in four years. Longwood is the only institution working to develop a clear pathway and a stackable degree program with a community college that leads to dual licensure in these fields. The new program's curriculum will be submitted to SCHEV and to the Board of Education for approval in 2020.

This degree program builds on Longwood's existing strong partnership with Patrick Henry Community College (PHCC). PHCC students currently enroll in our Elementary Education licensure program available at New College Institute. At PHCC, students interested in Early Childhood can earn a series of stackable credentials: a Career Studies Certificate in Early Childhood Instruction after their first year and a Certificate in Early Childhood Education that leads to the Associate degree.

This performance pilot will establish a partnership with PHCC that provides guaranteed admission to students who want to pursue their bachelor's degree and licensure in Inclusive Early Childhood Education at Longwood. The pilot would include the support structures described in detail in Sections C and H to help ensure student success and retention and to smooth the pathway for students from the associate degree to the bachelor's degree: financial scholarship support, a dedicated academic advisor who would stay with students over the course of their four years, testing and tutoring support, as well as shared teaching faculty positions between PHCC and Longwood.

Once this pilot program is established, Longwood could work with Southside Virginia Community College and other community colleges to replicate it, providing more community college students with a direct and cost-effective pathway to a bachelor's degree, licensure and a teaching job in Virginia public schools.

Improved Retention and Graduation Rates

Objective 2 – Optimize Student Success for Work and Life

Objective 3 – Drive Change and Improvement Through Innovation and Investment

Objective 4 – Advance the Economic and Cultural Prosperity of the Commonwealth and its Regions

Improving retention and graduation rates has been a top strategic priority for Longwood for the past six years. The number of students on campus who are first-generation college students has increased substantially, from 681 in 2012-13 to 1,258 in the 2018-19 year. The overall proportion this year stands at 28%. The percentage of students of color has increased as well, and now stands at 16%. Underrepresented students make up 44% of the total undergraduate student body. Nationally, first generation and

underrepresented students are more likely to struggle with the transition to college, so many of our initiatives aimed at improving retention and graduation rates are focused on this population.

A major initiative Longwood rolled out to all incoming freshmen during the 2018-19 academic year – and will renew in fall 2019 – is the creation of 60 freshman coaching groups designed to help students acclimate during the transition to college with the help of a mentoring and support network. The program provides a full-time faculty or staff member and a peer mentor to provide personalized transition support. Our staff and faculty receive special training on research and best practices related to our target populations. Longwood is one of the first universities nationwide to provide this program for all incoming freshmen.

Preliminary results indicate that students who participated regularly in their coaching groups showed higher GPAs and hours earned, as well as lower academic probation rates. The fall 2019 freshman class also performed better as a whole than the previous class of freshmen with a 6% increase in the number of students in good academic standing. The Writing Center also saw a 4% usage increase among incoming freshmen.

Expanded STEM and Health Professions Degrees

Objective 2 – Optimize Student Success for Work and Life

Objective 4 – Advance the Economic and Cultural Prosperity of the Commonwealth and its Regions

Longwood will continue to focus on preparing students to enter STEM and Health Professions fields, by helping foster a pipeline from K-12 schools and community college, as well as working with community partners to expand job opportunities that improve economic development in Southside Virginia. Longwood's nursing program continues to gain momentum. Nursing graduates in the classes of 2016, 2017 and 2018 achieved a 100 percent pass rate on the NCLEX exam, the national licensing exam that all nurses must pass to practice. Nationally the average pass rate for the NCLEX exam is 92.8%. This year, Registerednursing.org ranked Longwood 6th out of 64 nursing schools in Virginia (<https://www.registerednursing.org/state/virginia/>). Additional General Fund support for degree production will help enable Longwood to expand its freshman cohort from 64 to 72, support new clinical educator and tenure-track faculty member lines, and refurbish a classroom for the nursing program.

In addition, Longwood's RN-to-BSN program continues to enroll a number of nurses throughout Southside. We are in the final stages of the first program articulation agreement between Longwood and Southside Virginia Community College (SVCC), which will guarantee admission for students with an applied nursing associate degree directly into Longwood's RN to BSN degree program. This agreement will promote concurrent enrollment in Longwood while the student finishes their associate degree in nursing. As part of this agreement, SVCC will host Longwood nursing faculty on its campus during students' first semester in the applied nursing program to discuss the agreement and partnership. With additional resources, Longwood could potentially expand this program to include an RN to MSN option in the near future.

Several new initiatives are underway to partner with local K-12 schools to enhance STEM education and encourage students to pursue STEM-H fields. The grant-funded Prince Edward County Molecular Biology Institute (PECEMBI) is a program that brings molecular biology, microbiology, and environmental science laboratory outreach activities to the Prince Edward County school district. The Longwood Summer Scholars: Exploring Science program is a summer apprenticeship program for high school juniors that targets historically underserved students in STEM fields.

In 2016, Longwood received a \$648,000 National Science Foundation grant to provide academic and scholarship support for two cohorts of talented students from underrepresented populations, called LIFE STEM Scholars, who are pursuing degrees in mathematics and science disciplines. First-year students participate in a summer bridge program and meet weekly with their mentors; this one-on-one mentorship has proven to be critical to retaining students in the program. General Fund support that Longwood received for degree production will help to support a new cohort of LIFE STEM students, leading to increased degree production in the sciences.

Innovation in Teacher Preparation Programs

Objective 1 – Provide Affordable Access for All

Objective 2 – Optimize Student Success for Work and Life

Objective 3 – Drive Change and Improvement Through Innovation and Investment

Objective 4 – Advance the Economic and Cultural Prosperity of the Commonwealth and its Regions

Longwood has a number of initiatives underway to address the statewide teacher shortage. At Longwood, students who want to be elementary or middle school teachers major in Liberal Studies in the Cook-Cole College of Arts and Sciences; students who want to be high school teachers major in their subject area with a concentration in teacher preparation. Typically at the end of their first year, students apply to the teacher preparation program in the College of Education and Human Services, where they take a variety of pedagogical coursework. The students then progress through multiple practicum experiences before they complete their student teaching.

Leveraging the relationships established in our successful National Science Foundation (NSF) Noyce capacity-building grant, faculty are submitting an NSF Noyce teacher scholarship program grant application that will provide students with \$24,000 over two years to facilitate completion of their science or mathematics secondary education teacher preparation degree. This project is geared toward community college transfer students, along with Longwood juniors and seniors.

Longwood is working with Southside Virginia Community College (SVCC) and regional school systems to support and expand the Teachers for Tomorrow program that recruits high school students into the teaching profession. Longwood will provide the professional development and curriculum instruction for the high school teachers in the two-course sequence, including the senior-level dual enrollment course offered through SVCC. Longwood will also expand its longstanding Call Me Mister program, which recruits underrepresented young men into the teaching profession. Longwood is also interested in developing Grown Your Own cooperative agreements with regional school systems to enable our students to return to their home school divisions to serve as teachers.

Projected Unavoidable Cost Increases

Objective 3 – Drive Change and Improvement Through Innovation and Investment

Longwood staff has provided estimates on unavoidable cost increases that are likely to be addressed through tuition revenue and reallocation. These projected costs are primarily related to anticipated health insurance premiums and state mandated salary increases. Our assumptions are as follows:

- 10% increase in health insurance premiums in FY21 and an 8% increase in FY22; the nongeneral fund portion only is shown within our Academic and Financial Plan tab.

- State mandated salary increase of 2.5% in FY22; the nongeneral fund portion is shown in the Academic and Financial Plan tab

Faculty and Staff Equity, Retention and Promotion Pool

Objective 3 – Drive Change and Improvement Through Innovation and Investment

In certain years, Longwood has internally funded merit-based pay increases to the faculty equity, retention and promotion pool. These targeted increases – which are not across-the-board – have encouraged high-performing faculty to remain at Longwood, improved morale, and helped to address salary compression.

Section B. Tuition and Fees Predictability Plans: Provide information about the assumptions used to develop tuition and fee charges shown in PART 1. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the institution's mission, market capacity and other factors. Include information, if applicable, on tuition increase plans for program- and level-specific charges or on any other alternative tuition and fee arrangement.

RESPONSE:

Longwood University has provided three potential scenarios for in-state undergraduate tuition and mandatory E&G fees. We assumed one set of cost drivers for all scenarios, and three different levels of general fund support. Enrollment, general fund appropriations, and unavoidable cost increases have a profound impact on how we operate. While we are committed to supporting all aspects of the Virginia Plan for Higher Education via many of the strategies described in Section A, we are first and foremost committed to maintaining an accessible and affordable college education, as evidenced by the consistently low tuition and fee increases we have implemented over the past six years.

Scenario 1: The biggest cost drivers over the three-year period include projected increases in health insurance premiums and state mandated salary increases, as well as operations and maintenance increases. Assuming Longwood receives no additional general fund support during this period, our analysis predicts the university would have to increase tuition in FY21 by 9.3% in order to pay for unavoidable cost increases and to invest in the strategies described in Section A. Affordability is a driving factor in all decisions at Longwood, and a 9.3% tuition increase would of course be difficult for students and families. Thus, under this scenario, Longwood would work to reallocate in order to bring down the tuition increase to 4.9%, instead of 9.3%. We would maintain tuition increases of 4.9% in FY22 and in FY23. Reallocation would be required in FY23 as well.

Scenario 2: Under Scenario 2, we assumed the same cost drivers over the three-year period as described in Scenario 1. Under this scenario, we looked at the average general fund increases Longwood received over FY17-19, excluding central adjustments and financial aid, and assumed we would see similar average general fund increases over the next three years. These assumed increases would relieve some pressure in terms of reliance on tuition revenue over the three-year period. While we anticipate a need for a tuition increase over 4%, we believe with reallocation of funds we could limit tuition increases to 3.4% in each of the next three years.

Scenario 3: Scenario 3 assumes the same cost drivers described in Scenarios 1 and 2. This scenario assumes Longwood would receive general fund support equal to the average general fund support per in-

state undergraduate FTE system-wide in FY18, which was about \$8,475. Under this scenario, Longwood would be able to take steps to roll back tuition for all students in the first year by 6 percent. We would be able to freeze tuition in FY22 and FY23.

Mandatory Non-E&G Fees: With some reallocation, we estimate annual increases in in-state undergraduate mandatory non-E&G fees of 4.4%. The increases would be under 3% after allowable exclusions for mandated salary and benefits increases, investments in student health and debt service.

Section C. Other Budget Items: This section includes any other budget items for which the institution wishes to provide detail. Descriptions of each of these items should be one-half page or less.

RESPONSE:

2+2 Degree Pathway in Early Childhood Education

As described in Sections A and H, Longwood University will develop a new Bachelor of Science in Education degree program in Inclusive Early Childhood Education. This program will be a true 2+2 degree program, creating a smooth pathway for students transferring to Longwood from community college, where they will have earned their Associate of Applied Science degree in Early Childhood Development. At the end of the program, students will be licensed both in PreK-3rd grade and in Early Childhood Special Education Birth through Age Five. This innovative program will address the teacher shortage in Virginia, while also providing a more cost-effective pathway for students to earn a bachelor's degree. The full cost of the pilot program is estimated to be \$237,794 in FY21. The General Fund support Longwood is requesting from the Commonwealth is \$137,310, which would provide start-up costs and would support student scholarships and stipends, academic advising and test preparation and licensure support. If the pilot proves successful, we would look forward to scaling it up and could look to the Commonwealth in FY22 in those efforts to further widen this important pipeline.

Renovate and Expand Environmental Health & Safety and Facilities Annex Building

The 2018 General Assembly authorized Longwood to use higher education non-general funds to conduct detailed planning of the Environmental Health and Safety and Facilities Annex Building renovation and expansion project. Design commenced in January 2019. Longwood plans to submit a Capital Project Request for authorization to proceed to the construction phase of this project, and for appropriation of general funds for the design and construction phases. The total construction cost estimate is \$12,494,242.

The project will renovate and expand the Environmental Health and Safety and Facilities Annex Building. The building that currently houses Longwood's Environmental Health & Safety and Facilities departments is nearly 50 years old, has never been renovated or upgraded, and is in very poor physical condition. In addition, the building was constructed when Longwood enrolled only 2,000 students. Longwood's enrollment - as well as its building infrastructure - has more than doubled since that time, and additional space is critically needed. The current site cannot be expanded, as it is surrounded by municipal streets and essential campus green space.

Section D. Programs and Instructional Sites: Provide information on any new academic programs, including credentials and certificates, or new instructional sites, supported by all types of funding, that the institutions will be undertaking during the six-year period. Note that as part of the revised SCHEV program approval process, institutions will be asked to indicate if a proposed new program was included in its six-year plan. Also, provide information on plans to discontinue any programs.

RESPONSE:

New Programs

- B.S. in Inclusive Early Childhood Education
(As described in Sections A and H, Longwood intends to submit a proposal for a B.S. in Education degree program in Inclusive Early Childhood Education to SCHEV and the Board of Education in early 2020.)

New Locations

- B.S. in Social Work, Southern Virginia Higher Education Center
- B.S. in Liberal Studies (Teacher Licensure Program, Pre-K-6th Grade) Southern Virginia Higher Education Center
- Master's in Educational Leadership, Southern Virginia Higher Education Center
(These programs will be offered in a blended format of on-site and video conferencing from Longwood University or New College Institute.)

Program Closures

- Athletic Training Program: Longwood began offering the B.S. in Athletic Training in 2009. The B.S. degree is nationally accredited. The guiding professional organizations, including the Commission on Accreditation of Athletic Training Education, determined that no bachelor's degrees should be awarded beyond fall 2022. In order to adhere to the timeline of the accrediting agency, the degree program is not admitting students starting in fall 2019 in order for all students in the program to have four full years to complete the program. The 23 students currently enrolled in Athletic Training have been notified of the program's impending closure and have been reassured that the coursework required for their degree completion will be offered. No disruption is anticipated for these students.
- 21st Century Learning and Leadership Certificate: This certificate was created in collaboration with the Institute for Teaching Through Technology and Innovative Practices (ITTIP) in 2013. Funding for teachers to attend classes was no longer available the next year, and no students have enrolled since then.

Section E. Financial Aid: TJ21 requires "plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans." Virginia's definitions of low-income and middle-income under TJ21 are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

RESPONSE:

As the numbers of low-income and middle-income students exhibiting financial need has grown, and in particular Longwood's percentage of first-generation college students has surged in just the last five years, in recent years Longwood has set aside 5% to 7.5% of total tuition revenue for financial aid. In addition, our fundraising efforts have been heavily focused on financial aid. We greatly appreciate the additional \$535,893 in general funds we will receive in FY20, which has allowed us greater opportunity to mitigate the impact on the low and middle income students. We also appreciate the opportunities we have had to work with SCHEV and other stakeholders on the review of the current financial aid funding model. We look forward to recommendations that will make the system more equitable, particularly for the institutions like Longwood that have historically received a smaller percentage of total needed aid.

Section F. Capital Outlay: Provide information on your institution's top two Education and General Programs capital outlay projects, including new construction as well as renovations, that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, student charges, or current square footage. Do not include projects for which construction (not planning) funding has been appropriated.

RESPONSE:

1. Renovate and Expand Environmental Health & Safety and Facilities Annex Building

Objectives 3 and 4

This project will renovate and expand the Environmental Health and Safety and Facilities Annex Building. The building that currently houses Longwood's Environmental Health & Safety and Facilities departments is nearly 50 years old, has never been renovated or upgraded, and is in very poor physical condition. In addition, the building was constructed when Longwood enrolled only 2,000 students. Longwood's enrollment - as well as its building infrastructure - has more than doubled since that time, and additional space is critically needed. The current site cannot be expanded, as it is surrounded by municipal streets and essential campus green space.

The 2018 General Assembly authorized Longwood to use higher education non-general funds to conduct detailed planning. Design commenced in January 2019. In summer 2019 Longwood plans to submit a Capital Project Request for authorization to proceed to the construction phase of this project, and for appropriation of general funds for the design and construction phases.

2. Construct Wygal Hall Replacement

Objectives 2 and 4

This project will construct a replacement for Wygal Hall, Longwood's music education building. Wygal Hall is 48 years old and has not been significantly renovated since it was first constructed. Wygal Hall is in poor physical condition. A 2017 study concluded that these severe physical limitations cannot be alleviated through renovations; it is more cost effective to construct a replacement facility. The proposed location is the current Bristow Building site.

The proposed building's new teaching facilities will be a significant asset to Longwood's four-year teacher preparation programs.

The 2019 General Assembly authorized Longwood to use higher education non-general funds to conduct detailed planning. Design is estimated to start by late 2019 or early 2020.

Section H. Performance Pilots (optional): For this topic, any institution that wishes to include a Performance Pilot and provided notification by April 1 to relevant parties, should select one or more of the strategies presented in the institution's Academic and Financial plan (PART 3) and General Fund Request (PART 4) that constitute(s) "one innovative proposal" as defined in subsection F of § 23.1-306. Describe the proposal, the proposed performance measures and the requested authority or support from the Commonwealth.

RESPONSE:

Longwood's Innovative Performance Pilot Proposal will help Virginia meet its goals for higher education and workforce development. The proposal addresses the Commonwealth's teacher shortage while also

providing a more affordable pathway for residents of Southside Virginia to earn their degree and access to a higher paying job. The proposal advances the Commonwealth's objectives in these important areas:

- o Access and Enrollment – underrepresented students (Virginia Plan for Higher Education, IPPA legislation)
- o Retention, Completion and Time to Degree (Virginia Plan for Higher Education)
- o Affordability and Funding (Virginia Plan for Higher Education, IPPA legislation)
- o Workforce Alignment and Retention of Graduates (Virginia Plan for Higher Education)
- o Affordable Pathways to Degree Attainment/Timely Degree Completion (IPPA legislation)
- o Employment Pathways for Undergraduate Virginia students (IPPA legislation)
- o Strategic Talent Development (IPPA legislation)

Virginia's Teacher Shortage

Virginia, like many other states, faces a teacher shortage. The Virginia Department of Education has identified the two biggest areas of critical shortage as Special Education and Elementary Education, PreK-6.

Subjects with > unfilled positions in 2016, compared to 2006	Number of unfilled positions (FTEs) 2006	Number of unfilled positions (FTEs) 2016
Special Education	250	316
Elementary Education PreK-6	88	198
Middle Education Grades 6-8	81	81
Mathmatics (Secondary)	73	78
Career and Technical Education	31	67
Foreign Languages PreK-12	36	55
English as a Second Language PreK-12	21	54
Sciences (Secondary)	29	36
English (Secondary)	22	31

A 2017 report from the Advisory Committee on Teacher Shortages found:

- Region 8 – which consists of most of the school districts in Southside Virginia – has the largest percentage of total teaching positions unfilled by region according to 2016 data. Many counties that are in the lowest quintile for post-secondary attainment are located within Region 8.
- Four out of the 10 school divisions with the highest percentage of unfilled positions in 2016 are in Longwood's home region.
- Prince Edward County and Lunenburg County, two of the 10 school divisions with the highest teacher turnover rate in 2016, are in close proximity to Longwood.

Percent of Total Positions Filled by Region



As indicated in the chart above, demand for highly qualified special education teachers is especially acute. In Virginia, a recent report by the Virginia Board of People with Disabilities states that the number of children served by the state's Early Intervention Program, which addresses development delays of children under age 3, has grown by 24% since 2014. State figures show approximately 420,000 students statewide identified as having disabilities, a number that continues to increase.

There continues to be demand for educators who work with birth through age 5 populations. According to the Bureau of Labor Statistics of the U.S. Department of Labor (2016), preschool teacher and administrator employment is expected to increase faster than the national average for all occupations. These occupations are among those addressed in the multiple workforce development initiatives in Virginia and through the Virginia Board of Workforce Development. A broad range of scientific literature demonstrates the exceptional return-on-investment for individuals, government and society of high-quality early childhood education programs. However, the research makes clear that the benefits come not simply from participation in early childhood education, but from participation in high-quality programs.

While many areas of the Commonwealth face a shortage of well-trained early childhood educators and programs, the issue of access to high-quality programs is particularly acute in Southside Virginia. The Joint Subcommittee on the Virginia Preschool Initiative has recommended that the Virginia Early Childhood Foundation continue toward a more cohesive pathway to ensure high-quality programs and teachers. Virginia will have a difficult time producing the number of new degrees needed in in-demand fields like computer science, and ensuring people from all regions of the Commonwealth are prepared to prosper in a 21-century tech economy, unless there is broad-based access to high-quality early childhood programs.

As the only public four-year university in Southside Virginia, serving our community and the greater Southside region has always been an important priority for Longwood.

Teacher Preparation at Longwood University

Longwood has its roots in educating teachers through our four-year undergraduate teacher preparation programs. Our students are already able to earn a bachelor's degree and teacher certification in four years.

- Longwood graduated nearly 600 teachers between 2014 and 2017 who began teaching in Virginia schools.
- The most popular major at Longwood is Liberal Studies – the major for students who want to be elementary school teachers.
- 817 undergraduates were enrolled in our undergraduate teacher prep programs during the 2018-19 academic year, including 400 who were planning to be elementary school teachers.

- 229 graduate students were enrolled in graduate education programs, including 73 in Special Education.

Longwood opened the Andy Taylor Center for Early Childhood Development in a newly-renovated space in Farmville in fall 2017. The Center provides a facility for educating preschool age children from Prince Edward County and the surrounding community, as well as serving as a base for Longwood's developing academic programs in this area. The Andy Taylor Center offers the perfect "lab space" for Longwood students studying early childhood education to gain first-hand experience working with preschoolers.

Longwood already has a teacher preparation presence in the Martinsville area at the New College Institute. Most of the courses in that program are offered in a hybrid program with a combination of face-to-face and online instruction, which is particularly helpful to adult student populations. Patrick Henry Community College has an existing certificate and degree program in Early Childhood Development and is part of the Davenport Institute For Early Childhood Development, focused on upskilling the early childhood education workforce in Southside.

The Proposal

Longwood will develop a unique new Bachelor of Science in Education degree program in Inclusive Early Childhood Education that will be a true 2+2 degree program, creating a smooth pathway for students transferring to Longwood from Patrick Henry Community College, where they will have earned their Associate of Applied Science degree in Early Childhood Development. At the end of the program, students will be licensed both in PreK-3rd grade and in Early Childhood Special Education Birth through Age Five.

Program Features

- Development of a guaranteed admission agreement between Longwood and PHCC for this program, ensuring a seamless and cost-effective pathway through the curriculum.
- Need-based financial aid for students.
- Continuous wrap-around financial aid/academic advising and support for students that follows from through their experience at PHCC and Longwood. This advising model expands on one already in place at PHCC.
- Summer program that brings PHCC students to Longwood's campus to engage in practicum and other educational programming at the Andy Taylor Center.
- Joint meetings and collaboration between Longwood and PHCC faculty to ensure seamless experience for students.
- Support for Early Childhood Education faculty, through redirection of resources at Longwood.
- Faculty mentorship spanning both institutions to provide job coaching and mentoring to students through their first year of teaching after they graduate from the program – a critical step to ensure long-term professional success in a field where turnover is common due to lack of ongoing support.
- Praxis II and other testing/tutoring support for students

Target Population and Salary Potential

In spring 2018, 213 students were enrolled in child development courses at PHCC. Clearly, there is a broad pipeline of students who may be interested in pursuing a bachelor's degree in this field and increasing their earnings. We anticipate that this innovative approach will be very attractive to non-traditional students and

other underrepresented student populations. We also anticipate that the program will be particularly appealing to adults who are currently employed as “paraprofessionals” (unlicensed workers delegated important tasks) or teacher’s aides in Southside school districts. Many of these students are career switchers, having worked in other industries.

While the broader educational value of a highly qualified early childhood education workforce is now more widely known, the potential earnings benefit to individuals is nothing short of transformational. State data show aides in schools in the Southside region earn on average \$13,572, compared to a starting salary for a teacher with a bachelor’s degree of \$37,706. In Henry County specifically, the group that includes both aides and paraprofessionals earns \$18,412-\$26,227 annually. Special education elementary teachers earn \$41,902-\$60,291.

Clearly, this is a population with acute financial constraints in terms of obtaining the educational credentials they need to be on solid financial footing. We believe need-based student financial aid is an essential component for the program to achieve its full potential. But it is the overall structure of the program that provides the core financial benefit. Because most students will be non-traditional and non-residential, we estimate the 2+2 model would save students at least \$17,240 over four years, and almost certainly more once factoring in additional state, federal, institutional and other aid for which students would be eligible. Additionally, some students would be eligible to receive a transfer grant of \$2,000, providing further support. Perhaps most importantly, the range of high-touch, wrap-around resources and support will make students far more likely to complete the program and reap the rewards in the job market of their higher credential.

While Longwood’s immediate region is an area of acute need – both in terms of student demand for the program and need for well-prepared early childhood educators – clearly such need exists elsewhere in the Commonwealth. This program is a pilot, and if successful could be replicated elsewhere, particularly with Southern Virginia Community College and the Southern Virginia Higher Education Center in South Boston.

Proposed Performance Measures for Pilot Program:

Degrees produced: The number of students currently taking courses at PHCC suggests a larger program size, but we are making conservative degree projections for this pilot: By spring 2022 (end of year 2): 5. By spring 2023 (end of Year 3): 10.

Underrepresented student enrollment: Target goal of at least 50% of students enrolled in the program are from underrepresented groups, including first generation college students.

Teaching positions filled: 100% employment placement rate of students completing degrees.

Proposed Timeline:

The proposed timeline for implementation follows SCHEV/Virginia Department of Education guidelines as outlined for the approval of teacher preparation programs with a proposed implementation date of 2020.

- Fall 2019: College/University approval of degree program
- Fall 2019: Longwood and PHCC faculty/staff collaborate to design guaranteed admission agreement and program support for students
- October 2019: Submission to Department of Education for staff review
- December 2019: Submission to SCHEV and SACSCOC for approval
- Spring 2020 – ABTEL, SCHEV Council and Board of Education approval
- Fall 2020 – First courses
- Spring 2022 – First graduates

Proposed Support from the Commonwealth (General Fund Request)

As outlined above, the full cost of the pilot program is estimated to be \$237,794 in FY21. The General Fund support Longwood is requesting from the Commonwealth is \$137,310, which would provide start-up costs and would support student scholarships and stipends, academic advising and test preparation and licensure support. If the pilot proves successful, we would look forward to scaling it up and could look to the Commonwealth in FY22 in those efforts to further widen this important pipeline.

Section I. Evaluation of Previous Six-Year Plan: Briefly summarize progress made in strategies identified in your institution's previous six-year plan. Note how additional general fund support and reallocations were used to further the strategies.

Improved Retention and Graduation Rates

- **Student Success Initiatives for First-Generation and Pell-Eligible Students:** Longwood has established a first generation committee that assesses the impact of our policies and practices for supporting the first generation and Pell-eligible student population. We continued and expanded the intrusive advising practices started a few years ago, a national best practice to help keep students on track to graduation. In addition to working directly with students in academic difficulty after their first semester, using a predictive model we identify students that were most at-risk in their first semester. This project has resulted in substantially fewer students in academic difficulty at the end of their first semester. We have also revised our suspension and academic probation policies to be more consistent with our peers and provide more opportunities for students to recover after a challenging transition semester.
- **Early Alert Program Expansion:** During Fall 2018, Early Alert was expanded in two key ways, one focused on expanding existing initiatives and one offering proactive support to students before they demonstrated need within an academic course. Early Alert is now supported in all undergraduate courses. We also piloted a "flag" system to identify incoming students who may be in need of additional support due to previous academic indicators, personal disclosures, observed behaviors, and enrollment in highly demanding courses. Together, referrals resulting from these outreaches these resulted in a 6% reduction in first-year students in academic difficulty after their first fall term. Reallocations were used to support these strategies. Longwood believes there is potential to reap further benefits in terms of student success and graduation rates by supporting more coaching groups, with lower ratios of faculty and staff to students to provide more individualized attention, as well as to more effectively deploy technology, particularly for first-generation and other more vulnerable student populations.

A New Core Curriculum

Longwood has begun to implement its distinctive new Civitae Core Curriculum, which prepares students for lives of engaged citizenship and empowers them with the skills they need to be successful in the 21st century workforce. In fall 2018, the first phase of the Civitae Core Curriculum was implemented for incoming freshmen. Evaluations revealed that a majority of students believed they had made either significant or exceptional progress in 1) learning to analyze and critically evaluate a variety of ideas, arguments, and points of view; 2) improving the skills necessary for academic success in college; and 3) improving the skills necessary for academic success in college. Reallocations were used to support this strategy. The curriculum also creates a more streamlined and clear path along a four-year graduation timetable. The new core curriculum also increases opportunities to graduate with certificates and minors in addition to their majors, further bolstering their workforce credentials.

Strengthening the Commonwealth and Region

- **Early Childhood Education:** Over the past year, the Early Childhood Development Initiative (ECDI) has continued to support the growth and expansion of the Andy Taylor Center for Early Childhood Development. We have doubled our enrollment and can now provide care and education for 28 children, ages two through five. We have also worked with over 100 Longwood students throughout the 2018-2019 academic year. Longwood students have completed practicums, engaged in research, volunteered, and helped raise tuition assistance for families in need. The ECDI plans to finalize a new undergraduate program to dually license early childhood general and special education teachers, as discussed in Section H, Performance Pilot.
- **Expanded STEM and Health Professions Degrees:** We continue to offer an RN to BSN option for working nurses who want to advance in their field and attain vertical growth on their career ladders by completing a BSN. As of January 2019, the program will be offered completely online to allow students the flexibility to manage school with work and family obligations. The students who are enrolled in the program are employed at regional hospitals or clinics, so the graduates will contribute their knowledge and expertise in our region.
- **Expanded Outreach to Southside:** Fifteen students completed Longwood's Educational Leadership endorsement program at Southern Virginia Higher Education Center (SVHEC) in South Boston in August 2018 and fourteen more will finish in August 2019. Longwood continues to support the Institute for Teaching through Technology and Innovative Practices (ITTIP), which provides professional development for PK-12 teachers in best practices for teaching and incorporating technology, including on the integration of science, technology, engineering, and mathematics in the classroom. At New College Institute, Longwood offers two undergraduate degree programs: Liberal Studies Elementary Education and Social Work. Both follow a 2+2 model with students coming primarily from Patrick Henry Community College. Students enter these programs with an associate's degree and/or have completed all lower-level general education requirements at a community college or other institution. Enrollment remains steady in these programs. Smooth transitions from community college to Longwood's programs enabled by a strong partnership with Patrick Henry Community College and the guidance of a site based program coordinator for each major have made these enrollments possible. Twenty-seven students are enrolled for the 2019-2020 academic year in the Liberal Studies Elementary Education program and 5 completed the program last year. Sixteen students are enrolled in the Social Work program and 7 graduated in May 2019. Total enrollment is 53 students. Even more important than enrollment numbers is the post-graduate success of our students. In Social Work, all 14 of the 2018 graduating class have jobs in the field and all of the 2019 graduating class have been offered jobs. The same success rate can be seen in our teacher graduates; just recently, one of them was named Teacher of the Year in her building. Our NCI students and graduates represent a richly diverse population in gender, race, and age. The 18 students in the junior class in the LSEE major range in age from 19 and homeschooled to 53 and a paraprofessional. Two are men and four are minority students.

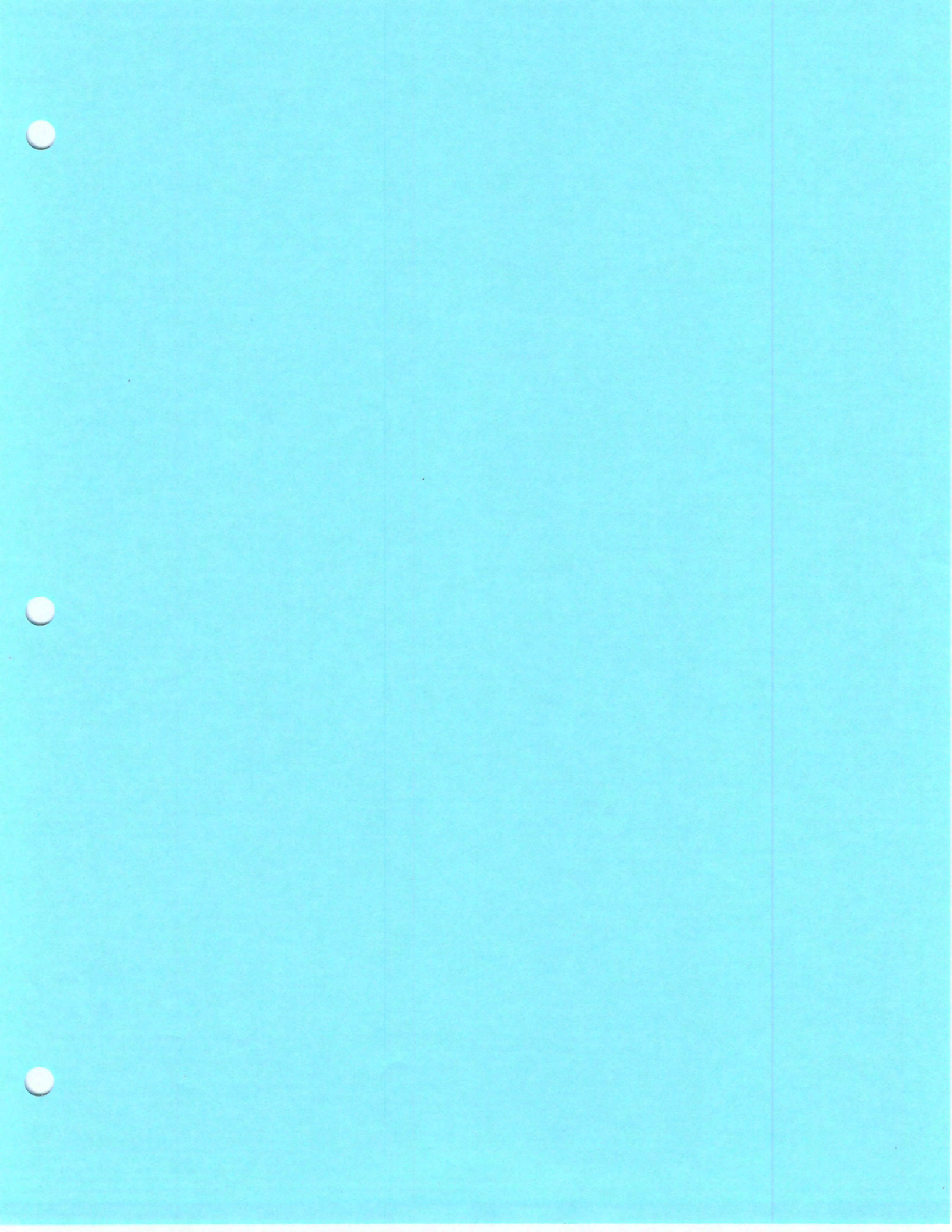
Undergraduate Research Initiative

Longwood is concluding its undergraduate research initiative as part of its Quality Enhancement Plan (QEP) this spring. As part of this initiative, during the 2018-2019 academic year, 28 students received funding to work on individual extended research projects intensively with faculty. The success of the spring 2018 Showcase for Student Research and Creative Inquiry led to a fall 2018 version of the Showcase. In spring 2019, more than 600 Longwood students participated in the Spring Showcase for Student Research and Creative Inquiry, where they had the opportunity to present or perform their research, scholarship or creative work. In addition, several faculty at Longwood have been working with faculty at Hampden-Sydney College to lead a number of grant-supported outreach programs to local area high schools to enhance STEM education. The Prince Edward County Molecular Biology Institute (PECEMBI) is a program that brings science outreach activities to the Prince Edward County school district. Using "Science in a Box" kits, undergraduate students act as outreach facilitators and are able to easily transport and utilize

molecular biology, microbiology and environmental science laboratory equipment in local high school classrooms that may not be able to afford such resources.

Faculty Equity, Retention and Promotion Pool

Longwood implemented targeted, performance-based pay increases for eligible faculty and staff in FY19, and with general fund support from the Governor and General Assembly, Longwood is implementing the state mandated salary increases in FY20. This funding – and other targeted investments in prior years – have helped to address salary compression, brought Longwood more closely in line with peer institutions, and enabled Longwood to retain high-performing faculty. Reallocations and additional general fund support were used to achieve these strategies.



University Assessment Policy 2001

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."

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 Outcomes Assessment and Program Review~~Committee on Academic Program and Assessment Review (CAOAPRCAPAR) 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 Outcomes Assessment and Program Review~~Committee on Academic Program and Assessment Review (CAOAPRCAPAR). The CAOAPRCAPAR 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 ~~CAOAPRCAPAR~~, 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/departmental 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 [CAOAPRCAPAR](#), 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 [CAOAPRCAPAR](#), 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.

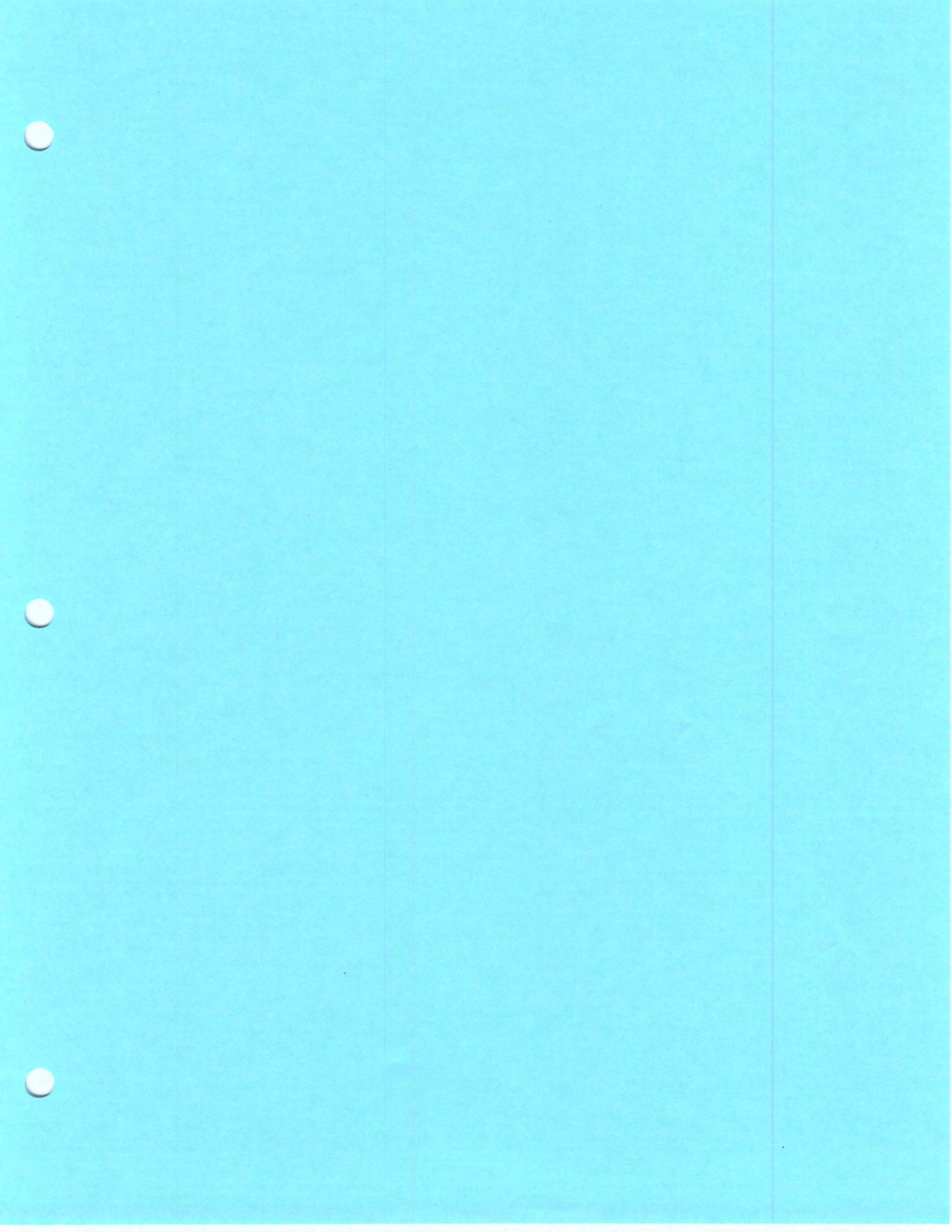
Programmatic and discipline-specific accreditations have significant impact on regional accreditation and operation of the university. All correspondence with external accreditors, including annual and multi-year reports and self-studies, responses, and actions, must be shared with the Office of Accreditation 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.

Approved by the Board of Visitors, March 23, 2018.



Policy Title: Documentation of Written Student Complaints

Policy Number: 3411

Definitions:

Complaint: An expression of dissatisfaction or formal allegations against the university, its employees, its faculty or its students. A request for decision-making is not a complaint, nor is a request for reexamination of a decision. Complaints covered by this policy include those directly addressing some element of Longwood's mission. Examples include, but are not limited to, grade appeals and complaints concerning curriculum, discrimination, sexual harassment, class scheduling, teaching, registration, academic and student support services, financial aid and faculty. Complaints not covered in this policy are: academic petitions, satisfactory academic progress appeals, suspension appeals, graduate student termination appeals, residency appeals, tuition surcharge complaints, tuition appeals, parking appeals, and complaints about food service and informal complaints (i.e., those not received in writing).

Complaint log: A written record of collected student complaints maintained within the appropriate office. The log must include: the date the complaint was received, the type of complaint, a brief description of the complaint, the date of the resolution, a brief description of the resolution, a notation if the complaint was forwarded to another department and any external action taken.

Student: A currently enrolled student who is receiving instruction at the university, including part-time, full-time, online, for credit, not for credit, undergraduate, graduate, or continuing education.

Formal written student complaint: A written complaint submitted by a student under this policy. Written complaints include letters and emails sent from a university account. All complaints must include the student's signature (or name in the case of email submission) and contact information so the university may respond and/or notify the student of the status of the complaint. Student complaints do not include those that are submitted by parents or employees of the university, even if the complaint relates to or is on the behalf of a student. In addition, before initiating a formal written student complaint, the student must utilize informal complaint procedures such as talking to the person that the complaint is against and his or her supervisor, if feasible and appropriate.

Policy Owner: The Vice President for Academic Affairs oversees this policy, and the Office of Accreditation and Compliance~~Vice President for Student Affairs~~ is responsible for compiling and analyzing a centralized log of complaints on an annual basis. The Vice President for Student Affairs, or designee, is responsible for analyzing the centralized log on an annual basis for systemic issues or patterns that exist.

Purpose: The purpose of this policy is to formalize the documentation of formal written student complaints. This policy applies to all units that receive and resolve or respond to formal written student complaints related to the mission of Longwood University from currently enrolled students.

Policy: Longwood University recognizes the importance of ~~compliance with Federal Requirement 4.5, which requires the university to maintaining~~ a formal record of written student complaints which must be made available to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) upon request.

Procedures: All units that receive and resolve or respond to formal written student complaints from currently enrolled students related to the mission of Longwood University are required to maintain a complaint log and supporting documentation. Complaint logs will be analyzed once per year to determine if there are systemic issues that require improvement.

Students complaining about actions concerning matters unrelated to their roles as students may complain directly to the appropriate office, but there is no requirement that any such office keep a log of those complaints.

Date:

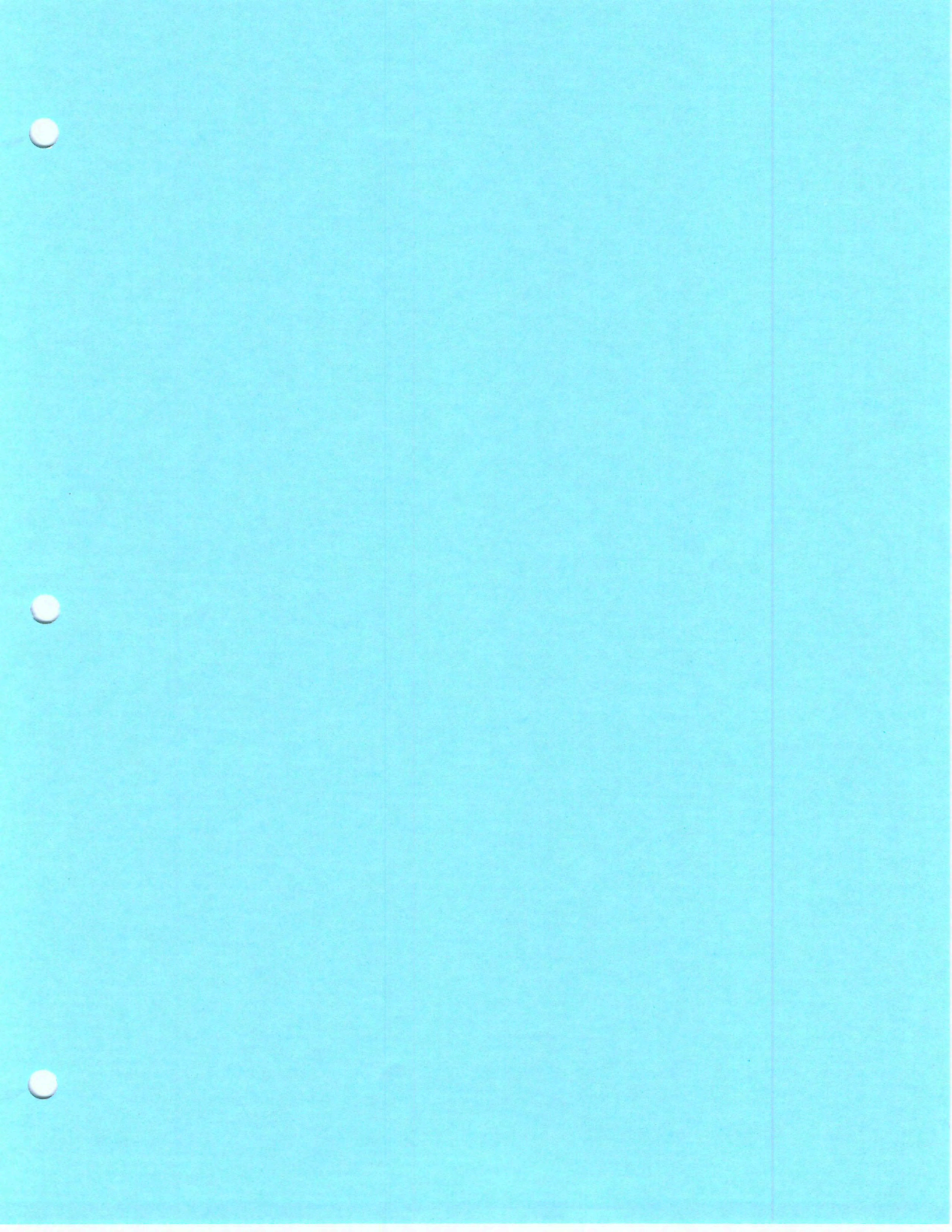
Approved by the Board of Visitors, December 7, 2012

Reviewed and approved by Cabinet, November 14, 2012.

Reviewed and approved by Cabinet, May 8, 2013.

Revised and approved by the Board of Visitors, June 14, 2013.

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



Policy Title: Emergency Closings

Policy Number: 3402

Policy Owner: The Vice President for Student Affairs oversees this policy.

Purpose: This policy concerns the operation of Longwood University (classes, academic services, and administrative operations) at its academic campus in Farmville, Virginia, as well as other off-campus locations in the affected geographic areas.

Policy: The ~~Chief Administration and Finance Officer (CAFO)~~ Vice President for Administration and Finance (VPAF) and Vice President for Student Affairs (VPSA) ~~are~~ designated as the joint authority to close the University for reasons of inclement weather or emergencies. The authority will be exercised in consultation with the ~~President, The Provost and Chief Academic Affairs Officer (hereafter Provost)~~ Vice President for Academic Affairs (Provost), and the Chief ~~Human Resource Officer (CHRO)~~ of Staff. The ~~closing~~ VPSA will communicate the decision will be communicated directly to the ~~Chief Public Relations Officer (CPRO)~~ Public Information Officer (PIO), who is responsible as this position has primary responsibility for implementing the closing notification process. In the ~~CAFO's VPAF and VPSA's~~ absence, the responsibility for this function shall pass to the ~~administrators in the following order of priority:~~
Provost, ~~and Chief Academic Affairs Officer~~
~~Vice President for Student Affairs~~
~~Vice President for University Advancement~~

Procedure:

~~Closing Decision Time: In the event of inclement weather or emergencies outside of normal business hours which may affect the operation of the institution, the Chief of Police will notify the CAFO as early as possible of conditions which may require cancellation of classes or closing of the institution. The CAFO will consult with the President and the Provost, and will inform the Chief of Police of the decision by 0500 hours (5:00 a.m.). He or she will also inform the CPRO.~~

~~Essential-Designated~~ Employees: When the University is closed due to inclement weather, or ~~/~~emergency, only essential-designated employees will be required to work (See Appendix C Policy 5220 Inclement Weather / Campus Emergency Closing). ~~Essential-Designated~~ employees will be credited with compensatory leave time for hours worked during such periods in accordance with Department of Human Resource Management's Policy No. 1.35, Office Closings Due to Inclement Weather and/or Emergencies Emergency Closings. Essential-Designated employees at Longwood include employees in the Public Safety Office, Dining Services, Facilities Management, and other such employees as are needed to cope with conditions caused by the inclement weather and/or emergencies. Other persons may be designated as essential in view of circumstances at the particular time. Department directors are responsible for notifying employees under their supervision of their "essential-designated employee" status.

Closings during Non-working Hours: Should the decision be made to close the University or postpone the normal opening during non-working hours, the Chief of Police or designee will inform the VPSA as early as possible of conditions which may require the cancellation of classes or closing of the University. Any decision to close the University should be made by 0600 (6:00 a.m.) or as early as possible.

Communication: Responsibility for disseminating ~~closure~~ closing information shall be shared as follows:

- CAFO/VPSA/VPAF: The ~~CAFO-VPSA and VPAF~~ will inform the President, ~~the~~ Provost, and all other vice presidents of the decision. The ~~CAFO-VPSA~~ will ~~also~~ provide closure or postponement information to the CPRO-PIO for dissemination ~~to appropriate media~~. The ~~CAFO~~ will ensure that all telephone systems in his or her area have updated information, including Public Safety Emergency, Police Business, and Campus Switchboard.
- CPRO-PIO: The ~~CPRO-PIO~~ will immediately ~~notify the news media listed in~~ use appropriate communication channels to notify the University community, including students, faculty, and staff, and news media Appendix E of the Longwood University closing or postponement. Announcements shall reflect one of the sample formats in Appendix F.

Chief Information Officer (CIO): The ~~CIO~~ ensure that the Longwood information message is updated on 434.395.2000.

Vice President for Student Affairs: The Vice President for Student Affairs will provide accurate and timely information to Residence Life and Health Services employees, and will also disseminate information through the student e-mail system (Pinemail).

Joint Responsibility for Informing Students, Faculty and Staff: The CPRO, CAFO, and the Vice President for Student Affairs will inform students, faculty, and staff of the closure or postponement.

Closings During Working Hours: Should a decision be made to close the institution during hours of normal operation, responsibility for disseminating closure information during working hours shall be shared as follows:

CAFO: The CAFO will notify the Vice President for University Advancement, the Vice President for Student Affairs, the Provost, and the President's Office. The CAFO will also provide notice of the closure to the electronic media.

Vice President for University Advancement: The Vice President for University Advancement will notify the appropriate media of this closure.

Vice President for Student Affairs: The Vice President for Student Affairs will provide notice via the residence life staff.

All Vice Presidents: Each vice president will inform the applicable supervisory employees (i.e. deans, directors, department chairs, etc.) by telephone and e-mail of the closure.

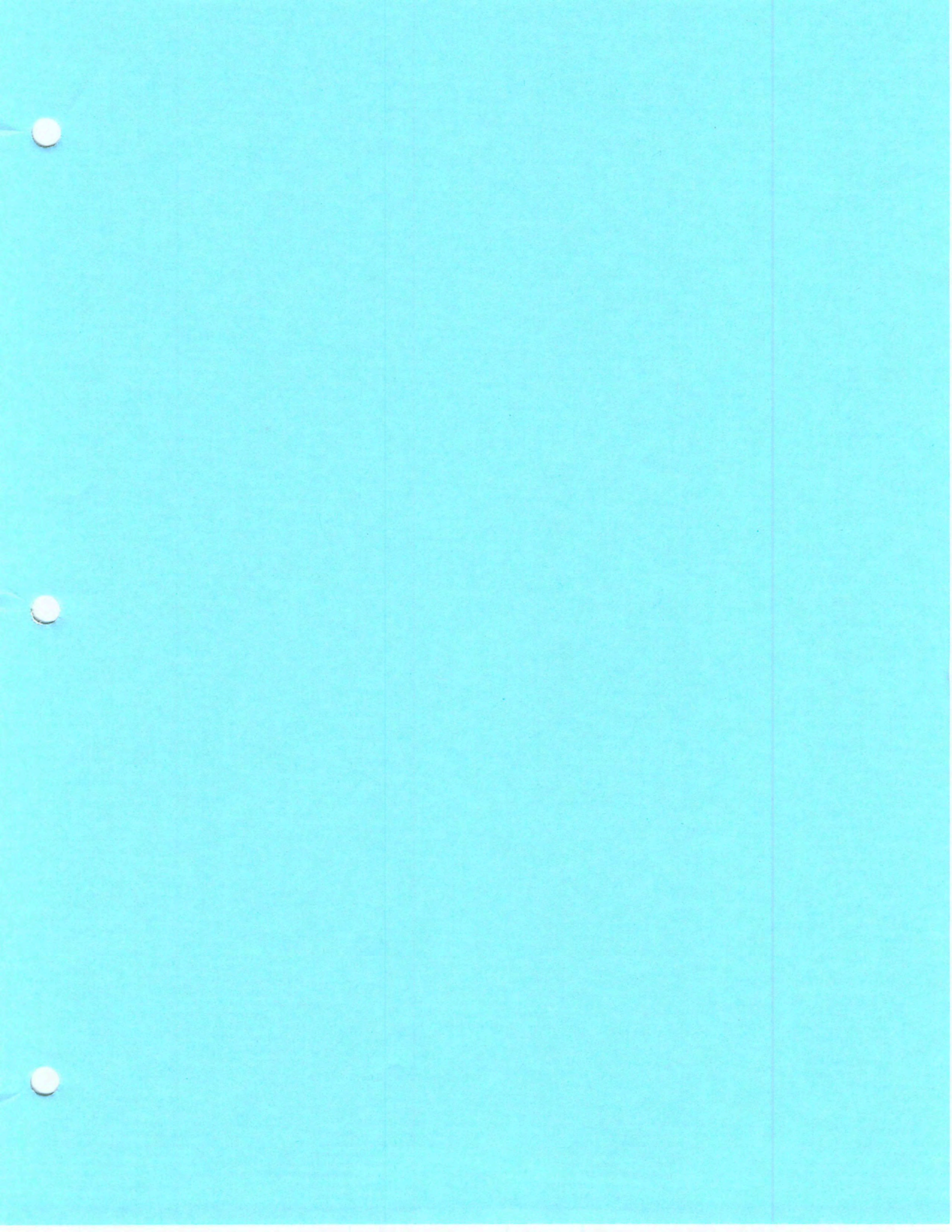
Multiple Day Closures: If the duration of the closing of the institution is more than two (2) days, it may become necessary to extend the school year to compensate for the canceled classes. The President or his/her appointed authority shall determine the necessity for such extension.

Snow Removal: In the event of heavy snow during non-working hours, Facilities Management crews will begin to clear the snow as soon as possible in order to provide access to Longwood buildings. The Provost will make the decision as to when classes may begin again. Once the decision has been made, it will take the Public Safety Office and and Facilities Management employees approximately two (2) hours to inspect and open all campus buildings.

Date:

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

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



Policy on Employee Management for Administrative Faculty

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 Number: 5226

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.
 - 1. **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.
 - 2. **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.

1. **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.

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:
 1. positions that are dependent upon grant or contract funds and are limited to the term of the grant or contract; and
 2. 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.

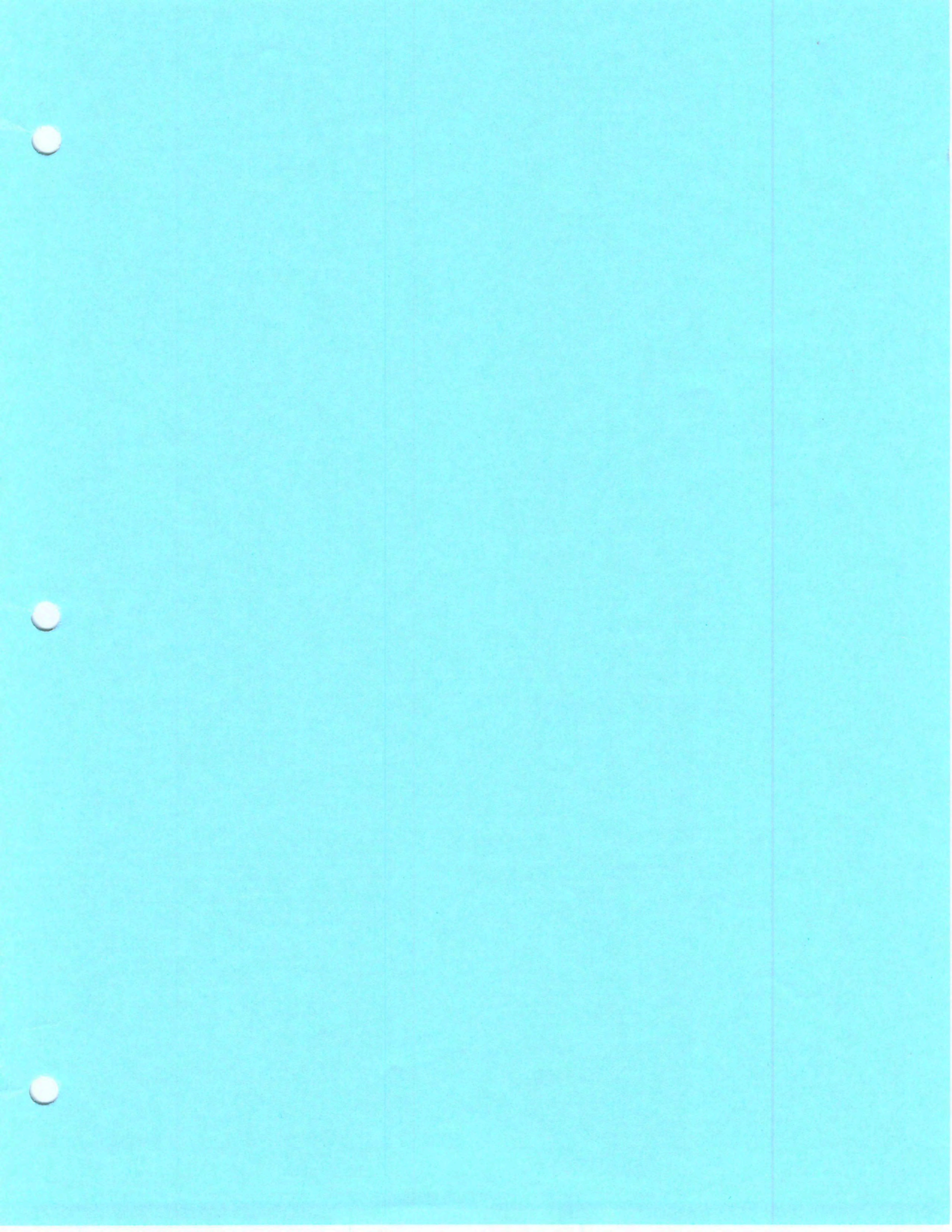
2. **Set-Off Relating to Non-Renewal Notice Requirements:** Eligible employees of the Commonwealth may be entitled to severance pay when separated from employment involuntarily if the separation does not relate to job performance. These state benefits are paid in weeks of pay based on years of service. 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.



Policy Title: Psychological Emergency

Policy Number: 3305

Definitions: Psychological emergencies include but are not limited to, situations where a student attempts suicide, makes a threat or gesture of suicide, harms or attempts to harm themselves, or undergoes severe psychological distress.

Policy Owner: The Vice President for Student Affairs oversees this policy, the Office of the Dean of Students, and Counseling and Psychological Services, is responsible for compliance and proper procedures.

Purpose: Longwood University aims to maintain the safety of individual students, as well as the community, in the event of a psychological emergency.

Policy Statement: If a student is deemed to be a threat to self or others, and they may not attend classes, university activities, or return to university housing until they have been given clearance to return by the Dean of Students or a designee. Clearance will require:

- a) completion of the designated Psychiatric Evaluation Form with signed authorization from a ~~psychiatrist~~ psychiatric professional (e.g. psychiatrist or psychiatric nurse practitioner);
- b) the ~~doctor's~~ psychiatric professional's agreement that returning to school is in the student's best interest;
- c) demonstration from the student that ~~he or she is~~ they are no longer in crisis, ~~has~~ have taken sufficient steps to address the underlying psychological concern(s) which triggered the crisis, and ~~has~~ have a plan to maintain health; and
- d) a meeting with the Dean of Students or ~~her/his~~ their designee to complete behavioral contract, which will outline how the student can effectively function in the learning environment.

Consistent with the Disruptive Behavior Policy, a student's parent/guardian will be contacted in the event of a psychological emergency. Students are responsible for costs associated with the psychiatric evaluation and any subsequent care that falls outside the scope of University services. This policy is implemented with sensitivity to students' privacy and academic success. The Office of the Dean of Students will work with the student and the appropriate Academic Dean's office to take measures necessary to allow students to return to school.

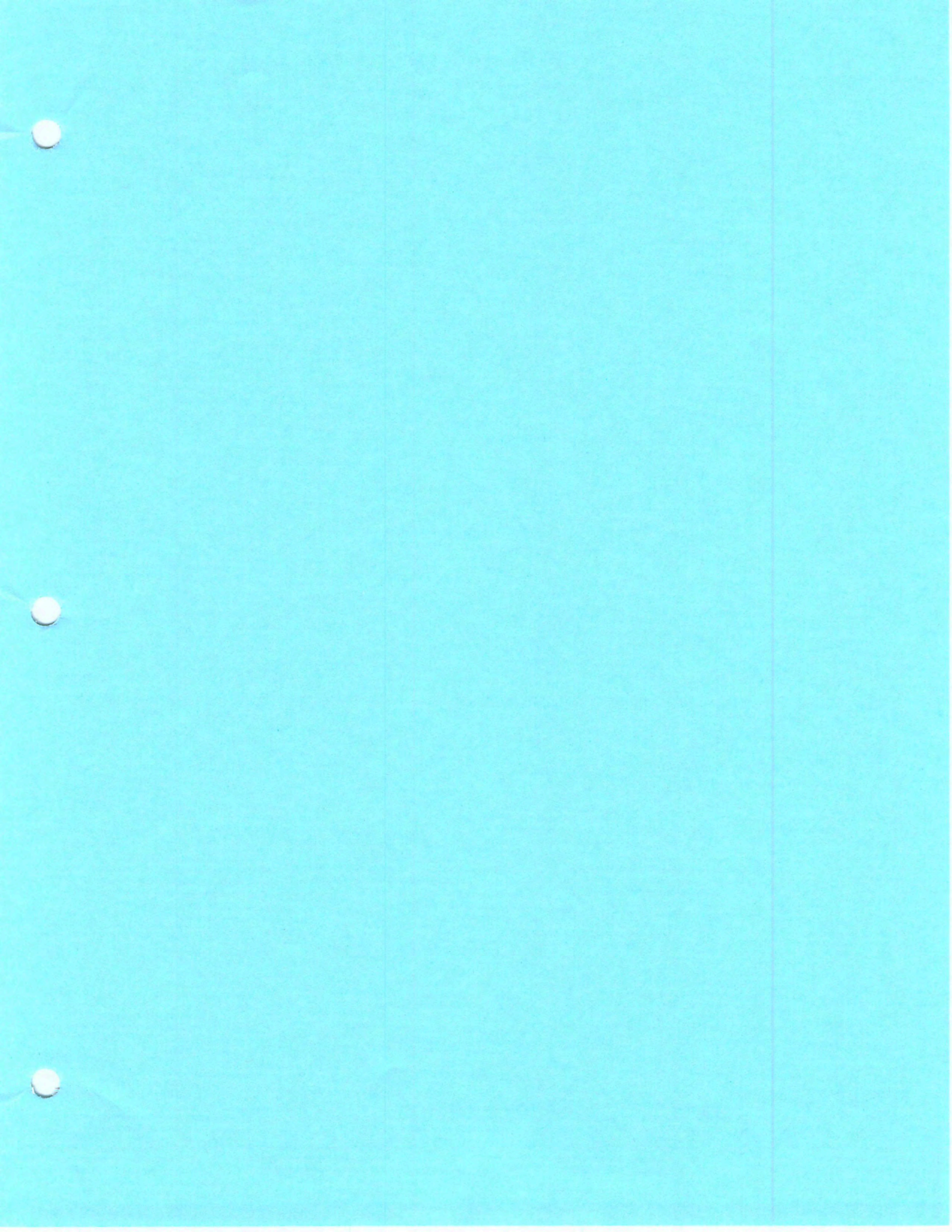
Faculty, staff, and student are expected to follow established procedures when there is a psychological emergency. Training resources are available for faculty, staff, and students. Counseling and Psychological Services shall maintain procedures for the provision of postvention services including psychological support, crisis intervention, and other forms of assistance to the campus community. Such procedures shall be designed to facilitate the grieving or adjustment process, stabilize the environment, reduce the risk of negative behaviors, and prevent suicide contagion.

Procedures:

- 1) When there is a situation involving an **immediate threat** to self or others, the Longwood University Police ~~Dispatcher~~ should be contacted immediately at 911 or 434.395.2091. The police will involve the appropriate on-call administrator(s) who will involve the on-call Counselor/Psychologist.

- 2) When there is general concern for a student, the Office of the Dean of Students should be contacted at 434.395.2485, Monday through Friday 8:00AM-5:00PM. A designated staff member will involve other administrators and Counseling and Psychological Services as appropriate. If the concern arises after business hours, the Longwood University Police ~~Dispatch~~ should be contacted for consultation.
- 3) Counselors/Psychologists, Longwood University Police, Dean of Students, and Residential and Commuter Life staff shall follow their department's established procedures, as trained.
- 4) The student of concern will also be discussed during the weekly Care Team meeting, and that team will follow-up as appropriate.

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



Policy Title: Weapons on Campus

Policy Number: 3409

Definition:

Weapons: Including but not limited to: firearms, tasers, explosives, fireworks, air guns, paintball guns, slingshots, knives (except non-spring pocket knives), martial arts weapons, military memorabilia, and bows and arrows (including crossbows and bolts).

Policy Owner: The Vice President for Student Affairs oversees this policy, and the Longwood University Policy Department is responsible for compliance, enforcement and proper procedures.

Purpose:

The purpose of this policy is to establish rules and procedures for the limited authorization of the possession and storage of weapons and ammunition on campus.

Policy:

The possession of weapons on the Longwood University campus and Longwood managed properties is prohibited. Procedures shall be followed for the purposes of maintaining the safety of Longwood University and Longwood managed properties. Failure to abide by this policy may result in disciplinary charges for students. Non-students found to be in possession of weapons on campus, outside of the authorized exceptions may be removed from Longwood University campus or managed property. Violators may also be subject to criminal prosecution.

Exceptions: The possession of weapons or firearms:

- by members of the Longwood University Police Department;
- by members of a duly authorized criminal justice agency in pursuit of official business;
- or as required for classroom instruction.

Procedures:

Storage of Weapons/Ammunition and Check-In/Check-Out General Procedures: Individuals checking in storable weapons (firearms and crossbows only), shall not enter the police department unescorted. Individuals checking in storable weapons and corresponding ammunition shall come to the lobby without their ~~firearm~~ammunition(s) or weapon(s); advise the ~~dispatcher~~LUPD staff member that they have a weapon and/or ammunition to check in; and wait for a police officer. A police officer shall escort the individual outside to their vehicle, retrieve the ~~firearm or~~ weapon and/or ammunition and safety check it outside, and escort the individual back into the lobby. All firearms shall be in a locked case or a cable or trigger lock must be present on the firearm. There are no exceptions to this rule. ~~Weapons~~Firearms without cases and without locking ability will not be accepted. All ammunition shall be limited and stored in a securable ammunition box. Ammunition not properly stored will not be accepted.

Appointments: Any person wishing to bring a ~~firearm~~storable weapon or corresponding ammunition to campus MUST bring that weapon and/or ammunition to the police department IMMEDIATELY upon their arrival to campus. Any person wishing to store a ~~firearm~~weapon and/or ammunition at the police department must notify the police department in advance and