



***LONGWOOD UNIVERSITY
BOARD OF VISITORS***

– MEETING MATERIALS –

September 15, 2023

Minutes

**LONGWOOD UNIVERSITY
BOARD OF VISITORS**

June 9, 2023

Minutes

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

Call to Order

The Longwood University Board of Visitors met on Friday, June 9 at Bear Creek Lake State Park in Cumberland County. The Rector called the meeting to order at 1 p.m.

Members present:

Michael Evans
Shawn Smith
Judi Lynch
Katharine Bond
Polly Raible
Rhodes Ritenour
Cookie Scott
Fabiola Carter
Ron White

Also present:

President W. Taylor Reveley IV
Tim Hall, Director of Athletics
Courtney Hodges, Vice President for Institutional Advancement
Lara Smith, Provost and Vice President for Academic Affairs
Matt McGregor, Vice President for Administration and Finance
Victoria Kindon, Vice President for Strategic Operations
Cameron Patterson, Vice President for Student Affairs
Justin Pope, Vice President and Chief of Staff

The Rector welcomed members and asked for a motion to approve the Consent Agenda and minutes of previous meetings. Katherine Bond so moved, Rhodes Ritenour seconded and the motion was approved unanimously. President Reveley gave a brief overview of the process of developing the proposed budget, distributed recently to the Board. Matt McGregor gave a brief overview noting the conservative nature of the budget in light of the ongoing discussions in Richmond regarding the state budget. The Rector asked for a motion to approve the budget as presented. Katharine Bond so moved, Fabiola Carter seconded and the motion was approved unanimously. Katharine Bond expressed her recognition of the challenges of assembling a budget and appreciation to Administration & Finance staff.

President Reveley welcomed the group and noted that overall it has been a very positive year for Longwood. Thinking back a year ago, he noted that there are three new vice presidents who have stepped in since that time and done exceptional work. He commended in particular Tim Hall, who was new not just to his position but to Longwood. He said he feels good about how the year has gone and the future, even amidst continued challenges across higher education and the world.

The President thanked the Board for filling out the Board self-evaluation surveys that were distributed following the previous meeting. He circulated the results of the survey and discussed responses to each of the questions, noting that all response scores indicated agreement or strong agreement that the Board is working well together. He addressed in particular the three items that had the relatively lowest scores (though all at least 4.56 out of 5 on a scale of 1 to 5, with 1 being “Strongly Disagree” and 5 being “Strongly Agree.”). He discussed the continued challenges and importance of protecting the Board members from undue external influence. He said there is an important balance between fostering public engagement and protecting the institution from undue influence, and he believes the Board has navigated this balance very well.

The Board, guided by the President, reflected on Longwood’s mission statement and its continued relevance to the institution. President Reveley read the Mission Statement in its entirety from the 2019-2025 Strategic Plan: Forefront for the Commonwealth. No one voiced thoughts regarding a need to change the mission statement. President Reveley said he believes the durability of the mission statement is a positive thing, reflecting clarity and a common sense of purpose across the University.

The president noted the Strategic Plan is deliberately one page rather than 100 pages, which he continues to believe strongly is a source of strength. He also spent time reviewing the metrics regularly presented to the Board as part of their briefing materials. He said there is no perfect barometer for how a university is doing, but he believes these serve as a strong one.

There was discussion among Board members regarding the challenge between striking a useful balance going forward between metrics that show the university is performing and what its goals are. Polly Raible said she would like to see if there are ways to share and emphasize the mission more broadly. There was some discussion stemming from her question about how going forward into future strategic plans to potentially incorporate goals more explicitly (rather than current snapshots), and the pros and cons of such an approach, considering the inherent unpredictability of higher education. She also expressed that she wished metrics could better capture the strong work of the vice presidents.

Tim Hall gave a quick overview of the off-season roster changes in the men’s and women’s basketball programs, which he said have been very positive in terms of the players who have been recruited. He noted how challenging it has been for the men’s basketball program to find other programs willing to play Longwood, which has made it a struggle to set the schedule for the coming year. There was discussion regarding the NCAA and NIL issues, and expectations for future developments in this area, including prospects for Congressional regulation. He and Courtney Hodges gave an overview of plans for the opening of the Joan Perry Brock Center and the building excitement in the community regarding the building, including a substantial increase in season ticket sales, currently at over 400, compared to less than 200 last year in Willett Hall.

Tim Hall noted the achievement of designing a building that can work elegantly for a variety of uses. Victoria Kindon noted the building of a newly reconceptualized homecoming weekend for alumni around the opening of basketball season.

Courtney Hodges also gave a brief report on trends in advancement, including growing philanthropic interest among parents. She noted she is pleased Longwood has recently been able to add to its gift officer team, and events and ceremonies team. She said there are three times as many events on campus this spring as last year. Michael Evans commended the team for its execution of Commencement.

Lara Smith noted the pride of all of Longwood regarding Emily Robertson's Truman Scholarship and Antonio Harvey's Goldwater Scholarship – two hugely prominent national awards earned by Longwood students this past spring. She commended the campus-wide effort to shepherd students through the process, in particular Matt McWilliams, assistant vice president for marketing and communications, who worked especially hard to help prepare applicants. She noted Antonio came through Longwood's PRISM program, and also that both award winners are part of the Honors College. The other Virginia finalists whom Emily beat out came from Harvard and UC-Berkeley.

Lara Smith thanked the Board for its thorough discussion of the Board self-evaluation and Longwood mission statement. She provided an update on the SACS reaffirmation process. She gave a reminder of the structure of standards. She noted the two standards that relate to governing boards, reminding the Board they will have a role during the in-person visit in March, 2024. She provided a detailed reminder of the requirements of the standards related to governing board characteristics and responsibilities, enumerating each.

President Reveley noted the achievement of Civitae now being firmly established in the Longwood firmament. Michael Evans recalled and commended Lara Smith on the energy she brought to the process of developing Civitae.

Matt McGregor gave an overview of progress in the campus construction and maintenance pipeline, reiterating the important focus on maintaining old buildings even as new buildings come online. He noted it is an exceptionally busy time of year for his team, closing out the budgeting process, various audits, and the 6-Year Plan. He noted his pride at the appearance of campus over Commencement weekend. He and President Reveley gave a brief overview of the Auditor of Public Accounts process and timeline. Michael Evans asked about the relationship with APA staff, and Matt McGregor said he feels it is positive, citing a recent productive phone call with Victoria Kindon and APA staff. He said Jennifer Wilkerson has a positive day-to-day working relationship with the APA.

Victoria Kindon said Longwood currently sits at 850 freshman deposits but that melt will occur as usual through the summer. She said the Admissions Office took some risks this cycle. This year's high school seniors were sophomores during the height of Covid, so there were not PSAT names to purchase, but Longwood had already diversified the way it acquires prospect names. Because of these circumstances we had expected our application pool to decline this year, but it was even. We continue to try to elevate Longwood's brand with certain steps. For instance, we

no longer offer “immediate decision” where applicants receive instant notification if they were accepted. She also noted the University is working to develop a degree combining a bachelor’s and MBA. The process is in the groundwork stage but we believe has strong market potential. She commended the Administration & Finance team for their hard work and strong partnership with her division.

Cam Patterson noted housing has become an important partnership among Student Affairs and the Real Estate Foundation and Administration & Finance. He noted there has been success with a 12-month leasing programs; 185 students are taking advantage of that program this summer. He also noted we are in the third and final year of a series of apartment community renovations. He noted the positive First-Gen student celebration on the Friday evening of commencement, involving more than 70 students who identified as first-generation students, and 170 students and family members altogether. Families were excited and celebratory. He also discussed and commended the involvement of Student Affairs in Civitae, and initiatives including Lancers Vote to encourage civic participation. He noted a Virginia 21 initiative that uses an app to track voter registration throughout the Commonwealth; Longwood had the highest percentage of its students who registered to vote through that program. “Our students are engaged. Our goal is to continue to foster that engagement, and build those good and healthy habits. It’s a good way to complement what’s happening in the classroom.” President Reveley noted that another positive aspect of this work is that it’s an area where College Republicans and Democrats work together. Mr. Patterson also said he is proud Longwood students and staff offer a strong and successful Greek experience. The work of the Retention Committee has confirmed Greek Life positively impacts many students. He noted 1500 students went through hazing prevention training. Lastly, he provided an update on the continued work regarding the Diversity Strategic Plan and the Action Plan Agreement the president worked with C.H.A.N.G.E to implement. He noted that he, President Reveley, and the Provost met with students in a town hall toward the end of the academic year and it was heartening to hear students do see progress. He said work for the summer includes identifying expanded multicultural space for students and student groups; continuing to evaluate and assess campus climate; and making sure students are aware of Title VI resources and use them when appropriate. He gave a progress report regarding specific implementation of aspects of the Action Plan Agreement and the different parties on campus that have been assigned various steps to address. President Reveley also provided an update on the continued work toward helping Moton move toward achieving status as a UNESCO World Heritage Site.

Michael Evans addressed the vice presidents, thanking them for their “amazing work,” and stating that it has offered him great pride to consider them colleagues. He offered profound thanks and praise for Kay Stokes in her work in support of President Reveley.

President Reveley thanked Michael Evans for his great service of a full two terms on the Board. Rhodes Ritenour presented a slate of proposed nominations for the election of officers for 2023-24: Rector Katharine Bond, Vice Rector Judi Lynch, Secretary Cookie Scott, and Member-at-Large Ricshawn Adkins Roane.

The President asked for any discussion and then a vote on the proposed slate. The slate was approved unanimously. Michael Evans congratulated the Rector and presented to her a gold

Longwood pin that had been presented to him by Ken Perkins. He addressed his fellow Board members. He said his own father, who made a career in the military, had instilled in him the importance of service to others, and he considered his service to Longwood the pinnacle of his public service career, and thanked members for making the experiences a good one. President Reveley noted the Rector's longtime commitment to Southside, and their long connection dating back to an internship in the president's days as a masters student in his early 20s. The Rector noted the fruits of the project undertaken that summer became a citizen's guide to Richmond city government, and the foundation of its first website.

President Reveley presented the Rector a framed image of the Farmville Freedom Monument along with the text, quoting Abraham Lincoln, at the base of the obelisk. He also read a resolution in honor of Michael Evans, as follows:

**LONGWOOD UNIVERSITY
RESOLUTION IN HONOR OF
MICHAEL A. EVANS**

WHEREAS, Michael A. Evans
has served a full tenure of two terms on the Board of Visitors
of Longwood University from 2015 to 2023;

WHEREAS, he was elected to lead the Board of Visitors as Rector from 2022 to 2023, having served as Vice-Rector from 2021 to 2022, and as Secretary from 2019 to 2021;

WHEREAS, as an acclaimed leader in local and state government for the Commonwealth, his devotion to Longwood has elevated the Alma Mater, driving and encouraging its progress from strength to strength, amidst and despite national tumult and the challenges of Covid-19;

WHEREAS, his service to Longwood began with the 2015 adoption of the University's campus master plan, uplifting guide for historic development and construction since, which has greatly strengthened the bond of Longwood and Farmville, especially and including the landmark Robert Russa Moton Museum, as well as broader Southside, to which he holds deep ties;

WHEREAS, today, through his leadership and dedication over this period of momentous years, the University and its students, faculty, staff, administration, friends, and alumni have a collaborative spirit and sense of resolve, bound even more strongly by galvanizing moments such as the 2016 U.S. Vice Presidential Debate, the 2018 dedication of the Farmville Freedom Monument, the groundbreaking celebration of the Joan Perry Brock Center, and the historic 2022 March Madness run for both Men's and Women's Basketball, as well as through powerful and candid conversations he has led with

students, with University officials, and President W. Taylor Reveley, IV, to whom he has been friend and mentor through the decades;

NOW THEREFORE BE IT HEREBY RESOLVED by the Board of Visitors of Longwood University of the Commonwealth of Virginia, the Commonwealth's third-oldest public institution of higher learning, chartered and established in 1839, that on behalf of the University we extend our gratitude most profoundly to Rector Michael A. Evans, faithful and devoted champion of the Alma Mater and our great friend.

The rector asked for a motion under pursuant to Virginia Code 2.2-3711(A)(1) that the Board go into closed session to consider a matter of personnel, the president's evaluation. Rhodes Ritenour so moved, Cooke Scott seconded and the motion was approved unanimously. In compliance with the provisions of the Freedom of Information Act, the Board returned to open session. Michael Evans moved that the Board certify by roll call that, to the best of each member's knowledge, 1) only matters lawfully exempted from open meeting requirements were discussed, and 2) only matters identified in the motion for the closed session were discussed. Shawn Smith seconded, and all members in attendance voted by roll call to certify: Michael Evans, Katharine Bond, Cookie Scott, Shawn Smith, Judi Lynch, Polly Raible, Fabiola Carter and Ron White. The rector commended President Reveley on his annual performance, reflecting the Board's performance evaluation of him.

There being no further business, the meeting was adjourned. Board members and vice presidents attended a dinner on campus in Stallard Board Room in honor of President Reveley's 10th anniversary as president.

Consent Agenda



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

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

- A resolution regarding Training to Prevent Human Trafficking, as required by Virginia Code;
- A routine update to the Motor Vehicle Parking Regulations Policy to reflect the reorganization of the Office of Parking Services and responsibilities within Administration and Finance;
- An update to Terms and Conditions of Employment for Administrative and Professional Faculty;
- A copy of the University's Six-Year Plan as submitted to SCHEV this past July and required by Code for presentation to the Board of Visitors.

RESOLUTION OF THE BOARD OF VISTORS OF LONGWOOD UNIVERSITY
REGARDING HUMAN TRAFICKING

WHEREAS, human trafficking constitutes a gross of abuse of human rights, and there is widespread need for greater education and training to prevent human trafficking; and

WHEREAS, Virginia Code § 23.1-808.1 requires each public institution of higher education to provide awareness and prevention training, including trauma-informed training on the recognition, prevention, and reporting of human trafficking, to first-year students; and

WHEREAS, Longwood has initiated a new human trafficking and education program for first-year students to meet this requirement

NOW, THEREFORE BE IT RESOLVED:

An affirmation of the requirement of human trafficking education and training for incoming students as part of the orientation process, on this fifteenth of September in the year Two Thousand and Twenty-Three, in the one-hundred and eighty-fifth year of Longwood University.

Motor Vehicle Parking and Traffic Regulations 5009

Formatted: Font: (Default) Times New Roman

Policy Owner: Vice President for Student Affairs and the Longwood University Police Department

Purpose: The purpose of this policy is to outline motor vehicle parking and traffic regulations enforced by the Longwood University Police Department.

Policy

This policy shall be followed by all persons parking in University-managed parking areas at all times.

Registration:

- A. **Scope:** Faculty, staff, commuter students, and resident students are permitted to have vehicles on campus. The University, however, cannot guarantee a parking space on campus, nor is it liable for damages to or losses from any vehicle parked on the campus. Other parking restrictions may be imposed for appropriate special events, activities, and conditions.
- B. **Parking Allocation:** On-campus parking allocation will be Faculty/Staff, Commuter, and Residential, Contractor, or Visitor. Additional descriptions as to the exact identification and locations of these parking areas will be provided on the Office of Longwood University Police Department and Parking Services Office webpage as well as in the information available to all who purchase parking permits.
- C. **Registration Requirement:** Vehicles using campus parking facilities must be registered and display the appropriate permit. All outstanding parking citations must be paid prior to vehicle registration unless otherwise approved by the Office of Parking Services.
- D. **Number of Vehicles:** Students, faculty, and staff members will be issued hanging tags. These permits are transferable to an additional vehicle, but the additional vehicle must be registered with the Parking Services Office. Individuals affiliated with Longwood may purchase one hangtag. Hangtag/permit prices are listed on the Office of Parking Service webpage. These hang tags are transferable to additional vehicles, which must also be registered to that individual through the parking portal. Only one (1) registered vehicle per permit may be present on campus at any time.
- E. **Motorcycles:** Motorcycles have the same status as automobiles. Owners must abide by the same guidelines concerning registration, parking, and operation on campus. Motorcycles will be issued a parking permit sticker.
- F. **Parking Permit Displays:** Hangtags must be displayed from the rear-view mirror and be clearly seen by common observation through the front windshield.
Students, faculty, and staff should report any changes to vehicle registration information to the Parking Services Office as soon as possible (e.g. tag number change, residence change, or new car).
- G. **Guest's Vehicle:** To register a guest's vehicle, students must use the link on the Office of Parking Services webpage. Faculty and staff expecting guests must either contact University Events and Ceremonies for designated parking or obtain a guest permit from the Office of Parking Services. Guest Permits for visiting parents must be obtained from the Office of Parking Services. during

~~business hours, you must come to the Parking Services Office to obtain a guest permit. After business hours go to the Longwood University Police Department for such assistance.~~

G. **Contractor Permits:** Contractors must obtain a contractor parking permit from the Office of Parking Services.

Parking:

- A. **Daily Parking Zones:** The University has a 24/7 parking policy in effect. All vehicles must park in their specific permit zone 24 hours a day. Exceptions may only be made after consultation and approval by the Longwood University Police Department.
- B. **External Law:** Town, county, and state laws must be observed when parking on the Longwood University campus.
- C. **Parking Prohibitions:** Parking in fire zones, loading zones, and areas where the curbs are painted yellow is strictly prohibited.
- D. **Town Streets:** Parking on the Town of Farmville streets is at the driver's risk. University parking permits do not authorize parking in the Town of Farmville "Resident Only," or other parking areas. The Farmville Police patrol these areas and will issue town citations if violations are observed.
- E. **Visitor Parking:** A limited number of two-hour visitor parking spaces are available on campus. Students, faculty, and staff of the University may not use these spaces at any time, as they are not considered visitors to the campus. Visitor parking spaces are designated at the Radcliff Lot for use by-PROSPECTIVE STUDENTS AND UNIVERSITY VISITORS USE ONLY.
- F. **Guest Parking:** If a guest is to be on campus Monday through Friday, they must display a guest parking permit. Guest permits are not required from Friday, 6:00pm through Monday, 6:00am. Failure to register a guest's vehicle is not grounds for citation appeal. Guest parking is restricted to the Vernon Street Lot, and South Pine Street Lot, or the designated visitor parking at Lancer Park. Special parent parking permits allow parking in Faculty/Staff as well as visitor parking zones.
- G. **Limited Parking/Loading/Unloading Limitations:** Limited-Loading/unloading parking locations have been designated throughout the campus. Parking in these areas is limited to fifteen minutes and vehicles using them MUST have WITH the use of hazard lights activated while parked.
- H. **Handicapped Parking:** Persons requiring the use of handicapped spaces on campus, on University-managed streets and in University-managed parking lots must display a permit from the Division of Motor Vehicles or a temporary (7-day) medical permit obtained from the Accessibility Resources Office. These temporary medical permits must be displayed and visible by common observation through the front windshield.
- I. **Resident Freshman:** Freshmen living in residence halls or University-managed property will be permitted to bring motor vehicles to campus may purchase a freshman parking hang tag, however, these vehicles must be parked in the lower-Freshman lot at Lancer Park, or the Main Street Lot if approved by the Parking Service Office. Exceptions may be granted by the Office of Parking Services on a case-by-case basis. Resident Freshman granted an exception will be required to purchase a resident student permit.

- J. **Brock Commons Garage:** Students are not permitted to use the Brock Commons Garage.
- K. **Inclement Weather:** During times when snowfall or ice accumulation is predicted for the Farmville area, parking may be restricted from University managed streets and parking lots for snow/ice removal. Students, faculty, and staff will be notified by email if this becomes necessary.

Parking Violations:

- A. **Responsibility for Enforcement:** The Longwood University Police Department is charged with the enforcement of all parking policies.
- B. **Parking Citations:** Parking citations for unregistered or improperly parked vehicles will be issued year-round, ~~whenever the University is open.~~ [Parking fines are listed on the Office of Parking Services webpage.](#)
- ~~C.~~ **Payment and Appeals:** Parking citations may be [paid or](#) appealed. The process for hearing appeals will be determined by the Vice President for Administration/Finance [and managed by LUPD. Appeals for minor violations with obvious explanations may be managed by the LUPD Administrative Lieutenant or Chief of Police.](#) An appeal is based on extenuating circumstances and should not be filed if an individual has clearly failed to observe the University parking rules and regulations. Appeals must be made within five full working days (Monday-Friday) excluding holidays. Payments must be made within ~~60~~ calendar days of the citation or appeal decision.
- ~~C.~~
- D. **Timeliness of Payments:** Drivers are expected to pay fines in a timely fashion. Unpaid fines may be transmitted to the Virginia Department of Revenue and/or to a collection agency. A hold will be placed on the records of any student when they have unpaid fines. If the vehicle appears on campus ~~after suspension of privileges, the vehicle may be towed, a \$50.00 fine may be assessed, citation may be issued, and/or disciplinary action may be taken.~~ Seniors will have a hold placed on their records prior to graduation unless ALL fines have been paid. Flagrant disregard of the parking regulations may result in revocation of parking privileges.
- E. **Repeat Offenses:** If a driver accumulates four (4) or more upheld parking citations ~~in one semester,~~ the driver's vehicle may be towed at the owner's expense upon ~~issuance~~ of the fifth (5th) citation, and the matter referred to Student Conduct and Integrity for students [and Human Resources or the contract supervisor for faculty and staff.](#) [Upheld parking citations are defined as an issued citation that is beyond its appealable timeframe, has not been voided, is not in an appeal status, has not been paid, and was not issued as a warning.](#)
- F. **Parking Suspensions:** If a driver accumulates seven (7) upheld parking citations in one semester, the privilege to park on campus may be suspended, and the matter referred to Student Conduct and Integrity for students [and Human Resources or the contract supervisor for faculty and staff.](#) The suspension will be for the remainder of the current semester and all of the next semester. ~~The Parking Appeals Committee will hear appeals for any contested suspension.~~

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

Revised and approved by the Board of Visitors, March 19, 2004.

Revised and approved by the Board of Visitors, June 15, 2005.

Revised and approved by the Board of Visitors, December 2, 2011.

Revised and approved by the Board of Visitors, December 7, 2012.

Revised and approved by the Board of Visitors, September 9, 2022.

| [Revised and approved by the Board of Visitors, September 15, 2023.](#)

Terms and Conditions of Employment for Administrative and Professional Faculty 2054

DEFINITIONS

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

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

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

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

PROCEDURES

- A. **Initial Appointment:**
1. **Appointing Authority:** Authority to appoint A/P Faculty is limited to the President or the President's designee. The President shall have the sole authority to appoint A/P Faculty to serve as vice-presidents.
 2. **Formalities of Appointment:** Appointments must be made in writing by the President or the President's designee, or the Board of Visitors, to become effective. Appointment letters must specify, at a minimum, the appointee's compensation, title, and the appointment period. Other terms or conditions of appointment may also be provided when deemed necessary or appropriate by the appointing authority.

B. **Appointment Period:** An A/P Faculty's appointment period is typically twelve (12) months. The appointing authority has the discretion to decrease the 12 month appointment period or set the appointment period based upon completion of a specific project or job task. Terms normally begin on June 25 of one (1) year and end on June 24 of the following year. When appointments are made subsequent to June 25, they will nonetheless expire no later than the following June 24.

C. **Reappointment Letters:** Letters containing information about the terms and conditions of reappointment are normally issued by May 15 for the fiscal year beginning on June 25. A Legislative impasse or late passage of the Appropriations Act by the Virginia General Assembly may, however, delay notice to A/P Faculty.

D. **Reassignment of Administrative Duties and Re-designation of Titles:** The President or designee has discretionary authority to reassign administrative duties and re-designate titles during any term of appointment for A/P Faculty, when in the best interest of the University. Reasonable prior notice, under the circumstances, will be given affected A/P Faculty. Compensation may be adjusted accordingly.

E. **Performance Evaluation:** Performance evaluations will be conducted annually for all A/P faculty below the level of Vice President. Vice Presidents and the Director of Athletics 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. The A/P Faculty's supervisor shall immediately notify the Chief Human Resources Officer (CHRO) of the A/P Faculty's decision to resign.

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.

c. **Termination Prior to End of Contract:** Longwood University may terminate employment before the end of the contract term in cases of financial exigency, budget constraints, or termination for program reduction, discontinuance or elimination. Such termination may occur at any time upon written notice delivered to the A/P Faculty member's address on file with the university.

2. **Authority to Terminate for Cause:** Only the President or designee has the authority to terminate an A/P Faculty's employment involuntarily.

3. ~~**Notice Requirements Relating to Termination for Cause:**~~ Written notice must be provided to the affected employee by the President or designee

Formatted: Indent: First line: 0"

~~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.~~

~~4.3. **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.

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

Revised and approved by the Board of Visitors on June 6, 2022.

Revised and approved by the Board of Visitors on September 15, 2023.

2023 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: Longwood University

OVERVIEW

The six-year plan should describe the institution’s goals as they relate to the Commonwealth’s goals as articulated in the *Pathways to Opportunity: The Virginia Plan for Higher Education*; the Higher Education Opportunity Act of 2011 (TJ21); the Restructured Higher Education Financial and Administrative Operations Act of 2005; and the Governor’s objectives to prepare every graduate for success in life. Please use this opportunity to outline your institution’s plans and objectives, especially as they relate to the Commonwealth’s goals.

The instructions within the institutional mission and priorities section below ask for specific strategies related to affordability and access to quality postsecondary education that prepare students for success in life. Other sections offer institutions the opportunity to describe additional strategies to advance institutional goals and Commonwealth needs.

Please be comprehensive but as concise as possible with responses; you are encouraged to use bullet points vs. prose. Consider this a starting point for the dialogue with OpSix; you will have the opportunity to further elaborate on the narrative in your review sessions later this summer.

Please save this narrative document with your institution’s name added to the file name.

SECTION A: MISSION & PRIORITIES

Key question: What are your institution’s unique strengths and how do those inform your strategic priorities?

A1. What is your institutional mission? Please share any plans you have to change your 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.”

This mission statement was first approved by the Board of Visitors in 1997. It has been reviewed and reaffirmed by the Board several times since, including recently this summer, and it continues to serve us well. We do not anticipate changing it.

A2. What are your institution's greatest strengths and areas of distinctiveness that it should continue to invest in? What are your institution's greatest opportunities for improvement?

Strengths:

1. **A workhorse producer of graduates in high-growth, high-need fields – especially education, health, counseling, business and public service.** That's been true historically and that has accelerated. Longwood's share of students graduating from programs aligned to high-growth occupations has increased from 28 percent in 2016 to 50 percent in 2022. Longwood's nursing program has grown steadily and is the #1 ranked program in Virginia with a 98-percent licensure pass rate (see Appendix I or <http://www.longwood.edu/news/2023/longwood-nursing-licensure-test-results/>).

Longwood is an essential supplier of high-skill labor for health and education across the Commonwealth and in our region, which is especially important given that we are the only 4-year public institution serving Southern Virginia. Longwood is the largest individual employer in our immediate region by a substantial margin, and an indispensable provider of much-needed graduates, especially in education, business and health care, in a portion of the Commonwealth with a poverty rate three times the state average, and college attainment significantly below other areas of the state (see map in Chart 1 of Educational Attainment by Virginia Locality, Appendix II and at <https://www.schev.edu/Home/Components/News/News/285/200>).

2. **Educating Virginians for Virginia.** As of Fall 2022, 92 percent of Longwood undergraduates hail from Virginia, second highest among all Virginia public institutions. Meanwhile, 82 percent of Longwood undergraduates remain in Virginia after school, compared to 70 percent statewide. Additionally, 25 percent of out-of-state students remain in Virginia, compared to the 20 percent statewide.
3. **Enrolling AND graduating low-income/first-generation students.** With its commitment to teaching, Longwood does exceptionally well with students at risk.
 - a. About 27 percent of Longwood's student body is Pell-eligible; that percentage has grown significantly over the past decade, and is on track to be up notably this coming year. With the help of additional state resources that helped increase awards to our Pell population, our incoming Fall 2023 Freshman class will have about 250 incoming Pell students, and at least 25 additional Pell-eligible transfers. This is an increase of about 30 percent over the Fall 2022 figure. This very notable increase is attributable in large part to the additional state aid we have received, which enabled us to provide average state aid grants about \$2,400 higher than a year ago; this investment is working.
 - b. Of the Virginia 4-year institutions where at least 25 percent of students are Pell-eligible, Longwood has the very highest rate of Pell students graduating within four years– a key component in limiting costs for students with high financial need. Among these high Pell-enrolling institutions in the Virginia system, Longwood along with George Mason and VCU have the highest standard six-year Pell graduation rates.

- c. Post-Covid trends, though not yet reflected in SCHEV graduation and retention data, are positive, particularly for at-risk groups. A key predictive measure of future graduation rates that we track closely is fall-to-spring freshman retention, and Year 1 to Year 2 retention. This past semester Longwood's fall-to-spring freshman retention rate for first-gen students was actually slightly higher than for non first-gen students (92 percent versus 90 percent). Our internal data show this first-gen rate has increased from an average of 87 percent from 2015-2021 to 92 percent this past year. The rate for Black students averaged 84 percent from 2015-21; this past fall it was 90 percent. Our overall Year 1-2 Freshman retention, which unsurprisingly slipped during Covid, increased to 81 percent in Fall 2022, the highest figure we have going back to at least 2007. This is encouraging for the future.
- d. US News calculates a "predicted graduation rate" for institutions based on the socio-economic and academic profile of each incoming cohort. Longwood's actual 6-year graduation rate is 8 percentage points higher than our student profile predicts it should be. In the Commonwealth, only Virginia Tech and JMU have a higher "outperformance" of graduation rate over the predicted rate (See Appendix III).
- e. Longwood's overall 6-year graduation rate for first-time, full-time students of 66 percent is 15 percentage points higher than the national average of 51 percent for 4-year public master's level institutions. Longwood ranks in the top 100 nationally, and top 13 percent, of all 4-year public universities.

4. **Stewardship and efficient management that controls costs and tuition.** Longwood has been a leader in keeping tuition increases among the very lowest in the Commonwealth over the past 10 years, and sound management has kept steady our employee-to-student ratio, improving affordability, and resulting in a declining net price and annual borrowing. We have shown discipline in hiring and spending, and a willingness to make difficult decisions. During the COVID pandemic year of FY 2020-21, all faculty and staff took a temporary salary cut of varying levels, with Longwood's lead administrators taking a 20 percent salary cut, and with the president taking a 25 percent salary cut.

Longwood currently offers 29 undergraduate degree programs and five graduate degree programs. We believe this level works for our current size but we have shown a willingness to close those with insufficient demand (see C8 below) and will continue to do so.

5. **Financial Stability.** Thanks to the support of the Commonwealth, philanthropic support, and sound financial and operational management, the combined net assets of the University and its component units have increased by 24.2 percent - \$55.3M - from FY2018 through FY22, per our APA audited financial statements with further increases anticipated for FY23 and going forward.
6. **A true commitment to quality teaching.** Research is encouraged, but the primary job of our faculty is to teach. A strong emphasis in research endeavors focuses on opportunities for undergraduate students, preparing them for graduate school and/or a career. According to SCHEV's "Virginia Educated A Post-College Outcomes Study of Virginia Public College and University Graduates from 2007 to 2018" survey, Longwood has the second-highest percentage of graduates (65 percent) reporting they had a mentor in college among all Virginia public 4-years (See more details in C4 below)

7. **A unique core curriculum focused on key skills for work and citizenship.** Longwood’s mission, and its unique Civitae Core Curriculum, have a unique focus on in-demand skills carefully calibrated for the workplace but also the obligations of citizenship – working together, data literacy, understanding civic processes, and strong writing and communication skills. All students take Civitae. We believe there is a particular and distinctive benefit – both professionally and more broadly -- for students in pre-professional programs like education and health to have this educational experience. This is something that truly sets Longwood apart.
8. **Experienced, consistent, stable leadership.** President Taylor Reveley has led Longwood for 10 years. Through the Covid years and into the present, Longwood has benefitted from remarkably stable cabinet-level leadership. The median duration the current vice presidents have worked at Longwood is 13 years.
9. **A long record of resilience, adaptation and satisfied alumni.** Longwood is one of the nation’s hundred-oldest colleges and universities. Over its long history, since its founding in 1839, it has successfully navigated massive societal and economic change. Longwood’s campus witnessed fighting during the Civil War, and endured and thrived through the disruptions of WWII and Farmville’s loss of prominence during the second half of the twentieth century with the shift away from a railroad economy. Longwood reinvented itself from a women’s and teachers college eventually to a university, and successfully navigated Covid – all while staying true to its mission. Throughout, Longwood’s distinctive character, attentiveness to undergraduate success, human-level connectedness, and longstanding regional and statewide professional partners have produced loyal and appreciative graduates; in the SCHEV alumni survey noted above, Longwood’s alumni satisfaction rate is 91 percent.

Opportunities for Improvement:

Overview: Longwood’s areas of focus for improvement naturally focus, directly or indirectly, on ensuring stable enrollment trends going forward. This includes both enrollment and retention.

From a broad enrollment perspective, Longwood is of course impacted by two strong forces 1) state and national demographic and college-going trends, and 2) the effects of enrollment growth decisions of other institutions. These have clearly pressured undergraduate enrollment. Graduate student enrollment has helped to offset some of Longwood’s decline in full-time undergraduate enrollment. Graduate enrollment in FY23 was 1,204, a 62 percent increase from the previous high of 746 in FY09. The growth rate has accelerated since 2020 with the success of our MBA program. Changes to our graduate program offerings have clearly resulted in a stronger, more in-demand mix of programs the last few years.

While we have been particularly conservative in our latest enrollment projections, total undergraduate and graduate enrollment has stabilized and we expect to hold steady going forward, from the FY23 low of 4,358, a level Longwood last saw in FY2005 when total enrollment stood at 4,289. In the last 20 years, Longwood has operated at between roughly 4,200 and 5,000 students each year (with three years cresting just over 5,000; and six years below 4,500).

1. **Retention.** Though we already perform well nationally, Longwood hopes to further improve retention and graduation rates. This has been the work of a presidentially appointed task force in the process of finalizing a substantial set of recommendations for implementation beginning this fall, and the initiatives reflected in our reallocations reflect retention-related work. Like all of higher education, we see notable effects of pandemic socialization and learning loss on high school graduates that must continue to be addressed.
 2. **Growing Allied Health.** Nursing enrollment has nearly doubled, from 139 in 2012 to 271 last year. However, qualified applications continue to outstrip available slots we can offer. We are working assiduously to increase the number we can take by addressing the two constraints on growth: recruiting and retaining faculty to maintain high-quality ratios in a highly competitive market, and clinical partnership opportunities in our rural region. As we look to expand undergraduate capacity in nursing, we are also exploring potential new degree pathways in Allied Health more broadly, notably a master's in nursing program. Additional state support for nursing faculty salaries would help us to retain our faculty and ultimately increase the number of nurses we graduate. The MBA program is adding a health care management track, on top of recently added and popular new tracks in data analytics, finance and accounting.
 3. **Teacher Preparation.** Likewise, Longwood has a long tradition of producing some of the best teachers in Virginia. Longwood has been collaborating with the teacher preparation programs at other Virginia institutions to tackle the teacher shortage crisis by strengthening a range of pathways to prepare teachers including traditional licensure and career switchers. More details regarding new curriculum pathways, and efforts to smooth pathways to licensure for transfer students, are provided below. While interest in teaching as a career has diminished, there is a new and evolving landscape of entryways into the profession, and we are committed to being at the forefront (see more below in A3 and C5).
 4. **Scalable Solutions for Student Mental Health.** We see no let-up in student demand for resources, and in the growing complexity of student mental health challenges. A Healthy Minds survey campus of 893 Longwood students in 2022 found 32 percent felt emotional/mental difficulties hindered their academic performance more than six days per month, and as many as 35 percent reported serious symptoms of depression. Half reported engaging in counseling at some point and more than three-quarter reported having needed help for emotional difficulties. However, we recognize we must focus on efficient, "scalable" solutions that address a productive and manageable portion of the student mental health needs on campus. State and federal grants have already proved helpful in this regard, and our budget requests seek help continuing this work.
- 4. Career Guidance and Preparation.** A major focus of university-wide efforts is career preparation, and we recognize that we need a more concentrated and focused set of resources to help students who are not sure what career to pursue to develop and follow a plan (See more in Section C below).

5. Tracking Outcomes. State and federal data sources and surveys paint a positive picture, and some departments have strong practices in place to track outcomes, but overall we can do more to understand and document career pathways of our graduates.

6. Long-term Energy Use and Efficiency. The nature of the capital project planning and funding process requires forward-thinking institutions to undertake a distinct planning process focused on energy use campus-wide, as reflected in the six-year capital outlay plan Longwood recently submitted.

7. Philanthropy. Our mission and goals will require continued and accelerated fundraising to supplement state funding and tuition dollars in a challenging period for higher education.

A3. What are the top 3-5 strategic priorities you are currently pursuing or planning to pursue in the next six years? Please explain how each strategy relates to the strengths and/or opportunities for improvement mentioned above and will ultimately drive better outcomes for students.

1) **Strengthening Enrollment and Addressing Commonwealth Workforce Needs by Enhancing Programming in High-Growth areas**

Key areas of initiative include:

Allied Health

- Continued growth in highly-successful nursing program and development of related allied healthy degree pathways. Nursing enrollment has doubled over the past decade, and for approximately 80 incoming freshman slots this fall, Longwood received 474 applications.
- It will be an ongoing challenge to hire and retain faculty in highly competitive health fields, and make progress expanding required clinical opportunities in our rural region. With such support, we believe we can grow undergraduate enrollment and also develop new, health-related pathways, in particular a Master's in Nursing program that could help students gain more advanced training and also become nurse educators.

Strengthening the K-12 Teacher Preparation Pipeline

- Longwood has deep historical ties with, and in recent years has substantially expanded its involvement with, the Region 8 superintendents. We are expanding partnerships with local schools in our rural region. One recent example is encouraging and supporting recent education graduates in local school districts in our region, which are at a considerable recruiting disadvantage, by providing continued, post-graduation cohort support for Longwood graduates by the College of Education, Health and Human Services as well as housing assistance.

- Longwood has the first “Call Me Mister” program in Virginia, which works to support and increase the number of males in the teaching profession.
- Longwood is committed to continued engagement with education program leaders around the Commonwealth on process improvements, per collaborative efforts with the Virginia Education Collaborative to identify policy initiatives to help address the educator shortage. This includes strengthening a range of pathways to prepare future teachers, including traditional licensure that are in motion at Longwood, including Grow Your Own, the Career Switchers Program, and the VDOE Career and Technical Educators New Teachers Institute. For FY24 and beyond, we are looking to reallocate funds for a position called Director of Alternative Teacher Licensure Pathways, who would oversee the Career Switchers Program, work with school systems to get provisionally licensed teachers enrolled in appropriate coursework to achieve licensure, and be the Longwood lead on Grow Your Own – essentially a coordinator of the range of initiatives underway that broaden pathways to the classroom.
- A new NSF-funded \$1.45 million NOYCE award will be used to recruit and support with scholarships and academic support future secondary STEM teachers for rural areas (See Appendix IV <http://www.longwood.edu/news/2023/nsf-grant-awarded-to-longwood-and-partners/>). The grant will support 20 undergraduate students, 14 of whom will be transfers from VCCS, majoring in STEM fields, and prepared to enter the workforce with little to no student debt.
- A new Longwood program supports recent education graduates choosing to work in rural schools in our immediate region with continued support including housing assistance.

Business

- We see strong demand for business graduates from employers, and believe it will continue to be an area of demand for students and families.
- We believe our enrollment in this area has been constrained in recent years by outdated facilities, and as a result have moved a classroom renovation project for the College of Business and Economics onto our current Capital Projects list.
- A priority for our College of Business and Economics is developing more targeted curriculum opportunities geared toward providing students majoring in other fields important business-related skills.

2) Retention

A presidentially appointed cross-university task force is finalizing a set numerous cross-university recommendations to help further boost student retention and completion rates. These are described in greater detail in C2 below but highlights include:

- new, comprehensive early alert system to get students needing academic or personal support useful resources sooner.

- stronger, better targeted support structure for students on academic probation, to help them get back on track toward a degree.

- smoothing curriculum “on ramps” and “off ramps” to ensure that if students change majors they can still move efficiently toward a degree with less “backtracking.”

-regular departmental dashboards designed to highlight weak spots in retention and ensure systematic obstacles are addressed.

3) Preparing students for Post-Graduate Success.

The focus of a multi-year university-wide planning initiative is to infuse “life design” and career planning consistently and earlier into students’ educational pathways. Details are also provided in C5 below, but in summary, this work focuses on:

- infusing clearer, more directed focus on life and career goals earlier in the academic advising process, indeed starting during the very first weeks of college.

- building stronger connections between students and career mentors, and clearer pathways to careers, including a new micro-internship program.

- a new student transition-to-college program called BOND that will include focus on these themes.

- professional development courses, already in place in some majors but set to expand, that that will help students understand, explore and pursue career paths for which their major will prepare them.

4) Strengthening Student Mental Health

- As noted above, the mental health and trauma needs of our student body are significant and growing – and we have very few supporting resources in our local community. Longwood has been a forefront participant in a number of capacity-building grant programs related to substance abuse recovery and mental health, including extremely helpful support from the Commonwealth we hope to continue in future years. (Our participation in the highly successful and valuable Higher Education Mental Health Workforce Pilot was documented in the May 30, 2023 SCHEV Report on the program: [Appendix V](#) or <https://rga.lis.virginia.gov/Published/2023/RD244/PDF>).

- Longwood has also benefitted from a federal grant that has supported a much-needed trauma specialist in our Counseling and Psychological Services (CAPS) office. However, that grant expires in 2024; support to continue that important work is a high priority in our GF budget requests for the next biennium.

- We have also worked with our Student Health Center to make available to students a psychiatric nurse practitioner service, given the almost total lack of off-campus mental health resources available in our community.

- However, need remains acute and growing, and our surrounding community has less capacity to supplement our own resources compared to other institutions.

5) Financial Effectiveness, Stewardship and Sustainability

Longwood is committed to a long-term financial model that is sustainable and does not rely on constant undergraduate growth – allowing us to sustain our mission, quality, and our recent progress educating more Pell-eligible students. Key elements this will require include:

- Continued heightened attentiveness to hiring, responsibilities and opportunities for innovation, as well as program offerings, in order to continue maintaining a consistent employees-to-students ratio.
- Creative attentiveness to long-term cost drivers such as energy
- Non-tuition revenue sources, especially philanthropy, which will help to continue limiting tuition increases going forward.

A4. What support can OpSix provide to help you achieve those strategies? Please include both budget and policy requests and reference Part I of your submission where appropriate.

BUDGET

Support from the Commonwealth has been critical over the last few years, particularly in the areas of Access and Affordability and Financial Aid. In the face of record-high inflation, unavoidable cost increases, and a once-in-a-century pandemic, Longwood has been able to keep tuition increases low or flat since FY20 while simultaneously providing more aid for low- and middle-income students. As a result, students have not had to borrow more heavily to finance their education and the overall percentage of students borrowing has actually decreased. Additional budget and policy support from the Commonwealth in strategic areas, outlined below and in our GF budget request, would be a great benefit to Longwood students, and in many cases would help address some of the Commonwealth's workforce and out-migration challenges.

1) Access and Affordability

- \$3,600,000 in FY25 and \$3,900,000 in FY26 would help the University limit in-state undergraduate tuition increases by addressing elements of increased costs resulting from inflation and state-mandated salary and benefit initiatives.

2) VMSDEP Support

- \$1,325,531 in FY25 and \$1,855,743 in FY26 would provide much-needed funds for this rapidly growing waiver program. Longwood spent \$946,782 on the Virginia Military Survivors & Dependents Program in FY23.

3) Financial Aid for Pell-eligible students

Building on the success of efforts to increase enrollment of first-year Pell students entering Longwood this coming Fall, \$2.4 million over the next biennium would help Longwood continue to recruit, retain and graduate additional Pell students. As detailed in A2 above, the percentage of Pell-eligible first-year students enrolling in Fall 2023 increased 30 percent over the previous year, and the University expects this trend to continue. Additional funding would complement Longwood's recent award from SCHEV for a Recruitment initiative for rural, Pell-eligible students. The growing proportion of our students on Pell is welcome news, but given the substantial impact increasing aid has made in helping more Pell students enroll, a decline in per-student financial aid funding would likely cause Pell enrollment to go back down.

4) Teacher Licensure

In collaboration with James Madison University, Old Dominion University, and local school divisions, \$320,000 in each year of the biennium would help the address the teacher shortage by supporting an expansion of an existing, successful teacher licensure program at JMU, currently funded through a Congressional appropriation. The Grow Your Own online pilot program at JMU provides affordable training and support for 167 paraprofessionals with bachelor's degrees eligible for a provisional teaching license who are interested in becoming teachers. With state support, Longwood could offer the program to roughly 100 participants in the Southern Virginia region, where the majority of school divisions serve a high number of students receiving free and reduced lunch and where teacher attrition rates are high.

5) Support for Nursing Education

\$130,000 in each year of the biennium would help Longwood address unique market challenges for recruiting and retaining faculty by offering additional support for salaries and to help “grow our own faculty” by assisting them in obtaining the necessary credentials to teach. This would, in turn, help us to enroll more of the qualified nursing students who apply.

6) Student Mental Health & Success

\$80,054 in FY25 and \$130,573 in FY26 would enable Longwood to continue funding for the Virginia Higher Education Mental Health Workforce program to support pre-licensure counselors at college counseling centers and would help continue support for a trauma specialist at the University Counseling & Psychological Services (CAPS). We have seen a substantial increase (See A2 above) in students who need counseling, and this has been an immensely helpful tool in addressing students' mental health and helping them to stay on track to graduate.

POLICY

1) Out of State Enrollment

The Commonwealth should consider revisions to language in the Appropriation Act limiting the ability of flagship universities to compete with other states to recruit out-of-state students. Encouraging Commonwealth institutions to bring in more talent from out-of-state would have a positive impact on workforce and economic development in Virginia, by helping to address Virginia's out-migration problem. Virginia institutions that seek to continue their undergraduate enrollment growth should be encouraged to do so through the enrollment of out-of-state students,

rather than growing their in-state enrollment, which has and will continue to have a negative impact on regional universities like Longwood that proportionately educate more Virginians.

2) Salary Pool

We would encourage policymakers to consider an alternative, more flexible approach to AP and Faculty salary increases that would entail an appropriation of a pool of funding to address salary increases, rather than mandating specific percentage increases for Faculty and AP employees.

3) Benefit Holiday

This form of one-time state support during Covid was extremely helpful in creating savings for institutions that have had to increase their benefits budgets substantially while also trying to limit tuition and fee increases.

4) Higher Education Equipment Trust Fund (HEETF)

Flexibility on the use of HEETF funds would help institutional projects that could achieve long-term cost and productivity savings, such as transitioning to cloud-based storage options from local/physical servers.

SECTION B: STRATEGIC DEEP DIVE – ENROLLMENT VOLUME & COMPOSITION

Key question: How is your institution managing enrollment in light of state and national trends, and what are the financial implications?

B1. What do you see as the primary drivers of recent enrollment trends for your institution? Please reference any specific academic programs that have had a significant (positive or negative) effect on enrollment, if relevant.

OVERVIEW

Between 2019-2021, a period that included the impact of Covid, Longwood saw a period of lower incoming first-year undergraduate enrollment that diminished overall enrollment. The impact is still visible in upper-level undergraduate cohorts. Fall 2022 and Fall 2023 saw two consecutive solid incoming freshman classes, along with significantly increasing graduate enrollment. While smaller undergraduate classes are still moving through, we believe we are in a stable enrollment posture, and despite demographic challenges we believe our strategic efforts outlined throughout this plan make incoming undergraduate cohorts the size of the last two years sustainable.

Transfer students have declined from recent peaks with the smaller population of community college students to draw from, while graduate enrollment has increased. For all these reasons, we expect at least stable enrollment the next few years, but are clear-eyed regarding the demographic, economic and market challenges affecting the population of college-going 18-year-olds.

Here are some of the more focused trends we see, both negative and positive:

1) The impact of enrollment growth at other state-flagship institutions and other public institutions.

We see a cascade effect as states such as Georgia, Alabama, and South Carolina have recognized the workforce development advantage of recruiting heavily in Virginia to those states' flagship institutions, drawing more high-quality Virginia students.

Meanwhile, rather than competing in the same way by enrolling more of the best and brightest from out of state, other Virginia universities have significantly grown their in-state undergraduate populations. Given we serve almost entirely in-state students, on top of an already challenging demographic landscape, this cuts powerfully into our pool of prospective students, and results in fewer overall college students in Virginia as a whole.

If other institutions that have significantly grown their in-state enrollment over the past few years continue to grow their in-state enrollment, Longwood, and other institutions, will be negatively impacted over the long-term.

2) Diminished interest in teaching as a profession nationally.

This has impacted the full range of our education programs. We remain concerned that the overall trend for this profession is negative.

Additionally, prior to the VDOE changing its licensure standards in 2019, Longwood had one of the only four-year degree programs that led to licensure in Elementary Education and Elementary and Middle School Education. Increased competition from other institutions that recently added four-year Education degree programs has, as expected, affected enrollment in Longwood's traditionally strong Education programs. Longwood has changed the name of its degree program from Liberal Studies to programs in Elementary Education and Teaching and Elementary and Middle School Education and Teaching.

Longwood's new dean of the College of Education, Health and Human Services is working diligently, particularly with regards to our Elementary Education and Teaching and Middle School Education and Teaching programs, to make sure our curriculum pathways are efficient, with smooth transfer-in pathways, and also reflect best practices and updated licensure requirements. As noted above, our General Fund requests also highlights our commitment to being at the forefront of the expanding variety and mix of pathways available into the teaching profession.

3) Declining interest in Criminology and Criminal Justice.

This has historically been a solid major for us. We believe this reflects a national trend of declining interest in law enforcement as a career, which is the career goal for many of our majors in this field.

4) Growing interest in graduate programs

This includes education, and, especially, our online MBA program, launched in May 2020, which has been extremely strong and provided meaningful enrollment support to the institution. MBA enrollment has increased from 132 in Fall 2020 when the online program was launched to 623 this past spring. The Master's in Educational Leadership has grown from 22 when launched to 78 currently. Other degree programs have been more or less steady within modest fluctuations, and as noted in C8 below, we have closed some in recent years based on issues related to the market or field of study. Demand remains extremely high for our highly competitive Communication Sciences and Disorders program.

5) Strong demand in Nursing, which we are struggling to accommodate

Nursing is Longwood's most sought-after undergraduate program, and we continue to see strong demand from applicants. Employers begin recruiting our graduates very intensively even while they are still on campus. Nursing enrollment has grown from 139 in 2012 to 271 this year – an increase of 95 percent. Last fall we enrolled 88 incoming nurses, up from 37 a decade ago. However, qualified applicants outstrip the supply of enrollment slots we can offer (for this fall we received 474 nursing applications).

We continue working assiduously to expand capacity without compromising quality, and our nursing faculty are prominently involved in a number of initiatives across state government to address the root causes of the constraints – namely competitive pay for nursing faculty, and availability of clinical opportunities in our rural region. The University is exploring expanding our Allied Health programs to include a Master's in Nursing if we can make strides on faculty pay and recruitment.

6) Impact of Covid.

While Longwood proudly re-opened to almost entirely in-person learning in the Fall of 2020, Covid significantly negatively impacted the number of campus visits from prospective students and families,

which is key to our admissions. Far more than other, better-known institutions, we rely on impressing visitors with a strong prospective students program, including immersion days. Due to our location, we also believe compared to other institutions we are much less likely to enroll students who have not visited campus. In addition to the impact on campus visits and admissions, during Covid we also saw Year 1-2 retention tick downward, before rebounding well for the Fall 2022 cohort (see above A2). We are cautiously optimistic this effect is now behind us.

7) Decline in community college enrollment on transfers.

The decline statewide in the pool of community college students has caused transfer enrollment from 195 in the Fall of 2018 to 138 in Fall 2022 (86 percent of our transfer students are in-state, and virtually all come from community colleges).

We believe that figure is stable heading into 2023-24 and are hopeful it may rise some. We are focused on smoothing pathways in our education programs to ensure transfers with an associate's degree can complete all additional requirements in no more than two additional years and be credentialed to teach.

We have worked hard to ensure we are participating fully in Transfer Virginia, which includes both Education and Business pathways, and are focusing our Admissions Office more directly on outreach to potential transfer students. For all degree programs, we also provide transfer students that complete the Universal Certificate of General Studies the same articulation benefits as those with an associate's degree.

B2. Please summarize your enrollment management strategy moving forward and the specific actions (if any) you are taking to implement that strategy.

Longwood's overall enrollment management strategy is to continue and extend the stable incoming student demand of the last two years by investing and innovating in areas of strength and growth in terms of majors and in-demand degree programs, such as nursing and business, while offering the strong Civitae core curriculum program that sets Longwood apart, and helps prepare all students, regardless of major, for the workforce.

In terms of tactical implementation, the main areas of focus for implementing this strategy are admissions, retention, graduate enrollment and undergraduate financial aid.

Undergraduate Admissions

A 21st-century data-driven admissions operation.

We believe our success stabilizing freshman enrollment the last two years draws from a vastly improved, data-driven admissions effort. At both the graduate and undergraduate level, we make use of market and demand data provided by Hanover Research. Longwood recently hired its first associate admissions director for database management to help drive strategy and process. A prime focus is continuing to build out our own data operation to identify younger prospective students in high school, staying ahead of the changing student recruitment landscape.

A Virginia-driven geographical strategy.

More than 90 percent of our undergraduates are Virginians. They come to Longwood from all over the Commonwealth, with strong contingents from Northern Virginia, Richmond, and Hampton Roads -- but also roughly 20-30 percent from mostly rural regions in other parts of the state. While competing in growing suburban areas remains critical, we see evidence in rural areas of Southern and Southwest in particular that students who are well-qualified for 4-year colleges are not enrolling, and we believe they could excel at and benefit from Longwood. We know a large proportion of students want or need to attend college within a 2-hour drive of their homes, often for family reasons; for a meaningful swath of the Commonwealth, we are the only such institution.

We are moving to a regionally based admissions counselor model, where admissions counselors live in the areas they cover, in order to develop long-term relationships with area schools, resources and needs.

We are opportunistically recruiting in select out-of-state markets, namely in Maryland, where data and existing school relationships are promising. Informed by data, in order to focus on Virginia, we have pulled back from states like North Carolina where, due to constraints on what we can offer for tuition, we are unlikely without statewide policy changes to be price competitive with in-state publics there.

Retention

Keeping more students on track to graduation remains central to our enrollment strategy.

Our retention and graduation rates notably exceed our peer national averages – Longwood is among the top 100 public 4-year institutions nationally by this metric – and as noted above also has one of the highest performances of any Virginia institution in terms of performance against its “predicted” graduation rate. But further progress is also a critical area of focus in terms of enrollment management, and has been an important focus of work on campus this past year through a presidential Retention Task Force. Details of these recommendations are provided in C2 below, but (as also noted in A2 above) highlights include:

- new, comprehensive early alert system to get students needing academic or personal support useful resources sooner.
- stronger, better targeted support structure for students on academic probation, to help them get back on track toward a degree.
- smoothing curriculum “on ramps” and “off ramps” to ensure that if students change majors they can still move efficiently toward a degree with less “backtracking.”
- regular departmental dashboards designed to highlight weak spots in retention and ensure systematic obstacles are addressed.

Continued growth in graduate programs

Rapid growth in recent years in the MBA program and some education programs have given Longwood, by a substantial margin, its highest ever level of graduate enrollment: 1,204 in FY23. We have been cautious with enrollment projections, but with a new healthcare management track in the MBA program coming online in 2025, along with finance and accounting tracks in place, we

anticipate the MBA program will maintain current enrolment or grow some over the next decade. A Master's in nursing program could also add to enrollment.

Our education graduate programs remain strong, and our focus here too remains on Virginia. We are working to try to accommodate some further enrollment increase to meet the exceptionally high demand for enrollment in the highly sought-after Communications Sciences and Disorders program.

Efficiently targeted financial aid

Remaining affordable and ensuring students are not derailed in degree progress by financial considerations are also an important element of enrollment management.

These priorities are addressed in more detail below, but include increased fundraising for financial aid and scholarship support, and continuing to grow support for low-income students to enroll and keep them on track to graduation. With recent state support and a Pell-focused Recruitment Initiative grant from SCHEV in place, we believe the sharp increase in Pell students this fall confirms that adequate support for low-income students does translate into enrollment.

We are also taking multiple steps to ensure our students receive the maximum financial aid for which they are eligible. We have also moved to a model of offering all students and families an opportunity for one-on-one financial aid phone calls or Zoom sessions – a much better approach than simply telling them to contact the Financial Aid office with questions. Last year, we hosted 285 such individualized sessions.

B3. How ambitious/realistic/conservative are the enrollment projections you most recently submitted to SCHEV? What are the greatest unknowns or risks that could lead enrollment to differ significantly from your projections? Please reference national and statewide enrollment trends/projections and cite any other data (e.g. regional trends, performance of prior enrollment strategies) that informed your projections.

We believe our enrollment projections are very conservative, factoring in continuation or acceleration of negative exogenous trends. Though we believe incoming freshman enrollment has stabilized the last two admissions cycles, we project gradually declining undergraduate enrollment. Though graduate enrollment has been increasing rapidly, we project that to be stable the next two years.

We took an especially cautious approach to projections in the outer years (FY27 and beyond), which take into account the overall decline in Virginia high school graduates. Our projections generally extrapolate averages over the last 3-5 years of various student sub-groups. This period of course includes the impact of Covid and pressure on undergraduate enrollment. The projections do not take into account possibility of new programs.

These conservative assumptions reflect our belief it is important not to assume a reversal of current negative demographic trends. The size of the age cohort population in the Commonwealth (which will shortly begin to decline) is of course mostly baked in, barring substantial in-migration. The also-important trend of a lower proportion of that population going directly to 4-year colleges in recent years may change, but we are not counting on it.

Our projections also contemplate continued policies that indirectly encourage aggressive enrollment of in-state students by the state's large flagship institutions, which would add additional negative pressure on our pool of prospective students.

Data sources we rely on more broadly in planning and recruitment include SCHEV's projections for Virginia high school graduates (<https://www.schev.edu/home/showpublisheddocument/1122/637824355170000000#page=10>) and the Virginia Population Projections by U.Va.'s Weldon Cooper Center for Public Service (<https://demographics.coopercenter.org/virginia-population-projections>).

B4. Explain the implications of your enrollment strategy on your institution's financials. Please consider impacts on both revenues (e.g., discounting, financial aid, net tuition revenue) and expenditures (e.g., costs to implement enrollment management strategies, costs of enrolling more students or students with different needs, cost-per-student impact of flat/decreased enrollment).

Overview

With careful spending discipline, Longwood continues to build a financial engine that does not rely on continuous overall growth in enrollment. We believe undergraduate enrollment has stabilized and will be supported by recent graduate enrollment growth.

Expected Student Population

Our overall mix of high, middle and low-income students has been fairly stable over time, though as noted above our Pell student population is growing. State and federal aid help – and it is also good news, from an educational and financial perspective, that Pell students do well at Longwood (as noted in A2 above, Longwood's proportion of Pell students who graduate in 4 years is the highest of any high-Pell Virginia 4-year institution). However, without an increase in support, aid will be spread more thinly across a wider group, which could diminish enrollment and pressure other sources of financial aid to assist.

Impact of Enrollment Strategy on Staffing

Longwood's employee-to-student ratio has been stable and in recent years declining. Costs per student will continue to rise some, particularly in light of mandated salary increases and the inexorable increase of benefits expenses. The increase in Pell students will likely over time impact the need for certain student and academic services. However, we believe that with continued state support, stable overall enrollment and philanthropy, this can be navigated – while it will impact financial aid, we do not see our enrollment mix as fundamentally changing our staffing needs.

We are carefully ensuring that our investments in faculty and academic resources are highly focused in areas of demand and active or potential growth, but we are not anticipating fundamental changes in our financial aid targeting strategy, our mix of students, or our cost-per-student model.

SECTION C: STRATEGIC DEEP DIVE – PROGRAM ALIGNMENT & PERFORMANCE

COMPLETION OUTCOMES

Key question: How is your institution supporting all students to succeed in completing their degree in a timely manner?

C1. What are your highest-priority completion outcomes targets, both overall and for particular student segments? Please include aspirational targets, realistic expectations, and qualitative targets and specify by when you are aiming to meet those targets (e.g., X% 6-year graduation rate for Pell students by 2030).

Longwood tracks and collects for clear disclosure on our web site a series of metrics related to completion outcomes under our 2019-2025 Strategic Plan. These are available at <http://www.longwood.edu/assessment/institutional-research/public-disclosure-of-consumer-information/>.

These targets set a first-time, full-time freshman-to-sophomore retention target of 80 percent, with a realistic threshold of 75 percent. The target for 6-year graduation rate is 70 percent, with 65 percent a more realistic threshold.

We do believe we can exceed these targets in the coming years. As a mechanism of improvement, we are focused most directly on Term 1-2 and Year 1-2 retention rates, which are particularly actionable in terms of ensuring students are on track to graduation, and where successful will naturally translate into higher graduation rates.

Here are Longwood’s Term 1-2 Retention Rates, first the 2015-2021 average and then the most recently available Fall 2022. (As noted above, these are internal figures and not yet reflected in SCHEV data, but should impact graduation rates going forward).

Group	Term 1-2 average retention 2015-21	Term 1-2 Retention 2022
White	90	90
Asian	81	100
Black	84	90
Hispanic	89	88
First-Gen	87	92

As you can see, we have seen notable progress narrowing and in some cases nearly eliminating the achievement gap on this metric. Our goal is to continue progress for all groups while continuing our 2022 achievement of minimal gaps among groups in this metric. If we do so, our overall graduation rate should also rise.

Lastly, in 2022-23, the Term 1-2 retention rate for Pell students compared to non-Pell narrowed to 2 percentage points (89 percent versus 91 percent), compared to an average of 5 percentage points over the previous six years (85 percent versus 90 percent). We aspire to Pell retention rates even with non-Pell.

C2. What specific strategies/actions are you planning to take to achieve those goals? How will you draw on successes/challenges from your prior completion outcome improvement strategies?

Strategies/actions developed by our Retention Task Force and elsewhere include:

1. **Comprehensive early alert system.** A new system to bring together disparate support resources in Academics, Student Affairs and other parts of the University, and more efficiently bring to bear support for students struggling academically or otherwise.
2. **Improved mental health support structures on campus,** particularly those that can be “scaled” to meet increased demand. As noted in A4, Longwood has successfully participated in the Virginia Higher Education Mental Health Workforce program. Longwood also received and successfully deployed a federal SAMSHA GLS Suicide Prevention Grant that funds the Well-Track mental health app and a trauma specialist at the University Counseling & Psychological Services (CAPS). Longwood is requesting GF support to continue these efforts for FY25.
3. **Targeted support for incoming at-risk students.** A program starting in Summer 2023 called BOND (Beginning Our New Direction) provides upperclass student mentorship and engagement for incoming students from at-risk groups, a proven strategy to increase engagement and by extension retention.
4. **Support for students struggling academically during their first year.** Recommended changes to suspension/probation practices to implement “carrots and sticks” to ensure students who have struggled academically to engage with support resources to help them get back on track toward a degree. Relatedly, a new “case manager” approach to students in academic difficulty, with a single point person coordinating support and resources, would communicate with Longwood’s “Care Team,” and overall provide continuity and consistency, which we believe will help more students recover from academic difficulty.
5. **Smoothing the curriculum.** The Retention Task Force is encouraging more attention to curriculum “off ramps” and “on ramps” from one major into another when a student realizes they need to change. The idea is to minimize any delay or backtracking from “starting over” if there is a change of major - and also smooth pathways for transfer students. The structure of the Civitae Core Curriculum was built with this in mind and has helped, and our work with Transfer Virginia developing pathways for external transfers also has benefits for “internal transfers.” Some backtracking may of course be inevitable, but obstacles can be minimized when every department has a clear pathway for “late arriving majors” to get quickly caught up and hopefully on track for a 4-year graduation. We will also recommend changes to course withdrawal policies to ensure students are not unduly delayed or punished if they decide to change majors. Helping students find the “right” major is a win as they will be more likely to thrive in a subject that is the right fit.
6. **Transparency and data-informed decision-making** regarding programs with retention or completion concerns. This will include standard, regular dashboard reports to academic departments flagging current departmental retention numbers, and courses with high failure rates, to inform the creation of an appropriate plan for improvement.
7. **Focus on long-term life and career outcomes by academic advisors.** Improved training and processes for faculty advisors to ensure focus on long-term career goals and close coordination with personal and academic support resources if needed. Increased “routinization” of advising

– training; regular, early-in-the-semester check-ins; best-practice checklist questions; early goal-setting and coordination of curricular and co-curricular activities to reflect post-graduation goals; and greater opportunities for student feedback and increased accountability in review process for advising work. Academic advising is generally a strength at Longwood, but we see systematic areas for improvement, which we believe will be a key driver of continued progress on retention and graduation.

C3. How will you use existing/recently provided resources to execute those strategies? Will you be requesting incremental state resources? Please state the request and rationale and explicitly tie to Part I of your planning template.

Improving student retention and graduation rates has been a top priority for Longwood for years, as articulated in every Six Year Plan the University has submitted since 2015. Longwood plans to reallocate about **\$460,000 over the next biennium** in order to support several of the retention initiatives described above. In addition, Longwood is requesting about \$210,000 in general fund support over the next biennium for the student mental health programs described in section A4 and C2. Longwood is also requesting additional state funded aid for Pell-eligible students that would help enroll and address completion gaps for this segment of the population. In addition, state support for VMSDEP would free up resources Longwood could deploy toward retention and graduation initiatives.

POST-COMPLETION OUTCOMES

Key question: How is your institution preparing all students for success beyond completion (e.g., career preparation)?

C4. Please explain how you monitor post-completion outcomes (e.g., employment rates, wage attainment, debt load, upward mobility). What data do you collect? What metrics are you monitoring most closely? What do the data reveal about your institution's greatest strengths and areas for improvement with respect to post-completion outcomes? Please include any relevant data/reports in the appendix or as a separate attachment, including any data that captures outcomes by school/department/program.

Resources We Use

- 1) **State and federal data.** SCHEV's debt profile (https://research.schev.edu/studentdebt/DebtProfile_SL001.asp) reports metrics such as Longwood's percentage of students borrowing and median known debt of borrowers (which has been constant at \$27,000 for several years). We also monitor our institutional IPEDS cohort default rate to monitor whether students who borrow to attend Longwood are struggling to repay their loans; Longwood's most recent cohort default rate, for the 2019 cohort, was 1.6 percent, down from 3.2 percent in 2018 and 5.5 percent in 2017. (See <https://nces.ed.gov/collegenavigator/?q=Longwood+University&s=all&id=232566#fedloans>)
- 2) **SCHEV Outcomes Study.** Longwood has made comprehensive use of the comparative and institutional findings of SCHEV's study "Virginia Educated: A Post-College Outcomes Study of Virginia Public College and University Graduates from 2007 to 2018," published in October, 2021 (See Appendix VI or https://research.schev.edu/downloads/virginia_educated_results/Virginia%20Educated%20Survey%202021%20Full%20Report%20no%20appendices.pdf)

This survey attempted to measure the value of the experience at each of Virginia's public 4-year institutions in broader terms – taking the unusual step of contacting and surveying alumni well after graduation, in order to measure long-term impact. We believe the unusual nature of this survey – its attempt to undertake the difficult work of surveying older alumni – and the nature of its questions made it particularly helpful in assessing overall quality and impact. This survey has been discussed regularly across the University and by the Board of Visitors. While it points to some areas for improvement, some of its topline findings reinforce the overall value of a Longwood education. Among its findings (see <http://www.longwood.edu/media/top-tier/SCHEVAlumniSurvey.pdf>), Longwood:

- is one of six Virginia public institutions with an overall satisfaction rate above 90 percent
- ranks second among the percentage of respondents reporting they had a mentor in college, and second among those very satisfied with their class size during college
- has a 94 percent employment rate for alumni overall, higher than Virginia's best-known flagship universities
- ranks first in percentage of graduates who had an internship during college (83 percent)

- 3) **Alumni Tracking Software.** Longwood has recently purchased and is now beginning to use a powerful new data-driven software tool, Stepping Blocks, that unlocks a trove of public data enabling us to track alumni employment, industry, earnings, geographical dispersal and other information five, 10 and 20-plus year post-graduation.
- 4) **Licensure Exams.** As with retention and graduation rates above, Longwood collects and discloses licensure exam results for completers in education, Communication Sciences and Disorders, and nursing at <http://www.longwood.edu/assessment/institutional-research/public-disclosure-of-consumer-information/>. Each of these exceeds their target rates; in fact all reported passing rates here stand above 94 percent.
- 5) **Individual program and departments.** Some Longwood academic departments and programs track early career placement, notably the College of Business and Economics, and our Office of Teacher Preparation is deeply engaged in placement of graduates. However, there is more work to be done in this area, and by the University as a whole.
- 6) **Board of Visitors Metrics.** Longwood's Board of Visitors receives a regular dashboard that tracks some important metrics which are tied closely to Longwood's 2019-2025 Strategic Plan, including undergraduate and graduate student enrollment, retention rates, and alumni annual giving percentage.

We believe these and other metrics show that a Longwood degree is valued by the vast majority of graduates and employers, with strong career outcomes, including a high employment rate. It is natural given our large number of majors in education and related fields, and graduates who enter fields such as law enforcement, that overall career earnings are lower compared to some other institutions. It also bears consideration that many Longwood graduates also live and work in lower-wage areas of the state, where pay overall is lower in many professions. Considering the Pell profile of our student body, and our comparative lack of high-income students, we are proud of the manageable and declining average debt profile of our graduates which is in line with the state and national averages.

C5. What specific strategies/actions, including potential changes to your program portfolio or curriculum, are you planning to take to maximize the career readiness and job attainment of all students across programs of study, including increasing early career exposure for students (e.g., internships) during their time at your institution? How will you draw on successes/challenges from prior initiatives?

I. University-wide “Preparing for Post-Graduate Success” Initiative

As noted above, Longwood is undertaking a significant cross-university effort to infuse life- and career-readiness into Longwood advising, coaching groups, and the curriculum. Aspects of this initiative include:

- 1) infusing clearer, more directed focus on life and **career goals earlier in the academic advising process**, including “New Lancer Days” and freshman coaching groups, starting with the very first weeks of college.
- 2) Facilitating **connections between students and career mentors**, including alumni, and deploying micro-internships and work-study opportunities to align with career goals. We are working to line up students in work-study jobs that align with and will support career interests and preparation.
- 3) Debuting in summer 2023, a **new student transition-to-college program** called BOND that will include focus on these themes of post-graduate planning.
- 4) Additional **professional development courses within majors**, and related “introduction to major courses” that will help students understand and pursue career paths where they can be successful. Several of these are already in place; others are in development for the next two years.

II. New and updated academic programs, and improved curricular pathways informed by workforce needs and trends.

As we have articulated new curriculum pathways, a priority emphasis has been on providing and signaling career readiness;

Areas of focus include:

- 1) Education
 - Longwood is committed to preparing people to be early childhood education and PK-12 teachers at whatever point in their career they choose to be a teacher, from traditional college-age students pursuing initial teacher licensure programs to working adults interested in a career switcher program. Our request to join with JMU in advancing their Grow Your Own online pilot in support of addressing teacher vacancies is included in our GF Request.
 - We are also revising and updating the curriculum for Elementary Education and Teaching degree programs and for Elementary and Middle School Education and Teaching degree programs to smooth out transfer pathways, ensuring a clearer pathway to completion in two additional years for transfers with an associate’s degree, but also to reflect the latest licensure requirements. This includes revising the five-year Liberal Studies/Special

Education degree program to be a four-year degree program in Special Education, and developing a master's program in Secondary Education licensure to address the need for adequately credentialed teachers in the high schools, who would also be able to teach dual enrollment courses. Students would be able to concentrate in the Natural Sciences, Mathematics, English, or History/Social Studies.

2) Allied Health

- We are working to continue to grow strategically our direct-entry, undergraduate nursing program, while also pursuing the development of a Master of Science in Nursing program over the next five years. Growth in the Bachelor of Science in Nursing program is contingent upon the ability to enhance faculty recruitment and retention and to get additional clinical placements for our students in health care settings. The reputation of our Nursing program – ranked #1 in Virginia for BSN programs at the undergraduate level -- provides a strong foundation on which to build a graduate program. Our request for support to recruit and retain nursing faculty is included in our GF worksheet. Our hope to expand to a Master's in Nursing program will help provide nurses with advanced career skills, leadership opportunities, and pathways to become nurse educators if they wish.
- A new pre-medical pathway in Biology has attracted 30 students in its first year and now 48 in its second.

3) Business

- We see demand for coursework geared toward providing business skills for undergraduates in majors aside from business – education, the arts, STEM, etc. Our College of Business and Economics is working to infuse the curriculum with more such options, which should strengthen other majors by giving those students an opportunity to graduate with more targeted workforce skills.

III. A distinctive core curriculum with critical career preparation components

Any discussion of how Longwood prepares students for the workforce should acknowledge the distinctive general education curriculum, called Civitae and required for all students, which is firmly rooted in detailed research regarding the skills that are required not just for citizenship but for the workplace. Key learning outcomes built into Civitae include: locating, evaluating and organizing information from multiple disciplines; using valid data and evidence; collaborating with others to develop informed perspective; oral and written communications; and ethical consequences. (For more on Civitae see <http://www.longwood.edu/civitae/>).

C6. How do you intend to use existing/provided resources to execute those strategies? Will you be requesting incremental state resources? Please explicitly tie to Part I of your planning template.

Teacher Preparation

- Longwood plans to reallocate \$100,000 beginning in FY2024 to support the Alternative Teacher Licensure initiatives described above.
- General fund support would further enable Longwood to address Virginia's teacher shortage by collaborating with institutions and school divisions on expansion of a Grow Your Own teacher licensure program described in Sections A3 and A4.
- We will reallocate \$16,500 to support curriculum updates and revisions in order to continue to smooth out transfer pathways and reflect the latest licensure requirements, including potential revisions to the 5-year Liberal Studies/Special Education degree program so it can be completed in four years and lead to licensure.

Allied Health

- General fund support to increase nursing faculty compensation would address faculty retention and recruitment and would allow Longwood to grow our successful BSN program, thereby helping fill Virginia's nursing shortage.
- With funding to support nursing faculty recruitment and retention, Longwood would then develop a Master of Science in Nursing program.

Post-Graduate Student Success

- We plan to reallocate \$114,000 in each year of the next biennium to support this initiative

Business

- We plan to reallocate \$220,000 in each year of the next biennium to support additional tracks in the College of Business and Economics to help expand MBA offerings

WORKFORCE ALIGNMENT

Key question: How are your institution's programs of study and degree conferrals aligned with the evolving talent needs of the Commonwealth?

C7. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment?

Overall, Longwood's programs are extremely well aligned with workforce needs. The percentage of students graduating from programs aligned with high-growth projections has increased from 28 percent in 2016 to 50 percent in 2022. In particular:

- 1) **Education.** Longwood has deep roots as a teaching institution, and education programs remain large, strong and important today. We have a deep network of relationships with schools and districts throughout the Commonwealth, especially in our local Region 8, and serve as a substantial pipeline for the teaching profession in the Commonwealth. Our commitment in the face of the field's current recruiting challenges is to help prepare teachers however they come to us – through traditional licensure, Career Switcher, Grow Your Own, or provisional licensure.
- 2) **Nursing.** The Commonwealth, and especially our region of rural Southside, faces an acute nursing shortage; Longwood's BSN program has been ranked top in the state, and nursing graduates are routinely in extremely high workforce demand. We have steadily increased capacity in our nursing program, though continue to face constraints related to availability of faculty and access to required clinical rotations.
- 3) **Counseling.** Longwood has strong enrollment in its undergraduate psychology and social work programs, which feeds into our Master of Science in Counseling degree program. Our Counseling graduate program has two concentrations: Mental Health and School Counseling.
- 4) **Business.** Longwood's Bachelor of Science in Business Administration enables students to concentrate in fields such as information systems and cybersecurity, accounting, finance and real estate, marketing, and logistics and supply chain management. The fully online MBA program also provides students opportunities to pursue tracks in General Business, Real Estate, Data Analytics, Economics, and Marketing. Academically eligible students have recently been made eligible to take up to 6 credits of graduate coursework while still an undergraduate.
- 5) **STEM.** New, popular pre-med concentration in biology and engineering in physics have begun; as have summer research initiatives both for Longwood and high school students. While not a new academic program, as noted above in C5, Longwood has secured a new NSF-funded \$1.45 million NOYCE award to recruit and support cohorts of undergraduates in STEM majors to increase the pipeline of STEM teachers interested in working in rural schools, and graduating with little to no student debt.
- 6) **Public Service.** Our political science, criminal justice studies, and integrated environmental science programs all produce graduates who, benefiting from both their degree program and Civitae, serve in local and state government agencies as well as careers in law enforcement.

C8. What specific strategies/actions is your institution planning to take to better align your program offerings or degree conferrals to current and projected workforce needs? Please provide a list of specific programs you intend to sunset or grow in the next 6 years to increase alignment, partnerships/initiatives you intend to launch or deepen, etc. If you intend to launch any new programs, please explain why your institution is particularly well-suited to succeed in that area.

Business. We are working to strengthen College of Business and Economics offerings geared toward undergraduates in other majors such as the arts, education, health fields and STEM. Such coursework will help a student round out business skills to apply to their undergraduate major in the workplace. The MBA program is also expanding track offerings, in particular health care management.

Allied Health. We will continue to grow as we are able our direct-entry, undergraduate nursing program, while also pursuing the development of a Master of Science in Nursing program. Growth in the Bachelor of Science in Nursing program is contingent upon the ability to enhance faculty retention and recruitment efforts and to get additional clinical placements for our students in health care settings. The reputation of our Nursing program at the undergraduate level provides a strong foundation on which to build a graduate program. We have also added an applied health sciences concentration within kinesiology. A nursing master's degree is a pathway for graduates to become Nurse Practitioners, advance into leadership, obtain higher-level skills and increased compensation, and also become nurse educators.

Teacher Prep. In collaboration with James Madison University and Old Dominion University, offer additional opportunities through the College of Education, Health, and Human Services and the College of Graduate and Professional Studies to assist local school districts with a Grow Your Own program to help paraprofessionals with bachelor's degrees earn their teacher license. We are also interested in helping other working adults to pursue their licensure, through programs like Career Switchers, and to aid current teachers in gaining additional endorsements, such as in Gifted Education.

As noted above in C5, Longwood has secured a new NSF-funded \$1.45 million NOYCE award to recruit and support cohorts of undergraduates to increase the pipeline of STEM teachers interested in working in rural schools.

In recent years, Longwood has acknowledged evolving markets by closing smaller degree pathways and programs that lacked sufficient demand or could not be offered at a price-competitive rate; we will continue to do so if necessary, consistent with our mission and strategic goals. Programs sunsetted in recent years include master's degrees in English and sociology; the master's concentration in elementary and middle school math; and the BS in athletic training. This year we will close the BFA in Theatre degree.

SECTION D: STRATEGIC DEEP DIVE – FINANCIAL EFFECTIVENESS & SUSTAINABILITY

AFFORDABILITY FOR STUDENTS & FAMILIES

Key question: How is your institution accounting for and improving affordability for students and families?

D1. What specific strategies/actions do you plan to take to improve affordability moving forward across your overall student body and priority subpopulations, and what is the expected impact? Please account for a broad range of factors including the full cost of attendance, net price, time to degree, debt load, etc.

Longwood is proud that tuition increases over the last decade have been among the lowest in Virginia. In addition, net price and student annual borrowing per FTE has actually declined in recent years as a result of careful management on the part of Longwood’s administration and Board of Visitors, combined with state investment in Access and Affordability and financial aid funding, and increased philanthropy.

1. Discipline in hiring to control costs. Longwood has been exceptionally disciplined regarding personnel expenses as we navigate the current period of enrollment demographics – holding roughly flat our ratio of employees to FTE. We have implemented a rigorous process that requires personal review and approval by the president for any request to hire a new employee. This process includes documentation and explanation for how the position aligns with Longwood’s strategic priorities and is consistent with current enrollment and revenue trends.

2. Curriculum pathway efficiencies. As noted throughout, Longwood’s Retention Task Force is finalizing a series of recommendations related to retention, including several policy changes related to advising and the curriculum we believe will help students who struggle academically to get back on track more quickly and have improved time-to-degree. A particular focus here, and closely related to our work with Transfer Virginia, is supporting thorough advising and smoothing pathways for students who either transfer or change majors. If incoming students discover their major is not a good fit, we believe there are opportunities through guidance and creation/navigation of pathways to minimize “starting over.” This should have the effect of improving time-to-graduation for those who switch majors, and therefore overall cost to families.

One strategy recently put in place here is that academically eligible students are now able to take up to 6 credits of graduate coursework while still an undergraduate. This can give undergraduate students, particularly those with college credit earned through dual enrollment or AP courses, a head start in entering some of our graduate programs in education, counseling, and the MBA.

3. Financial Aid for Pell Students. As noted throughout, recent efforts to increase Pell enrollment have been successful. Assistance from the Commonwealth demonstrates that additional financial support really does translate into additional Pell enrollment. Longwood’s recently awarded Pell-focused SCHEV Recruitment Initiative grant will provide further support to target a specific group of Pell students: a \$2,000 scholarship per year for all 4 years of undergraduate enrollment to any Pell eligible student from rural areas in Southern and Southwest Virginia. Additionally it will support an admissions counselor and their travel to

support recruitment in these regions. Lastly it provides some initial support to target marketing in these areas to inform students, families and high school counselors of this additional funding for Pell eligible students to assist in the affordability of college.

4. Private philanthropy. Scholarship dollars remain the primary fundraising priority of the University. Success in this area has increased the size of Longwood’s endowment to nearly \$100 million, compared to \$48 million in 2012, and contributions to support Longwood student scholarships have increased substantially. The amount provided by the Longwood Foundation to the University for student financial aid has doubled from a decade ago, from \$1.36 million annually in 2014 to an estimated \$2.73 million this coming year, supporting about 900 scholarships. These private dollars are an important supplement to state and federal aid dollars. We expect student financial aid will remain our primary philanthropic priority.

REVENUE

Key question: How is your institution approaching pricing and revenue management? What are the implications on long-term top-line financial health?

D2. Please explain the rationale behind your full pricing (i.e. published tuition & fees, including mandatory non-E&G fees) and financial aid award strategy (i.e. net tuition revenue projections). What data informed your assessment of T&F increase feasibility (e.g., market comparisons, student capacity to pay) and estimates of discounts/ waivers/unfunded scholarships? What informed your strategy around financial aid awards, merit and need-based, particularly for various student segments by income level and academic preparation?

Longwood’s process for recommending tuition and fee rates includes a department-by-department budget assessment analyzing unavoidable cost increases, input from Admissions, and Consumer Price Inflation, along with input from Financial Aid to determine the net price impact of any list-price tuition increases.

In years in which the Governor and General Assembly have been able to provide additional state operating support to offset cost increases, the University has frequently been able to freeze tuition or approve small tuition increases.

Longwood utilizes state financial aid funding for need-based aid, and is also able to use private philanthropy to support merit aid (which also ends up being awarded in substantial measure to students with financial need). We are proud to be well-represented across income bands and do not anticipate fundamental changes to our aid strategy – though it will be impacted by an increase in Pell-eligible students. Our financial aid strategy in recent years has emphasized:

- 1) Enrolling and providing adequate support for low-income students. As a result of the substantial increase in state-funded financial aid in FY 24, the financial aid office established a state awarding philosophy focused on increased state aid to in-state Pell eligible students. As a result, in-state Pell-eligible students received an

average state award that averaged \$2,407 more in state grant aid than fall 22. This increased state award has helped us enroll about 256 incoming Pell-eligible students, which for incoming freshman is an increase of more than 30% over fall 22 and represents about 32% of the incoming first-year class.

- 2) Consistency, transparency, and predictability. Longwood now commits to offering our need-based financial aid for four years, so long as students remain in good academic standing. If students with need-based aid see grades slip and lose a merit award that comprises a small portion of their overall award, we work assiduously to find additional need-based aid to ensure they are not in danger of dropping out for financial reasons. We have also added to our admissions site a clear and transparent merit aid chart that helps families see clearly the aid they will receive so they can understand their net price.

D3. What do you expect to be the impact of your pricing/discounting approach on enrollment numbers/mix (if any) and net tuition revenue moving forward and why?

Longwood's undergraduate enrollment has been distributed fairly consistently and evenly in recent years across lower, middle and upper-income students, though as noted Pell student enrollment has increased gradually over the past decade (about 3 percentage points overall to 26.5 percent) and may now be accelerating more significantly.

The ability to offer financial assistance – based on need and/or merit – is an important enrollment tool. Nearly all Longwood students receive at least some aid. Average tuition increases at Longwood have been among the lowest in the Commonwealth, and the infusion of financial assistance has stabilized and even decreased net price.

We do not envision fundamentally changing our pricing and discounting strategy. For several years, we have worked with an outside consultant to try to maximize the efficiency and fairness of our financial aid awards. Longwood could benefit from the ability to offer more discounted out-of-state tuition – a strategy numerous other states are using to the advantage of their public universities and overall economy – if the Commonwealth decided to move in this direction.

COST EFFECTIVENESS

Key question: How has your institution maintained bottom-line financial health and focused investment on the levers that will drive improvements in student outcomes?

D4. Reflect on the categories/subcategories of cost that have recently experienced the most significant increases on an absolute or per-student basis. What have been the primary drivers of those increases? Please be specific and include supporting data.

1. **Salary and benefit costs.** Benefit costs per employee have increased substantially even as our ratio of employees-to-students has remained flat. The rate of increase has decelerated over the last five years compared to the previous five but remains substantial (the Commonwealth’s “benefit holiday” observed over several pay periods in FY21 was exceptionally helpful in this regard). Our internal calculations indicate total mandatory benefits costs per employee grew 24 percent between FY17 and FY23, now totaling \$21.8 million, averaging just under \$31,000 per employee. Salary expenditure has increased at a 1 percent compound rate annually, but with benefits spending rising 3.9 percent annually. Taken as a whole, the state-mandated salary increases of 15% over the last three years have certainly weighed heavily on our cost-control efforts. State funding has helped to alleviate some but not all of the pressures.
2. **Student health and mental health.** Expenses related to the Longwood Health Center have increased from \$460,000 in 2013 to \$1.2 million in FY 2023. Federal Covid funds provided some support here for these direct costs and also helped cover time spent by the substantial number of staff devoted to Covid response efforts, but were of course temporary.
3. **Utility expenses.** These costs increased approximately 75 percent from FY17 to 2023, from \$1.08 million to \$1.81 million.

D5. What specific strategies/actions do you plan to take to contain/reduce key costs and improve fiscal health going forward while improving student outcomes? What are your objectives and what have been your results to date of any already-launched initiatives? What is the expected impact and timeframe of these strategies? Include any short-term costs that would need to be incurred to implement the strategies.

- 1) **Headcount discipline.** Recognizing that personnel account for the vast majority of overall costs, we will continue to utilize a rigorous process that requires vice presidents to explore all possible alternative options before hiring new individuals. Over the past three years, this process has created substantial evolution of job responsibilities and personnel lines to more efficiently meet campus needs, while holding our employee-to-FTE ratio stable. Our objective is to keep this ratio steady going forward.
- 2) **Energy and Utilities.** In 2020-21 Longwood began work on a variety of fronts to address long-term energy needs and try to capitalize on opportunities to moderate cost increases or, in some areas, reduce costs on a long-term time horizon. We continue to explore ways to provide efficient energy management and are committed to exploring a range of options. In the meantime, we continue to make energy improvements on campus, and to stay on top of capital needs such as HVAC end-of-useful-life replacement. Our six-year capital outlay plan requests reflect an important element of this, and we expect this work to inform capital requests going forward for some time.
- 3) **Debt Service Retirement.** The University expects to retire debt service in the coming years, producing some savings that will help address cost increases and pressures on tuition, with the dollar amount of savings compared to base year FY23 as follows:

FY24	FY25	FY26	FY27	FY28	FY29	FY30
\$243,919	\$437,545	\$959,911	\$2,111,797	\$2,943,321	\$5,276,204	\$5,411,204

- 4) **Information Technology.** A number of initiatives are underway to control IT expenses while providing essential cybersecurity in an environment of intensifying threats. One example is the implementation of Palo Alto Cortex XDR, a logging and monitoring system that improves end-point protection as well as logging and monitoring of systems on the network. This enterprise solution allowed us to replace three older products, phase out three additional systems, streamline maintenance, and reduce the number of staff needed to ensure our servers are secure and properly monitored.
- 5) **Campus re-use.** If undergraduate enrollment remains soft for an extended period, we would expect to explore converting at least one residence hall to other uses that would better address capital needs.

D6. Provide information about your institution’s highest-priority E&G capital projects and requests (including new construction as well as renovations) over the six-year plan period and how they align to your enrollment trajectory, student outcomes improvement plans, or other strategic priorities. Please also reflect on your current E&G facilities utilization (especially classrooms, labs and student service areas), particularly in light of any recent trends that might impact space needs (e.g., enrollment trends, shifting learning modalities). How has square footage per student changed over time and why? What efforts have you made to reassess and further optimize the use of your existing facilities, and what has been the impact of those efforts to date? What do you intend to do in the next six years to increase utilization?

E&G Capital Projects and Requests

Longwood’s current Capital Project Request list includes a \$4.4 million request for renovation of Hiner Hall, home to the College of Business and Economics, as well as some important energy-related projects. Our top three E&G requests include:

1) Replace Chillers in Four Campus Buildings \$4,957,000 GF

This project would replace the air conditioning chillers in four buildings that are approaching or beyond their service life and showing signs of imminent failure. Funding for this project was included in the Governor’s proposed budget for FY23, released in December 2022, as well as the budget proposals adopted by the House of Delegates and the Senate during the 2023 General Assembly Session.

2) Replace Steam Distribution Systems to Four Campus Buildings \$4,068,684 GF/\$198,316 NGF

This project would replace the existing steam supply and condensate return pipes serving four campus buildings. The project is a direct result of deficiencies noted in a comprehensive study of the University’s campus steam distribution system conducted in 2015. Part of the steam distribution replacement was funded by the General Assembly and has been completed. This project would address problems that pose unique and serious vulnerabilities in the current steam supply systems to three of the four buildings.

3) Renovate Hiner Hall Classroom and Commons \$4,421,000 GF

This project would renovate the building's largest classroom and convert the building's entryway/student commons space into a flexible learning commons and events space. The project involves replacing outdated classroom technology and infrastructure, including lighting and heating, and reconfiguring space to meet current needs. We believe the programs housed in this extremely outdated facility have the highest opportunities for increased enrollment of any of our offerings, and a facility upgrade is important to recruit and retain students in an extremely competitive market.

Reflection on Space Utilization

While our MBA program is online and certain graduate programs have important online components, Longwood is committed to in-person education – a commitment that was only reinforced by the temporary experience of remote learning during the final weeks of the spring 2020 semester. Therefore we are not planning for a fundamental shift in learning modalities that would affect our space utilization.

As required under SCHEV guidelines, Longwood submits a UT-50 report including an up-to-date inventory of rooms/spaces on campus and information on class scheduling to inform the capital approval process. Our most recently submitted reported is from Fall 2022.

Longwood has also substantially increased the renting of campus spaces to outside use for weddings, conferences, and performances. Meeting revenue accelerated rapidly right before Covid with the development of new hotel options in Farmville. It naturally fell 2020-22 but has rebounded strongly, and is on track to grow further. This is a modest but growing contribution to auxiliary revenue that helps offset other costs.

SECTION E: BUDGET REQUESTS

E1. Provide additional information for any budget requests in Part I of your planning template that are not described elsewhere in your narrative.

Access and Affordability

\$3.6 million in FY25 and \$3.9 million in FY26 would help the University limit in-state undergraduate tuition increases by addressing increased costs resulting from inflation and state-mandated salary and benefit increases.

VMSDEP Support

\$1,325,531 in FY25 and \$1,855,743 in FY26 would help Longwood address costs associated with the Virginia Military Survivors & Dependents Program (VMSDEP), which has grown by more than 40% over the last two years.

Increase Financial Aid for Pell-eligible Students

\$1.2 million in each year of the biennium would help Longwood increase support for Pell-eligible students. Longwood saw a 30% increase in enrollment of Pell-eligible first-year students from Fall 2022 to Fall 2023, and the University expects to continue to increase enrollment of Pell-eligible students. Additional funding would complement Longwood's recent award from SCHEV for a Recruitment initiative of rural, Pell-eligible students.

Teacher Preparation: Grow Your Own

In collaboration with James Madison University and Old Dominion University, \$320,000 in each year of the biennium would help address roughly 3,500 FTE teacher vacancies in Virginia by supporting an expansion of an existing, successful teacher licensure program at JMU, currently funded through a congressional appropriation. The Grow Your Own online pilot program at JMU provides affordable training and support for 167 paraprofessionals with bachelor's degrees eligible for a provisional teaching license who are interested in becoming teachers. With state support, Longwood could offer the program to roughly 100 participants in the Southern Virginia region, where the majority of school divisions serve a high number of students receiving free and reduced lunch and where teacher attrition rates are high.

Nursing Education

\$130,000 in each year of the biennium would help address the nursing shortage by providing additional funds to increase nursing faculty compensation, boosting faculty retention and recruitment and increasing the number of Longwood nursing graduates.

Student Mental Health Programs

\$80,054 in FY25 and \$130,573 in FY26 would support continuation of two successful programs aimed at expanding mental health services to students at Longwood: the Resident Counselor program, currently supported via the SCHEV/VHCF Higher Education Mental Health Workforce Pilot grant, and Longwood's trauma-informed counselor program. The Resident Counselor program also increases the mental health workforce pipeline overall, a clear priority for the Commonwealth.

SECTION F: ECONOMIC DEVELOPMENT ANNUAL REPORT

F1. Provide a link to any report your institution has produced about its economic development contributions. You may also share it in the appendix or as an attachment

Longwood’s Small Business Development Center is a major engine of support for enterprises across Southside. The SBDC’s most recent annual report documents its impact in 2022-23 – more than 400 entrepreneurs assisted, \$12.6 million in new capital investments, and detailed planning and information regarding the SEED Innovation Hub on campus, where community partners including students from Longwood, Hampden-Sydney and Southside Virginia Community College will undertake a range of projects developing entrepreneurial skills and small business. The full report is available at <https://sbdc-longwood.com/annual-reports/>.

SECTION G: FREEDOM OF EXPRESSION AND INQUIRY, FREE SPEECH, ACADEMIC FREEDOM AND DIVERSITY OF THOUGHT

G1. Provide a copy of any policy or reports your institution has produced and provide information about annual training or orientation related to this topic.

Also included as Appendix VII

Longwood’s Freedom of Expression Policy can be found at:

<http://solomon.longwood.edu/studentaffairs/policies--procedures/freedom-of-expression-policy.php>

Longwood’s most recent Report on Protected Speech can be found at:

<http://solomon.longwood.edu/media/student-affairs/solomon/Report-on-Protected-Speech.pdf>

An FAQ on Longwood’s Freedom of Expression Policy can be found at:

<http://solomon.longwood.edu/media/student-affairs/FAQs-for-Freedom-of-Expression-Policy.pdf>

SECTION H: NEW SCHOOLS, SITES, AND MERGERS

H1. Provide information on any new instructional sites, schools, or mergers supported by all types of funding that your institution is considering or planning to undertake during the six-year period.

Longwood is not currently considering any additional instructional sites, schools or mergers. Longwood continues to offer its Bachelor’s in Elementary Education and in Early Childhood Education at New College Institute. We are amenable to reestablishing programs as part of our partnership with Southern Virginia Higher Education Center if there is demand. Programs such as School Librarianship typically include elements of travel to different locations within the Commonwealth for portions of delivery.

[OPTIONAL] SECTION I: RESEARCH

I1. [OPTIONAL] Highlight any strategic research priorities, programs, or key areas of investment (e.g., hiring plans, critical research agendas, interdisciplinary centers, business partnerships, commercialization efforts) and IP dissemination and commercialization priorities you intend to pursue over the next 6 years that have not already been mentioned in this narrative. What are the anticipated benefits to your faculty attraction/retention strategy, student value proposition, and the economic competitiveness of the Commonwealth?

Longwood is foremost a teaching institution. Faculty are encouraged to conduct research, and many have important research agendas underway, in particular in fields such as biology, chemistry, education and business. However, Longwood faculty frequently involve undergraduate students in their research. Expanding undergraduate research opportunities has been an area of concerted focus over the past eight years. One outcome of this focus is the highly successful PRISM research program, an 8-week intensive research program for STEM. This NSF-funded program immerses students in an intensive research environment, providing a strong launching pad for career or graduate work.

[OPTIONAL] SECTION J: COLLABORATION

J1. [OPTIONAL] Outline any existing or potential initiatives you have not already highlighted in this narrative that feature collaboration across public higher education institutions (and other state agencies as appropriate) in furthering the goals outlined in sections B-D. What is the expected impact and in what timeframe? What is the timeline for the initiative and how far along is it? What (if anything) would be required from a budget or policy perspective to facilitate the success of the initiative?

Longwood is an active leader in the **Virginia Education Collaborative**, the organization of Virginia's university Educator Preparation Programs (EPPs) working to help address policy challenges to alleviate the teacher shortage.

Longwood has joined the SCHEV cohort working with the **Constructive Dialogue Institute (CDI)** to map civic dialogue activities on campus and to develop and implement a plan to roll out trainings and tools that can enhance that kind of work on our campus. We are planning to implement this CDI training as part of our Civitae Core Curriculum.

The proposed S-STEM Collaborative Planning project, ***Bridging Rural Access in Virginia (BRAVA): Building Partnerships for STEM Pathways***, which has received a one-year NSF planning grant, will work to develop pathways to bachelor's degrees for STEM students at VCCS institutions serving predominantly rural students. Mountain Gateway Community College, Danville Community College, Virginia Western Community College, Longwood University, and at least two additional community colleges will collaborate to support students in rural Virginia as they earn their Associate's degrees and transition to earn their STEM Bachelor's degrees, by cultivating an ecosystem of support services and providing significant scholarship funding.

Longwood's partnership, begun in 2015 with the Moton Museum has been immensely productive for students and the regional economy – and of course transformed public understanding of the nationally

important civil rights history of Prince Edward County. Longwood is working closely with Moton on the application process to become part of a U.N.E.S.C.O World Heritage Site. It would be only the second such site in the Commonwealth, after Monticello.

Via its Small Business Development Center and various academic partnerships on campus, Longwood is a leader of Farmville's new SEED Innovation HUB, in partnerships with Hampden-Sydney College and Southside Virginia Community College. Federal funding has supported the development of a space in downtown Farmville that will the Southside economy through education and training, and connecting area residents with resources to bolster business creation, innovation and workforce training. It will also provide co-working and makerspace, as well as provide a home for SBDC's small business advising service.

[OPTIONAL] SECTION K: STATE POLICY

K1. [OPTIONAL] Use this section to outline any state policy changes you have not already mentioned in this narrative that would enhance your ability to achieve greater success on the topics, strategies, and initiatives referenced in this narrative. What existing policies, if any, are hindering your ability to maximize outcomes and value for students? What new policies might create conditions that are more conducive to achieving those goals? What strategies or initiatives would these policy changes enable your institution to do or try that you are not yet able to do today? Please be as specific as possible.

As mentioned previously, Virginia's public universities as a whole, and the Commonwealth's broader economy, are significantly disadvantaged by policies that continue to incentivize our flagship institutions to sharply limit out-of-state undergraduate students. Competitor states such as South Carolina, Georgia and Alabama are doing precisely the opposite – making room to meet substantial out-of-state demand from strong high school students – and enjoying substantial returns, as many of those students stay after graduation and build their careers. Virginia's artificial limits drive many of our strongest high school students out of state. There is ample room across the system to accommodate all Virginia students who want to stay in-state as well as students from other states.

We and Virginia's other public institutions would also benefit from greater flexibility in the tuition we charge out-of-state students, in an effort to attract more high-achieving students from elsewhere to come to Virginia and avail themselves of available capacity here.

[OPTIONAL] SECTION L: ADDITIONAL INFORMATION

L1. [OPTIONAL] Use this final section to provide any additional context and/or supporting materials you feel should be incorporated into the six-year planning process.

Longwood will celebrate its 200th anniversary in 16 years in 2039; only W&M and U.Va are older. Over our long history, Longwood has shown great staying power; we plan for the long-term horizon, and to be strong and sustainable. Through robust, stable leadership and the initiatives we've been pleased to describe in this plan, we are well positioned to adjust to today's challenges, staying true to our mission and providing an essential resource to Southern Virginia and Virginia as a whole.

Vice Presidents' Reports



Academic Affairs
Larissa M. Smith, Provost & Vice President

**September 2023
Highlights**

- **SACSCOC compliance certification report submitted.**
- **Nursing graduates achieve 100% pass rate on the NCLEX test.**
- **CEHHS awarded a \$500,000 SAMSHA Mental Health Awareness Training grant to benefit regional schools and health care settings.**
- **Moton Museum visited by ICOMOS reviewers as part of the World Heritage nomination process.**

Academic Affairs

SACSCOC Compliance Certification Report: Longwood is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Every ten years, Longwood seeks reaffirmation of its accreditation by submitting a certification report that describes Longwood's compliance with SACSCOC standards. On September 1, Dr. David Shoenthal, Associate Provost/Vice President for Academic Affairs in charge of the Office of Accreditation and Compliance, uploaded Longwood's institutional compliance certification report to the SACSCOC online institutional portal. The 2.8 GB PDF file contains over 2,700 pieces of evidence and is the culmination of over two years of work by a team of faculty and staff. This first step in Longwood's reaffirmation process is complete.

Appointment of Assistant Provost for Academic Outreach: Brent Roberts, dean of the Greenwood Library, is taking on additional responsibilities as the Assistant Provost for Academic Outreach. As dean, Dr. Roberts has been instrumental in building relationships with the Virginia Children's Book Festival (VCBF) and with local community libraries that resulted in the creation of the Southside Area Libraries Sharing Access (SALSA) network. He brings his considerable talents to providing support for the outreach centers in Academic Affairs, including the Moton Museum, Longwood Center for the Visual Arts, Baliles Center for Environmental Education, Clean Virginia Waterways, Longwood Center for Community Music, as well as continuing his work with VCBF. Dr. Roberts will assist the centers with assessment and reaccreditation efforts, programming, and facilities projects. He will also help to represent Academic Affairs at the many public events to which the Provost is invited.

AI discussions: Longwood faculty are being proactive in learning about artificial intelligence (AI) and addressing its many uses (and abuses) in college classrooms. The Center for Faculty Enrichment (CAFE) in collaboration with the Digital Education Collaborative (DEC) have hosted workshops focusing on teaching and learning in the age of artificial intelligence. During the Teaching and Learning Institute in May and again during the Undergraduate Faculty Professional Development Day in August, Dr. Sean Barry, associate professor of English, and Dr. David Magill, professor of English and department chair, facilitated the discussion, “Teaching Writing in the Age of AI.” Before classes began, the Provost sent an email to faculty encouraging them to develop syllabus policies about the use of large language model-based chatbots such as ChatGPT in their courses and to talk with their students about the topic. Throughout this academic year, CAFE and DEC will continue to provide resources related to AI in teaching and learning contexts. For instance, Dr. Adam Franssen, associate professor of biology and associate director of CAFE, and Ashley Leslie, director of DEC, facilitated a workshop on “Turn It In: Exploring the AI Detector” before the semester began.

Brock Experiences

Approximately 70 students participated in a Brock Experience course this summer. Longwood at Yellowstone National Park traveled May 13-23. Students enrolled in the “Weathering the Storm” course traveled to Charleston, South Carolina, May 26-June 3. The two San Francisco courses, “Being Human” and “Place and Voice,” traveled June 3-11.

This fall semester, ten Honors College students are participating in the Brock Experience course, “Stewardship of Public Waterways,” that explores civic issues relating to the Chesapeake Bay watershed. Students learn about the menhaden, crab, and oyster industries, while also traveling to the Baliles Center, Tangier Island, and Smith Island. Once the student housing is completed at the Baliles Center, this course can scale up to accommodate more students.

Faculty members who participated in the Chesapeake Bay faculty development experience in May returned to campus energized and excited to explore new areas for Brock Experiences expansion. A number of them are planning to submit applications for the Brock Fellowship when they are due in October.

Civita Core Curriculum

Faculty who teach in Civita are engaged in professional development activities aimed toward continuously improving student learning. In May, faculty participated in the annual Teaching & Learning Institute, which focused on Teaching for Civic Engagement, and in the three-day Seminar on American Democracy, sponsored by a grant from the Teagle Foundation. On August 10, Civita faculty also participated in what will become an annual day devoted to professional development, during which they examined assessment data from their courses and discussed ways to improve student learning.

Longwood faculty continue to make Civita more widely known at the state level. In June, a small team of faculty traveled to the University of Mary Washington to participate in a SCHEV-

sponsored Day of Dialogue on Teaching Civic Engagement. Dr. Pam Tracy, director of the Center for Faculty Enrichment (CAFE), and Dr. Heather Lettner-Rust, director of Civitae, served on the planning committee for the event. Dr. Tracy and Dr. Lettner-Rust also co-facilitated a session titled, "Mapping Civic Learning and Engagement Statewide."

On September 14, Dr. Tom Wears, associate professor of math; Dr. Leah Shilling-Stouffer, associate professor of math education and director of the Quantitative Reasoning Center; and Dr. Linda Townsend, director of assessment will participate in SCHEV's next Spotlight session with a video explaining Longwood's approach to teaching and assessing quantitative reasoning/quantitative literacy. The video will be followed by a live Zoom conversation about quantitative reasoning. Longwood's presentation will also be joined by representatives from Mountain Empire Community College and the Virginia Military Institute.

Cook-Cole College of Arts and Sciences (CCCAS)

Overall, CCCAS freshman recruitment was on par with last year's numbers. Of particular note, enrollments in STEM areas continue to show strength.

- Biology enrolled approximately 80 new freshmen, a 24% increase from an already high number in fall 2022. Much of this interest is centered on the new pre-med concentration. The department and the College are providing significant advising support for all students pursuing a pre-health (MD, DO, DDS, DVM) professional career path, especially through the Pre-Med scholars program under the guidance of Dr. Bjoern Ludwar, associate professor of biology and Director of Pre-Health.
- Freshman recruitment in computer science also saw a 67% increase to 35 new students. This is gratifying as Longwood has invested in a computer science scholars' program, supported by Tech Talent Investment Program funding provided by the Commonwealth.

Summer is prime time for faculty to engage in scholarly and creative endeavors, as well as to work with students in PRISM, Longwood's summer undergraduate research program.

- Dr. Kat Tracy, professor of English, has recorded a lecture on the Culture of Knighthood in Medieval Literature for Audible and was a guest scholar for six episodes of the History Channel series *Dark Marvels*.
- Dr. Jackie Secoy, associate professor of music education, presented her research on Band Teacher Educators at two conferences this summer. Dr. Mike Waddell, assistant professor of low brass, was an Invited Performing Artist at the International Tuba-Euphonium Conference in Tempe, AZ, and published an article as well as recording an album with the Keystone Quartet. Dr. Laretta Werner, assistant professor of strings, was invited to perform a solo work and present a lecture on "Mindfulness for Musicians" at the Inaugural HERo Women in Music Conference at Florida State University in Tallahassee, FL. Dr. Lisa Burrs, associate professor of voice, served as Artistic Director for the "Richmond Vocalists" on the August Musicales concert series sponsored by Grace Covenant Presbyterian Church. Dr. Burrs also had a residency this summer at Gloucester Cathedral in the UK, where she performed at daily Evensongs and the Morning Service.

- Dr. Greg Mole, assistant professor of history, published a chapter entitled “Dupleix et les élites tamoules,” in *Colonisations. Notre histoire*, eds. Pierre Singaravélou, et al (Paris: Le Seuil). Dr. Steven Isaac, professor of history, using his Simpson Professorship award, returned to the archives in Poitiers, France, this summer. He was also named a 2023 Fordham University Medieval Fellow, which afforded him six weeks of research time in various libraries in New York City.
- Dr. Ravi Sankar, assistant professor of environmental science, had his research on Arctic coastal waters released as a web application for researchers interested in coastal change.
- In Mathematics and Computer Science, three faculty were involved as advisors in PRISM research projects with students (Dr. Jeffrey Ledford, Dr. Steven Hoehner and Dr. Sanish Rai). Dr. Rai, assistant professor of computer science, submitted a grant titled "Cultivating Cybersecurity Skills and Collaboration: Empowering Through Cybersecurity Competition Teams" to Central Virginia Node Experiential Learning Call for Proposals FY 2024 in collaboration with VCU, grant amount total of \$25,000.
- Dr. Virginia Lewis, associate professor of mathematics, co-taught a 10-week professional learning course with Dr. Stephanie Playton, STEM Learning specialist for Longwood’s Institute for Teaching through Technology and Innovative Practices (ITTIP). The course, "Teaching the K-8 Computer Science Standards of Learning,” was developed to prepare teachers to teach both programming concepts and other computer science concepts included in the Virginia Standards of Learning. This is part of the grant, *Advancing Computer Science Education for SVRTC Divisions* (ACSE:SVRTC), led by Dr. Paula Leach, director of ITTIP, and funded by the Virginia Department of Education.
- In Theatre, Visiting Assistant Professor of Acting Richard (RJ) Magee performed the role of Eli Whitney in Black Rock Theater's *Anything Goes* in Fairfield, CT, during the month of June. This professional production was directed by Tony-winner Cady Huffman (who was the original Ulla in *The Producers* with Nathan Lane and Matthew Broderick). Images created by Keri Cushman, professor of art, appeared in the essay, "The Language of Color," written by B. Donlon, *Hand Papermaking*, vol. 38, no.1, Summer 2023, part of an international juried exhibition in Hong Kong.

College of Business and Economics (CBE)

With concerted effort by the CBE Executive Director of Student Success and all faculty, which included individualized outreach to prospective students, the CBE was able to increase yield on undergraduate students by 18% this fall. Transfer students also increased from 20 to 38, reflecting the fact that many students wanted to stay closer to home coming out of the pandemic, but are now transferring to four-year colleges.

MBA Enrollment continues to be strong, but to maintain consistent enrollment into the near future, the CBE plans to add new specialization tracks to the course offerings. Over the next few years these will include tracks in Accounting, Finance, Supply Chain Management, and also

Healthcare Administration, in which CBE will partner with the College of Education, Health, and Human Services.

The CBE kicked off the summer with a curriculum innovation workshop to identify opportunities within the undergraduate curriculum. The goal is to make changes that will better align with attracting more students and with meeting the needs of employers. To ensure faculty and staff understand the needs of employers, the CBE has collected feedback from the CBE Advisory Board, made up of alumni and corporate partners and collected more robust feedback from internship supervisors of CBE students this summer. In August, the faculty and staff gathered to digest this feedback and finalize the plan for curriculum changes. The biggest change will be the addition of a new Introduction to Business and Economics course for all students. This course will help students adjust to college while also beginning their Excel learning and exposing them to all of the CBE's disciplines. In addition, the faculty are developing an Entrepreneurship minor, which will be open to all majors across the University.

The CBE hired a new Director of Internships and MBA Career Support, Megan Ames, to work with Patti Carey, executive director of the McGaughy Professional Development and Internship Center, to build corporate relationships and increase internship and full-time career offerings – not just for CBE students but for all Longwood students. Megan will also coordinate resume writing and other career workshops for the MBA students.

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

This summer CEHHS faculty offered two different study abroad experiences for students:

- Dr. Kim Little, department chair and professor of nursing, and Dr. Lisa Minor, associate professor of nursing, took 12 students from Nursing and Therapeutic Recreation programs to Ireland for a study abroad course in Global Health. Students learned about differences between health care systems and nursing education and completed service activities to assist individuals experiencing housing insecurity. The trip provided more excitement than expected when on the return trip home, the faculty and students responded to an in-flight medical episode of another passenger and provided lifesaving interventions.
- Dr. Erica Brown-Meredith, associate professor of social work, and Dr. Marsha Rutledge, assistant professor of counseling, traveled with students to Ghana for a study abroad experience focused on service learning. Students learned about the sale of people into the slave trade, colonization, entrepreneurship, and Ghanaian perspectives on mental health. Student participation in this trip was supported through generous donations from Longwood alumni and community members.

CEHHS has also recently achieved several distinctions:

- Continuing a pattern of exceptional outcomes, during the Summer 2023 reporting period, 100% of the first attempt student test takers from the Department of Nursing passed the NCLEX licensure exam.
- CEHHS was awarded a three-year Mental Health Awareness Training (MHAT) grant to support mental health first aid and suicide prevention training in regional schools and health care settings by the Substance Abuse and Mental Health Services Administration (SAMHSA). The university will receive approximately \$180,000 each year for three years, more than \$500,000 total, as it provides this evidence-based training to educators and health care providers in Southside. Dr. Jennifer Gerlach, assistant professor of counseling, is the project director working with Dr. Kat McCleskey, associate professor of counseling; Lt. Stuart Raybold of Longwood’s Department of Public Safety; and Dr. Angela McDonald, professor of counseling and Dean of CEHHS, to administer the grant.
- This summer the Department of Social Work and Communication Sciences and Disorders (CSD) received notification of the successful reaccreditation of its CSD graduate program from the Council on Academic Accreditation in Audiology and Speech-Language Pathology. The Council voted to continue accreditation through June 30, 2031, the full eight-year cycle.
- Delta Kappa Gamma, an organization that promotes professional and personal growth of women educators and excellence in education, selected a Longwood University Elementary Education and Teaching major, Carlicia Antavia Anderson, for one of their competitive scholarships. In a competitive process, Carlicia was selected for the Alpha Alpha Chapter Ethel Gregory Grant and will receive \$2,000 toward her college expenses. The organization stated, “Ms. Anderson represents the best in your institution and the best hope for the future of American education. Alpha Alpha is proud to acknowledge her and your school in this way.”

During summer 2023, the College hosted multiple engagement activities for educators and community members and continues to do so this fall:

- The Department of Education and Counseling hosted Virginia educators for its 19th annual Literacy Institute. This year’s theme was Critical Thinking and Reading, and featured authors whose writing includes areas of focus such as information literacy, graphic novels for children, leveraging technology to help students develop as readers, and meeting the unique needs of students living in poverty.
- The Institute for Teaching through Technology and Innovative Practices (ITTIP) hosted several summer camps including an overnight STEM camp for middle school students in the GearUp Virginia grant-funded program. This event was supported by a five-year GearUp grant for Virginia offered through SCHEV. ITTIP also conducted two weeks of computer science camps for grade 4-7 students.
- The College also hosted its annual Talented and Gifted (TAG) camp for elementary and middle school students. For the first time this year, past campers who had aged out of the program were able to return to camp as counselors and help teach camp sessions on

topics such as building business plans, chess, language creation, painting, and engineering design.

- Students in the CSD graduate program participated in Camp Loud and Clear at Holiday Lake in Appomattox. Camp Loud and Clear is the only summer camp in Virginia designed with the needs of children with hearing loss, regardless of their communication method, in mind.
- Dr. Karen Feathers, assistant professor of special education, is the Director of Longwood LIFE, a program that provides life skill and social skill development for college-age individuals with intellectual disabilities. This fall, Longwood LIFE welcomes seven new students to campus. Through Longwood LIFE, these students will have the opportunity to experience campus life and also have access to campus-based paid employment opportunities. Over the summer Dr. Feathers and Dr. Jackie Secoy, associate professor of music education, were interviewed by the Virginia public radio program *With Good Reason* about the importance of music as a life skill for individuals with exceptional needs and described to listeners how Longwood LIFE works with campus resources and experts like Dr. Secoy to bring engaging and skill-building activities to the program's participants.

College of Graduate and Professional Studies (CGPS)

Professional Studies: This summer, the Office of Professional Studies partnered with the Robert Russa Moton Museum to offer their Teacher Institute, the Virginia Holocaust Museum to offer two Teacher Education Institutes, the Virginia Department of Education (VDOE) to offer the Career & Technical Educator's New Teacher Institute right here on Longwood's campus, and Longwood Social Work faculty to offer Clinical Supervision Workshops. This fall, an additional 196 students have enrolled in the undergraduate-level Speech-Language Pathology (SLP) online courses offered by the Communication Sciences and Disorders program through Professional Studies.

In August, 129 educators successfully completed the 21 credits required as part of their application to the VDOE for an Administration and Supervision preK-12 endorsement. This fall, a new group of over 180 educators begin their coursework across eight cohorts in various regions of the Commonwealth. Thirty dedicated, field-based instructors from superintendents to central office administrators to building principals bring current, relevant experience to the students. Since the initiative began in 2016, of the 1150 individuals who have completed the endorsement, nearly 50% of them have gone on to be administrators. Students' pass rate for the SLLA, which is also required by the VDOE for the endorsement, is 99%. Through this endorsement program, Longwood is helping to address the demand for preK-12 school administrators.

Graduate Studies: This fall, over 1200 students have enrolled in one of the following programs:

- a Longwood graduate degree program;
- graduate coursework leading to endorsements in Reading, School Librarianship, Gifted Education, Special Education, or Administration & Supervision;

- graduate courses for teachers seeking provisional licensure or professional development; or
- counseling professional development courses.

Cormier Honors College for Citizen Scholars (CHC)

The Cormier Honors College (CHC) welcomed 142 first-year students to its Class of 2027 Leadership Retreat, held August 14-17. Retreat activities are built around the CHC's motto: "Cormier is where cognition unites with compassion to build community."

Cognition: The CHC's emphasis on scholarship is demonstrated in many ways throughout the Leadership Retreat, during which faculty and staff presented workshops for incoming students. Some of the workshops included:

- "Chemistry, meet Art" (CHEM): What does chemistry have to do with art? Can you think of two more different fields of study? In this workshop we will explore the interdisciplinary nature of the sciences and the humanities, and learn what this has to do with YOU and what YOU are studying here at Longwood!
- "Trolley Murders and Tossing Squirrels Out Windows: The Basics of Philosophical Ethics" (PHIL): This session will cover the basics of philosophical ethics and three of the most important ethical theories, both historically and contemporarily. To support this endeavor we will interrogate one of the most famous thought experiments ever devised: the Trolley Problem.
- "Can't We All Just Get Along?": There are a lot of things that divide us but what brings us together? You will be among the first in the country to test a new online game designed to bridge societal divides and will give feedback to the developers.
- "Dealing with the Hands We're Dealt": College is full of competition and collaboration. How are students from so many different schools, hometowns, and backgrounds supposed to know the rules of the game? How do you succeed when you're in a new, unfamiliar place? Join this session for a fun card game that will challenge your expectations and get you thinking about how you can adapt well to new surroundings.

Compassion: The CHC is compassion-oriented and that was clearly reflected in the Leadership Retreat. Students volunteered at the following places performing a wide range of services such as painting, planting and polishing: Twin Lakes State Park, Bright Eyes Alpaca Farm, Longwood University Landscaping and Grounds, Clean Virginia Waterways, Greenwood Library, Piedmont Habitat for Humanity, Piedmont Senior Resources, Virginia Children's Book Festival, United Methodist Family Services, and the Wesley Foundation (Elwood's Cabinet food pantry available to students).

Community: Students were also introduced to the local community through various activities:

- Participating in a "Place as Text" exercise where they fanned out throughout Farmville meeting various community members and walking the neighborhoods.

- Visiting the Moton Museum.
- Kayaking and canoeing at the Sandy River Reservoir; 'walking in the trees' at Sandy River Adventure Park; and strolling through Dogwood and Wilck's Lake Trails.
- Dining at local restaurants such as Charley's Waterfront Café, Fishin' Pig, Bandidos Tacos & Cantina, one19, North Street Press Club, Macado's, Flavors of India, Mi Patron and La Parota Grill.

Greenwood Library

The Greenwood Library is the original “beating heart” of campus as shown by statistics from the 2022-23 academic year. Librarians provided 223 information literacy instruction sessions in undergraduate courses, and 7 sessions in graduate courses; 152 of the undergraduate sessions were in Civitae courses. Librarians were embedded in 35 courses over the academic year, providing in-depth instruction and enhanced contact with students. Greenwood Library circulated a total of 26,325 items between August 2022 and August 2023. The Southside Area Libraries Sharing Access consortium circulated a total of 2592 items by courier between libraries since its roll out in January 2023. Of that total, Longwood received 277 items from Farmville, Buckingham, and Hampden-Sydney College, and sent 505 items by courier.

In addition to their activities with students, Greenwood librarians are also professors who contribute to scholarship in their field and who serve in leadership roles at the state level. They collaborate with faculty and staff across campus in these endeavors. A few of their recent accomplishments are shared below:

- Jennifer Beach, associate professor of library science, published a long-form review article about the electronic resource Policy Commons Platform in the *Charleston Advisor*. Jennifer also co-presented a conference session with Rebecca Sturgill, director of Longwood's Center for Academic Success, at the Virginia Library Association's (VLA) Annual Conference titled “Academic Revival: Librarian Advisors for Students on Probation.” She serves on the Virtual Library of Virginia (VIVA) Collections committee.
- Natalie Browning, associate professor of library science, co-presented a poster at the VLA Annual Conference with Dr. Maureen Walls-McKay, associate vice president for health and well-being, titled “Well-Being in the Heart of Campus: How a Librarian and the Dean of Well-Being Helped the Community Heal,” and she co-presented a session titled “#SouthsideReads: Engaging a Community Through Reading During Uncertain Times” at the Library Marketing and Communication Conference (LMCC) with Sarah Reynolds, associate professor of library science.
- Tammy Hines, associate professor of library science, co-presented at the VLA Annual Conference with Shauna Hunter and Lynde Roberts of Hampden-Sydney College (HSC) Bortz Library. The presentation was titled “What's Good for Us Is Good for Them: Joining Forces for the Community.” She also presented at Longwood's Summer Literacy Institute, and with colleagues from Greenwood and HSC, at a VIVA online community forum. She serves on the VIVA Resource Sharing committee.

- Sarah Reynolds, associate professor of library science, created and co-hosts Greenwood Gab, the library's new podcast, with Natalie Browning. She also serves as the producer/editor, and she wrote the podcast theme music. Sarah co-presented a poster with Jennifer Beach, associate professor of library science, at The Innovative Library Classroom (TILC) titled “Research in the Wild: Instilling Information Literacy into Place-Based Pedagogy,” which focused on their work as embedded librarians with Brock Experience courses.

Office of Accreditation & Compliance, Assessment & Institutional Research

The Office of Accreditation & Compliance has completed work on narratives demonstrating compliance with the SACSCOC standards as part of Longwood’s decennial reaffirmation process. The compliance certification report was submitted through the SACSCOC online institutional portal on September 1.

The reaffirmation process is outlined below:

- September – November 2023: SACSCOC off-site team of peer evaluators reviews Longwood’s narrative and evidence and provides feedback on whether Longwood is in compliance with SACSCOC standards.
- January 2024: Longwood responds to the off-site committee report through a Focused Report, which also include a full draft of the Quality Enhancement Plan (QEP). Longwood’s designated SACSCOC vice-president has a planned visit to campus in January as well.
- March 18-21, 2024: SACSCOC on-site team of peer evaluators comes to campus to seek more information about any remaining questions, further explore standards linked to federal requirements, and take a deep dive into the QEP.
- Spring-Summer 2024: The on-site team issues its report. Longwood will have one more chance to respond to the report, if needed.
- December 2024: SACSCOC Board of Trustees votes on Longwood’s reaffirmation; results will be announced at the College Delegate Assembly at the SACSCOC Annual Meeting in Austin, TX.

Longwood was accepted into the American Association of Colleges and Universities (AAC&U)’s 2023 Curriculum-to-Career Innovations Institute. A team of five submitted a proposal to enhance micro-internships at Longwood, which is planned for the QEP. The team includes the three-person leadership team for QEP implementation, along with representatives from the Office of Alumni & Career Services and the Office of Accreditation & Compliance. The Institute began in August with a two-day kick-off event. Team members will spend the semester refining methods for enhancing micro-internships at Longwood, with a plan to be developed by the end of the semester for review by other Institute members and AAC&U staff. This plan will dovetail with continued work to finalize the QEP submission for review by SACSCOC.

Office of Teacher Preparation

The Office of Teacher Preparation (OTP), in collaboration with the College of Education, Health, and Human Services and the Cook-Cole College of Arts and Sciences, held a retreat with the coordinators from all education preparation programs across the university in August 2023. The purpose of the retreat was to outline the accreditation timeline and tasks in preparation for the submission of Longwood's Self-Study Report (SSR) to the Council for the Accreditation of Educator Preparation (CAEP) in fall 2024. The OTP also hosted two additional events in August that mark the beginning of the academic year and student teaching semester: the annual University Supervisor professional development day and Longwood's Seminar Day for student teachers. The 2022 Virginia Teacher of the Year, Daphne Fulson, served as the keynote speaker for Seminar Day.

Center for Faculty Enrichment (CAFE)

CAFE conducted its annual New Faculty Orientation on August 7 and 8 with the President's reception for new faculty on August 15. As a means to develop camaraderie and enhance teaching practices, new faculty will participate in a cohort-building, year-long program that includes a reading group focused on teaching and learning as well as an opportunity to connect with other new faculty, including colleagues from Hampden-Sydney College, at the Moton Museum.

CAFE, in collaboration with the Digital Education Collaborative (DEC), hosted the first Graduate Faculty Development Day on August 9. Focusing on "Teaching Graduate Students: Building Community and Meaningful Learning Experiences," over 35 faculty and staff gathered to discuss Creating the Longwood experience for graduate students, the diversity among graduate students, and a variety of course design workshops for large on-line courses, hybrid courses, short-term courses, and fully online classes.

Center for Global Engagement (CGE)

Summer 2023 proved to be the busiest since 2019, as the CGE staff facilitated study abroad in 11 countries, prepared for the arrival of the largest group of incoming international students, added a second section of its CTZN 110 World Vision course for the fall, continued work on a Study Abroad Resource Center for Faculty, and assisted the Men's Basketball Team and University Advancement with logistics and pre-departure advising for their travel program to France.

Highlights from Lancers abroad include seeing the sights of Doha with a Longwood alumna on the way to Thailand, and, amazingly, the experience of the Nursing faculty who jumped into action on their return flight to the U.S. and saved the life of an ailing passenger. Additionally, Dr. Emily Kane, director of study abroad, taught a summer section of the course "Introduction to International Studies" to a group of student-athletes, including many men's basketball players. They were able to apply skills learned when the team traveled to London and various parts of France in August. It was a summer full of adventurous learning and "learning culture on a deeper level," as Senior Osiris Ruff put it, while studying at Universidad Veritas in Costa Rica.

Completing its most successful recruitment cycle since the beginning of active international student recruitment (2011), the CGE brought in 30 new international students from 23 countries to study this fall.

International Student Recruitment Data, 2019-2023

Year	Completed Applications	Accepted	Enrolled	Accepted to Enrolled Yield
Fall 2019	52	42	20	47%
Fall 2020	57	45	6	13%
Fall 2021	95	59	9	15%
Fall 2022	92	59	14	23%
Fall 2023	146	86	30	34%

Baliles Center for Environmental Education at Hull Springs

The Baliles Center at Hull Springs is buzzing with activity now that Westmoreland County has issued building permits for the next phase of construction. JMH Construction mobilized its equipment the first part of July, and crews have begun work erecting new student and faculty residential units, along with a screened pavilion designed as an “outdoor” space for teaching, meeting and events. Crews are working through the week and weekends, anticipating a late winter completion.

May, June, July and October were/are completely booked for rentals of the Ames House, along with every weekend in August and September. It is anticipated that usage will continue to increase once the student and faculty cabins are completed. The next phase of construction will focus on renovating the two existing bunkhouses into faculty quarters.

Longwood ornithology students have explored the 662-acres of the Baliles Center at Hull Springs for decades, going back to the 1990s when Mary Farley Ames Lee was in residence. In

May, students in Professor of Biology Mark Fink's BIOL 460 ornithology class spent time at the Baliles Center, performing field work while experiencing the spectacle of spring migration. Dr. Fink noted that the rich diversity of habitats that comprise the Baliles Center provides for excellent bird observation and study.

On August 9-13, 20 new Lancers participated in the LIFE STEM Summer Bridge Program at the Baliles Center. The NSF-funded LIFE STEM program provides financial and academic support, focused career preparation, early research experiences, and high-quality faculty mentoring for scholars majoring in biology, chemistry, environmental science, and physics (or dual-degree engineering). Beginning the program at the Baliles Center allows for a bonding with fellow students and the Northern Neck property that lasts throughout their life-changing years as Longwood University students. Faculty members leading the Bridge Program were Dr. Michelle Parry, professor of physics and director of LIFE STEM; Dr. Mark Fink, professor of biology; and Dr. Ken Fortino, associate professor of biology.

Save the date! The second annual Oaks 'n' Oysters fundraising event will be held Saturday, November 4, from 1 p.m. - 4 p.m. Tickets are \$125 per person, which will include a plentiful buffet of fresh Chesapeake Bay oysters, shrimp, local vegetables and cheeses, as well as locally sourced wines, beers and ginger ale. The day will feature both a live and silent auction, proceeds going toward the construction of a large screened pavilion that will replace the existing Honeymoon Cottage, adjacent to the Ames House. The pavilion is expected to cost over one million dollars, as it includes a large fireplace structure, catering kitchen, restrooms, and storage space. It will be a stunning addition to the site as a teaching/event space, with its expansive views of the Lower Machodoc Creek that flows into the Potomac River.

Longwood Center for Visual Arts (LCVA)

The installation of a new, industry-standard mobile art storage system is presently underway in August and September. The system provides for optimal preservation and access to LCVA's collection (4,500 pieces), while simultaneously doubling the usable space within the existing storage area.

The LCVA continues to add to its collections. The Keith Kisse collection of American art was transferred as a promised gift from his estate while it goes through probate. Jack Blanton, longtime LCVA advocate and former board member, has decided to begin transfer of the remainder of his collection due to health concerns. Rachel Ivers, executive director of the LCVA, and Mack Lenhart, the LCVA collections manager, are working with Mr. Blanton, who lives in West Palm Beach, FL, to facilitate this process.

The LCVA received official notification from the American Alliance of Museums that its reaccreditation study is due November 1, 2024. This is a time-intensive process that will involve all staff, but particularly the director and collections manager.

The next LCVA Gala is scheduled for April 13, 2024. Nash and Mindy Osborn, owners of Fishin' Pig and North Street Press Club, will serve as co-chairs of the event, which raises money

for the LCVA's educational programming. Save-the-date announcements will go out in the next few weeks.

Moton Museum

The highlights of the Moton Museum's summer entailed visits from national and international guests. In July, representatives from the other four sites involved with the 1954 *Brown v. Board* decision (Clarendon, SC; Wilmington, DE; Washington D.C.; and Topeka, KS) visited the Museum. In 2022, through the federal *Brown v. Board of Education* Expansion Act, the Moton Museum became an affiliated site of the National Park Service *Brown v. Board* site in Topeka, KS. The two-day visit included panel discussions featuring participants of the 1951 student walkout and members of the Lock-out Generation, a dinner hosted by President Reveley, a community reception, and a visit to nearby Appomattox Court House National Historic Park. The next annual convening of *Brown v. Board* sites will be in Delaware in 2024.

Moton continues to participate in the effort to nominate U.S. Civil Rights sites to World Heritage status. On August 6, two reviewers from the International Council on Monuments & Sites (ICOMOS), along with the directors of the World Heritage nomination project from Georgia State, visited the Museum to meet with Museum staff and key stakeholders. The two reviewers from Nigeria and France were visiting several of the sites involved in the serial nomination to ensure the sites have "outstanding universal value," the criteria of significance needed to become a World Heritage site. After a productive conversation and tour, they left Moton to travel to the International Civil Rights Museum in Greensboro, NC.

The third annual Moton Museum Teachers Institute (MMTI) was held in-person at the end of July and virtually for the first few weeks of August. A cohort of 13 teachers from all over Virginia came to Farmville to tour Moton, travel to Twin Lakes State Park (established in 1950 as the Prince Edward State Park for Negroes), investigate primary sources, hear from Moton's resident historians, and collaborate and discuss teaching strategies for the upcoming school year. Teachers then had additional weeks to submit their lesson plans and culminating activities online.

The second cohort of the Bridge Builders Program started on August 7. Funded by the Jessie Ball DuPont Foundation, this program is designed to bring together local high students from Prince Edward County High School and the Fuqua Upper School to build civic partnerships, learn local history, and explore ways to improve the community. Nine students who are starting their junior year are enrolled in the fall academic course on Prince Edward County History. The first cohort of Bridge Builders, who are now high school seniors, will be working on their legacy projects (similar to an Eagle Scout project or Gold Award project) through this academic year.

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

In May, the ORGSP helped faculty members submit three major grants to federal agencies: the National Science Foundation, U.S. Department of Education, and Substance Abuse and Mental Health Services (SAMSHA).

In August, the NSF-funded Bridging Rural Access in Virginia (BRAVA) Summit was held in Roanoke. Dr. Alix Fink, associate provost for research and academic initiatives and director of the ORGSP, serves as BRAVA project director. Teams from seven community colleges (New River CC, Mountain Gateway CC, Virginia Western CC, Wytheville CC, Virginia Highlands CC, Patrick and Henry CC, Southside Virginia CC), the Southern Virginia Higher Education Center and Longwood all met to discuss ways to support students who are interested in STEM fields and who are interested in making the transition from an associate to a bachelor's degree. In addition to building connections to support transfer students, the near-term goal is to develop a large (\$5M) proposal to the National Science Foundation.

Planned grant submissions for this fall include a Virginia Department of Education Clinical Faculty Program proposal submitted by Prince Edward County Public Schools as a partnership with Longwood University and a U.S. Department of Education FIPSE (Fund for the Improvement of Post-Secondary Education) proposal to support the successful transition of underrepresented students.

Office of Student Research (OSR)

In the 2023-2024 year, the OSR will continue to focus on growing the Longwood Senior Thesis and PRISM summer research programs, and encouraging student submissions to *Incite*, Longwood's undergraduate research publication. The OSR will also continue to offer Student Research and Travel grants to support student research projects and presentation of research at conferences. The OSR is looking forward to the Fall Student Showcase on November 15. This event will highlight student research and inquiry projects from all academic colleges.

In Fall 2023, the OSR is continuing to run the new Undergraduate Research Apprentice Program. This program encourages undergraduate students to become involved in independent research and inquiry projects early during their time at Longwood (during their first, second, or third year). This program provides undergraduates an opportunity to become involved in faculty-mentored research projects before their senior year and also provides professional development training to help students develop research skills. The OSR is looking forward to working with the faculty/student pairs from Sociology, Biology, Modern Languages, and Honors.



Administration & Finance

Matthew McGregor, Vice President

Highlights

- **Multi-department efforts welcome back students**
- **Community and Economic Development Initiative Moves Forward**
- **Pepsi On Campus**

The return of students in August is always an exciting time on campus. As operations ramp back up to full speed, coordinated efforts across campus are required to prepare for our students' return. Residence halls and managed apartments are cleaned, repaired and prepared for our 2,200 plus students living in Longwood-managed housing. This year included completing a furniture refresh of all of our managed apartments. This three-year process resulted in new furniture and flooring in every residential space at Lancer Park and Midtown Landings. Dining facilities prepare for the semester by expanding their staffing levels, prepping menus and preparing facilities for full usage. Specific changes in food services this summer include a refresh at *Chick-Fil-A* and the relocation of *Green's to Go* from Dorrill Dining Hall to Upchurch University Center. Another change on campus will be in our beverage vending as Pepsi transitioned to campus this summer as our sole beverage provider.

Coordination and collaboration are vital to the start of each semester and this is an area where Longwood University excels. The cooperation required to prepare for the opening and to respond to the issues that arise truly involves individuals from all across campus. Nothing highlights this feat better than the opening of the *Joan Perry Brock (JPB) Convocation Center*. This project and its future usage, truly is a partnership involving every area across campus. JPB will be a beacon for students, faculty, staff and the community to revel in and will be a strong attraction on the Longwood University campus.

All of these specific changes as well as the "normal" annual preparations for the fall semester requires the expertise and care of the professionals throughout our Administration and Finance team.

Community & Economic Development

Community and Economic Development (OCED) and our *Small Business Development Center (SBDC)* provides business and economic development support for 24 counties in Southern Virginia. For the past several years, OCED and SBDC have been partners alongside GO Virginia Region 3, Mid Atlantic Broadband Communities Corporation and SOVA Innovation Hub in developing and implementing an entrepreneurship and innovation investment strategy. Funding and support from these partner organizations has fueled expansion of Longwood's SBDC programming to support entrepreneurship and innovation education in the region. This quarter, OCED and SBDC are collaborating with SOVA Innovation Hub and Mid Atlantic Broadband in a third GO Virginia grant application to support continued regional entrepreneurship education and support.

Longwood's SBDC continues to generate economic impact throughout the region. From January through June, SBDC small business clients reported, via survey and personal interviews, 89 new jobs created and \$2.7 million raised in new capital as a result of SBDC consulting by staff, faculty and students.

Last year, OCED obtained \$3.3 million in grant awards from the US Economic Development Administration (US EDA) to plan and construct a SEED Innovation Hub at Midtown Square. Requirements are currently being finalized with the US EDA to proceed to bid solicitation to begin construction. Projections are for the Innovation Hub to be opened Spring/Summer 2024. It will provide a community-centric space for innovation in collegiate and community programming, resources, and business development.

Longwood University has partnered with three other rural institutions: Angelo State University (Texas), Independence Community College (Kansas), and Richard Bland College (Virginia) to submit a proposal to the National Science Foundation's (NSF) new Enabling Partnerships to Increase Innovation Capacity (EPIIC) grant program. EPIIC is focused on supporting technology transfer and innovation programming at smaller, non R1/R2 higher education institutions. The collaborative proposal was submitted in late April, and has been recommended by the NSF review committee for funding. Award notice should be made public soon.

Human Resources

Human Resources (HR) provides policies, services and guidance for faculty/staff related to; new employee onboarding, benefits package guidance, payroll services, employee recruitment, employment policy education, employee recognition events and general employment inquiries. HR regularly brings employment related partners to campus for the benefit of faculty and staff. Recent partners include; VRS, TIAA, Corebridge, and Aflac.

Over the past year HR has transitioned to a generalist management model. This model moves away from topic specialist (benefits, recruitment, onboarding, etc) to all staff working in all areas of the department. The benefits of this model create more cross-training and position efficiency, and allow HR staff to develop relationships with employees across campus on all of their HR needs.

Financial Operations

Financial Operations was actively involved this summer with our institutional submissions for the 6-year plan to the Commonwealth and our accreditation review to SACS-COC. Staff from across Financial Operations assisted with planning for financial accounting data, budget forecasting, enrollment projections, financial aid considerations and policy recommendations.

Accounting & Financial Reporting successfully closed out fiscal year 2023 and completed a good financial audit with the Auditor of Public Accounts (APA) for fiscal year 2022. The office has also begun the process of creating a comprehensive financial statement preparation manual to guide our year-end processes and procedures in the future.

Cashiering & Student Accounts (CSA), built rate tables, disbursed tuition and fees invoices and accounted for the collection of payments for the fall semester. The office has recently hired a full-time Collections Manager who is working with our students individually to help them secure their accounts and develop financial plans. This position and role are vital to us helping our students stay on track financially with goals of increasing retention by limiting financial hardship withdrawals and decreasing student accounts being sent to outside collection agencies.

Materiel Management held its first surplus sale in three years. The sale continues to be a great community outreach program that promotes sustainability through reuse of state equipment that has been replaced by the university. Three hundred sixty-eight items were sold for gross sales of just under \$10,000. In FY23 we began to rework our Small Purchase Charge Card (SPCC) Program. Training procedures, purchase approval processes and purchasing responsibilities are all under review. As this review continues, one of the outcomes has been to have fewer purchasers, but better training for them with regards to state procurement expectations and institutional goals. To date we have decreased users by 12% since January 2023.

Financial Planning & Analysis has worked closely with commonwealth agencies to develop and allocate our fiscal year 2024 budget. With the Commonwealth budget still being finalized at the time of this writing, this process has consumed much of the summer. As we build forecasts based on our final enrollment numbers for the fall semester and any potential budget agreements from the Commonwealth, budget revisions for the fiscal year will be a high priority.

Campus Planning

Throughout the summer months, regular meetings were held with campus partners such as Residential and Commuter Life, Housekeeping, Facilities, and contractors to provide and maintain clear and concise information regarding renovations, repairs, cleaning and student occupancy of all campus managed housing. A summer project schedule was maintained for all campus partners that allowed for transparency in activities, schedules and student occupancy with the end goal of having a smooth and efficient student move-in in August.

Environmental Health & Safety (EH&S) coordinated two events with the local Fire Departments this summer. The first was a ladder truck response and deployment to Moss/Johns and the second was a Dorrill Dining Hall tour for fire response pre-planning. EH&S has been busy with training opportunities across campus as well. They worked with Residential and Commuter Life to schedule Fire & Life Safety Training with all Resident Assistants to improve safety and fire code compliance. An on-line training unit has been created to improve and streamline training processes and a safety equipment “library” is currently being designed. This “library” will allow all university employees to check out reusable safety equipment to improve access to the gear and eliminate repeat purchases across campus.

Facilities maintains full operations throughout the summer and responds to numerous maintenance work orders from our summer programs and as departments prepare for the fall semester. This summer also provided the opportunity for a review of our stock room and existing inventory supply.

Space Planning and Business Information Systems is working with Vice President for Student Affairs and the Director of Multicultural Affairs to develop the next steps in a new location for the Multicultural Center. A timeline has been created to allow students to see the progress and understand the next steps in obtaining a campus location.

Landscape and Grounds made recent improvements to Brock Commons turf and irrigation system, as part of a continuing program to enhance outdoor space for the campus and is in the beginning phase of a landscaping and grounds masterplan process for campus.

Heating Plant continues to use biomass as the boiler fuel source to produce steam for the campus with minimal environmental emissions. The utilization of biomass as a primary fuel source has proven to be very cost effective, especially in comparison to the alternate option of oil.

Lancer Post Office and *Lancer Print Shop* both made changes over the summer to improve service to campus. The Post Office added receiving space to better work with the high volume of packages they receive while the Print Shop is updating their work order system to create an easier process for the end users.

Capital Design and Construction (CDC) reached a significant milestone of the project to construct the replacement building for Wygal Hall; the third and final design phase (preparation of Working Drawings) commenced in August. Renovation and expansion of the Facilities Annex continued, and two other noteworthy construction projects were completed: replacement of the air conditioning and heating system fan coil units in Hiner Hall, and repair of exterior structural components of Alumni House. Finally, CDC continues planning for our campus facilities through the development of our maintenance reserve priorities and the submission of our capital project requests to the commonwealth for consideration by the General Assembly during their 2024 session.

Project In Design									
Description	New Construction	Renovation	Appropriation To Date	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Authorized Design Phase	Current Design Phase	Milestones
Wygal Hall Replacement	60,894 GSF	0 GSF	\$89,056,922	\$89,056,922	\$0	\$7,627,031	Working Drawings	Working Drawings	Funds for the preparation of the Working Drawings have been received, and the architect's contract was signed on July 11, 2023. The Design Team will begin meeting with Music Department personnel in August. Funds for Furniture, Fixtures, and Equipment must be appropriated by a future General Assembly action.

Projects Under Construction									
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Construction Contract Amount	Percent Completed	Construction Start Date / Completion Date
Joan Perry Brock Center (LUREF project)	72,300 GSF	0 GSF	\$44,700,000	\$0	\$44,700,000	\$44,502,891	\$40,557,626	99%	Construction commenced in May 2021, and the grand opening is scheduled for August 25, 2023. The contractual completion date is September 1, 2023.
Facilities Annex Renovation and Expansion	19,209 GSF	24,624 GSF	\$29,950,374	\$29,950,374	\$0	\$27,058,659	\$22,701,800	30%	Construction commenced on January 3, 2023, and is expected to be completed in late summer 2024.
Baliles Center Construction Phase 2 (LUREF project)	2,530 GSF	0 GSF	\$1,577,500	\$0	\$1,577,500	\$267,198	\$1,115,240	15%	Construction commenced on July 10, 2023, and is expected to be completed in late 2023.

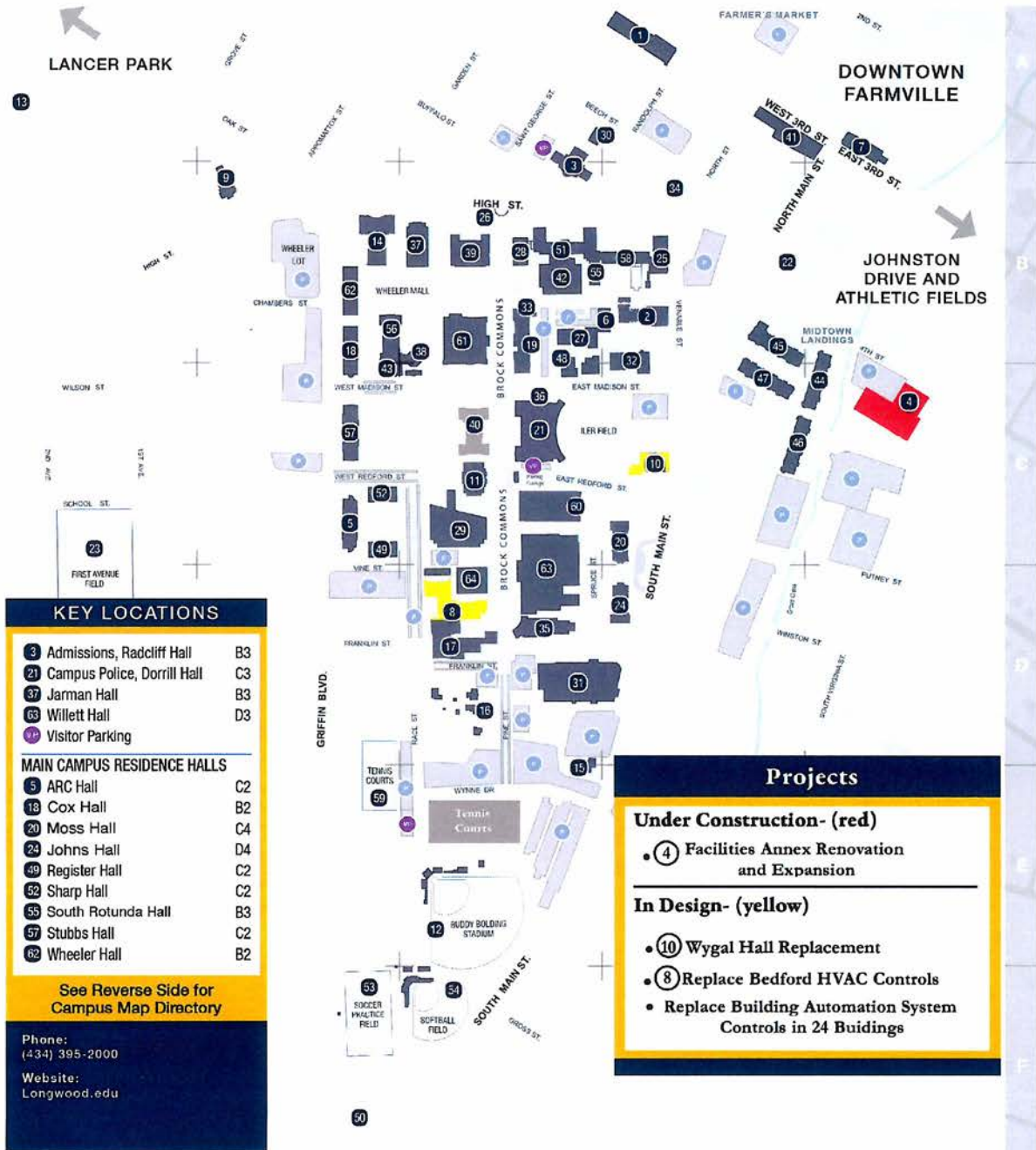
Project In Design and Construction Phases Simultaneously								
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Percent Expended and Encumbered	Sub-Projects' Status
HVAC System Controls and Equipment Replacement -- COVID-19 Response (four sub-projects)	0 GSF	Equipment	\$3,773,000	\$3,715,000	\$58,000	\$2,262,038	60%	<ol style="list-style-type: none"> 1. Maugans chiller: Overhaul has been completed. 2. Hiner fan coil units: The project will be substantially complete in August 2023. 3. Bedford HVAC controls: In design. 4. Building Automation System control units for multiple campus buildings: In design.

Capital Design and Construction (CDC) reached a significant milestone of the project to construct the replacement building for Wygal Hall; the third and final design phase (preparation of Working Drawings) commenced in August. Renovation and expansion of the Facilities Annex continued, and two other noteworthy construction projects were completed: replacement of the air conditioning and heating system fan coil units in Hiner Hall, and repair of exterior structural components of Alumni House. Finally, CDC continues planning for our campus facilities through the development of our maintenance reserve priorities and the submission of our capital project requests to the commonwealth for consideration by the General Assembly during their 2024 session.

Project In Design									
Description	New Construction	Renovation	Appropriation To Date	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Authorized Design Phase	Current Design Phase	Milestones
Wygal Hall Replacement	60,894 GSF	0 GSF	\$89,056,922	\$89,056,922	\$0	\$7,627,031	Working Drawings	Working Drawings	Funds for the preparation of the Working Drawings have been received, and the architect's contract was signed on July 11, 2023. The Design Team will begin meeting with Music Department personnel in August. Funds for Furniture, Fixtures, and Equipment must be appropriated by a future General Assembly action.

Projects Under Construction									
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Construction Contract Amount	Percent Completed	Construction Start Date / Completion Date
Joan Perry Brock Center (LUREF project)	72,300 GSF	0 GSF	\$44,700,000	\$0	\$44,700,000	\$44,502,891	\$40,557,626	99%	Construction commenced in May 2021, and the grand opening is scheduled for August 25, 2023. The contractual completion date is September 1, 2023.
Facilities Annex Renovation and Expansion	19,209 GSF	24,624 GSF	\$29,950,374	\$29,950,374	\$0	\$27,058,659	\$22,701,800	30%	Construction commenced on January 3, 2023, and is expected to be completed in late summer 2024.
Baliles Center Construction Phase 2 (LUREF project)	2,530 GSF	0 GSF	\$1,577,500	\$0	\$1,577,500	\$267,198	\$1,115,240	15%	Construction commenced on July 10, 2023, and is expected to be completed in late 2023.

Project In Design and Construction Phases Simultaneously								
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Percent Expended and Encumbered	Sub-Projects' Status
HVAC System Controls and Equipment Replacement – COVID-19 Response (four sub-projects)	0 GSF	Equipment	\$3,773,000	\$3,715,000	\$58,000	\$2,262,038	60%	<ol style="list-style-type: none"> 1. Maugans chiller: Overhaul has been completed. 2. Hiner fan coil units: The project will be substantially complete in August 2023. 3. Bedford HVAC controls: In design. 4. Building Automation System control units for multiple campus buildings: In design.



KEY LOCATIONS

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

MAIN CAMPUS RESIDENCE HALLS

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

See Reverse Side for Campus Map Directory

Phone:
(434) 395-2000
Website:
Longwood.edu

Projects

- Under Construction- (red)**
- 4 Facilities Annex Renovation and Expansion
-
- In Design- (yellow)**
- 10 Wygal Hall Replacement
 - 8 Replace Bedford HVAC Controls
 - Replace Building Automation System Controls in 24 Buildings

Longwood University
Financial Overview
As of July 31, 2023

FY2023-24 Budget Dashboard YTD

E&G	BOV Budget	Adjustments	FY Estimate	YTD Actual	Percent	PY Percent
<i>Revenues</i>						
Tuition	37,099,350		37,099,350	6,840,718	18.44%	15.12%
Fees	1,200,000		1,200,000	216,187	18.02%	56.97%
General Fund	43,233,148		43,233,148	6,786,270	15.70%	17.21%
Federal Workstudy	50,000		50,000	0	0.00%	0.00%
Other	474,161	23,026	497,187	80,721	16.24%	9.92%
<i>Total Revenues</i>	82,056,659		82,079,685	13,923,896	16.96%	16.65%
<i>Expenditures</i>						
Instruction	40,845,303		40,845,303	2,915,085	7.14%	7.44%
Public Service	472,105	23,026	495,131	38,667	7.81%	8.96%
Academic Support	8,106,952		8,106,952	513,745	6.34%	9.56%
Student Services	4,923,222		4,923,222	385,686	7.83%	7.83%
Institutional Support	18,238,482	(100,000)	18,138,482	1,874,555	10.33%	8.22%
Facilities Operations	7,614,389		7,614,389	886,419	11.64%	12.36%
Scholarships	2,995,639		2,995,639	0	0.00%	0.08%
Salary Savings	(1,139,433)		(1,139,433)	(243,535)		0.00%
<i>Total Expenditures</i>	82,056,659		81,979,685	6,370,622	7.77%	7.78%
TOTAL	0		100,000	7,553,274		

AUXILIARY/LOCAL

<i>Revenues</i>						
Housing	24,376,152		24,376,152	1,544,082	6.33%	5.08%
Dining	7,980,000		7,980,000	226,294	2.84%	2.64%
Comprehensive Fee/Other/L	28,653,567		28,653,567	2,677,588	9.34%	9.72%
Federal Workstudy	154,300		154,300	0	0.00%	0.00%
<i>Total Revenues</i>	61,164,019		61,164,019	4,447,965	7.27%	6.89%
<i>Expenditures</i>						
Housing	25,659,107		25,659,107	5,804	0.02%	21.13%
Dining	8,126,030	(8,670)	8,117,360	32,726	0.40%	0.46%
Athletics	10,537,379	60,529	10,597,908	432,739	4.08%	5.37%
Other Services	16,962,067	(318,715)	16,643,352	651,435	3.91%	5.77%
Salary Savings	(120,564)		(120,564)	(18,415)		0.00%
<i>Total Expenditures</i>	61,164,019		60,897,163	1,104,289	1.81%	10.00%
TOTAL	0		266,856	3,343,676		

Cash & Investment Assets

Longwood University
All Longwood Foundations

16,473,140
169,111,186

Based on 12/31/22 data for REF and LUF (Includes preliminary 4th quarter results from Spider)

Working Paper prepared by management to estimate year end results



Institutional Advancement *Courtney Hodges, Vice President*

Highlights

- **Joan Perry Brock Center Grand Opening held August 25th followed by Seat Selection Day for season ticket holders**
- **Basketball season ticket sales increase 230% over 2022-23 season**
- **Scheduled campus events are tracking toward a slight increase compared to 2022**

DEVELOPMENT

Fiscal Year 2023 has come to a close and there are 6.7 million reasons to celebrate! This number represents the total philanthropy raised for Longwood last fiscal year. Annual giving raised over \$1.65M – the most since 2018. Love Your Longwood Day surpassed \$735,000 and we also successfully completed the Legacy Challenge. Fiscal 2023 was a successful year and we can celebrate the 3,458 donors that chose to invest in Longwood University and our students.

Plans are underway for fiscal year 2024 as we build a strong culture of philanthropy across campus as well as within our alumni body. This was a positive year at Longwood and our donors are to be applauded.

ANNUAL GIVING

During fiscal year 2024, the Office of Institutional Advancement is working with a Richmond-based marketing team to plan and execute the annual giving campaigns. In an effort to bring more of a personal touch to annual giving efforts, each campaign will be tailored for specific audiences. The first appeal will launch in September followed by coordinating email and social media campaigns.

ATHLETICS ANNUAL GIVING

2023-2024 Basketball Season Ticket Packages: Philanthropic dollars to the Student-Athlete Excellence Fund totaled \$112,450 as a result of the sale of 2023-2024 Basketball Season Ticket

Packages. This is an unprecedented amount of revenue generation for athletics' unrestricted fund that will help the athletics director to provide support to existing and new initiatives throughout the department.

Building Champions Campaign: The Building Champions Campaign, launched in honor of the opening of the Joan Perry Brock Center and in support of the Student-Athlete Excellence Fund, has received just under 30 gift commitments. The campaign, which asks Lancer supporters to make a gift of \$2,000, will continue through September 1st. The donor recognition wall honoring the campaign participants will be unveiled during Homecoming Weekend in November. Building Champions gifts account for over \$50,000 of the total philanthropic funds raised in conjunction with 2023-2024 basketball season ticket packages.

Athletics Alumni Monthly Giving Campaign: The first leg of a department-wide initiative to secure monthly donations from former student-athletes has launched with the "30 for 30" women's soccer giving campaign. This year marks the 30th Anniversary for the Longwood women's soccer program. A solicitation from the head coach was sent out to over 40 former women's soccer players who came to campus to celebrate the milestone and were asked for a monthly gift of \$30. The goal is to secure \$30,000 in monthly giving to support travel costs and a robust recruiting budget. The women's soccer monthly giving solicitation will be used as a template for all other programs in the department. The campaign intends to capitalize on a group of prospective donors with one of the strongest understandings of programmatic needs.

Athletics Parents Campaign: An athletics parents giving campaign is currently in development and will launch in September. The campaign will be modeled off of the "Tag the Team" campaign that was launched last fall and raised over \$12,000 in sport-specific giving. The campaign seeks to capture support from the families of current student-athletes as the 2023-2024 season commences.

EVENTS

The Office of Institutional Advancement hosted the grand opening of the Joan Perry Brock Center with events spanning from Thursday, August 24 through Saturday, August 26. There were 21 named spaces with individual ribbon cuttings and reveals that made for a festive afternoon in JPB. The opening reception was followed by dinner on the Jerome Kersey Court. Friday morning, the excitement continued with the "official" grand opening for JPB held on the front lawn with students, faculty, staff, and community members in attendance. The opening events were a huge success and we can't wait for our Lancers to show off their talent in JPB.

On Saturday, August 26th, the Advancement and Athletics teams hosted Seat Selection Day in the Joan Perry Brock Center for season ticket holders to select their seats for the upcoming 2023-24 basketball season. More than 250 season ticket account holders were placed in seats throughout the day, representing more than 715+ season tickets sold and totaling over \$174,000 in season ticket related revenue and contributions.

Those figures mark an increase of 200% in season ticket accounts, a 230% increase in season tickets sold, and a nearly 600% increase in season ticket related revenue over the 2022-23

season. In addition, this year 45% of season ticket holders are also philanthropic donors to athletics.

The **Student Philanthropy Council (SPC)** assisted with and helped host the grand opening event for the Joan Perry Brock Center. The SPC will host its annual National Philanthropy Day event November 15, 2023 to serve as a way to celebrate our donors and bring awareness of the impact private philanthropy has on Longwood's campus.

The Student Philanthropy Council (SPC) is a University-sanctioned council that is comprised of students who believe in the power of giving back and who help to cultivate a culture of philanthropy here on campus.

The Council is anywhere from 15-20 students who give just a few hours of their time each month for our meetings, brainstorming sessions, and volunteer service. Membership on the Council helps build resumes by gaining valuable leadership and professional experience; makes an impact at Longwood University; gains an inside knowledge of philanthropy at Longwood and the importance philanthropy plays at any higher education institution; and students are able to network with donors and development professionals.

SPC Member Spotlight: Becca Chung '24



Joining in 2022, Becca is an active member of the Student Philanthropy Council.

What does philanthropy mean to you?

Becca: "To me, philanthropy means giving others the opportunity to thrive in same way others gave to me. Philanthropy is actively looking for areas where I can make my community better and acting on it."

Why did you join SPC?

Becca: "I joined SPC for the opportunity to give back and show donors and potential donors the impact of their giving on campus. Seeing philanthropy happen in the organizations I am in incentivized me to join so that even after I graduate positive change will still happen. Being in SPC I have gotten to truly see the impact of philanthropy and I am so excited to be involved again this year."

STEWARDSHIP

The 2023 Donor Impact Report (attached) was printed in the latest alumni magazine to have a broader impact for our annual giving donors. The impact report shared details about Love Your Longwood Day, the basketball programs, nursing program, and celebrated our Truman Scholar and Goldwater Scholar.

All Fountain Society members will receive a 2023 Longwood scarf to thank them for their continued support throughout FY23. Longwood University launched the Fountain Society August 2021 to recognize those donors whose monthly investments strengthen the University and enrich the experiences of our students.

LEADERSHIP GIVING

Level Up: This fall, a new program geared toward increasing annual donor support and raising new scholarship dollars will be launched. The Level Up Scholarship Program will incentivize annual donors to increase their annual gift over a period of three years through a donor-funded match, with all support being geared toward current-use student scholarships.

Level Up donors will make a three-year commitment of \$4,500: \$1,000 in year one, \$1,500 in year two, and \$2,000 in year three. In year one, the donor will receive a match of \$1,000 and in year two a match of \$500 so that each year their gift plus match received will equal \$2,000. There are matching funds available for 39 Level Up donors – an homage to Provost Emeritus' Dr. Ken Perkins' 39 years of service to Longwood.

Donors in the Level Up program will have the opportunity to see firsthand the impact their scholarship is making on a student at Longwood, with future opportunities for them to sustain that support through an endowed scholarship fund.

University Events and Ceremonies

The number of events continue to increase in 2023 compared to 2022 and our campus community continues to impress. Earlier this year, UE&C projected to end 2023 with having provided event coordination services for at least 100 more events than during 2022. (This only included multi-day programs or events that had many separate programs under one). We are on target to reach or exceed that projection for 2023-24. To add a deeper perspective on this, **UE&C touched/processed 3,064 event needs/requests from campus partners and external clients during January 1 – August 31, 2023 alone**. This includes the basic day-to-day room scheduling, meetings/events with multiple event needs, Commencement, and summer conference season. This represents an increase in events on campus when compared to same time period in 2022.

Conference season 2023 welcomed back the Virginia Department of Forestry, Longwood Women's Basketball Camps, American Legion Auxiliary Virginia Girls State, Youth Alcohol and Drug Abuse Prevention Project (YADAPP), Summer Literacy Institute, and the Talented and

Gifted (TAG) program. New this year we welcomed the VDOE Career and Technical New Teacher Institute, the National Guard, and STEM Camp GearUp Virginia. We did not host the Christian Family Conference this year, which allowed our campus partners a more reasonable amount of time to prepare with more attention to details in the residence halls for our incoming students, which resulted in a significant reduction in move-in related complaints.

The UE&C was pleased to assist in the grand opening of the Joan Perry Brock Center and is soon to be collaborating with the Alumni Office on the university's first Homecoming Weekend once the Fall Semester is underway.

Fundraising Report

As of June 30, 2023

TOTAL PHILANTHROPIC DOLLARS

\$6.7M

Fiscal Year	Total Raised
2014	\$2.82M
2015	\$7.94M
2016	\$4.18M
2017	\$11.18M
2018	\$12.41M
2019	\$17.61M
2020	\$4.00M
2021	\$5.98M
2022	\$10.1M
2023	\$6.7M

TOTAL ANNUAL GIVING DOLLARS

\$1,655,467

Fiscal Year	Unrestricted	Annual Giving
2015	\$384,401	\$1,039,500
2016	\$415,737	\$1,214,689
2017	\$379,208	\$1,628,532
2018	\$336,465	\$1,970,098
2019	\$241,895	\$1,113,041
2020	\$203,876	\$951,818
2021	\$193,796	\$985,800
2022	\$263,974	\$1,551,804
2023	\$236,524	\$1,655,467

ALUMNI PARTICIPATION

5.64%

Fiscal Year	Total Alumni Donors	# of Undergraduate Alumni of Record	Alumni Participation
2015	2,976	27,197	10.94%
2016	3,126	27,894	11.21%
2017	2,890	28,691	10.07%
2018	2,813	29,522	9.53%
2019	2,303	30,286	7.60%
2020	1,773	31,074	6%
2021	2,257	31,803	7.10%
2022	2,052	32,458	6.32%
2023	1,861	33,002	5.64%

TOTAL DONORS

3,458

Fiscal Year	Total Donors
2015	4,569
2016	5,700
2017	4,933
2018	5,463
2019	4,409
2020	2,867
2021	3,928
2022	3,564
2023	3,458

Fundraising Report

As of June 30, 2023



LOVE YOUR
LONGWOOD DAY

Year	Donor Goal	Total Donors	Total Dollars
2016	500	533	\$65,000
2017	1,839	1,405	\$126,000
2018	1,790	2,976	\$268,000
2019	2,500	2,700	\$325,000
2020	2,020	Cancelled due to Covid-19	
2021	1,839	1,863	Over \$390,000
2022	1,839	1,723	\$392,500
2023	1,839	1,894	\$735,247
2024	SAVE THE DATE: MARCH 20, 2024		

LEGACY CHALLENGE - COMPLETE

The Legacy Challenge program was launched in May 2021

Challenge Funds Deployed	\$300,000 (out of \$300,000)
Legacy Challenge Donors	45
# of Campus Programs Receiving Funds	37
Total Planned Gifts	\$6,296,056



YOUR GIFT.

BIG IMPACT.

As the books close on another year of giving, we look back with deep appreciation for the generosity of Longwood's supporters. The achievements below would not have been possible without our selfless donors and their belief in Longwood's mission.

7,563

GIFTS OF
\$100 OR LESS



Nearly 2,300 guests watched as Longwood music students and alumni took the stage at Carnegie Hall for the performance of a lifetime.



The Cormier Honors College boasts two prestigious award winners—a Goldwater Scholar and a Truman Scholar.



3,458

DONORS GAVE
IN FY23

\$2.58M

RAISED IN STUDENT
SCHOLARSHIPS



The Drive for 5 Campaign supported our men's golf team as they secured their first-ever Big South Championship.



The #1 nursing program in the Southeast needed a space to match, and donor support made a renovated classroom possible.



803

FIRST-TIME
DONORS

THANK YOU!

Want more information about how you can have an impact? Visit go.longwood.edu/impact



Intercollegiate Athletics
Tim Hall, Director of Athletics

Highlights

- **Joan Perry Brock Center Grand Opening**
- **Men's Basketball Foreign Tour**
- **New Coaches for Tennis, Women's Golf**
- **Big South Presidential Honor Roll**
- **The G.A.M.E.**

Joan Perry Brock Center Grand Opening

The university's grand opening of the Joan Perry Brock Center August 24-26 was a wonderful success. The festivities began on Thursday with named space dedications and a dinner attended by over 200 guests.

On Friday morning both community members and students poured into the elegant, 3,000-seat center on and gaped at the stunningly beautiful interior. Entrants were able to wander throughout the building, and friendly athletics staff members were on hand to help answer questions about various sections during the self-guided tours.

During the afternoon, the Joan Perry Brock Center hosted its first pep rally as part of the annual tradition of The G.A.M.E. (more info below). Students packed the center and prepared to cheer on Longwood men's soccer while getting their first taste of the vibrant energy that will fill the Joan Perry Brock Center for basketball and other events.

On Saturday, August 26, basketball season ticket holders had an opportunity to select their seats for the upcoming basketball season. Season ticket sales have surpassed 700, an increase of more than 230% over last year, and are still rising.

In addition, the Joan Perry Brock Center houses a team store that features athletic gear available for purchase. The team store sold over \$9,000 worth of Lancer gear over the three day celebration.

Men's Basketball Foreign Tour

The men's basketball team completed a 10-day foreign tour that featured a wealth of educational opportunities in addition to team bonding and basketball in both England and France. The NCAA allows such educational summer programs once every four years.

The tour, which was made possible by Built to Win donors, included preparation for student-athletes beforehand through enrollment in a special International Studies 100 course. The class challenged students to consider global perspectives and how they intersect with personal experiences and the lens that is used to view the world.

Once on the trip itself, student-athletes had the opportunity to visit sites in London. The team also experienced an English Premier League football (soccer) match at Arsenal. Upon traveling to France, the team had an all-day trip to Normandy which included a guided tour of the D-Day landing sites. Stops included Pointe du Hoc, Omaha Beach and the American Cemetery. Other educational components of the trip included a guided tour of the Palace of Versailles outside Paris. The final stop was Nice, where the team experienced a vibrant, multi-cultural Mediterranean city and the tight, bustling and charming streets of the city's old town.

The team played three exhibition games against teams in France, winning all three. The team represented Longwood well both on the court and while interacting with local basketball fans. It was also an invaluable opportunity for a program with a number of new players to build and deepen strong and lasting bonds.

New Women's Golf Coach

The athletic department announced the hiring of Megan Weaver as the new women's golf coach.

Weaver comes to Longwood with a strong history as a collegiate player and as a rising star in the coaching ranks after time in the professional business world. She was the head coach at Dublin Coffman High School last season, and she helped the team finish second in the conference sectional. Her team went 152-71 during her time at the helm, and she guided the team to a five-stroke improvement from the prior season.

In addition, Weaver was a four-year player at Ohio University, where she was named the MAC Sportswoman of the Year by her peers in the conference as a senior.

She holds her degree in mathematics with minors in psychology and business administration, and she worked in the business world as a credentialed actuary. During her time as a professional, she led teams in financial risk analysis across the industry.

New Men's & Women's Tennis Coach

Longwood athletics announced Carlos Lora as the Director of Tennis for both the men's and women's programs this summer.

Lora comes to Longwood following two strong seasons at the University of Mount Olive at the NCAA Division II level. He led the women's team to back-to-back conference tournament titles, and the men's team went to the championship match once and the semifinals twice in his two seasons.

He had a doubles pairing ranked No. 25 in the nation, and he also had a men's player named a finalist for the prestigious ITA Ann Lebedeff Leadership Award.

Prior to Mount Olive, Lora coached at Purdue University as a volunteer coach for the women's tennis team. He began his coaching career as an assistant at Averett University after playing there for four seasons and serving as a team captain for two.

Big South Presidential Honor Roll

Longwood student-athletes added one more feather to their caps with the Big South Presidential Honor Roll this summer.

More than 79 percent of the Lancer student-athlete population earned a 3.0 GPA or better to earn a spot on the Big South Presidential Honor Roll. The Lancers had 181 student-athletes earn the honor, and 18 received the Commissioner's Award for a perfect 4.0 GPA.

The G.A.M.E.

The 13th edition of The G.A.M.E. took place on Friday, August 25.

Students flocked to the Joan Perry Brock Center for a pep rally and the chance to pick up their scarves, and then they made the trek to the Longwood Athletics Complex to watch Longwood men's soccer play local foe Hampden-Sydney. The complex was packed, and more than 1,100 people saw the men's soccer team open the 2023 campaign with a 3-0 win.

The G.A.M.E. is part of a coordinated effort that spans multiple departments on campus.



Strategic Operations

Victoria Kinson, Vice President and CIO

Highlights

- **Fall 2024 admissions cycle underway**
- **Pell student population growing, and thriving, at Longwood**
- **After months of planning and testing, ERP moving to cloud**
- **New senior director of career and professional engagement joins our team to support our students' career ambitions**
- **New school year sees engagement spike on social media**

Enrollment Management and Student Success

Undergraduate admissions update

The Office of Undergraduate Admissions had a successful recruitment cycle for the fall 2023 class, despite a year that saw first-year deposits decrease an average of 7% across the Southeast and continuing challenges for college-bound families. Our team endured a great deal of transition this cycle but persevered in implementing new strategies and a more personal approach to recruiting that helped us bring in a diverse and talented group of students. As we stand on the threshold of a new academic year, we are filled with excitement for the journey that lies ahead for this class. As new Lancers, they are not just joining our university—they are becoming a part of a legacy that stretches back through generations of thinkers, innovators and dreamers. Their presence here will enrich our community, and we look forward to the contributions they will make to Longwood's vibrant tapestry.

Knowing that students have a higher propensity to enroll after visiting campus multiple times, we doubled down on our strategy from last cycle, which included a tiered engagement system offering multiple campus visit experiences that are built for specific audiences and have corresponding information sessions.

We made it a priority to connect faculty to prospective students (and their parents) to develop more personal relationships, offer a more authentic and realistic view of life as a Longwood student, and to further set Longwood apart in relation to visits to other campuses. In addition, unlike most other institutions, we offered (and will continue to offer) individual tours and visits with members of our staff.

This variety of options helped us exceed our registration goals for campus visitors and helped us better engage with our class. We know that has been helpful as our “melt” numbers (students who deposit but decide to withdraw) are down from previous cycles: 56 this year compared with 94 in 2022 and 65 in 2021.

Looking ahead to fall 2024 and beyond

The team will begin the 2023 travel season with the ambition of increasing applications and deposits for the fall 2024 cycle. This cycle will look a lot different as we implement a regional recruitment strategy that will allow us to further professionalize our staff and place brand ambassadors in our key recruitment areas. Having a consistent staff member present in those areas gives Longwood a better opportunity to develop deeper relationships with all of our constituents: prospective students and parents, high school counselors and alumni. The goal is to better influence the influencers and to do so on a consistent basis. This engagement will most certainly pay dividends and is on brand with our institutional values.

In addition, we are moving back to a deadline-driven approach to admissions. By doing so, we look to raise brand awareness, align more closely with a calendar understood and appreciated by our colleagues at the high school level, and create a buzz surrounding the release of admission decisions before the winter break. We have received positive feedback from a number of our counselor friends and feel that this approach will continue to resonate with more and more students who are choosing Longwood over other colleges and universities with strong national brands and reputations.

Pell student population growing, and thriving, at Longwood

The retention rate of our Pell population is much closer to the rate of the non-Pell population based on early indicators, an important gap to close. In spring 2023, we closed the fall-to-spring re-enrollment gap between Pell and non-Pell students, with 90% of each group re-enrolling. Prior to this year, the seven-year average fall-to-spring enrollment of Pell students was five percentage points lower than that of non-Pell students. Given our more than 30% year-over-year increase in enrollment of incoming Pell students, we are poised to support these students in achieving academic success.

New Lancer Days re-invigorated

This fall, we re-invigorated our New Lancer Days (Welcome Week) and coaching programs. New Lancers are matched with a faculty or staff coach, a student peer mentor and other new Lancers who share similar interests and hobbies. Coaching groups met during New Lancer Days and will continue to do so throughout the semester. Coaches provide a resource for information about Longwood and Farmville, as well as assistance with questions about academics and life at Longwood. These programs are the first two strategies designed to support students in their successful transition to Longwood and to ensure they persist to the following fall semester.

Based on incoming students’ feedback from the 2023 New Lancer Days, we are seeing a consistent rise in students’ confidence levels over the years, with a significant number of

students identifying as feeling “very ready” for their Longwood journey. One of the key changes to the coaching program is the addition of one-on-one meetings between the coaches and incoming students in the first three weeks of classes. This helps students establish a connection with someone on campus, a pivotal factor in retaining students. Initial feedback from coaches indicates students are excited about these opportunities, with many students already meeting or scheduling their meeting with the coach. Additionally, the coaches met with their coaching groups during New Lancer Days. An impressive 99.61% of incoming students found these sessions to be helpful. We are excited to see how these new shifts continue to position our students for success at Longwood.

First-year student’s father takes the time to share his experience

We would be remiss if we did not share an excerpt from an e-mail from a father of a first-year freshman just after move-in this year:

...when during the process of preparing to pack up and leave for Farmville, you hear your daughter say, “I’m so glad I chose Longwood.” It warmed my heart and made her mother smile.

Much has happened to her over the summer to help her feel that way. The communication from everyone (and I mean everyone) on campus has made her feel right at home. We continually ran into alumni and others associated with the University around town who saw my daughter’s T-shirt and were more than happy to share their Longwood story. Sometimes we sat for what seemed like hours. Thank you for that. It really matters. It speaks volumes to the community you all have and we appreciate it.

Our family took this decision very seriously. We pray (and expect) that she will do her best work and know that she will blossom into the woman she is destined to be. You guys are the bridge to her future and we know it is a strong one. With that said, we also expect a lot of Longwood. Her being there is a family commitment of both time and money, and even though we are not even a week in, we are very pleased with the results. In Longwood, my daughter has everything she needs to succeed, a safe campus, a caring faculty, and an institution who is confident in who you are and what you are doing—you are taking my daughter and transforming her into the best version of herself.

We were new to the college search this fall and Longwood came highly recommended by many who had an opinion we valued. From the moment we visited, we knew she was home. We are proud of her and of her choice and we are grateful to those that helped get her to you. We love the path she is on and we appreciate the dedication and effort from the entire Lancer team to help her on this journey...”

Information Technology Services (ITS)

After months of planning and testing, ERP moving to cloud

Over the past 18 months, ITS has worked with Ellucian to migrate Banner, our ERP, and several ancillary products to their Managed Cloud Services. In partnership with administrative departments across campus, the testing phase is winding down and the final cut-over date is planned for mid-September. Ellucian will be managing the technical infrastructure and assisting with upgrades which will allow Longwood ITS staff time to focus on strategic initiatives, provide support and increase efforts on projects aside from Banner, and partner with departments on strategic effectiveness and implementation of unused functionality.

Security measures continue to be implemented to secure Longwood data and systems

ITS continues to expand Multi-Factor Authentication (MFA). It has been implemented for DocFinity (our document management system), as well as student live email accounts, and is in the testing phase for Banner ADMIN access which will be rolled out with our move to Ellucian Managed Cloud.

Office of Alumni and Career Services (OACS)

Proven leader hired as new senior director of career and professional engagement

Dr. Elizabeth “Liz” Narehood began her duties as our new senior director of career and professional engagement on August 25. With her impressive background and varied skill set in leadership, higher ed, workforce development and even STEM education, Dr. Narehood brings creative energy to this new leadership role. Her experience building partnerships with businesses, coordinating internships and helping students reach their career goals provides an excellent foundation for taking our career services to the next level—especially as the university embarks on our new Quality Enhancement Plan (QEP) focused on post-graduation success.

Summer regional events and new group organizing in Southside, Virginia

In partnership with the Alumni Association Board of Directors, multiple happy hours and family-friendly regional events were hosted in Richmond, northern Virginia and the Tidewater area, including a joint event hosted in Williamsburg by RVA Longwood Network and 757 Lancer Alumni Group. The event was the first of its kind, starting at Kidsburg with families of Little Lancers and followed by a happy hour at Billsburg Brewery.

In 2024, the Alumni Association will be launching a new regional alumni group on Facebook representing Farmville and the surrounding areas.

More than 40 alumni volunteer to help with Career Week

This year will see a return of Career Week, Alumni and Career Services’ signature one-week series of events focused on high-impact, career-focused educational experiences for students.

The week, set for October 16-19, includes professional development workshops, a student-alumni-employer networking session and a minority student and alumni networking session. More than 40 alumni have volunteered to serve as alumni career ambassadors. Representing majors from across campus and spanning decades of experience from recent graduates to retired alumni, these ambassadors will provide an aerial view of industry hiring standards.

Professional Dress Closet

Spearheaded by the Alumni Association Board of Directors, the Office of Alumni and Career Services has begun collecting new and gently used professional wear for a new Professional Dress Closet that will be open and available to all Longwood students in spring 2024. Donations are welcome anytime. Email the Office of Alumni Engagement at alumni@longwood.edu to coordinate a drop-off time.

University Analytics

University Analytics has spent the summer preparing for the upcoming migration to the cloud to ensure a smooth ARGOS reporting transition. We have also been researching various ways to visualize and digest retention and graduation information that will prove most useful to those that need it. We were also more involved in the 6-year Plan than ever before and believe the knowledge we gained from participation will aid in our work in other areas, giving a more comprehensive understanding of how seemingly disparate university offices do function together.

We continue to work closely with Enrollment Management and Student Success to update and refine data necessary to better understand the impacts that financial aid and scholarships have on student retention and graduation. This process also illuminates the importance of good decision making around data quality and integrity as it relates to recording and reviewing the efficacy of process and policy changes.

Marketing, Communications and Engagement

New “Connections” marketing theme kicks off

This year’s new marketing theme revolves around the profound impact of forging meaningful connections. This theme resonates deeply with our core values and identity, aligning perfectly with Civitae’s interdisciplinary approach. Longwood’s commitment to fostering meaningful connections extends to the strong faculty-student bonds made possible by small classes and independent research programs such as PRISM.

Beyond academics, our vibrant traditions and enduring alumni relationships attest to the sense of community we cultivate. This was seen in full force as many alumni reached out via phone and email to express their concern for the couple living on Maui who were profiled in the August

issue of *Longwood* magazine, which reached homes just as devastating wildfires broke out on the island.

And, in partnership with Longwood’s marketing firm, Spark451, the “connections” theme has been artfully encapsulated in our new admissions materials and advertising, and will continue to serve as the undercurrent for much of our marketing this year.



New school year sees engagement spike on social media

Between the excitement around a new school year and new freshman class, and the opening of our new Joan Perry Brock Center, the engagement rate on Longwood’s social content in August jumped nearly 50% this year—gathering the highest number of engagements (reactions, comments, shares, etc.) we’ve seen for this period over the past five years and outperforming competitors. Social content spanned a variety of media, including photos, drone videos and news stories.



Longwood participates in State Coordinated Regional Shelter Exercise

In early June, a group of Longwood staff members representing various departments across campus (including Marketing, Communications and Engagement) traveled to Virginia Tech to participate in a full-scale exercise that simulated standing up a state-coordinated regional shelter due to a weather emergency. Longwood is one of 14 State Coordinated Regional Shelter locations across the commonwealth and was the only location represented by a team of people at this exercise. Longwood staff participated as observers, coordinators, evaluators and actors, allowing staff members to see various aspects of standing up and managing a state shelter, including a general population dorm, pet shelter, medical unit and command center. After the exercise, Longwood staff determined what additional supplies and signage would be needed for opening an emergency shelter. The exercise demonstrated the paramount importance of communication if Longwood is ever activated as a regional shelter.



Student Affairs
Cameron Patterson, Vice President

Highlights

- **Longwood welcomes students for move-in day with our “Welcome Home Lancers” initiative**
- **BOND (Beginning Our New Direction) Transition Program aids the transition to college for underrepresented students to help them succeed at Longwood**
- **Longwood announces the appointment of Angela Comer as the Assistant Vice President for Public Safety & Chief of Police following a National Search**

The phrase I am using most with our students this year is “New Beginnings.” The beginning of each academic year is an opportunity for all of our students to embrace a new start to their co-curricular experience regardless of where they are in their Longwood journey. We continue to encourage our students to join a new club or organization, attend one of our many campus events, meet new friends, share in the unique experiences that Longwood offers through Brock Experiences, Study Away, Alternative Breaks, engagement with our museums and culturally based experiences, and volunteer within the community. I am proud of the hard work our team has done over the summer to help create this new beginning. The energy and excitement of a new academic year has reinforced our mission and commitment to supportive and enthusiastic work with students. We had a smooth and well-organized move-in process for new and returning students led by Residential & Commuter Life and other campus partners.

“Welcome Home Lancers,” an initiative from our Student Engagement team in the Office of the University Center & Student Activities, greeted both new and returning students. Welcome tents were staffed by students, faculty, and staff, and provided support for new student move-in. In addition to educational programs led by Student Conduct & Integrity and the Office of Education & Prevention Programs, New Lancer Days events included a tailgate event featuring a number of student groups and campus offices. A Clark Kick-Off event with the CHANGE (Community, Humanity, Allyship, Grace, and Equity) student coalition introduced students to upper-class peers, campus engagement opportunities, and the Clark House Intercultural Center.

Student Affairs provided a number of pre-New Lancer Day experiences including our ARO Empowers program that helped 20 students registered with the Accessibility Resources Office for academic accommodations successfully orientate to campus. We were also excited to launch our first annual BOND – Beginning Our New Direction Transition Program. This four-day program is designed to support new students from traditionally and historically underrepresented and underserved communities, backgrounds and geographic areas, including first-generation and Pell-eligible status, to aid in their transition to Longwood. We had a cohort of 30 students participate in this pilot year and look forward to expanding the program moving forward. The Office of Multicultural Affairs helped to plan the various programs for BOND and our first-year students were aided by our Rise Student Mentors and a partnership with the Office of Student Success and the Coaching Program that supports our first-year students.

Dean of Students Unit

At the beginning of August, the 2023-2024 Student Handbook was published to students with updated policies and procedures. The Dean of Students Office assisted students and families over the summer with issues including family and personal emergencies, temporary medical leaves, and academic concerns.

Accessibility Resources

To date, the incoming first-year class of students has registered a documented disability with Accessibility Resources (ARO) at a rate of 14% (114 students). The majority of those registered display significant learning difficulties combined with attention and mental health concerns. ARO will begin the academic year serving 416 students; this number will continue to rise as the year progresses. The top four areas of disabilities include; attention deficit hyperactivity disorder combined and uncombined - 28%, emotional disabilities (mental health) - 27%, specific learning disabilities - 22%, and chronic health conditions - 13%. ARO has begun to implement a content management system, AIM, which is being piloted currently, with full implementation to go into effect in spring and fall 2024.

Residential and Commuter Life

Residential and Commuter Life (RCL) has focused on redefining residential services to provide best practices within a well-being framework. Realigned professional and student staff responsibilities will address community needs and revitalize a vibrant, supportive residential community. The updated residency requirement continues to increase occupancy on campus. The number of students currently assigned to Longwood-managed housing is 2,287, an increase of 4% compared to fall 2022. The 12-month housing/summer storage program continues to receive positive feedback; students are taking advantage of the program to complete summer classes, internships, or work locally during the summer months.

Real Estate Foundation, facilities staff, and RCL partnered to complete the last phase of a three-year apartment renovation schedule for Longwood Landings and Lancer Park. Renovations

included new living room furniture, new kitchen furnishings, new flooring, paint, countertops, and fixtures. Renovations are now complete for all four of the Landings Buildings and the Lancer Park garden-style apartments and townhouse units.

Student Conduct and Integrity

Student Conduct and Integrity cases increased by 15% in 2022-2023 as compared to the previous academic year; increasing by 20 to a total of 151. Of these 151 cases, four cases were appealed; outcomes determined as two findings of responsible with sanctions upheld, and two findings of responsible upheld with sanction modifications. Forty-seven students were charged with alcohol-related violations, an increase of 21 cases from 2021-2022. Twelve students were charged with drug policy violations, an increase of three from 2021-2022. One fraternity was charged with hazing not resulting in injury. The fraternity accepted full responsibility and comprehensively satisfied the educational sanctions. Overall and predictably, first-year students again comprised the largest percentage of referrals: 50% of the Honor and Conduct Board cases, 54% of Administrative Hearing Officer cases, and 72% of Agreed Resolution cases.

The Honor and Conduct Board selection process resulted in an excellent candidate pool. The 2023-2024 year begins with 20 members on the Honor and Conduct Board, varying in majors, and class years, including student-athletes and international students.

Title IX

Three reports of notice were received over the summer months, none of which moved forward to a formal complaint. Title IX is continuing to support pregnant and parenting students as the new academic year begins. New federal regulations for Title IX are expected to be published in October 2023. These will be reviewed for any required changes to policy and procedure, in consultation with the Office of the Attorney General.

After the closure of Southside Center for Violence Prevention in December 2022, Southside Training, Employment, and Placement Services (STEPS), Inc. has taken the initiative to establish domestic and sexual violence services for Prince Edward County and surrounding counties. STEPS, Inc. is a 501(c)3 organization that provides a range of services including housing, workforce and economic development, and Head Start. Title IX is actively working with STEPS, Inc. and other community partners as new services for domestic and sexual violence victims are created and implemented.

Student Engagement Unit

The following Core Values will guide Student Engagement Unit efforts in the year ahead: Access and Inclusion, Community, Education and Learning, Transformative Experiences, and Accountability and Transparency. Specific illustrations of work in these areas are included below.

BOND (Building Our New Direction), a newly initiated transition program for incoming first-year students, welcomed about 30 new students to Longwood for four days before New Lancer Days. In addition to being connected to Longwood staff, they were supported by a strong group of upper-class RISE student mentors who introduced them to campus life and to a number of university offices and resources. The students' energy and excitement were very exciting and rewarding to witness and the feedback has been very positive.

Longwood's selection for the national First Scholars Program will provide important opportunities for First Generation students (the first in their family to receive a Bachelor's degree). New students were greeted with an ice cream welcome event. Over 80 faculty and staff who are First Generation serve as First Gen Allies and staff members who were first generation students have been identified as resource persons for key University offices.

Education and Prevention Programs

In accordance with Virginia law, the office of Education and Prevention Programs launched a new human trafficking education and prevention program through *OnWatch*, a free resource. Longwood continues to require programs in Drug and Alcohol Abuse Prevention, Sexual Misconduct Education and Prevention, and Hazing Education and Prevention. Incoming students complete *Not Anymore*, an online program addressing these topics, before arriving for the fall semester. The Longwood Recovers collegiate recovery program continues to grow and evolve in exciting ways, especially in the number of students involved.

Fraternity and Sorority Life

The Fraternity and Sorority Life office and the three Greek student councils sponsored Summer Regional Meet & Greets in Virginia Beach, Richmond, & Charlottesville. These were very successful for a first attempt and included a number of current students and some incoming first-year students and their parents. Next year, these will be expanded to include Northern Virginia and Roanoke. A new FSL Alumni Newsletter was also initiated this summer with information from 2022-23 and featured parent/student Longwood connections. The College Panhellenic Council and the Interfraternity Council (CPC and IFC) actively participated in welcome events for new students and will be recruiting new members during September. The National Pan Hellenic Council (NPHC) and their groups have a different schedule for recruitment and will also be actively engaging during the fall semester.

Upchurch University Center and Student Activities

The Student Activities office sponsored the traditional First Friday Back and The G.A.M.E. (Greatest Athletic March Ever) in coordination with Athletics and featured the opportunity for all students to experience the Joan Perry Brock Center. The office also works closely with over 175 student organizations to provide important resources. Most groups participated in the Involvement Fair at the end of August which provided the chance for new and returning students

to learn about Longwood's student groups as well as community service agencies in Farmville. Lancer Productions has exciting plans for the fall.

Well-Being Unit



Campus Recreation

Campus Recreation found ways to help the Farmville Community “Be Active” this summer. Spirit Sports utilized the Lancer Park turf field for a popular Sunday Summer Soccer league. The Fitness Center in Pierson Hall hosted summer conferences including YADAPP and Longwood Athletics’ Cheer, Baseball, and Basketball Camps.

Counseling and Psychological Services

CAPS was re-affirmed in July 2023 as fully accredited by the International Accreditation of Counseling Services (IACS), the premier leader in setting the benchmark for the full range of professional counseling services on college and university campuses worldwide. Through a comprehensive process, IACS confirms that the highest standards are being met, validates professional excellence, and distinguishes standout counseling centers with its accreditation seal of approval. CAPS has maintained full accreditation continuously since 2006. Longwood is one of approximately 200 higher education institutions accredited by IACS and one of eight such institutions in Virginia. Accreditation requires meeting a detailed set of quality standards and calls for institutions to make every effort to maintain certain staff-to-student ratios. Approval by IACS is also dependent upon evidence of continuing professional development as well as demonstration of excellence of counseling performance. The reaffirmation process involves detailed annual reports submitted by the director, a comprehensive two-day campus visit and site evaluation, an in-depth review of the CAPS mission and practices, and multiple peer reviews in five areas: relationships within the college/university community, counseling and clinical services, ethical standards, personnel, and resources/infrastructure. In the Longwood IACS Approval Letter from July, Ann Patterson, IACS Executive Director, stated, “It is clear that CAPS offers a well-regarded program. In its review, the site visitor noted CAPS provides a variety of comprehensive, high-quality services, employs a well-trained, professional staff who work well together, and is respected and appreciated by the University’s administration, campus constituents, and students.”

CAPS has started the process of building an Animal Assisted Therapy (AAT) program. AAT is used in a variety of treatment settings including hospitals, nursing facilities, trauma centers, and university counseling centers. Longwood will join JMU, VT, W&M, and UR by adding AAT.

The program will involve the intentional, goal-directed use of an animal (canine) in a therapeutic setting. There is no identified date of when the program will launch, it is contingent on the completion of training for the animal (canine) that is identified to participate in the process.

Longwood University Police Department

The hiring process for a new Assistant Vice President for Public Safety and Chief of Police has concluded with the hiring of Angela Comer, a veteran law enforcement official for the position. Chief Comer joins us from the Department of Wildlife Resources following a long and decorated career with the Arlington County Police Department. Chief Comer began command of the Longwood University Police Department on August 28, 2023. Lt. Stuart Raybold provided outstanding leadership of the department and served the community well as the Interim Director for Public Safety during this period of transition.

Informational Items

LONGWOOD UNIVERSITY



FOREFRONT FOR THE COMMONWEALTH *Strategic Plan 2019-2025*

Our Mission: *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.*

Our Opportunity:

In a Turbulent Time, a Thriving Institution – American democracy and American higher education are in a time of division and uncertainty, but Longwood can accelerate and thrive, proving the power of residential, citizenship-focused university education

Our Key Principles:

Academic Enterprise at the Heart – as one of the hundred-oldest U.S. colleges and universities and Virginia’s third-oldest public university, we prize faculty engagement with students, our residential character, research and scholarship, and the role of a broader learning community beyond the classroom in preparing citizen leaders committed to the common good in our pluralistic democracy

Transforming Lives – we are at our best when helping to transform lives, by connecting students with people and experiences that broaden their minds, challenge them, and equip them with strong career skills; to succeed we must also help keep college affordable, provide a campus culture that fosters well-being, and be mindful of Longwood’s role as a steward in our region of the Commonwealth

Camaraderie – enriched by our many traditions, including our honor code, and commitment to diversity of backgrounds, identities, and intellectual perspectives, we enjoy a distinctive camaraderie, which is fueled by our belief that individuals can make a difference, here on campus and beyond; cultivating this camaraderie gives real strength for collaborating and working together in challenging times

Our Priorities:

Intensifying Enthusiasm across All Enrollment – the University will thrive if students and prospective students at all levels cherish the chance to attend Longwood; academic rigor is fundamentally part of cultivating this enthusiasm, as is affordability via scholarships

Innovation in What We Offer – inspired by Civitae, we can innovate in our major, graduate, co-curricular, and student-employment offerings, enhancing career skills by drawing on strengths like Hull Springs, the LCVA, Moton, Study Abroad, and the Brock Experiences

Reflecting the Diversity of America – strong commitment to diversity of backgrounds, identities, and intellectual perspectives is crucial for our success pedagogically and civically, as is focus on faculty and staff recruitment and retention, including competitive compensation

Distinction in the Commonwealth and the Nation – communicating Longwood’s successes and strengths, qualitative and quantitative, will make one of the fifty-oldest NCAA Division I schools into the household name in Virginia and beyond that it should be

A Sense of Beauty and Place on Campus – with its historic sense of place and its accessibility, our campus can serve as a sanctuary of natural and architectural beauty fostering physical and mental well-being; sustainable practices are powerfully important in this regard

College-Town Vibrancy – Farmville, Prince Edward, the surrounding region, H-SC, and Longwood stand together where the Civil War ended and Civil Rights began, as America’s first two-college community; our college-town vibrancy is resurgent and crucial

A Culture of Philanthropy – with the Commonwealth as a vital support and catalyst always, it is also of paramount importance for Longwood to build a true culture of philanthropy, among alumni and friends as well as on campus in spirit, budget and procedure

Measuring Progress:

Each part of the University will determine how best to assess progress against these priorities in its own area; here are metrics Longwood will measure as barometers reflecting institution-wide progress, assessed to inform decision-making and budgeting:

- Enrollment for Undergraduates, “4+1” and Graduate Students
- Retention and Graduation Rates
- Composition of Student Body, Faculty, Staff, Boards and Volunteer Leadership
- Purchase Volume of University Licensed Logos and Marks
- Overall Attendance at University Events (Performances, Athletics, Exhibits, Lectures, etc.)
- Total Population of the Local Community
- Alumni Annual Giving Percentage



FOREFRONT FOR THE COMMONWEALTH Strategic Plan 2019-2025

- Dashboard of Principal Metrics -

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023*
<i>Applications Prior Year</i>	4087	4224	4354	4683	4869	5160	4417	6689	5893	6098	6101
Freshmen	1106	1097	1036	928	1053	1007	799	819	718	800	797
Sophomores	809	854	872	799	728	770	770	636	604	536	612
Juniors	774	745	798	782	718	655	691	677	545	527	457
Seniors	635	734	711	740	742	669	588	632	628	485	469
5 th Year +	259	223	257	233	220	217	180	176	192	177	142
Transfers and Part-Time	891	907	971	913	994	764	823	835	751	644	770
"4+1" Students	68	99	113	91	115	100	102	118	104	115	121
Graduates	463	522	474	499	603	587	609	901	1126	1050	1096

<i>Innovation in What We Offer-Principal Metric: Retention and Graduation Rates</i>			
Reporting Year	Year 1-2 Retention Rate	Graduating Class	4-Year Graduation Rate
2013	82%	Class of 2013	44%
2014	79%	Class of 2014	47%
2015	80%	Class of 2015	48%
2016	80%	Class of 2016	54%
2017	81%	Class of 2017	50%
2018	75%	Class of 2018	51%
2019	75%	Class of 2019	52%
2020	79%	Class of 2020	52%
2021	73%	Class of 2021	47%
2022	76%	Class of 2022	47%
2023	78%*	Class of 2023*	51%

<i>Distinction in the Commonwealth and the Nation-Principal Metric: Purchase Volume of University Licensed Logos & Marks</i>	
Fiscal Year	Purchase Volume
FY 2013	\$570,472
FY 2014	\$572,725
FY 2015	\$613,646
FY 2016	\$726,167
FY 2017	\$942,622
FY 2018	\$803,744
FY 2019	\$1,000,355
FY 2020	\$546,878
FY 2021	\$313,073
FY 2022	\$492,892
FY 2023	\$319,710

*indicates preliminary data

<i>Reflecting the Diversity of America Principal Metric: Composition of Student Body, Faculty, Staff, Boards and Volunteer Leadership</i>									
Academic Year	Boards and Volunteer Leadership			Faculty and Staff			Student Body		
	% Men	% Women	% URM	% Men	% Women	% URM	% Men	% Women	% URM
2012-13	42%	58%	8%	43%	57%	13%	31%	69%	19%
2013-14	42%	58%	10%	43%	57%	13%	32%	68%	21%
2014-15	51%	49%	9%	43%	57%	14%	32%	68%	22%
2015-16	52%	48%	11%	42%	58%	13%	30%	70%	24%
2016-17	49%	51%	10%	42%	58%	14%	31%	69%	24%
2017-18	44%	56%	8%	42%	57%	12%	31%	69%	26%
2018-19	48%	52%	11%	43%	57%	12%	30%	70%	26%
2019-20	42%	58%	18%	43%	57%	13%	29%	71%	26%
2020-21	43%	57%	18%	43%	57%	13%	29%	71%	28%
2021-22	44%	65%	25%	42%	58%	12%	31%	69%	30%
2022-23	35%	65%	27%	43%	57%	12%	30%	70%	29%

College-Town Vibrancy- Principal Metric: Total Population of the Farmville Region (by registered voters)										
	July 2014	July 2015	July 2016	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023
Total Population	38,925	37,626	38,078	38,009	38,280	38,122	38,630	39,556	40,091	40,270
<i>A Culture of Philanthropy- Principal Metric: Alumni Annual Giving Percentage</i>										
FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY2021	FY2022	FY2023
10.15%	9.4%	10.9%	11.2%	10.1%	9.5%	7.6%	5.7%	7.1%	6.3%	5.6%

Report from Faculty Representative Dr. Lisa Kinzer, Professor of Music

In response to declining enrollment trends worsened by the pandemic, Longwood faculty have been asked to assume a larger role in student recruitment. This report gathers recruitment ideas shared by faculty members, along with their reflections on the success of these efforts. The majority of contributors were department chairs and program directors, upon whom it seems the bulk of the work is falling, but I also heard from undergraduate and graduate faculty at every rank in each college, including adjuncts and visiting professors. Also, it should be noted that chairs often summarized the work of multiple faculty members in their departments and spoke on their behalf.

While faculty described creative and successful strategies for attracting *current* students to their majors, it's important to note that such efforts may not result in a significant increase in the university's overall enrollment numbers. Nevertheless, these initiatives hold considerable value in terms of enhancing student retention rates and creating a supportive environment in which undeclared or exploratory students may flourish.

In general, my intention is to emphasize efforts that extend *beyond* the initiatives led by Admissions (Open Houses, Immersion Days), which faculty are already actively involved in. It's worth noting, however, that certain departments, such as Biology and Environmental Science, are making additional efforts to leverage these events by arranging tours of their facilities and involving prospective students in interactive activities. Nevertheless, some faculty have expressed frustration with the limited amount of time available for engaging with prospective students and low attendance rates at these events.

A good bit of ongoing, day-to-day work involves communicating with prospective students. Department chairs receive lists with 100-200 names with email addresses, and they report spending hours each month reaching out to students and passing along names to relevant faculty in their departments. Some departments opt for handwritten notes; a nice touch, but labor intensive and costly. The Dean of the Cook-Cole College of Arts and Sciences has employed a graduate assistant to shoulder some of this load, but any targeted and detailed communication will still likely need to come from faculty.

Perhaps a more cost-efficient means for connecting with students is via online media.

- Some departments have created their own short promotional videos that can be shared on YouTube or other social media. An English Education Instagram page created by faculty member Dr. Sean Ruday has significantly boosted enrollment in that program.

Recognizing the impact of bringing prospective students to the Longwood campus, faculty are hosting a variety of on-campus events for pre-college students:

- Arts Day, a collaborative effort among Art, Music, and Theatre invites high school students to partake in a day of workshops led by Longwood faculty in each discipline. What sets this event apart is that students are accompanied by their teachers, who participate in workshops that award re-certification points. In this way Arts Day fosters valuable relations with teachers that may subsequently recommend Longwood to their students.

- For the past three years, faculty members from the Biology/Environmental Science and Chemistry/Physics departments have partnered with admissions to host field trips to Longwood for students from the two campuses of the local Governor's School of Southside Virginia (GSSV). During the all-day event, approximately 100 GSSV students visit Longwood, participate in STEM demonstrations and discussions, and learn about the Longwood Summer Scholars research program for high school students, and the Junior Sciences and Humanities Symposium. These efforts are designed to create a STEM-pipeline from GSSV to Longwood.

In a more grassroots effort, departments such as Biology, Art, and Music are hosting interactive events for even younger, elementary schoolers.

Meanwhile, other faculty are taking their shows on the road. Numerous faculty members utilize professional conferences to network with alumni and disseminate Longwood promotional materials. Additionally:

- Jacob Dolence, Cormier Honors College Scholar, promoted Longwood University while teaching entrepreneurship and innovation at 8 events spanning 4 different counties and serving over 156 high school students.
- Dr. Roland Karnatz and Dr. Mike Waddell, from the department of Music, individually visited over 10 different regional high schools to promote Longwood's programs.

On campus, faculty are working to develop new programs and revise curricular offerings to include areas of greater interest to students. These efforts range from the creation of new minors allowing students to explore areas beyond their primary field of study, to the consideration of online programs that might attract non-traditional students. For example:

- In the Graduate Program for Special Education, Dr. Kat Alves shared that her department redesigned their Master's program to better align with the needs of working teachers. She emphasized the dedicated efforts involved in promoting the program, including one-on-one meetings, engagement with school divisions and principals, and presentations at superintendents' meetings. Collaboratively with Halifax County, these efforts are set to yield two robust cohorts of students entering the program this year.

Several programs are reaching out to alumni and advisory boards:

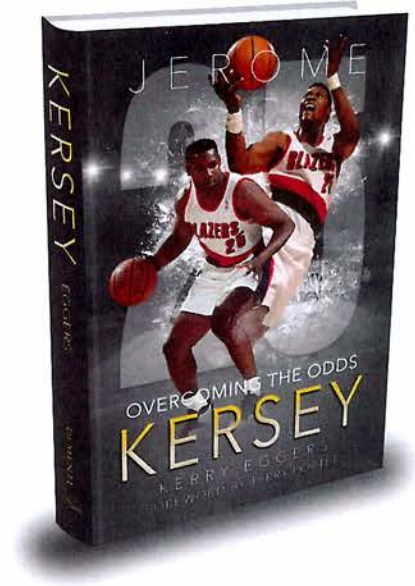
- The Department of Music maintains strong relations with their alumni who are teaching in public schools throughout the state, inviting them to bring their students to Longwood Honor Choir and Longwood Honor Band events; each year participants make Longwood their college choice.
- The College of Education, Health, and Human Services utilizes an Educational Leadership Advisory Board as a valuable resource. It provides insights and recommendations to help the college evolve, adapt, and extend its impact, with a particular emphasis on fostering diversity, equity, and inclusion.

The Deans and Provost recognize our faculty's dedication to this initiative, and are seeking ways to coordinate faculty efforts with Admissions, streamline the workload and keep it equitable, and devise metrics to determine the effectiveness of all of our efforts.

Jerome Kersey: Overcoming the Odds

Longwood University Board of Visitors, September 15, 2023

- Released in October 2021
- A biography from Kersey's youth in Clarksville, to Longwood and the NBA, and his untimely death in Oregon on February 18, 2015.
- Started by Hoke Currie, Longwood Sports Information Director, 1979-1997, in the late 90s.
- Published by Dementi Books (Goochland), written by Kerry Eggers (Wilsonville, Ore.), and financed by Currie and his wife Nancy (Lewisville, N.C.)
- Rohn Brown '84 (Mechanicsville) spearheaded the resurrection of the project.
- Author interviewed over 80 of Kersey's teammates, coaches, family, and friends (including 20 Longwood alumni).
- \$7,147 from book proceeds donated to the Jerome Kersey '84 Men's Basketball Scholarship at Longwood in June 2022.
- Two versions were printed with identical content (328 pages).
 - Paperback for public distribution. See below.
 - Special "Longwood Edition" exclusively for Longwood University Advancement Office to use at their discretion.
- Purpose - to share Jerome's inspirational story to a national audience, particularly in Oregon and Virginia.
- Book message - Even though you come from humble beginnings and a small college, you can reach your potential and personal and professional goals with hard work and timely mentors.



Please spread Jerome's story to your friends, family, and constituents.

Paperback Version

- Single or small orders – \$25 each www.dementibooks.com
- Group orders (20 copies) \$300 or \$15/book rohnbrownva@gmail.com, \$100 from each group order is donated to the Kersey scholarship at Longwood.

Questions about the project? Rohn Brown, 804-263-3557.

