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LONGWOOD  
UNIVERSITY

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BOARD OF VISITORS

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DECEMBER 3-4, 2015

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**BOARD OF VISITORS  
December 2015**

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**BOARD OF VISITORS  
December 2015**

*Schedule of Events and Public Meeting Agenda  
Ruffner Hall  
Blackwell Ballroom  
(unless otherwise noted)*

**Thursday, December 3**

- 12:30pm – 3:30pm      Executive Committee and Audit Committee Meetings, *Longwood House*
- 5:00pm – 6:30pm      Master Plan Exhibit and Reception, *LCVA*
- 7:00pm – 8:00pm      Holiday Reception at the Home of Farmville Mayor David Whitus '83

**Friday, December 4**

- 8:30am – 9:00am      Continental Breakfast
- 9:00am – 9:30am      Rector's Welcome and Consent Agenda
- 9:30am – 11:00am      President's Report and Discussion
- 11:00am – 11:30am      Reports of Representatives to the Board
- 11:30am – 1:00pm      Task Force Meetings and Lunch
- 1:00pm – 1:30pm      Review of Task Force Meetings
- 1:30pm – 2:30pm      Discussion of 2016 U.S. Vice Presidential Debate
- 2:30pm – 3:30pm      Update on the Process of Renewing General Education
- 3:30pm – 4:30pm      Executive Session
- 6:00pm – 6:30pm      Pre-Concert Reception, *Maugans Alumni Center*
- 6:30pm – 9:00pm      Holiday Dinner and Concert, *Dorrill Dining Hall*



## **Overview Message from the President**

*copy follows in this tab, as distributed November 23, 2015*

**LONGWOOD UNIVERSITY**  
**BOARD OF VISITORS**  
**September 11-12, 2015**  
**Minutes**

\*\*\*\*\*DRAFT\*\*\*\*\*

**Friday, September 11, 2015**

**Call to Order**

The Longwood University Board of Visitors met on Friday, September 11, 2015 in the Stallard Board Room in Lancaster Hall. The meeting was called to order shortly after 9 a.m. by Rector Colleen Margiloff.

Members present:

Mr. Stephen Mobley  
Mr. Brad Schwartz  
Mrs. Shelby Jones Walker  
Mr. David Hallock  
Mrs. Katherine Busser  
Mrs. Marianne M. Radcliff  
Mrs. Eileen Anderson  
Mrs. Colleen McCrink Margiloff  
The Hon. Robert S. Wertz, Jr.  
Mr. Eric Hansen  
Mr. Michael Evans  
Ms. Pia Trigiani  
Mr. Lacy Ward

Also present:

President W. Taylor Reveley IV  
Dr. Joan Neff, Provost and Vice President for Academic Affairs  
Mr. Kenneth Copeland, Vice President for Administration and Finance  
Ms. Victoria Kindon, Vice President for Strategic Operations  
Dr. Tim Pierson, Vice President for Student Affairs  
Mr. Troy Austin, Director of Athletics  
Ms. Courtney Hodges, Vice President for Institutional Advancement  
Mr. Justin Pope, Chief of Staff  
Dr. Lissa Power-deFur, Faculty Representative  
Ms. Constance Garner, Student Representative  
Ms. Parker York, Staff Advisory Committee Representative  
Mr. Bart Mitchell, Longwood University Foundation  
Mr. Cameron O'Brion, Office of the Attorney General

## **Rector's Welcome and Approval of Minutes and Consent Agenda**

Mrs. Margiloff welcomed the Board and noted the anniversary of the September 11, 2001 terrorist attacks. She welcomed Michael Evans to his first meeting as a member of the Board, along with new representatives to the Board. She requested a motion to approve the minutes of the June meeting and the consent agenda, specifically regular updates and standard approvals as follows: update of positions referenced in certain policies to reflect new responsibilities due to recent personnel changes; approval to purchase real property related to the Archaeology Field School; approval of regularly updated Six-Year Plan as required by SCHEV; approval of appointments to the Longwood University Real Estate Foundation Board; approval of resolution to authorize financing for capital projects, specifically the Upchurch University Center; updates to the Memorandum of Understanding between the University and the Longwood University Foundation regarding the Longwood Center For the Visual Arts (LCVA); update to the Psychological Emergency Policy, as required by Virginia Code; and updates to the University Non-Discrimination and Sexual Misconduct Policies, as required under updated and new state and federal guidelines and laws.

## **President's Report and Discussion**

President Reveley described the ambitious schedule of events for the weekend and discussed progress for Longwood on several fronts, even at a time of continued upheaval across higher education. He provided an update on enrollment and retention, campus visits, applications and alumni participation. He noted continued progress this past year on salaries and said continuing to address shortcomings is both a university and a moral imperative.

He introduced Joan Neff, who said her impressions of Longwood have only become more positive since she started during the summer. She discussed priorities including the general education curriculum revision, the dean search for Cooke-Cole College, workload and compensation. Dr. Pierson praised her approach during her first months on the job.

Vice Presidents Copeland, Pierson, and Hodges, along with Mr. Austin, provided brief updates on their areas of work. Several Board members expressed appreciation to Ms. Hodges for providing a new level of clarity in reporting philanthropic metrics to the Board, and expressed their congratulations on the recent gifts of \$2 million and \$1 million, respectively, from the Sharp family and from Dr. Ray Gaskins. Mrs. Busser asked that the Board also be regularly provided with a figure on the university endowment.

Ms. Kindon provided a detailed report on retention efforts, including targeting of programs to high-risk students and mentoring. There was a discussion of statewide admissions trends and potential future impact on Longwood. President Reveley noted in response to a question about

rankings that Longwood is now ranked by U.S. News as a top-10 regional public university in the South.

During general discussion, Dr. Pierson provided an update on Title IX training and communication efforts for students returning to campus for the current semester, noting Longwood's 97-percent completion rate for online training modules was the envy of institutions across the Commonwealth.

Mrs. Margiloff introduced Ryan Catherwood, the new alumni director, who thanked Nancy Shelton for her help during the transition and gave an overview of his goals. He also discussed the recent transition that organizationally pairs Alumni Relations and Career Services.

### **Reports of Representatives to the Board**

Ms. Garner provide an update on student concerns, saying diversity remains an important topic on campus and she believes Longwood has responded well to some recent issues. She provided an update on a bicycle sharing program and other SGA activities.

Dr. Power-deFur thanked the Board and the president for taking faculty compensation seriously, while noting the need for continued progress. She also expressed her appreciation to Dr. Neff for her interest in faculty workload concerns. She provided an update on work faculty have done over the summer, including activities in teaching, scholarship and continued education. She noted the importance of an early childhood education program and expanded child-care resources to the faculty.

Mr. Mitchell provided an update on the University Foundation, noting an endowment figure of \$57 million, total assets under supervision of \$77 million, and a net return for fiscal 2015 of 5.8 percent. He noted new members of the Foundation Board.

Ms. York spoke on behalf of the Staff Advisory Committee, noting programming and goals for the upcoming year.

Members of the Board and vice-presidents then broke for lunch and meetings of the strategic priorities groupings, as follows:

Retention and Graduation: Anderson and Schwartz (with VPs Kindon, Neff and Pierson)

National Marketing: Radcliff and Wertz (with Austin, Hodges and Kindon)

Foot Traffic by Alumni and Friends: Mobley and Hallock (with Austin and Hodges)

Prosperity of One of America's Oldest Two-College Communities: Walker and Ward (with Pierson and Pope)

Strengthening the University Community: Busser and Evans (with Copeland and Neff)

Organization, Structuring, and Governance: Hansen and Trigiani (with Copeland and Pope)

### **Afternoon Session**

The meeting reconvened at 1:40 p.m. and heard brief reports from the strategic priorities groupings on their meetings.

Mrs. Margiloff requested a motion to go into closed session pursuant to Virginia Code Section 2.2-37(A)(3), A(8) and A(2) to discuss the acquisition of real property, potential gifts bequests and fundraising and student disciplinary matters. Mr. Mobley so moved, Mr. Hallock seconded and the motion was approved unanimously.

Mrs. Margiloff requested a motion to exit closed session. Mr. Evans so moved, Mr. Mobley seconded and the motion was unanimously approved. The Board voted unanimously by individual voice vote to certify compliance with the Virginia Freedom of Information Act and return to open session.

### **University Master Plan**

Mr. John Kirk of the planning firm Cooper, Robertson & Partners led a presentation of final concepts – the “Preferred Plan” -- for the University Master Plan. Summarizing the process to this point, Mr. Kirk reported Cooper, Robertson and the University had worked together over the past fiscal year to generate multiple planning options to illustrate how future program elements could be arranged on and around campus. These options were evaluated for program conformance, place-making qualities, feasibility, cost and benefit, and general adherence to Longwood’s strategic priorities. Working closely with University leadership and staff, Cooper Robertson combined and refined the options to develop a recommended conceptual master plan. The results of this phase were presented to the Board of Visitors at its June meeting, and approved.

Mr. Kirk then presented further refinements to the conceptual master plan to address specific building models, campus infrastructure needs, transport and landscape planning, phasing and other matters. These elements constitute the final concepts of the “Preferred Plan” which the University aims to finalize and complete by December.

Mrs. Busser introduced a motion to approve final concepts of the Preferred Plan to be included in the University Master Plan for finalization and publication over the course of the fall semester. Mr. Hansen seconded and the motion was approved unanimously.

There being no further business, the meeting was adjourned 4:50 p.m.

## **Saturday, September 12, 2015**

The Board assembled on Saturday at 9 a.m. in Stallard Board Room. All members from the previous day were present except Mrs. Busser, Mr. Schwartz, Mr. Mobley and Ms. Radcliff.

Dr. Larissa Smith Fergeson, Dr. Wade Edwards, Dr. Sharon Emerson-Stonnell and Dr. Sarai Blincoe, representing the Academic Core Curriculum Committee, led a presentation and discussion on their progress developing a revised general education curriculum. They reviewed the Core Curriculum Reform process and timeline, including opportunities for student input, and presented guiding principles of the new core curriculum along with draft student learning goals and outcomes. They discussed initial ideas about potential structure and “scaffolding” that are currently receiving feedback from faculty. In response to questions, members of the committee and the provost also discussed in further detail the timeline for a potential rollout for the new curriculum, beginning with pilot courses next year, and the challenges of “teaching out” the old general education curriculum while implementing a new one. They discussed the place of career and job preparation skills in the new curriculum. There was also further discussion of the potential impact of the new curriculum on faculty workload, charges and course credits, professional development and staff needs, and other issues that might accompany the rollout of the new curriculum.

There being no further business, the meeting was adjourned at 10:45 a.m. so members could attend the dedication of the Maugans Alumni Center.



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

These items concern regular updates and standard approvals including the FY2016 Annual SWaM Procurement Plan; naming resolutions for a space in the Speech, Hearing and Learning Services Center and the Jerome Kersey Basketball court; a motion to approve the acquisition of property from the Longwood University Foundation; and proposed housing and dining fees for 2016-17 as are customarily acted upon at the December Board of Visitors meeting each year.



# COMMONWEALTH of VIRGINIA

## Longwood University

201 High Street  
Farmville, VA 23909

### FY2016 Annual SWaM Procurement Plan

Date of Submission: Thu Sep 24 10:48:20 UTC 2015

1. Agency/Institution Official Name: Longwood University

Address: 201 High Street, Farmville, VA 23909

2. Agency Code: 214

Sub-Agency Code(s):

3. Agency Head: W. Taylor Reveley IV

Phone Number: (434) 395-2001

Email Address: reveleywt@longwood.edu

4. Secretariat: Education

#### II. SWAM Goals

5. List your FY2016 SWaM expenditure goals for Small, Women- and Minority-Owned businesses as a percentage of your projected discretionary expenditures. Goals should include your projected sub-contracting expenditures if applicable. FY2015 goals were pre-filled from your FY2015 SWaM plan. FY2015 SWaM expenditures were system-generated from the SWaM Dashboard.

	MBE	WBE	SBE
FY2015 Agency SWaM Goals	3 %	8 %	31 %
FY2015 Agency Actual Expenditures	2.97 %	4.04 %	38.88 %
Total FY2016 Projected SWaM Spend Goals	3 %	8 %	31 %

(Percentage based on Discretionary Budget)

\*Please note that the new micro category for businesses with no more than 25 employees and no more than 3 million dollars in revenue will be tracked and reported in FY2016

6.If you did not meet your SWaM goals in the prior year,What step will you take this year to meet them?

Longwood University exceeded its overall goal by over 3%.

7.Do you keep track of your SWaM spend in the following three major categories:Goods and Non Professional Services,Professional Services,and Constructions? No

If Yes,please provide the dollar amount spend in these categories

Dollar Spend in FY2014	SB	WB	MB
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Goods and Non-Professional Services			
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Professional Services			
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Constructions			
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### **III. Designation of SWaM Equity Champion(s)**

#### **A. Purchases and Supply Division**

Name: Cathryn B. Mobley

Title: Director of Financial Operations and Materiel Management

Mailing Address: 201 High Street, Farmville, VA 23909

Telephone/Fax: (434) 395-2759

E-mail Address: mobleycb@longwood.edu

#### **B. Building and/or Construction Division (if applicable)**

Name: Cathryn B. Mobley

Title: Director of Financial Operations and Materiel Management

Mailing Address: 201 High Street, Farmville, VA 23909

Telephone/Fax: (434) 395-2759

E-mail Address: mobleycb@longwood.edu

### **IV. Policies and Procedures**

1. Please specify the number of procurement personnel you have on staff:

Goods and Services: 3

Construction: 1

2. Do you have major construction projects or purchases planned for FY2016? Yes

If so, identify the project or purchase:

1: Name of the project/purchase: New University Center

Type: Construction - Building

Anticipated Posting Date: Early 2016

2: Name of the project/purchase: Student Success Center

Type: Construction - Building

Anticipated Posting Date: Early 2016

3: Name of the project/purchase: Curry-Frazer Fire Alarm Upgrade

Type: Renovation - Building

Anticipated Posting Date: Early 2016

4: Name of the project/purchase: New Bio-mass Boiler

Type: Construction - Building

Anticipated Posting Date: Late 2016

3. Do you have any professional services purchases planned for FY2016? No

If so, identify the project or purchase:

1: Name of the project/purchase:

Type:

Anticipated Posting Date:

2: Name of the project/purchase:

Type:

Anticipated Posting Date:

3: Name of the project/purchase:

Type:

Anticipated Posting Date:

4: Name of the project/purchase:

Type:

Anticipated Posting Date:

4. Does your Agency set aside the following solicitations for DSBSD certified businesses?

Solicitations under \$10,000: No

Solicitations between \$10,000 and \$50,000: No

Solicitations between \$50,000 and \$100,000: No

If you answered, "NO" to any category, please state why those solicitations are not set-aside: All Longwood departments have some level of decentralized delegation for low level procurements. Solicitations are re-directed to SWaM vendors when the particular solicitation SWaM vendor base is sufficient to ensure adequate responses. For solicitations under \$50,000 where a contract is not available, a SWaM vendor is solicited when available. This practice of re-directing solicitations has proven to be both effective and efficient for Longwood and is validated in our SWaM spend. Set asides are used infrequently due to concerns over limiting competition by using an insufficient

existing pool of certified suppliers.

5. Approximately how many solicitations did you have in FY2015 in the following categories:

Solicitations under \$10,000: 14700

Solicitations between \$10,000 and \$50,000: 260

Solicitations between \$50,000 and \$100,000: 80

6. For solicitations in excess of 100,000, who is responsible for review of the Small Business Subcontracting Plans and proof of payment to the subcontractors?

Name: Cathryn B. Mobley

Title: Director of Financial Operations and Materiel Management

Contact Information: mobleycb@longwood.edu

7. What method is used to track the payments to subcontractors by prime contractors? GCPay is used for the majority of construction contracts. For others, the information is provided via Excel spreadsheets.

8. Are proposals from prime contractors evaluated with weighted value assigned based upon the Small Business subcontracting plan submitted by the prime? Yes

9. who monitors, reviews, audits and enforces your SWaM program goals and compliance? Director of Financial Operations and Materiel Management is responsible for SWaM program goals and compliance.

10. Are meetings held with prime contractors during the project to specifically monitor the small business subcontracting plan? Yes

If yes, how often during the project? Scheduled as needed.

11. Does the agency collect the subcontracting payment information electronically from prime contractors? Yes

If yes, how often? Quarterly

Do you use DSBSD's format to record the payments? Yes

Method used? Dashboard

12. What steps are taken to enforce prime contractor's non-compliance with subcontracting plans?

Who is responsible for the enforcement ?

Contractor's are encouraged to comply with their subcontracting plans as required by the contract terms and conditions by the Director of Financial Operations and Materiel Management.

13. Does your agency document prime contractor failure to comply with the subcontracting plan? Yes

Explain: Documented as needed.

14. Does your agency SWaM plan include measures to withhold the final payment for failure to meet the subcontracting plan? Yes

Explain: This is included in capital construction contracts.

15. List measures taken in last 3 years to address prime contractor's non compliance with sub contracting plans ?

Contractor's have been compliant with their sub contracting plans.

## **V. Diversity Training Events**

### **Does the Agency SWaM Champions or Procurement staff:**

1. Hold open house events for small businesses? No

If yes, how many in FY2015? Event was not held in FY 2015 but will be held in FY 2016 (SBDC Small Business Community Showcase)

2. Meet with small businesses one-on-one at your facility to discuss policies and procedures and potential business opportunities? Yes

If yes, how many in FY2015? On average 1-2 per month.

3. Conduct training events on SWaM and diversity training? Yes

If yes, how many in FY2015? On average 10 training events per year - SWaM is covered in both eVA training and SPCC training.

4. Attend small business outreach events? Yes

If yes, how many of the following in FY2015?

DSBSD hosted event (Summit) 0

DGS Forum 0

Minority Supplier Diversity Council Conferences 0

DBA hosted events 0

Other, please name VASCUPP SWaMFest, VASCUPP/VAGP Supplier Diversity Advocate Institute, and UVA WBE and MBE events

## **VI. Assessment**

1. In FY2015, what has been the most time consuming part of administration of the Small Business initiative from your perspective? Initial certifications and re-certification when the vendor certification has expired has been time consuming and includes working with the SWaM vendor to explain the process and direct them to the DSBSD for resolution of certification questions.

2. In FY2015, what have been the top three reasons small businesses have not received some awards you believed they were qualified for but were not selected? Unreasonable price, not able to meet specifications or delivery time are the top three reasons small businesses have not received awards.

3. In FY2015, what has your Agency done to improve expenditure opportunities for each of the categories represented in the small business program?

Small Business: Encouraged enrollment in the Virginia small business certification program and eVA.

Women-owned: Encouraged enrollment in the Virginia small business certification program and eVA.

Minorities: Encouraged enrollment in the Virginia small business certification program and eVA.

4. In FY2015, did you contact the Department of Small Business and Supplier Diversity for assistance with:

Initial certification: Yes If yes, how often? Multiple times for various vendors as needed.

Renewal for a firm: Yes If yes, how often? Multiple times for various vendors as needed.

Searches for businesses: Yes If yes, how often? Multiple times for various vendors as needed.

To distribute your solicitation notices No If yes, how often? N/A

5. In FY2015, what was one of your Agency's accomplishments in the Small Business program you feel best demonstrates your agency's efforts? Achieving over 48% spend with certified SWaM vendors.

6. Your comments or suggestions on ways we can improve the Small Business program: Communication with vendors regarding the expiration of their certification needs to be improved, many times vendors complain that they were not notified by DSBSD that their certification was close to expiration.

7. Additional Information: The information and goals included in this plan are based on the current SWaM definitions and would need to be adjusted should these definitions change.

Completed by: Cathryn B. Mobley Signature: Cathryn B. Mobley Date: 9/24/2015

Reviewed by: W Taylor Reveley IV Signature: [Signature] Date: 9/29/15

Agency/Institution Head

(The Plan must be reviewed, approved and signed by Agency/Institution Head)

**LONGWOOD UNIVERSITY  
RESOLUTION NAMING**

**WHEREAS**, Jack William Gard Leeper was the only child of Tracie Marion Linden Leeper '01 and Gard Allen Leeper; and

**WHEREAS**, Jack passed away of natural causes from Leigh's Disease on February 8, 2015, at the age of eighteen months; and

**WHEREAS**, Jack was a happy little boy who loved the colors orange, blue and green; and

**WHEREAS**, Mr. and Mrs. Leeper are dedicated to Leigh's Disease research and awareness; and

**WHEREAS**, Mr. and Mrs. Leeper's motto as they raise funds for Leigh's Disease research and awareness is "Reach for the Stars"; and

**WHEREAS**, Mr. and Mrs. Leeper chose to honor Jack's life by contributing \$10,000 to Longwood University's Speech, Hearing and Learning Services Center; and

**WHEREAS**, the Early Intervention Room is used to serve children who face challenges similar to those Jack faced.

**NOW THEREFORE LET IT BE RESOLVED** by the Board of Visitors of Longwood University that the Early Intervention Room in the Speech, Hearing and Learning Services Center be named and forever known as JACK'S ROOM on this Fourth day of December in the year Two Thousand and Fifteen in the one hundred and seventy-sixth year of Longwood University.

**BOARD OF VISITORS**  
**ATHLETICS**

**ACTION ITEM**

Motion to name the basketball court inside Willett Hall as “Jerome Kersey Court.”

**ACTION REQUESTED:** The Department of Athletics at Longwood University proposes the naming of the basketball court inside Willett Hall as “Jerome Kersey Court,” in memory of the Longwood alumnus and Lancer basketball legend who passed away on February 18<sup>th</sup>, 2015, effective as of the date of dedication: Saturday, February 13<sup>th</sup> 2016.

**BACKGROUND:** Jerome Kersey is widely regarded as Longwood’s greatest basketball player, starring for the Lancers in their Division II era from 1981-84 before embarking on a 17-year NBA career. He played with six different NBA franchises, including 11 with the Portland TrailBlazers, who drafted him in the second round of the 1984 draft. He won an NBA title with the San Antonio Spurs in 1999 and retired from the game after the 2000-01 season.

At Longwood, he was a two-time All-American at Longwood who averaged 17.0 points and 11.3 rebounds during a four-year career as a starter. He was the 1984 Virginia College Division Player of the Year as a senior. During his tenure, he set the school's all-time records for points, rebounds, rebounding average, made field goals, made free throws, free throw attempts, steals and blocks.

Kersey was a member of the inaugural Longwood Athletics Hall of Fame in 2005 and has his jersey number 54 retired in Willett Hall. After completing his own degree, he returned to Longwood as commencement speaker for the graduating class of 2009. Kersey was named the 2015 recipient of the William Henry Ruffner Alumni Award, the highest and most prestigious award given to Longwood alumni.

**BOARD OF VISITORS**  
ADMINISTRATION AND FINANCE, FACILITIES

ACTION ITEM

Motion to approve the acquisition of property from the Longwood University Foundation.

**ACTION REQUESTED:** On behalf of the President, I move the Board of Visitors approve the University to acquire the property located at 129 N. Main Street, in Prince Edward County Virginia from the Longwood University Foundation.

**RATIONALE:** Longwood University leases the 27,000 square foot building located at 129 N. Main Street from the Longwood University Foundation for the university's art museum known as the Longwood Center for the Visual Arts. The LCVA serves as a physical, intellectual, and cultural bridge between the university and the community at large and is the only museum of its kind, scope, and size within the 7,000 square-mile surrounding area. The change in ownership will allow Commonwealth maintenance dollars to be spent on the building's upkeep.

**BACKGROUND:** Longwood University entered into a lease agreement for the property located at 129 N. Main Street in Farmville, Virginia in January of 2006 to provide museum space for the Longwood Center for Visual Arts. In addition to museum space, the building provides educational, programming, office and storage space for the LCVA. The current term of the lease expires on March 31, 2016. The University would like to purchase the property prior to the expiration of the lease.

**LONGWOOD UNIVERSITY**

**PROPOSED HOUSING & DINING FEES 2016-17**

	<b>2015-2016</b>	<b>2016-2017</b>
Housing		
Main Campus-Double	\$ 6,394	\$ 6,650
Main Campus-Triple	\$ 6,134	\$ 6,379.52
Main Campus-Single	\$ 7,394	\$ 7,650.16
Register-Double	N/A	\$ 6,650
Sharp-Double	N/A	\$ 6,650
Lancer Park-Quads	\$ 7,436	\$ 7,728
Lancer Park-Doubles	\$ 8,408	\$ 8,750
New Lancer Park-Quads	\$ 8,292	\$ 8,624
New Lancer Park-Doubles	\$ 8,408	\$ 8,754.48
New Lancer Park-Singles	\$ 9,046	\$ 9,408
Longwood Village-Singles	\$ 7,702	\$ 8,008
Longwood Village-Doubles	\$ 3,851	\$ 4,001
LU Landings-Quads	\$ 8,292	\$ 8,624
LU Landings-Singles	\$ 9,046	\$ 9,408
Dining*		
14 + \$275	\$ 3,164	\$ 3,293.92
19 + \$175	\$ 3,878	\$ 4,035.36
Block 160 + \$325	\$ 3,080	\$ 3,204.88
10 + \$375	\$ 3,192	\$ 3,316.88
Block 80 + \$325	\$ 1,890	\$ 1,979.04
Block 40 + \$175	\$ 932	\$ 1,001.28

\*2016-2017 Dining rates include an additional \$25 per semester in bonus dollars



## **Academic Affairs**

### **Joan Neff, Vice President and Provost**

#### **Highlights**

- Early childhood education initiative
- Partnership with Virginia Holocaust Museum to support teacher workshops
- Submission of Grant Proposal to NSF for STEM student scholarships
- 3,000 children visit Longwood during Virginia Children's Book Festival

#### **Overview**

The Academic Core Curriculum Committee has continued working on its proposal to revise the general education curriculum. The Faculty Senate endorsed the proposed goals and outcomes in September, and the Committee has subsequently created a model that will be discussed with small groups of faculty during the remainder of the fall semester.

The team focusing on faculty workload developed a model to capture the basic components of teaching loads more precisely in order to strengthen the validity of comparisons across departments and colleges. The model and data were presented first to deans and then department chairs, and the feedback from both groups has resulted in further refinements to the model. When they are confident in the internal validity of the model and their interpretation of the data, they will present their findings to the President.

The announcement that Longwood will be hosting the 2016 U. S. Vice Presidential Debate has sparked excitement and anticipation across the campus. It is viewed as well-deserved recognition of Longwood's efforts to educate citizen leaders, although as would be true for any host institution it will be important to balance any adverse logistical impacts. Academic Affairs has been encouraging faculty to consider how they can incorporate the debates, election, and national leadership transition into their fall courses, and we are discussing potential workshops and

incentives for the spring and summer of 2016 to encourage faculty to embrace this unique opportunity.

### **College of Business and Economics**

Undergraduate and Graduate (MBA) fall enrollments have increased for the fourth consecutive year. Longwood is unique in this regard as most business schools have been experiencing enrollment declines since 2008. The College also plays an active role in the Commonwealth Center for Advanced Logistics Systems (CCALS), which involves a partnership among four Virginia public universities -- Longwood, UVA, VCU and VSU -- to provide cutting edge research in logistics to industry and government organizations. CCALS recently completed research on the Virginia Port Authority leading to efficiencies in shipping and trucking of cargo. Business Week has emphasized the significant economic benefits of these efficiencies for the Commonwealth. In addition, College faculty are frequently quoted as real estate experts in the Wall Street Journal. Finally, the College Alumni Advisory Board partnered with Athletics for "One Amazing Day" which included the Lancer Golf Classic Tournament and Lancer Athletics Gala. Both events were sold out in advance for the first time.

### **Cook-Cole College of Arts and Sciences**

In addition to teaching and advising, faculty have been actively involved in scholarly pursuits, many of which included students. Longwood's Institute of Archaeology, under the direction of Dr. Brian Bates, is in its inaugural year. It engages professional archaeologists and undergraduate students in world-class projects in both research and cultural resource management, and it has already lined up four funded projects: one by invitation and three through competitive bids. In the arts, Mike Mergen's (Studio Art) photographs of the heads of Confederate statues from across the south were published in the New York Times Magazine. In addition, students in Communication Studies have benefitted from the opening of the Television Studio, the most technologically advanced teaching studio among higher education institutions in Virginia. The Nursing Department also held its first White Coat Ceremony in which upper-class nursing students "cloaked" the sophomore nursing students as they began their clinical practice placements. The search committee for the next dean has received 55 applications and will meet in December to select candidates for Skype interviews to be conducted in early January.

### **College of Education and Human Services**

The College is moving forward with plans to develop an Early Childhood Development Initiative to be led by Dr. Sara Miller. The initiative will begin with a pilot upskilling workshop for child caregivers in Southside Virginia. Faculty will soon begin work to create undergraduate and graduate curricula for early childhood development programs, and discussions are underway to determine a site for a day care center. In addition, the process of changing the Comprehensive Instructional Program (CIP) codes for Exercise Science and Physical Education Teacher Education is advancing on schedule.

## **College of Graduate and Professional Studies**

In the area of graduate studies the Counselor Education graduate program took the first steps towards achieving accreditation, and the Graduate Student Advisory Council (GSAC) appointed a student representative to Faculty Senate. The Digital Education Collaborative (DEC) developed a scavenger hunt for incoming first-year students and assisted with redesigning the 1839 Experience, an online introductory program for incoming students. An assessment of the redesign indicted notable increases in student views and participation. Longwood's History Department and Professional Studies office are partnering with the Virginia Holocaust Museum in summer 2016 to offer the Museum's already successful weeklong Teacher Education Institutes. Our off-site programs started a new tradition in September when over 30 of our off-site students from Emporia and New College Institute were welcomed to our Farmville campus for orientation, a campus tour, visits to the library and bookstore, and lunch in the dining hall. President Reveley attended the welcoming ceremony during which he and the President and Vice President of Patrick Henry Community College signed articulation agreements.

## **Cormier Honors College**

In October, the Cormier Honors College hosted a dinner for visiting author Ms. Kristen Green ("Something Must be Done about Price Edward County") at the Moton Museum. Eighteen Honors students enrolled in an interdisciplinary seminar led by Drs. Leigh Lunsford (Mathematics) and JoEllen Pederson (Sociology) spent the evening not only with Ms. Green but also with six local residents who were impacted by the school closings. In terms of service activities 15 students traveled with Dr. Phillip Poplin (Mathematics) to Hull Springs Farm for the Eddie Carey, Jr. Memorial Day of Service. In honor of Mr. Carey's decades' long service to Hull Springs, the students worked with local organizations and citizens on projects including gleaning broccoli (750+ pounds!) for the Northern Neck Food Bank and cleaning Hull Spring's Living Shoreline as part of the International Coastal Cleanup. Other service and outreach activities have included work at Farmville's FACES food pantry and the Southside SPCA among many other local organizations. With respect to scholarly activities eight Honors students, three faculty members, one Student Affairs partner, and two Honors staff members traveled to the National Collegiate Honors Council's (NCHC) national conference in Chicago where they presented their scholarly work and shared the successful practices of their Honors Student Association. Dean Alix Fink, who co-chairs the NCHC committee focused on experiential learning, helped coordinate a City as Text exploration of Chicago for approximately 800 conference attendees.

## **Greenwood Library**

The Library contributed two fresh initiatives to orientation activities for new faculty and students this fall. One was focused on training peer mentors and was a fast-paced Prezi – "Top 10 Things You Should Know about Greenwood Library...and some common misconceptions". The other, designed for New Lancer Days, was a Colbert Report-inspired presentation that included humorous subtitles and student social media feedback. It achieved its purpose of introducing new students to the library in a light-hearted and non-intimidating manner. Other fall events included a free "Introduction to Proposal Writing" workshop for the Longwood and Farmville

communities and the annual Banned Books Reading, in partnership with the English and Modern Languages Department, to celebrate intellectual freedom. Two major program highlights were the second Virginia Children's Book Festival, which drew 3,000 children to campus and an evening with Elizabeth Varon, Professor of American History at the University of Virginia, who spoke to a full house in the Library Atrium about "Andrew Johnson's Impeachment and the Legacy of the Civil War".

### **Office of Student Research**

The Office of Student Research achieved several goals during its first few months of operation including the development and debut of its official "Inquiry" website (<http://blogs.longwood.edu/studentresearch/>). It offers users the opportunity to submit their own achievements, provides information on internal and external funding opportunities and publication outlets, and offers consultations to faculty and students. The Office received 30 applications for a variety of faculty development initiatives aimed at providing research opportunities for students at all levels and funded seven students in the initial round of funding for student research and travel. Working with the Digital Education Collaborative, the Office of Assessment and Institutional Research, and the English Department, OSR also implemented assessment for 18 QEP-related course sections, more than double the number anticipated by the QEP.

### **Longwood Center for the Visual Arts**

LCVA has hosted two exhibitions this fall, and more than 300 students, primarily from Longwood but also from Hampden-Sydney, have viewed these exhibitions during the fall semester. Art After Dark events have continued to attract patrons in the evenings, and new themes are planned for the spring. In addition, over 300 visitors participated in the illustrator workshops LCVA hosted as part of the Virginia Children's Book Festival. Eleven gifts totaling over 300 pieces are currently being processed and will significantly enhance the collections of American Art, Contemporary Art, African Art, Chinese Art, and Folk Art. LCVA staff and Advisory Board members recently traveled to Memphis, TN, to attend the annual conference of the Folk Art Society of America. Finally, plans are underway for the biennial winter gala, Southern Gothic, scheduled for February 13, 2016.

### **Hull Springs Farm**

Hull Springs Farm was among 14 sites named Virginia Centers of Excellence in Environmental Education by the Virginia Department of Conservation and Recreation. A plaque denoting the designation was presented to Longwood during the statewide Environmental Education Conference held at Natural Bridge in October. In order to move forward a stakeholders meeting held at Hull Springs included 28 attendees representing educational institutions, state and federal agencies and economic and environmental interest groups. Participants were asked to identify two uses for the property that their organizations would like to see developed and would be willing to support with resources. A second meeting has been scheduled at HSF for December to select three projects from the list on which to begin work.

## **Moton Museum**

The partnership between the Moton Museum and Longwood continues to grow and strengthen. Many Longwood offices have begun to support the Museum's operations. Over 650 Longwood students have visited the Museum this fall, including 16 sections of Longwood Seminar and the entire incoming class of the Cormier Honors College. For the first time, Moton also hosted an event in the Presidential Leadership Lectur Series – a talk by historian and former presidential speechwriter Jeff Shesol about how the RFK/LBJ rivalry shaped the struggle for civil rights in the South. In October, Longwood hosted the fifth annual Moton Community Banquet, which honors individuals who have participated in the year-long Moton Family Challenge fundraising campaign. It is the most inclusive community event held in Farmville each year. Approximately 550 people attended and heard Secretary of the Commonwealth Levar Stoney give the keynote address. A search committee has been formed to hire a new Executive Director with the goal of completing the search in early spring 2016.

## **Office of Sponsored Programs**

Faculty have received nine external grant awards thus far during the fall semester. The amounts range from \$150 to \$134,000 and include recipients in the arts, physical sciences, social sciences, and education. In addition, a team of physical scientists submitted a major proposal to the National Science Foundation to create a scholarship program in the STEM fields for students drawn from underrepresented and underserved populations. The proposal was the first submitted in collaboration with the grant consulting firm of McAllister and Quinn, and the amount requested was just under \$650,000. OSP also is working with the VPs of Academic Affairs and Administration and Finance to configure and train OSP staff on a Banner module that would greatly facilitate post-award financial management operations.

## **Center for Faculty Enrichment (CAFÉ)**

CAFE partnered with the Registrar's Office to offer advising workshops for new academic advisors and with the Office of Citizen Leadership and Service Learning to offer a workshop on Integrating Service Learning into Your Course, which was facilitated by Dr. William Lamb, Director of Lee University's Leonard Center. The CAFE blogsite is now available at <http://blogs.longwood.edu/longwoodcafe/> . It serves as a faculty resource on matters pertaining to teaching, research, and leadership development. In addition, plans are underway to develop an Across the Career program to provide professional development programs for faculty throughout all stages of their careers.

## **International Affairs**

The staff has spent a good portion of the fall traveling to venues that provide opportunities for Longwood to showcase what it has to offer to international students who wish to study in the U.S. Opportunities have included a study abroad fair and conference in Glasgow, Scotland, in which the staff met with LU's exchange partners from Seoul, South Korea and Nagasaki, Japan and began negotiations with a potential partner in Saigon. A delegation from Saigon will visit Longwood in December to finalize an agreement for Fall 2016. A separate recruiting trip to

Vietnam resulted in attending 4 college fairs and visiting several high schools. Staff also visited India as well as Central and South America in an effort to increase our number of international students beyond the current level of 67. The addition of a full-time study abroad director has aided in promoting study abroad programs to LU students. Although a number of students participate in short-term, faculty-led study abroad programs, the goal is to increase the number who study abroad for an entire semester from its current level of 7 to 50 within the next 2 years.

### **Office of Assessment and Institutional Research**

Much of OAIR's work consists of routine data capturing, analysis, and reporting. During the fall, however, the team's work also included collaborating with Academic Affairs and Information Technology Services to conduct a series of focus group discussions on assessment prior to searching for a new assessment management system. Focus groups were created along functional lines to capture the range of assessment-related concerns and needs. The data will be analyzed to create an RFP that specifies criteria potential vendors will need to address in their proposals to provide a replacement system. The staff also advised and collaborated with the Director of Student Research on developing QEP assessment measures.

**Update on General Education Revision**  
**From the Academic Core Curriculum Committee**

**Items in this Section**

Update  
Core Curriculum Reform Process and Timeline  
Members of the Academic Core Curriculum Committee  
Guiding Principles of the Core Curriculum  
Draft Student Learning Goals and Outcomes  
Highlights of Proposed Elements of Program Model

**Update**

The Academic Core Curriculum Committee (ACCC) is engaged in a multi-year process to develop a new Core Curriculum tied more closely to our University mission and focused on transforming our students into citizen leaders. The ACCC has developed a working definition of a citizen leader: “A citizen leader is someone who is academically and personally transformed by knowledge, fundamental modes of inquiry, and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities.”

The ACCC developed a Guiding Principles document that was approved by Faculty Senate in Spring 2015. The Committee spent the spring and summer 2015 drafting Student Learning Goals and Outcomes and developing ideas for program structures. The ACCC held three workshops in August with faculty to gain their feedback on the proposed learning goals and outcomes and the ideas for program structures. In September, ACCC presented the draft learning goals and outcomes to the Board of Visitors and to the Faculty Senate. Faculty Senate approved the goals and outcomes at its September meeting.

ACCC has spent the fall developing a draft program structure for the new Core Curriculum. In mid-November, ACCC held workshops for faculty, staff, and students to give their feedback on the draft program structure. ACCC will use this feedback to refine elements of the draft program structure.

During the December meeting, Board of Visitors members will hear an update from the ACCC about the draft program structure.

## Core Curriculum Reform Process and Timeline

<b>Fall 2013</b>	Faculty Senate created Academic Core Curriculum Committee comprised of 13 faculty members who represent the range of disciplines and the three major academic colleges (CCCAS, CEHS, CBE).
<b>Spring-Summer 2014</b>	<p>ACCC conducted research and surveys about current General Education program and national best practices in curriculum reform.</p> <p>ACCC conducted faculty workshops to hear concerns about current General Education program.</p> <p>ACCC produced white paper summarizing their research and distributed it to campus community.</p>
<b>Fall 2014</b>	<p>ACCC conducted faculty workshops about their aspirations for a new Core Curriculum (enclosed).</p> <p>ACCC updated other stakeholders on campus about the reform process.</p> <p>ACCC produced a draft Guiding Principles document.</p> <p>ACCC updated Board of Visitors on its progress.</p>
<b>Spring 2015</b>	<p>ACCC conducted faculty workshops about the Guiding Principles document.</p> <p>Faculty Senate approved Guiding Principles document.</p> <p>ACCC drafted Student Learning Goals and Outcomes for the new Core Curriculum.</p>
<b>Summer 2015</b>	<p>Team of five faculty went to AAC&amp;U (American Association of Colleges and Universities) national Institute on General Education and Assessment in Edmond, OK.</p> <p>ACCC revised Student Learning Goals and Outcomes.</p> <p>ACCC drafted example models of program structure.</p>
<b>Fall 2015</b>	<p>ACCC conducted faculty workshops about the draft Student Learning Goals and Outcomes and the example models of program structure.</p> <p>ACCC updated Board of Visitors on Student Learning Goals and Outcomes and ideas for program structure.</p>

	<p>ACCC will send Student Learning Goals and Outcomes to Faculty Senate for approval.</p> <p>Based on feedback from the workshops, ACCC will draft a program structure for the Core Curriculum.</p> <p>November: ACCC ran workshops about model with faculty, staff, and students.</p> <p>ACCC will begin to revise model based on faculty feedback.</p> <p>December: ACCC will discuss Core Curriculum model with the Board of Visitors.</p>
<b>Spring-Summer 2016</b>	<p>ACCC will present model to Faculty Senate for approval.</p> <p>ACCC, working with campus partners, will begin faculty professional development and course and assessment development.</p> <p>ACCC, working with campus partners, will develop marketing and communications plan for new Core Curriculum.</p> <p>ACCC will present final Student Learning Goals and Outcomes and Core Curriculum model to Board of Visitors for approval.</p>
<b>Fall 2016 -Spring 2017</b>	<p>Faculty professional development; course and assessment development will continue for the Foundation level courses.</p> <p>Piloting of new Core Curriculum courses.</p> <p>Curriculum approvals for new Core Curriculum courses.</p> <p>Teach-out plan for current General Education program developed for Classes of 2018, 2019, 2020.</p>
<b>Fall 2017 – Spring 2018</b>	<p>Roll-out of Foundations Level courses in the new Core Curriculum for Class of 2021 and subsequent classes.</p> <p>Faculty professional development; course and assessment development for Perspectives level courses. Piloting of Core Curriculum courses.</p> <p>Teach-out of current General Education program for Classes of 2018, 2019, and 2020.</p>

<b>Fall 2018 – Spring 2019</b>	<p>Roll-out of Perspectives Level courses in the new Core Curriculum for Class of 2021 and subsequent classes.</p> <p>Faculty professional development; course and assessment development for Context level courses. Piloting of Core Curriculum courses.</p> <p>Teach-out of current General Education program for Classes of 2019 and 2020.</p>
<b>Fall 2019 – Spring 2020</b>	<p>Full implementation of new Core Curriculum program</p> <p>Professional development for faculty continues.</p> <p>Teach-out of current General Education program for Class of 2020.</p>

**Members of the Academic Core Curriculum Committee**

Sharon Emerson-Stonnell, Professor of Mathematics and Chair

Larissa Ferguson, Professor of History and Vice-Chair

Cheryl Adkins, Professor of Management

Lee Bidwell, Professor of Sociology

Sarai Blincoe, Assistant Professor of Psychology

Wade Edwards, Professor of French and Chair, Department of English & Modern Languages

David Lehr, Associate Professor of Economics and Immediate Past Chair, Faculty Senate

Heather Lettner-Rust, Assistant Professor of Rhetoric & Composition

David Locascio, Associate Professor of Education and Associate Dean, CEHS

Sharon Menegoni, Associate Professor of Athletic Training

Pam McDermott, Assistant Professor of Music

Melissa Rhoten, Professor of Chemistry and Chair, Department of Chemistry & Physics

David Shoenthal, Associate Professor of Mathematics and Chair, Department of Mathematics and Computer Science

## Core Curriculum Guiding Principles

ACCC developed a set of Guiding Principles to shape Core Curriculum reform efforts. These principles were based on research conducted by ACCC, faculty aspirations expressed during ACCC feedback sessions, and responses from other campus stakeholders. The Principles were adopted by Faculty Senate in March 2015.

We aspire for our core curriculum experience to be a – or even *the* – signature program of Longwood University, an institution that provides students with a strong foundation in the liberal arts and sciences and opportunities for professional preparation in a range of disciplines.

The integration of the core curriculum experience and disciplinary study will fulfill

- the purpose of the University as a place where inquiry, critique, and discourse are cultivated and valued. We aspire to challenge our students and ourselves, in the words of Louis Menand, “to serve the public culture by asking questions that the public doesn’t want to ask, investigating subjects it cannot or will not investigate, and accommodating voices it fails or refuses to accommodate.”
- the purpose of the University as an institution that anchors community and responds to the demonstrated needs of society. We aspire to extend our students’ academic experiences outside of the classroom by partnering with communities in a sustained and intentional way.
- our institutional mission to develop citizen leaders who are prepared to make positive contributions to the common good of society. A citizen leader is someone who is academically and personally transformed by knowledge of fundamental modes of inquiry and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities.

## Core Curriculum Guiding Principles (continued)

In order to achieve these ideas, the core curriculum should

1. Enable students to develop their identity, values, and ethics; their ability to think critically, to reason, and to communicate effectively; their knowledge of the world; their empathy for others and their understanding of differences; and their health and well-being.
2. Excite our students about learning from the time they enter the university.
3. Empower our students with the academic skills and attributes necessary to engage in rigorous college-level work.
4. Motivate our students to feel ownership over their academic development, allowing them to integrate their core curriculum experience with their disciplinary major(s).
5. Provide multiple paths to accommodate those students who choose pre-professional programs or who transfer to Longwood – and also provide opportunities for exploration for those students who are undecided in their choice of major.
6. Excite and engage our faculty to teach in the core curriculum program – whether through interdisciplinary or disciplinary work, or project-based/inquiry-based learning – and to help address some of our workload issues along the way.
7. Provide opportunities for academic programs, especially the smaller ones, to recruit majors from the core curriculum classes.
8. Leverage our students' high level of campus involvement to address the needs of our local community.
9. Incorporate sound assessment as a means to improve student learning and the program, rather than as an end in and of itself.
10. Exhibit flexibility and a built-in mechanism for revision to stay relevant.
11. Be coherent and elegant enough to be easily understood by multiple constituencies – students, parents, legislators, members of the University community, etc.

## **Core Curriculum Guiding Principles (continued)**

In order for the core curriculum to be successful and sustainable, the institution must commit to

- New faculty lines necessary to teach appropriately-sized core courses that promote student inquiry and substantive instruction in communication skills. (1, 2, 3)
- Revised faculty workload calculations to incentivize the development of and participation in innovative teaching and learning environments. (1, 6, 8)
- Fully-funded and professionally-staffed centers that address student development in core competencies such as writing, speaking, and quantitative literacy. (1, 3)
- Ongoing professional development for all faculty, including contingent faculty, who will teach in the new core curriculum. (1, 2, 3, 6)
- Adequate staff to coordinate, foster, and sustain relationships between business and community partners, faculty, and students. (6, 8)
- Revised administrative policies and procedures that make it easier for faculty to create, implement, and refine innovative teaching and learning strategies. (6, 8)
- Technical support for BANNER and assessment software to implement the core curriculum as intended by the faculty. (9, 10)
- Enhanced advising structures to support undeclared students, transfer students, and the exploration of degree paths by all students. (4, 5, 7, 11)

## **Proposed New Core Curriculum Student Learning Goals and Outcomes**

During spring and summer 2015, ACCC developed these student learning goals and outcomes based on faculty feedback. Members of ACCC presented a draft of the goals and outcomes to the Board of Visitors at its September meeting. Faculty Senate approved these goals and outcomes at its September 2015 meeting.

The student learning goals and outcomes focus on transforming our students into citizen leaders. From the Guiding Principles document, “A citizen leader is someone who is academically and personally transformed by knowledge, fundamental modes of inquiry, and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities.”

In drafting the Goals and Outcomes for the new Core Curriculum, ACCC kept in mind what faculty and other stakeholders saw as the weaknesses and strengths in our current General Education program as well as their aspirations for a new program. ACCC also studied national trends in best practices in General Education reform. Nationally, schools are moving away from purely distributive models of General Education, in which students pick from a menu of courses that represent the breadth of disciplines, to more integrative models, which are intentionally designed to make explicit connections between courses, fields, disciplines or are designed to encourage students to make those connections themselves.

The ACCC also kept student development in mind in devising the Goals and Outcomes. Student learning builds over the course of the curriculum, from a foundation level to a capstone context level. The ACCC also provided students with more integrative elements in the curriculum, so they could see the ways in which disciplines work together to address civic and global issues.

### **The proposed Core Curriculum consists of three overarching Learning Goals: the Foundation Level, the Perspectives Level, and the Context Level.**

**Foundation Level:** Students will engage in creative inquiry, cultivate curiosity, and develop foundational knowledge and skills.

- a. Students will investigate the foundations of citizenship, which includes ethical reasoning, critical thought, and civil discourse.
- b. Students will investigate and describe diverse cultural perspectives, both historical and contemporary.
- c. Students will evaluate implicit and explicit assumptions about themselves, cultural norms, and societal institutions.
- d. Students will explore and engage in creative and artistic expression.
- e. Students will analyze which quantitative reasoning methods best address different types of questions and apply them to various problems in context.
- f. Students will use scientific reasoning to address a variety of questions in context.

g. Students will analyze and use writing conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own writing in order to improve.

h. Students will analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

**Perspectives Level: Students will develop and articulate informed perspectives essential to participation in civic and global life by integrating knowledge and skills across disciplines.**

- a. Students will locate, evaluate, and organize information from multiple disciplines to develop, refine, and address questions.
- b. Students will use valid data and evidence from multiple disciplines to construct well-framed and well-supported arguments.
- c. Students will articulate how different cultural perspectives influence an understanding of civic or global issues.
- d. Students will collaborate with others to develop an informed perspective on a civic or global issue.
- e. Students will reflect on the processes used to develop perspectives and reach decisions.

**Context Level: Students will prepare to serve the common good by applying their knowledge, skills, and perspectives.**

- a. Students will examine the ethical consequences of their own decisions, so as to be responsible citizens.
- b. Students will examine the implications for themselves and others of decisions made in local, regional, or global contexts.
- c. Students will advocate for, and respond to criticisms of, a position while practicing civil discourse.
- d. Students will collaboratively explore how the complexities of a community issue require a variety of disciplinary approaches.
- e. Students will reflect upon how the core curriculum, their major, and their extracurricular activities have played and will continue to play a role in their transformation into citizen leaders.

## Highlights of Proposed Elements of Program Structure

During summer and fall 2015, ACCC worked to develop multiple program models, workshop them with faculty, and then devise one draft program structure. Highlights of the proposed elements of the program structure are below; more details will be discussed further with Board members at the meeting.

<u>Current General Education</u>	<u>Proposed Core Curriculum</u>
14 goals	3 levels
50 outcomes	18 outcomes
SCHEV outcomes assessed outside of General Education	SCHEV outcomes assessed within Core Curriculum
Writing and Speaking Intensive Courses outside of General Education	Writing and Speaking infused throughout Core Curriculum
38 credits + 6-8 credits of additional degree requirements	39-40 credits + 3-4 credits of additional degree requirements
General Education courses cannot count toward major requirements	Core courses can also count toward a major or minor
Internship required by General Education	Internship determined by individual majors

### Foundation Level

- First-Year Seminars
  - Seminar on Citizenship
  - Seminar on Writing and Rhetoric
- Courses developed in exploring foundations in
  - Diverse Cultural Perspectives
  - Self and Society
  - Creative and Artistic Expression
  - Foreign Language
  - Quantitative Reasoning
  - Scientific Reasoning

### Perspectives Level

- Students will take two courses that will ask them to integrate two different perspectives from the Foundation Level.
- Students will take one course that will focus on integrating Foreign Language and culture at the Perspectives level.

### Context Level

- Students will take a capstone seminar course that will ask them to apply their knowledge, skills, and perspectives by exploring public issues in context.



## **Administration & Finance**

*Ken Copeland, Vice President*

### **Highlights**

- Master Plan Work in Final Stage
- Capital Projects Update
- “Looking Our Best” Award From Farmville Area Chamber of Commerce
- Cardinal Conversion Project Ongoing

### **Campus Master Plan Update**

The conceptual Master Plan was reviewed at the Board of Visitors’ June 2015 meeting. Subsequently, during the *Preferred Plan Development Phase*, the planning team of Cooper Robertson refined this plan into more detailed campus precinct plans, which were then combined into the final University Master Plan. This plan was formally approved by the Board during their September 2015 meeting.

The fourth and last phase – *Final Plan Documentation* – commenced immediately thereafter. Cooper Robertson and Longwood University are now combining all the aspects of the plan into final documentation, which will include a written report, technical appendices, a digital three-dimensional model, a short video, and other supporting material and graphics.

The planning team anticipates that the final published plan documentation will be available to present to the Board at its March 2016 meeting. In the meantime, a Longwood Master Plan public roll-out event is scheduled for December 3, 2015 at the Longwood Center for the Visual Arts.

### **Capital Projects Update**

#### University Technology Center Television and Radio Studio Equipment (French Hall)

Installation of the studio equipment has been completed, and faculty training occurred during the fall semester. The final few corrections to the equipment installation are now being made. This project is essentially complete.

### Upchurch University Center

Initial site work has commenced even as the final design approval process continues to be reviewed by the Commonwealth's Bureau of Capital Outlay Management (BCOM). We hope to begin more extensive site work in early 2016 prior to approval of the Working Drawings, the final stage in the long BCOM approval process.

### Register and Sharp Residence Halls

Construction is underway on two new residential buildings with a total of 224 beds will be located on the hillside in front of ARC Residence Hall. Construction commenced in May 2015. The target for occupancy is the start of the fall 2016 semester and the project is on schedule to meet this target.

### Student Success Center

BCOM is reviewing the Working Drawings. We hope that the Working Drawings will be approved in time to issue a solicitation for construction bids in late 2015, and subsequently start construction in early 2016.

### Admissions Building and New Academic Building

The projects' design teams submitted the Preliminary Design documents to BCOM in early November. Our goal is to have the Preliminary Design phase for both buildings completed in early 2016. Longwood's Capital Budget Request for the Commonwealth's 2016-2018 biennium includes requests to approve and fund both these projects for the Working Drawing and Construction phase.

## **Near-Term Campus Enhancement Projects**

### Campus Landscape Improvements

This project will improve Longwood's High Street frontage and the northern end of Brock Commons. Anticipated work includes new brick sidewalks, new exterior lighting, improvements and refinements to Beale Plaza, and the construction of a new north gateway to Brock Commons. The lead architecture and engineering firm for the project is Thompson and Litton, in collaboration with the design firm of Franck and Lohsen Architects. Preliminary design is scheduled to be completed in January 2016, with construction to take place during summer 2016.

### Willett Hall Façade Renovation

In anticipation for the hosting of the Vice Presidential Debate, the main entrance of Willett Hall will be renovated. This project includes a new west entrance façade, new entry doors, lobby renovation, rooftop equipment screening, and new exterior lighting. The preliminary design was approved by the Commonwealth's Art and Architecture Review Board on November 6, 2015. Development of design documents is underway, and construction is scheduled to take place during summer 2016.

## Facilities Management

The Facilities Management area continues to provide great service to faculty, staff, and students. Highlights for the fall of 2015 are:

- We received the “Looking Your Best” award from the Farmville Area Chamber of Commerce for the work at the Venable & High Street Parking lot.
- Personnel transfers in Environmental Health and Safety (EH&S). Two new staff members allow EH&S to address more than essential fire safety issues while meeting the obligations agreed to in the internal audit response from last semester.
- Complete reworking of over 200 pages of regulatory compliance documents to better provide the end user with exactly the information they need to meet EPA, OSHA, and other regulatory agency requirements. Documents completed include:
  - Chemical Hygiene Plan
  - Waste Disposal Manual
  - Radiation Safety Manual
  - Selection, subscription and set-up of a University wide Safety Data Sheet look-up service (MSDSonline). This fills a substantial Right-to-Know compliance gap that was identified in the internal audit.
- Fire safety improvements:
  - Cox residence hall heat detectors relocated from roof ductwork to eliminate hot day false alarms.
  - South Ruffner post indicator valve repair to ensure the ability to turn water off should it become a necessity.
  - Lankford fire alarm replacement project scheduled for winter break.
- Safety Communication:
  - Conducted “What To Look For” safety training of RECs and RAs.
- New tipper installed at Biomass Fuel Processing Facility. This allows lumber mills that could not offload in the past to deliver biomass fuel to the facility. This provides more flexibility in biomass fuel procurement.
- Installed an automatic vent system at the steam plant where the wood fired biomass boilers can remain at low fire on warmer days and let the vent regulate the steam pressure automatically. This will allow the wood boilers to remain on line longer thereby reducing the amount of fuel oil that we will have to burn.
- Received a variance from our air permit with DEQ that will allow the plant to do test burns with switchgrass. This will allow us to determine if it is cost effective to burn switchgrass at times mixed with the sawdust to increase the BTU value of the sawdust during winter months when there is higher moisture content in the sawdust. This may allow the boilers to get to maximum output even with more moisture in the fuel which may preclude the plant from having to burn fuel oil to increase the output of the plant.
- Completed Wheeler Mall sodding project. Sodded using a new type of tall fescue designed to handle more traffic, uses less fertilizer which conforms to the University’s Nutrient Management Plan, and is more drought tolerant thereby conserving water.
- Working with Internal Audit on a campus wide building security audit.

## **Real Estate Foundation/Real Property Management**

The Longwood University Foundation (LUF) and the Longwood University Real Estate Foundation (LUREF), on behalf of the University, have executed an MOU to invest in the Weyanoke hotel renovation project and also to provide a room night guarantee. This project will transform the Weyanoke into a 70 room boutique hotel, located immediately across from French Hall. The developers plan to begin construction and renovation over the summer of 2016.

LUREF also recently acquired the Archaeological Field School Station in Clover, Virginia. The site has been used for over a decade by Dr. Brian Bates and the Archaeology Department. The acquisition will allow continued success and growth for one of Longwood's most notable and vital educational outreach programs.

## **Budget Office**

The Budget Office is continuing to work on developing the FY 17 budget. Preparation of the housing and dining rate proposal was completed. The necessary bond documentation related to the New University Center financing was finalized in mid-November, and closing is scheduled for December 3, 2015. The Governor's budget will be presented December 17, 2015 and upon our return in January, work will begin on finalizing fixed cost increases and preparation of tuition and fee scenarios for consideration in March.

## **Human Resources**

In our Human Resources area, multiple projects are proceeding in addition to all of the day to day provision of service to our staff. Highlights include:

- Student Employment Office has authorized 562 work study jobs for our students for the 15/16 award year. These are all hourly wage positions.
- Conducted three Flu shot Clinics this fall and one additional is scheduled for January 2016.
- Partnering with Virginia Credit Union to conduct a Financial Wellness Workshop next year.
- Planning monthly Wellness Programs Events for next year.
- September Benefit Fair for all employees with over 30 vendors.
- Health Care Plan Open Enrollment with 114 enrollment changes.

In addition to these activities, we will soon have all of our HR personnel files digitized, thereby freeing up valuable storage space and making access to employee records much more seamless. We also have recently found an acceptable electronic I9 form that will reduce quite a bit of manual paperwork for new hires.

## **Post Office and Printing Services**

Beginning in the spring of 2016, Mail Services will no longer issue student mailboxes. Testing began this fall on our newly acquired equipment that creates a “digital” mailbox for our students. After retrieving the mail/parcels from the downtown USPS, mail is sorted alphabetically. A technician then retrieves the corresponding student information from our database. The system generates a barcoded label that is applied to the back of the envelope. Simultaneously, a “canned” e-mail is sent to recipients notifying them they have mail to be retrieved at the service window. Packages are handled in a similar fashion.

When students arrive at the service window for their package/mail, the barcode is scanned and an electronic pad captures an electronic signature. A daily report is generated detailing the day’s activities.

Printing Services recently launched their new web-based ordering system. It creates a “paperless” environment which allows each end user on campus to manage their account online. The system utilizes e-mail to correspond/confirm project details throughout the process. After completion, the customer is informed of pertinent details, including cost and the budget to which the order will be applied. One of the most important aspects of the system is at the end of the billing cycle; an electronic file is generated that is systematically uploaded. This system will eliminate the overwhelming majority of manually generated orders and will essentially put the customer in control of their project(s), all the way through the process to the end billing. Our plan is to ultimately co-locate both Printing Services and Mail Services which will allow a much more comprehensive digital communications operation to include printing, mailing, fulfillment, scanning, and shipping.

## **Financial Operations**

Finally, work continues on the transition to the new Commonwealth of Virginia accounting system, CARDINAL. Many of our finance staff members are attending training and submitting files to Department of Accounts (DOA) in anticipation of a February 1, 2016 “go live” date. CARDINAL replaces CARS, the accounting system used by the Commonwealth since the 1970’s. We will run both CARS and CARDINAL concurrently through June 2016 and beginning July 1, 2016, CARDINAL will be the singular state system with which we interface our accounting data.

**Longwood University**  
**Auxiliary Reserve Analysis**  
**As of October 31, 2015**

	Cash Balance 6/30/2015	FY16 Planned Transfers	FY16 Planned Additions	FY16 Planned Expenditures	Projected FY16 Ending Cash Balance	Calculated Required Reserve	Performance Indicator
<b>General Auxiliary</b>	19,673,218	983,806	1,650,657	(8,690,646)	13,617,035	4,895,192	✓
<b>Food Services</b>	5,465,022	(495,130)		(1,554,702)	3,415,190	3,103,571	✓
<b>Residence Halls</b>	13,009,407	(488,676)	1,998	(174,659)	12,348,070	7,140,412	✓
<b>Parking</b>	880,443		0	(40,000)	840,443	295,733	✓
<b>Conferences</b>	677,139		11,409		688,548	187,017	✓
<b>Golf Course</b>	76,527				76,527	115,973	✗
<b>Athletics</b>	2,393,570			(1,116,495)	1,277,075	2,821,312	✗
<b>Recreation &amp; Intramurals</b>	579,035				579,035	634,404	✗
<b>Speech, Hearing &amp; Learning Services</b>	291,528				291,528	N/A	
<b>Capital Service Center</b>	56,619				56,619	N/A	
<b>Bus Transportation</b>	(86,259)		86,259		0	N/A	
	43,016,250	0	1,750,323	(11,576,502)	33,190,071	19,193,614	

Planned Expenditures After FY16:

340,000  
100,000  
630,000  
850,000

Planned Reimbursements from Bond Proceeds or Donations:

Stevens Renovation  
Baseball Field Backstop  
New Admissions Building                   1,920,000  
New Academic Building

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As of Sept. 30, 2015, the Longwood University Foundation reports overall assets of \$73 million, including endowment net assets of \$54 million (unaudited).

**LONGWOOD UNIVERSITY**  
**Statement of Revenues and Expenditures**  
**For Period Ending October 31, 2015**

	BOARD APPROVED			ACTUAL TO		PRIOR YEAR COMPARATIVE	
	ORIGINAL BUDGET	YEAR TO DATE ADJUSTMENT	REVISED BUDGET FORECAST 2015-2016	DATE 2015-2016	ACTUAL AS PERCENT OF BUDGET	ACTUAL TO DATE	ACTUAL AS PERCENT OF BUDGET
<b>EDUCATIONAL AND GENERAL</b>							
<b>REVENUES:</b>							
Tuition	37,049,527	393,289	37,442,816	16,382,028	43.75%	15,241,111	43.30%
Fees	1,309,912	150	1,310,062	968,426	73.92%	1,111,000	87.70%
State General Fund Appropriation	26,225,819	(74,777)	26,151,042	9,638,433	36.86%	9,684,049	37.88%
Other Sources	352,000	400	352,400	74,745	21.21%	220,473	71.00%
Federal Work Study	50,000		50,000	-	0.00%		0.00%
<b>TOTAL REVENUES</b>	<b>64,987,258</b>	<b>319,062</b>	<b>65,306,320</b>	<b>27,063,632</b>	<b>41.44%</b>	<b>26,256,633</b>	<b>42.08%</b>
<b>EXPENDITURES:</b>							
Instruction	32,153,344	232,822	32,386,166	11,445,019	35.34%	11,033,386	36.10%
Public Service	545,117	400	545,517	181,616	33.29%	177,176	31.38%
Academic Support	11,015,671	175,209	11,190,880	3,106,101	27.76%	3,346,210	31.19%
Student Services	4,543,704	(86,328)	4,457,376	1,650,626	37.03%	1,582,146	35.30%
Institutional Support	10,092,019	437,097	10,529,116	3,304,664	31.39%	3,558,346	35.90%
Operation and Maintenance of Plant	7,037,403	(513,197)	6,524,206	2,354,468	36.09%	2,038,969	33.97%
Salary Savings	(400,000)	(74,777)	(474,777)	(215,043)	45.29%	(365,911)	91.48%
<b>TOTAL EXPENDITURES</b>	<b>64,987,258</b>	<b>171,226</b>	<b>65,158,484</b>	<b>21,827,451</b>	<b>33.50%</b>	<b>21,370,322</b>	<b>34.55%</b>
Revenues Over/(Under) Expenditures	-		<b>147,836</b>	5,236,181		4,886,311	
<b>AUXILIARY ENTERPRISE</b>							
<b>REVENUES:</b>							
Housing Fee and Sales	20,028,108		20,028,108	10,452,455	52.19%	10,495,191	53.49%
Dining Fee and Sales	8,829,102		8,829,102	4,224,980	47.85%	4,760,150	51.06%
Comprehensive Fee/Other	22,650,171	422,442	23,072,613	11,596,901	50.26%	10,232,662	47.21%
Federal Work Study	154,300		154,300	-	0.00%		0.00%
<b>TOTAL REVENUES</b>	<b>51,661,681</b>	<b>422,442</b>	<b>52,084,123</b>	<b>26,274,336</b>	<b>50.45%</b>	<b>25,488,003</b>	<b>50.20%</b>
<b>EXPENDITURES:</b>							
Housing Services	20,098,410	69,812	20,168,222	6,283,245	31.15%	6,145,124	31.52%
Dining Services	8,899,102	-	8,899,102	3,805,168	42.76%	3,699,018	42.29%
Athletics	8,720,363	687,372	9,407,735	4,915,837	52.25%	3,915,196	42.76%
Other Services	12,193,483	88,330	12,281,813	6,644,888	54.10%	5,641,216	50.11%
Salary Savings	-	-	-	(26,690)	0.00%	(78,683)	0.00%
<b>TOTAL EXPENDITURES</b>	<b>49,911,358</b>	<b>845,514</b>	<b>50,756,872</b>	<b>21,622,449</b>	<b>42.60%</b>	<b>19,321,871</b>	<b>39.71%</b>
Revenues Over/(Under) Expenditures	<b>1,750,323</b>		<b>1,327,251</b>	4,651,888		6,166,132	

<sup>1</sup> Includes application fees, course fees, internship fees, ESL program fees, and out-of-state capital fees

<sup>2</sup> Includes \$542,707 budget reduction

<sup>3</sup> Includes facility rentals, library fines, payment plan fees, post office income, administrative fees and indirect cost recoveries

<sup>4</sup> YTD adjustments reflect reductions, transfers between programs and insurance pre-payment

<sup>5</sup> YTD adjustments reflect additions or transfers between programs

One-time surplus available for reallocation

Anticipated addition to reserves



## **Intercollegiate Athletics**

### ***Troy Austin, Director of Athletics***

#### **Highlights**

- Revamped LongwoodLancers.com Results in Greater Viewership for Website
- NCAA Graduate Success Rate Report
- Longwood Athletics Leadership Program
- Lancer Loyalty Program Surpasses 1000 Users

#### **Revamped LongwoodLancers.com Results in Greater Viewership for Website**

Beginning with the 2104-2015 academic year, Longwood Athletics Communication took a significantly different approach to delivering content. Under the direction of Assistant Vice President for Athletics Communications Chris Cook, the coverage has grown from routine updates of scores and statistics. The website now conveys the stories of the Athletics Department student-athletes, staff, and alumni in various digital formats.

Highlighting the upgrades of the website's news content were features detailing Cross Country Head Coach, Catherine Hanson, competing in the 2014 USA Triathlon Sprint National Champion after overcoming a battle with cancer in 2010; women's lacrosse alumna, Tia Watkins '04, journey to becoming a champion in the Women's Football Association; and the inspirational efforts of Jessica O' Bryant, junior on the women's soccer team. The intentional shift in news coverage has yielded great results.

A recent analytical report of LongwoodLancers.com noted that that 19 percent of all the website's traffic enters via news stories, which equated to 96,835 total entries of that type during of September 17, 2014 through September 16, 2015. That is up from 12 percent in 2013-14 (48,746). In addition, LongwoodLancers.com saw significant increases in total users (27 percent), total sessions (25 percent), and total pageviews (11 percent) during the 2014-15 timeframe.

Mr. Cook will continue to enhance LongwoodLancers.com in 2016 by addressing the visual presentation of the website.

## **NCAA Graduate Success Rate Report**

The Longwood men's golf, women's golf and women's tennis programs recorded perfect NCAA Graduation Success Rates (GSR) to help propel Longwood athletics to its third-highest overall GSR of the Division I era according to the annual report released by the NCAA.

The NCAA Graduation Success Rate (GSR) tabulates the percentage of student-athletes receiving athletics financial aid who graduated within six years of enrolling as freshmen at their respective institutions. The calculation omits student-athletes who leave their institutions in good academic standing and includes student-athletes who transfer into that school after initially being enrolled at another institution.

The 2008 cohort enrolled at Longwood at the start of the university's second year of full Division I membership. The group's GSR of 83 was Longwood's third highest since data collection began with the school's 2001 cohort, falling just one point shy of the department's two-time top mark of 84 set by the 2007 and 2001 cohorts.

In total, six Lancer athletics programs from the 2008 cohort received a GSR of at least 90 percent, including the three perfect GSR teams and women's lacrosse (95), field hockey (91) and women's soccer (90).

With that contingent, Longwood had multiple programs record perfect GSRs for the fifth consecutive year, thanks in part to the women's golf team's fifth straight flawless percentage and the women's tennis team's fourth consecutive perfect clip. Women's soccer also recorded a GSR of at least 90 for the sixth straight year, while women's lacrosse achieved a rate of 95 for the second straight year. The men's golf team's 100 GSR was the program's first perfect clip and extended a streak of six consecutive years with a GSR exceeding 80.

Five Lancer programs set or matched their all-time Division I GSR as well, including field hockey, men's golf, women's golf, women's tennis and men's tennis (88). Longwood women's cross country claimed a GSR of 88 to extend their streak of 85-plus ratings to eight consecutive years, while women's basketball ran their own streak to seven years with a percentage of 85.

Longwood also exceeded the national Division I GSR average of 82 and the Virginia school average of 81.

In addition, the NCAA released the Federal Graduation Rate (FGR). Longwood freshman scholarship athletes that enrolled in 2005-08 posted a four-year class average of 67 percent, which ranked seventh out of the 14 Virginia Division I institutions. Unlike the GSR, the FGR does not allow for the omission of student-athletes who leave their respective institutions in good academic standing.

## **Longwood Athletics Leadership Program**

### *History*

Director of Athletics Troy Austin established the Lancer Leadership Development Program six years ago. It was his ambition to incorporate a training program to assist student-athletes in

fostering leadership skills through guided learning. The program would consist of multiple workshops that would empower student-athletes with proven techniques of successful leaders. Each sport's coach would then nominate emerging sophomore and junior student-athletes who they perceived as having leadership potential.

After a strong inaugural year led by Mr. Austin, Maya Ozery, Assistant Athletic Director for Academic and Leadership Development, took the helm as lead facilitator. For the past five years, Maya has worked endlessly to build a program that would serve as a lodestar for student-athletes aspiring to flourish as citizen leaders. Rick Canter, who serves as director of sports performance, recently took over as lead facilitator of the program.

### *Learning from Others*

The Lancer Leadership Development Program is built into six training sessions that challenge and promote growth in leadership abilities. Student-athletes have the opportunity to work with their peers while they focus on learning the many facets of leading others. Each session includes a guest speaker that presents on a topic related to leadership development.

Past presenters include Marge Connelly, Dr. Paul Barrett, Dr. Deborah Ulmer, and President Reveley. Student-athletes are able to hear varying perspectives from a multitude of diverse presenters. This empowers them to subsequently have an even greater perspective when they have the privilege of serving on a leadership platform.

### *Ongoing Development*

The 2015-16 program began this past September with Rick Canter speaking on the importance of building trust with teammates. Last month the student-athletes had the pleasure of hearing Dr. Pamela McDermott of Longwood's music department speak on how she compares the similarities of conducting and leading.

This month's November session included an eye-opening workshop from Maya Ozery on the system of Psycho-Geometrics. This gave the student-athletes greater self-awareness in their own communication. The Lancer Leadership Development Program will continue to expand this spring with future speakers including the dean for the College of Education and Human Services Dr. Paul Chapman, women's basketball head coach Bill Reinson, and Troy Austin.

### **Lancer Loyalty Program Surpasses 1,000 Users**

Longwood Athletics assistant director of marketing, Steve Robertson, implemented a new program that encourages student participation in athletics contests and Lancer Production events. The Lancer Loyalty program is a mobile app-based program created by the software company SuperFan U. The program launched in late August 2015 and surpassed 1,000 registered users by the start of October. The Lancer Loyalty app is a byproduct of the collaboration among Longwood Athletics, Lancer Productions, and the Lancer Lunatics, the university's official student fan group. The combined effort of all involved groups set a new standard in the eyes of the vendor. "The Lancer Loyalty app is slick," said Emily Reid, account manager and program developer for Super Fan U. "Longwood is truly maximizing this app to the fullest, and we are

now using your app as a model program for other interested schools like the University of New Hampshire, which was blown away.”



## **Institutional Advancement**

### ***Courtney Hodges, Vice President***

#### **Highlights**

- Annual giving and donor numbers on the rise
- Donors and alumni voice excitement about 2016 Vice Presidential Debate
- Governor's proposed budget due for release on December 17
- Fifty percent increase in weddings on campus over the last year

#### **Development**

Fiscal Year 2016 milestones and accomplishments:

- Early into FY2016, Institutional Advancement is pleased to see upward trend in year-to-date comparisons over FY2015. To date, annual gifts (+20%) as well the total number of donors (+30%) are tracking significantly ahead of this time last year.
- The Calendar-Year-End campaign is underway and will continue through December 31. This campaign consists of two print pieces as well as a series of email solicitations. This is the largest direct mail campaign of the fiscal year.
- Penny Pairet joined the Development Office in October as Advancement Program Specialist, replacing Susan Cottrell. Penny has already proven to be an asset to the team as she has assumed the majority of administrative tasks in support of the Development staff. Penny and her husband, Tommy, live in Farmville and are active in the community.
- At the time of this report, Lancer Line (telefund) has closed the fall calling season. LancerLine callers reported a total of \$104,000+ in gifts and pledges.
- Our callers are the most important part of this program; speaking to alumni, parents and friends. They also build a strong rapport, inform donors about exciting events happening around campus, and update information. Top callers were chosen in five categories: highest dollar amount, most pledges, most credit cards and most upgrades, and most new donors. President Reveley joined our top callers for a luncheon on campus to celebrate their success:

- Highest Dollar Amount: Alex Kiszka (\$11,015.55)  
Sophomore, Communications Major concentrating in Public Relations, from Alexandria, VA.  
Average among all callers: \$5,442.38
  - Most Pledges: Lacy Hodges (144 pledges)  
Junior, Liberal Studies major from Midlothian, VA.  
Average among all callers: 39 pledges
  - Most Credit Cards: Barbie Myers (15 credit cards)  
Sophomore, Nursing major from Ashburn, VA.  
Average among all callers: 7 credit cards
  - Most Upgrades: Alinah Mphofe (19 upgrades)  
Senior, Liberal Studies Elementary & Middle Education with Concentration in Social Sciences major from Manassas, VA.  
Average among all callers: 10 upgrades
  - Most New Donors: Lucas Robillard (91 new donors)  
Junior, History and Social Sciences 2nd Education major from Charles Town, WV  
Average among all callers: 37 new donors
- Our leadership gift officers have completed their 90-day onboarding program and have begun reaching out to alumni. Collectively, they have made over 100 visits, including hosting an alumni event in Seattle, WA while attending a conference in the area.
  - The Development staff is reporting excitement among our alumni and friends surrounding the news of the 2016 Vice Presidential Debate.
  - The Development Office is excited to host 50-plus alumni and friends for the annual Holiday Dinner and Concert. This is a favorite event for all of our benefactors.
  - The annual Scholarship and Benefactor Luncheon has been scheduled for February 4, 2016 and will be hosted by the Longwood University Foundation. We expect nearly 200 donors and student recipients to attend. A full day of activities is planned including an afternoon guest speaker before welcoming the Richmond Symphony to campus that evening.
  - Longwood will reveal new donor recognition societies in January 2016. These societies will applaud and thank our donors for their leadership, generosity, and loyalty. Nearly 600 of Longwood's most loyal supporters have made consecutive annual gifts for over 20 years. We want to celebrate their love of Longwood as well as celebrate those donors who have chosen to share their legacy with Longwood with a planned or estate gift.

Throughout FY2016, the Development Office will continue to explore strategic ways to build and support the annual giving program with an emphasis on stewardship as well as focus on fundraising for the strategic priorities of the university.

## **Government Relations**

The Governor's proposed budget for 2016-18 will be released on December 17<sup>th</sup>. Governor McAuliffe has said that his budget will focus spending on K-12 education and workforce development. The General Assembly will convene on January 13<sup>th</sup> for a 60-day session. In preparation for the upcoming session, the House Appropriations Committee and the Senate Finance Committee held their annual retreats in late October. The retreats give the committees an opportunity to set their policy and spending priorities. Over the last several months, we have been meeting with key executive branch officials, legislators and staff to update them on major Longwood initiatives and to discuss Longwood's priorities heading into the session.

## **Conference and Event Services**

The Event Services team has been marketing their newest target: weddings. There has been a 50% increase in RFP's for weddings over the last year due to online marketing efforts. Conference Services is currently negotiating and scheduling conferences for summer 2016. Office staff are also currently working with the Farmville Chamber of Commerce to draw more attention to Longwood's Conference & Event Services program, and marketing through a contact with Richmond Region Tourism to foster exposure of the university to the Richmond market area.

The Oct. 16-17 Virginia Children's Book Festival, with Longwood now serving as host and lead sponsor, has become a major event in just its second year. Total attendance on Friday was approximately 2,200 children from 14 different schools, with total attendance of approximately 3,000 for the weekend. Virginia's came from as far away as Virginia Beach and Williamsburg, and the event attracted stories in the *Washington Post* and *Richmond Times-Dispatch*. The lineup of children's authors attracted national attention, including a keynote talk by Kwame Alexander and Jacqueline Woodson, both Newbery Award winners. The VCBF has also developed a substantial and successful social media presence, with orders of magnitude increases in Facebook and Twitter traffic.

**YTD Fiscal Year Comparison  
Gifts through October 31**

<b>Fiscal Year</b>	<b>Unrestricted</b>	<b>Operating Accounts</b>	<b>Total Annual Giving</b>
2007 YTD	\$79,439.04	\$124,427.95	\$203,866.99
2008 YTD	\$139,942.33	\$208,567.80	\$348,510.13
2009 YTD	\$84,825.31	\$112,755.51	\$197,580.82
2010 YTD	\$106,474.46	\$228,907.06	\$335,381.52
2011 YTD	\$90,640.06	\$152,232.17	\$242,872.23
2012 YTD	\$78,284.96	\$193,833.19	\$272,118.15
2013 YTD	\$88,703.43	\$142,776.74	\$231,480.17
2014 YTD	\$88,534.97	\$111,505.28	\$200,040.25
2015 YTD	\$65,413.38	\$192,190.11	\$257,603.49
<b>2016 YTD</b>	<b>\$95,442.00</b>	<b>\$215,488.06</b>	<b>\$310,930.06</b>

<b>Fiscal Year</b>	<b>TOTAL RAISED<sup>1</sup></b>
2007	\$5.25M
2008	\$4.87M
2009	\$5.69M
2010	\$5.42M
2011	\$5.77M
2012	\$5.52M
2013	\$9.43M
2014	\$2.82M
2015	\$7.94M
<b>2016 YTD</b>	<b>\$1.79M</b>

<sup>1</sup> Total new funds received or pledged

<b>Fiscal Year</b>	<b>Annual Giving</b>	<b>Grants &amp; Special Initiatives</b>	<b>Endowment /Capital</b>	<b>Bequest</b>	<b>Non-cash/ Gift-in-Kind</b>	<b>Total Cash Giving</b>	<b>Total Donors</b>	<b>Alumni Participation<sup>2</sup></b>
2007 YTD	\$203,866.99	\$75,851.20	\$141,155.34		\$10,927.17	\$431,800.70	1,264	FY2007 18.00%
2008 YTD	\$348,510.13	\$187,308.75	\$921,296.71		\$14,324.02	\$1,471,439.61	1,651	FY2008 16.36%
2009 YTD	\$197,580.82	\$120,018.00	\$232,628.78		\$5,236.00	\$555,463.60	1,375	FY2009 13.12%
2010 YTD	\$335,381.52	\$158,545.00	\$264,157.41		\$11,778.69	\$769,862.62	1,810	FY2010 13.69%
2011 YTD	\$242,872.23	\$94,200.00	\$258,119.97	\$390,434.85	\$37,145.51	\$1,022,772.56	1,645	FY2011 11.41%
2012 YTD	\$272,118.15	\$130,059.00	\$539,194.70	\$79,843.56	\$4,941.20	\$1,026,156.61	1,488	FY2012 10.97%
2013 YTD	\$231,480.17	\$78,250.00	\$257,898.01	\$3,743.20	\$130,693.00	\$702,064.38	1,543	FY2013 10.15%
2014 YTD	\$200,040.25	\$97,560.06	\$461,801.36	\$1,115,474.67	\$1,239.00	\$1,876,115.34	1,327	FY2014 9.47%
2015 YTD	\$257,603.49	\$185,526.06	\$63,943.15	\$257,500.07	\$10,109.43	\$774,682.20	997	FY2015 10.94%
<b>2016 YTD</b>	<b>\$310,930.06</b>	<b>\$119,000.00</b>	<b>\$151,063.87</b>		<b>\$83,103.10</b>	<b>\$664,097.03</b>	<b>1,299</b>	<b>YTD 2.92%</b>

<sup>2</sup> Alumni Participation reflects participation rates through the end of the fiscal year, with the exception of 2016 which is through October 31.



## Strategic Operations

*Victoria Kindon, Vice President and CIO*

### Highlights

- Applications for Fall 2016 up 29 percent
- Longwood earns national spotlight
- Alumni Participation in Richmond Area Triples

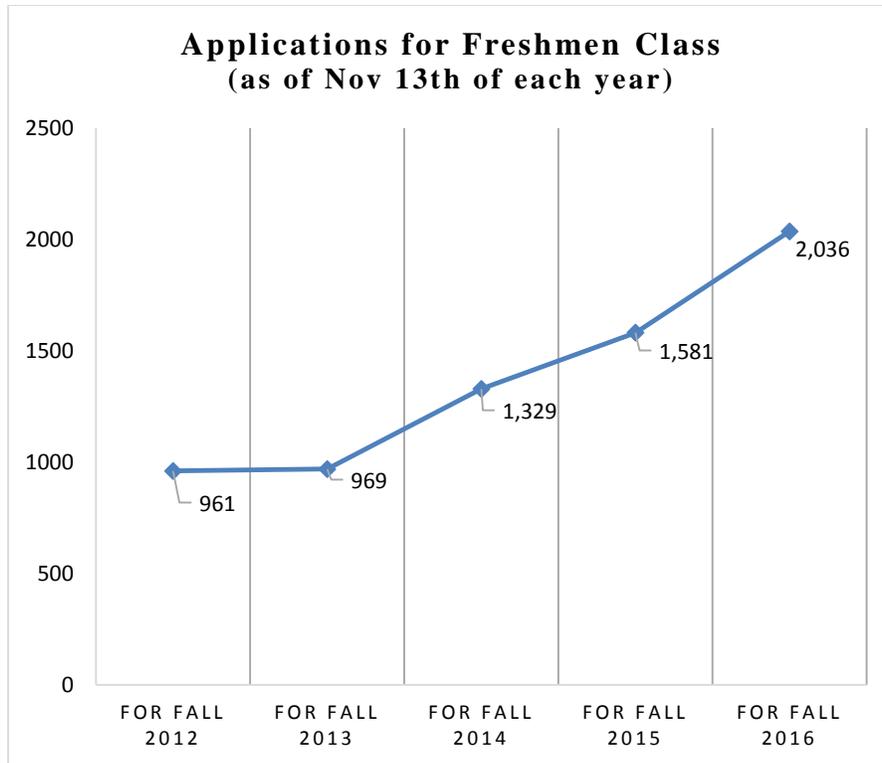
The Division of Strategic Operations advances Longwood’s mission by strengthening connections with students at every stage of their relationship with the university—as prospective students, current students and active alumni. The division works to nurture lifelong relationships through personal interactions and connections, supplemented by the careful analysis and application of data and state-of-the-art information technology. The division comprises the offices of University Marketing and Communications, Information Technology Services, Alumni Relations and Career Services, and Enrollment Management and Student Success.

### Enrollment Management and Student Success

#### *Applications for Admissions Continue to Trend Higher*

While it is still very early in the applications process, the number of undergraduate applications year over year has increased 29 percent. This increase is attributed to our ongoing partnership with Royall & Company, buzz about the Vice Presidential Debate and the increasingly creative efforts of Longwood’s admissions counselors.

As of Nov. 13 of each year	For Fall 2012	For Fall 2013	For Fall 2014	For Fall 2015	For Fall 2016	YOY Comparison
Applications for Freshman Class	961	969	1,329	1,581	2,036	+ 29%



#### *Admissions Department on the Move*

Just before the heavy recruiting travel season began, the Office of Admissions had a very successful move into the first floor of Lancaster. This new location has already proved to be a tremendous benefit to our campus visitors as well as the admissions team. Speaking of visits, our visit traffic has again exceed the previous year by 1 percent.

In addition to the more traditional recruitment travel, we have focused on strengthening our relationships by hosting high school counselor events in our target regions. As of mid-November, we had hosted two very successful events, one in Henrico and the other in Chesterfield, with more planned in the Hampton Roads and Northern Virginia regions as well as one on campus.

The exciting news about the Vice Presidential Debate came at the perfect time to infuse it into our recruitment materials, counselor events and even into our acceptance letter. Our team enjoys hearing positive comments and interest about the debate from our prospective students and families as well as colleagues while on the road. The timing of the announcement and preparations for this historic event will also prove fruitful in the recruitment and hiring of our next admissions leader. The advertisement has been posted, and we expect to finalize the process by the end of April.

### *Writing Center Update*

Since Longwood's first full-time Writing Center director began this summer, the center has experienced a 64 percent increase in student usage, predominantly from freshmen. The new director immediately implemented assessment measures that have allowed him to determine which stage of the writing process students are in when seeking assistance. This information is being used to develop workshops and other outreach for students based on their needs, to further align the training of writing tutors and to identify the writing-development needs of our incoming students. This information will be made available to Academic Affairs for use across the curriculum.

### University Marketing and Communications

*Note: For a full report regarding the marketing and communications effort related to the Debate announcement, please see the separate Debate tab of this binder.*

### *Longwood Earns National Spotlight for Faculty Expertise and High-Profile Events*

In addition to the debate announcement, Longwood continues to gain national media attention in other ways. A number of professors have recently earned national media placements, including Michael Mergen in the Sunday *New York Times Magazine*, Bennie Waller in the *Wall Street Journal*, Ryan Stouffer in *U.S. News & World Report* and Catherine Franssen, who has been established as a regular blogger for *The Huffington Post*. Additionally, the Virginia Children's Book Festival held at Longwood attracted media attention statewide and was the subject of a *Washington Post* article.

### *Implementing the Brand: Telling Our Story to Prospective Students*

The offices of Admissions and Marketing and Communications have embarked on a yearlong process of creating all undergraduate recruitment materials to reflect the messaging, look and feel of the university's new brand, which was recently finalized and communicated across campus. An award-winning free-lance designer has been hired to work with an internal team to reconceptualize, rewrite and redesign this extensive family of marketing materials, which is used to attract and enroll each class of freshmen and transfer students.

### Alumni and Career Services

#### *Alumni Engagement Increases Year-Over-Year*

Overall alumni event registration nearly doubled between fall 2014 to fall 2015. Last year at this time, we had 611 event registrations compared with more than 1,200 in FY16. Our social media

reach has grown by more than 13 percent since July 1 as well. Twitter in particular has grown from 650 followers to 1,050 followers during this short span.

### *Richmond Regional Engagement Programming Ramps Up*

With a focus on the Greater Richmond Metro area, new regional alumni engagement events and programs are driving a 230 percent increase in event registrations compared with fall 2015. There have been nearly 700 registrations for Richmond regional events, compared with just over 200 a year ago, and, by the end of the calendar year, we will have hosted or partnered with nearly 20 events around the state and country.

### *Launch of the New “Longwood Network”*

The Office of Alumni and Career Services has partnered with administrators and faculty from around the university to launch the new “Longwood Network” platform, powered by Graduway. The site will provide a digital home base for alumni and students to establish professional connections, search for jobs and learn more about upcoming events and programs.

### Information Technology Services (ITS)

#### *Banner Release Current, Additional Modules Being Implemented*

Banner, our higher education Enterprise resource planning system (ERP), and associated modules are finally at current release. Our Enterprise system comprises various modules that are utilized by the campus community, including a module for human resources, finance module for budget and student module. These modules have been, on average, five releases behind. The university’s IT community, which comprises representatives from all functional areas, unanimously agreed to take the system to the next level by bringing it up-to-date, exploring the utilization of “web time entry” and reviewing the business process of all areas. All modules are now up-to-date and were in production as of Nov. 22, 2015. Web time entry is an online system designed to improve accuracy and eliminate loss or delays associated with processing of paper time sheets and leave reports. The web time entry system will allow employees to log into a secure website and enter their hours and leave from any computer with access to the Internet.

#### *IT Governance Committee Streamlining Process for Students*

Longwood students are required to read and acknowledge that they understand a number of forms, letters, policies and procedures. The current goal of the IT Governance Committee is to streamline this process for students by providing a single resource for them to use. The committee is currently researching solutions.



## **Student Affairs**

*Tim Pierson, Vice President*

### **Highlights**

- Debate Fever
- Title IX Stabilizes
- Potomac Health Care (off-and-running)

Fall semester 2015 has been spiced by the news that Longwood will host the Vice Presidential Debate October 4, 2016. Great anticipation for the event is coupled with natural curiosity about how the Debate will impact student life and their activities. The Debate will alter the normal institutional rhythm of the fall programming in 2016. Thus, the excitement is also filled with questions—all will be answered in due time.

Title IX-related incidents have followed a similar pattern to last year's reports as the campus and community have adjusted to clearer guidelines and our response. Students are exposed to these expectations through extensive programming and educational efforts—some prior to setting foot on campus. Faculty, staff, and students are all part of this effort to ensure compliance, and more importantly, a healthy environment for learning and growth.

Potomac Health Care Solution became our major partner in the Student Health Center as of July. Their initial impact of reducing wait-time has dramatically increased the number of students seen. The new team of healthcare providers has met our expectations in their first semester of operation, and additional improvements and expansion of services are now on deck.

The remainder of the Student Affairs report will touch on various programs, activities, and initiatives taking place throughout the campus. As a closing thought to this introduction, staff respond to hundreds of incidents, reports, and student concerns and crises. These critical interventions are central to our work and our daily retention efforts. It is taxing, and yet very rewarding as young people discover their inner strength and potential to succeed.

## **Student Conduct and Integrity, University Title IX**

For the Office of Student Conduct and Integrity, disciplinary cases are currently 23 percent higher, from 111 to 136, as compared to the 2014-2015 academic year at this time. Alleged violations of the Alcohol and Other Drug policy remain constant.

Primary training initiatives for alcohol, drugs, and sexual misconduct, including in-person and online education programs for all new students, have seen a completion rate of 98%. Secondary educational and prevention programs have reached approximately 4,595 students.

Fifty-one reports of notice have been documented in the Office for Title IX inquiries involving students, faculty, and staff affected by alleged sexual assault, sexual harassment, sexual misconduct, dating and relationship violence, stalking and retaliation. This is on par with as compared to the previous academic year.

Training for University Hearing Board and University Appeals Board pool members has been conducted for 15 faculty and 14 staff members; pool members serve a term of October 1 through the following September 31. Additionally, 24 staff members have been trained as Title IX Investigators. Annual training for faculty and staff as Responsible Employees began in November and will be completed by the end of December.

## **Dean of Students Team**

The Dean of Students has instituted a new model where each Care Team case is assigned to one of three case managers. The case manager is responsible for ensuring that the appropriate staff members are following up on issues and also updating all records regarding the progress of the student. As of 11/9/15, there have been 386 cases, and the average length of time that a student is monitored is 30.87 days. The Care Team internal database provides tracking, an online filing system, and the Dean of Students with the ability to track a number of different things ranging from how long students are on Care Team to who is most likely to refer students.

Disability Resources (ODR) has its highest number of registered students to date with 376 students. This number is anticipated to reach 400 by the end of the academic year. The severity of need for accommodations is also increasing, which means that students are requiring more aggressive interventions in order to be successful at Longwood. The number of students with severe emotional-based disabilities is steadily increasing, which has prompted discussions regarding our ability to accommodate a variety of therapeutic needs, including emotional support animals (ESAs).

ODR continues to track the 20 students who participated in ODR's specialized-orientation program *ODR Empowers*. Assessment immediately after the experience showed that students reported a 55 percent increase in their confidence knowing campus resources. These students are better advocates for themselves and have been more likely to utilize the resources available to them.

## **Residence and Commuter Life**

The Director of Commuter life provides monthly updates to area landlords and town officials. A new initiative this year is for area landlords to share names of Longwood students who have gone “above and beyond” and are good neighbors off campus. This initiative is resulting in more positive experiences for our commuter students through reinforcing the idea of citizen leadership beyond the campus community.

RCL is working closely with the Longwood Real Estate Foundation regarding the construction and opening of Sharp and Register Halls and managing the needs for the Vice Presidential Debate for the 2016-2017 academic year.

RCL staff, along with 148 student assistants, offered 11,000 activities and hall programs that serve as our bedrock for establishing citizenship in the halls. A special emphasis this year was placed on programming for underrepresented groups.

The Residence Education Coordinators and other supervisors have responded to over 600 incident reports for issues ranging from facility concerns to suicidal thoughts/ideation.

## **Student Engagement Area**

Several staff members left unexpectedly this fall to accept other positions, both within Longwood and in other educational settings. The remaining staff have stepped up positively in modeling a spirit of citizen leadership to temporarily cover expanded areas of responsibility.

Traditional all-campus and community activities dominate the fall calendar. Once again, the University Center and Student Activities had a huge success with Family Weekend and Rock the Block occurring on the same weekend for the third year in a row. First-Friday-Back, held in Iler Field for students, was a successful collaboration with many offices including Fraternity and Sorority Life, Lancer Productions, and Campus Recreation.

Within the Citizen Leadership and Social Justice Education area, the Diversity and Inclusion office continues to work with Student Diversity and Inclusion Council on a variety of programs, including a Spirituality Immersion Weekend in Washington, DC, Power and Privilege Week, and Coming Out Week. Twelve members of the Joan of Arc leadership program will complete the program in November; and the New Student Leadership Program, held off-campus in September, involved over 65 new students in a weekend with upper class student leaders from SEAL

(Student Educators for Active Leadership). The annual Mountain Lake Leadership Conference, scheduled for November 13-15, included more than 80 students and 14 faculty and staff members. This year, a focus was put on having students co-present with faculty and staff.

The Interfraternity Council is sponsoring a campus program with all proceeds going towards men’s health initiatives. The College Panhellenic Council hosted a Women’s Confidence Week and had over 400 women in attendance during the keynote, Erin Fischer.

## **Wellness Unit**

Campus Recreation's vision of "Creating a Fit U" continues to attract students, faculty, and staff to our facilities and programs. Over 3,300 students visited the Health & Fitness Center this semester to participate in our programs and services.

Counseling and Psychological Services (CAPS) began providing testing for learning disabilities and ADHD this semester to our students in need of those services. This expanded service provides a needed resource to students, addresses the University's goal of increased retention and graduation rates, and increases CAPS's compliance with IACS (International Association of Counseling Services) standards.

Demand for services continues to increase in quantity and severity of need as the CAPS Center has seen a 21% increase in scheduled clients compared to Fall 2014. Through November 1, 2015, CAPS has interactions with 321 unique clients for 896 total sessions.

Potomac Healthcare Solutions is in the first semester as our management partner in the Student Health Center. They have made improvements to the consistency of the services provided and dramatically increased the number of students being seen in the clinic especially in the availability of same-day appointments. Potomac Healthcare Solutions continues to partner with the School of Nursing to provide clinic rotation opportunities to nursing students and partnered with RCL in providing flu shot clinics in the residence halls.

## **Assistant Vice President for Student Affairs (AVPSA)**

Each fall, the AVPSA serves as the lead facilitator for a longstanding, one credit elective course commonly known as "Project Success" that focuses on personal development, civic engagement, career planning, and leadership. Self-selecting sophomores in good academic standing work in small groups with pre-selected Senior Mentors to complete a community partnership project. Side by side, the sophomores and seniors engage in activities that promote a sense of direction, resiliency, and social responsibility which is essential for success at Longwood and beyond. While no causality can be inferred, a simple study is underway to determine if the sophomores who participated in this class during the fall of their sophomore year persist and graduate at rates any different from the general student population.

One fall highlight included a shared lunch and viewing/facilitated discussion as part of the afternoon-long ACPA Presidential Symposium focused on "Student Affairs' contribution to Student Learning" with staff counterparts from Hampden-Sydney College. Another highlight is that 17 Student Affairs staff members are involved in teaching assignments this fall.

## **Police Department**

The Longwood Police Department (LUPD) staff has spent much of this quarter working on two major projects. These are the process of becoming fully accredited by the Virginia Department of Criminal Justice Services (DCJS) and the initial planning for the 2016 Vice Presidential Debate.

- Longwood Police are proud to share that they are in the final stages of completing the accreditation process, and it is anticipated that the final review will occur in mid-January of 2016.
- The efforts associated with the 2016 Debate project require planning, coordination, and resources from numerous partners. These include our campus, the surrounding community, state and federal subject matter experts as well. This will be a monumental effort, but one we are fully capable of accomplishing.

New regulations mandated by the Department of Education include continuous training of all university faculty and staff. The responsibility for compliance with the Jeanne Cleary Act lies with the LUPD Deputy Chief of Administration. In partnership with the LU Title IX Coordinator, the Deputy Chief of Administration identified two programs, through state approved vendors, to provide the necessary training online. All LU faculty and staff employees are required to complete the training by the end of 2015 and annually thereafter.

One of the goals of the LUPD is to achieve Certification as a Crime Prevention Community Campus by the Virginia Department of Criminal Justice. This quarter the Emergency Management Coordinator developed a plan for completing the necessary steps to earn this certification.



## **Update on U.S. Vice Presidential Debate Preparations**

News of Longwood's selection to host the lone 2016 Vice Presidential Debate raced through the Longwood community and far beyond. The following pages include a quantitative report on the remarkable media exposure and social media reach of the announcement itself and Longwood's carefully planned and executed rollout (on just a few hours advance notice). The reach of the announcement far exceeded that of any of the other host debate sites, and was by far the biggest moment in Longwood social media history.

During the weeks since the announcement, the University's administration has been assembling a structure and process to execute the 2016 debate and accompanying events. Members of the administration traveled to a daylong meeting with the Debate Commission and the other host sites on November 5<sup>th</sup>, and Longwood's IT team attended a follow-up meeting the next week. Jeffrey Chidester has come aboard in a joint appointment with the Miller Center at U.Va. to coordinate planning related to the debate itself, and teams are currently being assembled to begin detailed work in early 2016 when focused requests begin to arrive from the Commission.

The planning process is designed to put in place a "scaffolding" of major events directly related to the debate, while activating beneath those events the energy of the entire university community. There will be substantial opportunities for student, faculty, staff and alumni volunteers.

The tab that follows here includes a report on the media and social media impact of the debate announcement rollout, as well as several articles about the opportunities that hosting a debate can provide for college campuses.

## Debate announcement role out strategy pays off with major media splash

The announcement of Longwood's selection to host the 2016 Vice Presidential Debate caused a ripple that extended nationwide—and the Marketing and Communications team was well-prepared to take advantage of it. Through development of [debate.longwood.edu](http://debate.longwood.edu), along with a social media strategy designed to boost sharing, Longwood fully capitalized on this historic event and received praise from the Commission on Presidential Debates.



The effort paid off. Here are some additional highlights from the week of the announcement:

### Facebook reach: more than a half-million people

More than a half-million people saw an announcement-related post in their Facebook newsfeed. This includes posts from the main Longwood Facebook page, the Longwood Alumni Facebook page and the [debate.longwood.edu](http://debate.longwood.edu) site.

### Facebook engagement: more than 42,000 likes, shares and comments

There were more than 42,000 likes, shares and comments on announcement-related posts from the main Longwood Facebook page, the Longwood Alumni Facebook page and the [debate.longwood.edu](http://debate.longwood.edu) site.

*Highlight:* The 2,200 shares of the Facebook announcement was almost 3.5 times our previous best.

### Twitter impressions: more than 45,000

People saw announcement-related tweets originating from @longwoodu, @longwoodalumni or the [debate.longwood.edu](http://debate.longwood.edu) site more than 45,000 times.

*Highlight:* The initial announcement tweet from @longwoodu was retweeted 337 times (previous best was 184 retweets), and the total engagement was 506 (84 times our average).

### Twitter impressions with mention of Longwood's selection: ~3.2 million potential impressions\*

People saw tweets mentioning “debate” AND “Longwood” or @longwoodu about 3.2 million times.

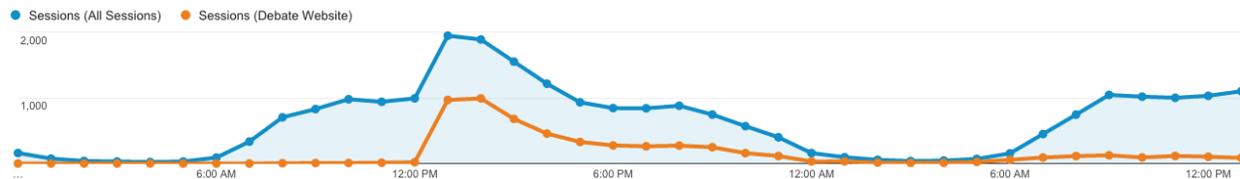
### Longwood Instagram (3 posts) total engagement: 1,860

*Highlight:* Engagement was 3 times our average.

Total website sessions (.edu and debate.longwood.edu): 29,854

*Highlight:* Visits to longwood.edu doubled for the first two hours after the announcement.

*Highlight:* In less than a week, 450 people provided email addresses to stay in the loop on debate news (22 percent were Longwood employees or students).



### State and national media

- President Reveley was interviewed by Virginia News Network (statewide coverage), WSET ABC-13 (Lynchburg), WRIC ABC-8 (Richmond), *Roanoke Times*, WTOP (Washington, D.C.), *Washington Post* and *USA Today*. WRIC ABC-8 story segment: <http://wric.com/2015/09/23/longwood-students-cant-wait-to-host-2016-vp-debate/>
- Front page, above-the-fold coverage ran in the *Farmville Herald*, *Richmond Times-Dispatch* and the *Lynchburg News & Advance*.
- Associated Press story with first featured quote by Joan Neff was picked up by hundreds of newspapers and television stations across the country, including ABC, the *New York Times*, the *Washington Post* and the *Chicago Tribune*.
- Statewide coverage included media outlets in Longwood's top student recruitment areas: *Virginian-Pilot*, *Free-Lance Star* and *Richmond Times-Dispatch*.
- Editorial appeared in the *Roanoke Times*: [http://www.roanoke.com/opinion/editorials/our-view-how-longwood-won-the-debate/article\\_053b26b4-6f24-57df-a57d-ef3c8402b5ff.html](http://www.roanoke.com/opinion/editorials/our-view-how-longwood-won-the-debate/article_053b26b4-6f24-57df-a57d-ef3c8402b5ff.html)

New York Times

October 13, 2015

## Keep the Presidential Debates on College Campuses



John A. Roush is the president of [Centre College](#) in Danville, Ky.

October 13, 2015

Hosting presidential campaign debates on college campuses provides a unique opportunity for the youngest voters to see democracy up close. At a time when youth voter turnout is at [an all-time low](#), candidates should be spending more time on college campuses, to bring both civic excitement as well as a modest economic boost to areas of America outside of the capital.

Having been closely involved with three such debates — a 1992 presidential debate at the University of Richmond, where I served as a vice president, and vice presidential debates in 2000 and 2012 at Centre College, where I am president — I can tell you first-hand how exciting it is for students to be so involved in the election.

At a time when youth voter turnout is at an all-time low, candidates should be spending more time on college campuses.

In 2012, hundreds of our students at Centre watched Joe Biden and Paul Ryan face off, but an equal number volunteered with some of the 3,200 media personnel from 40 different countries and 1,500 media organizations we hosted.

Not everyone got to work directly with Chuck Todd, Megyn Kelly, Chris Matthews or Soledad O'Brien, but experiencing the magic of "spin alley" or acting as a runner for CNN while their college was at the center of the political universe was transformative. Imagine the thrill of the students who were rehearsal stand-ins for Vice President Joe Biden, Representative Paul Ryan and the moderator, Martha

Raddatz: They got to meet these immensely important individuals, and talk with them about the future of the country.

There are many theories about why millennials, supposedly a civic-minded bunch, aren't voting. But the most compelling is that they don't feel they have the ability to effect change in politics. One third of young people said their votes won't "make a difference," [according to a](#) Harvard Institute of Politics youth poll, and that mindset is a challenge the older generation must take on.

Giving students a front-row seat and participatory role in the American political process not only provides this agency, but it's an educational experience. Some have criticized this practice, including the Annenberg Working Group on Presidential Campaign Debate Reform, which suggested that debates be held in television studios in metropolitan areas without on-site audiences, except for town-hall debates. But I say: Hold even more debates at colleges, and wake up the students who will be the future of our electorate.

This is an ongoing opportunity to teach civic participation in a hands-on way. The students might just feel empowered enough to join in.



U.S. President Barack Obama and Republican presidential candidate Mitt Romney participate in a presidential debate at the David Mack Center, Hofstra University in Hempstead, New York, on Oct. 16, 2012

## Using the Presidential Debates as a 'Teachable Moment'

Alison Damast

About a year ago, Lynn University, a sleepy private liberal arts school in Boca Raton, Fla., learned it was going to be one of three schools in the U.S. hosting a presidential debate on its campus. Tom Kruczek, dean of Lynn University's College of Business and Management, knew immediately that he wanted the debate to have lasting impact on the school's 1,000 undergraduate and graduate business students, rather than pass as just an "eventful day or week in the life of our students," he says. He challenged the school's faculty last year to come up with creative ways to embed the third presidential debate into their existing classes, a charge they took on enthusiastically.

"It is a wonderful opportunity to capitalize on the interest by integrating the debate and election into our classroom discussion and assignments," Kruczek says. "It really shows students the intersection between government and business."

Kruczek and his faculty's efforts have paid off this fall. Students in the business school have been busy studying the debate and its economic implications in many of the school's electives and core classes during preparations for the third and final presidential debate on foreign policy, which will take place at Lynn tonight, Oct. 22.

For example, students in the Managing Organizations class were asked to pick a presidential candidate and then write a paper that described what would happen in their prospective career field if their choice were elected. Accounting students studied the first debate and then examined the candidates' differences on economic policy, as well as some possible tax consequences if the policies the candidates support go into effect. Even students taking the school's aviation-management and sport-management courses have organized class projects around campaign issues that impact their sectors, Kruczek said.

Lynn's business school is one of several capitalizing on holding presidential debates on campus. Business schools at the University of Denver and Hofstra University, which respectively hosted presidential debates on Oct. 3 and 16, have also used classroom time to study the debates. Students there spent the season analyzing candidates' leadership styles, studying campaign finance, and examining the impact that proposed economic plans will have not only on the country's economy, but on their own wallets, school administrators said.

For example, at Hofstra's [Zarb School of Business](#), finance students in the school's investment courses were asked to analyze what impact the economic plans of each candidate would have on the value of their simulated class portfolios. In another class, undergraduate and graduate management students researched leadership styles and then posted clips of the debates online that illustrated examples of those leadership aspects, said Gioia Bales, the Zarb School's associate dean, in an e-mail.

At the University of Denver's [Daniels College of Business](#), accounting professor Hugh Grove discussed the second presidential debate as a capital budgeting project with his students, analyzing what some of the monetary and non-monetary benefits were for the university, the school says. Daniels also organized a number of panels around the election, including discussions on such topics as campaign finance, restoring fiscal responsibility, and the issues that will most influence swing states this year.

At Lynn, the lead-up to tonight's debate has busied students with class discussions, in-class debates, and research presentations on debate topics related to the economy. Professor Farideh Farazmand, a professor of international business, asked students in her macroeconomics class to break into teams and research socioeconomic topics she assigned to them, such as tax cuts for working families and whether every American should have affordable health insurance, and then debate these issues in front of their classmates. She is also having her students conduct an economic survey on the impact of the debate on the local community.

“They can now follow the campaign and debates closer because they are much more informed,” Farazmand says. “It also enhances their citizenship and personality development because this way, they will get involved. Hopefully they will vote and they’ll be more involved in community and national issues.”

Akash Isrania, 19, a freshman at Lynn’s business school, participated in one of the debates in Farazmand’s class last week, with his team tackling the issue of whether government spending on social programs should be cut. The assignment opened his eyes to many of the most pressing economic problems that Republican nominee Mitt Romney and President Barack Obama face.

“I didn’t know too much about these issues until this class, but now I can finally sit back on Monday, watch the debate, have my opinion, and know exactly what is going on,” Isrania said.

John Cipolla, another Lynn professor, is hoping the work he’s done this fall with his introductory global management class will make his students pay closer attention to candidates’ positions on international economic issues. He has asked students to select three statements made by each candidate about global trade, fact-check them, and pinpoint what economic theories they are based on. The students then made class presentations about what they believe will happen to the U.S. and global economy if some of the policies come to fruition.

Says Cipolla: “It has opened their eyes to what realistically can and can’t be done, and how much of what the candidates are talking about is actually bluster.”

# The Atlantic

## A Question for the Candidates: What About Young People?

KARIN AGNESS

OCT 16, 2012 | BUSINESS

*How can our young adults prepare against the risks being handed down to them?*



Reuters

Tuesday's debate at Hofstra University is the second of three presidential debates -- all held on college campuses. Yet in the first presidential debate, there was only one mention of how the tough economy is affecting young people.

Governor Mitt Romney remarked that half of recent college graduates can't find a job. He was likely referring to the government data that showed 53.6 percent of people under age 25 with a bachelor's degree -- about 1.5 million

people -- were unemployed or underemployed.

College students are disillusioned by this economic reality, and they are eager to hear the candidates address the issues that concern them.

Since the moderator did not ask how the economy would impact young people, I posed this question to college students: If you were given the opportunity to ask the presidential candidates a question at the next debate, what would your question be?

Students responded with the following questions:

- What is a realistic plan to see a balanced budget in our future and an actual reduction in the debt and deficit?
- Would you be more focused on alleviating the cost of college, or opening up job opportunities for college graduates?
- What advice would you give to the average millennial who faces uncertainty with healthcare, social security and a massive debt? How can our young adults prepare against the risks being handed down to them?
- How do you think governmental regulations have contributed to the rise of college tuition?
- What are the chances I'll have a good job waiting for me when I graduate?

The large majority of students' questions related to the economy, jobs and student loan debt. These are tough questions that students rightfully want addressed. Not only do young people face a difficult job market after they graduate, but the economy will likely have a long-term impact on their career.

According to Keith Hall, former commissioner of the Bureau of Labor Statistics, even many of those who can find work will be affected by today's economy for years to come:

Even after these young Americans find work, they will remain at a disadvantage for decades. A study published in January on Canadian college graduates by economists Philip Oreopoulos, Till von Wachter and Andrew Heisz shows that in economies like ours, during normal times the average person sees 70% of his or her career wage growth in the first 10 years on the job.

Further, they found that those lucky enough to get a job but unlucky enough to graduate during a recession will take a 9% hit on pay right off the bat. It usually takes as long as a decade to climb out of that hole.

Our weak economy is altering the everyday lives of college students and recent college graduates -- many are living at home rather than supporting themselves, many are underemployed and delaying major life decisions, and many will feel the financial effects of today's public policies for the years -- even decades -- ahead. According to a national survey conducted for Generation Opportunity, 84 percent of young adults say that current economic conditions have forced them to delay or reconsider a major life change or purchase.

Millennials are ready to hear the candidates acknowledge the urgency of fostering economic growth and offer positive solutions. The debate will be in a town hall meeting format with undecided voters asking the candidates questions on domestic and foreign policy issues. Tuesday's debate presents

an opportunity for the candidates to discuss how their policies impact young people.

President Obama won the youth vote 2-to-1 in 2008. A lot can change in four years. During the debate on Tuesday, young adults will be eagerly listening -- from dorm rooms and parents' basements -- for answers to these questions as they think about their own economic future.

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#### **ABOUT THE AUTHOR**

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**KARIN AGNESS** is the director of academic programs at the American Enterprise Institute.

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*Marshals escorting James Meredith, the first black student at the University of Mississippi, in September 1962.*

## Debate Host, Too, Has a Message of Change

*Shaila Dewan*

OXFORD, Miss. — As the [University of Mississippi](#) prepares to hold the first debate of the presidential campaign on campus this Friday, it is also preparing a message for the millions who will be watching: Ole Miss has changed.

The university's chancellor, Robert C. Khayat, a former Ole Miss football star, sees the debate as an unprecedented opportunity to supplant the image of the university formed in 1962, when white students and residents rioted, leaving two dead, in protest of the enrollment of the university's first black student, James Meredith.

"For many people, 1962 is locked in their memory, as far as Ole Miss is concerned," Mr. Khayat said. "Now, 46 years later, we're hosting the [presidential debate](#) and one of the

candidates is an African-American. That, I think, speaks volumes about where we were and where we are.”

By many measures, Ole Miss has indeed emerged from the racial dark ages. Since Mr. Khayat was appointed chancellor 13 years ago, black enrollment, long suppressed by fear, has increased to 14 percent, from 5.8 percent in 1995 (though Mississippi is nearly 40 percent black). The Confederate battle flag is no longer ubiquitous at football games. In 2006, the many Civil War memorials on campus were joined by a monument to Mr. Meredith and integration. A Federal Express executive, Rose Flenorl, will become the first black president of the alumni association in November. Social integration, once rarely addressed, has become a hot topic among student leaders.

Those same students are quick to point out that the university still has far to go. At football games, many black students remain seated when the band plays Dixie and fans chant “The South will rise again.” A white fraternity still holds an annual Old South party where escorts in Rebel uniforms and women in hoop skirts mingle at a plantation.

Black students are viewed as having virtually no chance of being elected to honorary positions like homecoming queen or Miss Ole Miss. What many white students think of as hallowed tradition, blacks find an unwelcoming affront.

“When we get here,” said Nickolaus Luckett, a black honor student who is on the student debate steering committee, “we see it instantly.”

Nevertheless, there is a widespread sense that more and more students are intent on changing the campus and the state. Susan M. Glisson, director of the university’s William Winter Institute for Racial Reconciliation, which helps communities blighted by civil rights-era crimes come to terms with the past, said there had been a sea change among applicants for the internships she offers.

“They were the hippie kids, the nonmainstream kids,” she said. “Suddenly, in the last two or three years, it’s white frat boys.”

Sensing the shift, Mr. Luckett, one of the Institute’s interns, has opted to join the virtually all-white fraternity system that dominates the campus’s political and social life, rather than pledge with a black fraternity.

“I don’t want to run from a fraternity that has rebel flags in the windows, because if I’m not there to say something about it, who is?” he said. Mr. Luckett is not worried that he will be overlooked because of his race — just the opposite. “I worry that people are going to pick me just because I’m black,” he said. “That’s the new thing.”

On the administration’s part, the approach to redemption has been pragmatic. Mr. Khayat said that when he became chancellor, marketing studies showed that the university’s reputation as a racist bastion was driving down enrollment. So he ousted Confederate

flags from the football stadium by banning the sticks to which the flags were affixed, sparking a controversy that earned him death threats.

But he did not forbid the playing of “Dixie,” saying that students who did not like the song would simply have to tolerate it. “It’s a balance challenge, as far as I’m concerned,” said Mr. Khayat, who spent months lobbying the bipartisan [Commission on Presidential Debates](#) to get the university named as a host.

The chancellor, who describes the events of 1962 as “unpleasant” and “inappropriate,” also overruled the jury that chose a design for the civil rights memorial that was to be engraved with the statements “Learn in fear no more” and “Unite in fear no more.” The chancellor said he thought “fear” was too negative a word and replaced the phrases with “courage,” “perseverance,” “opportunity” and “knowledge.” The memorial praises Mr. Meredith as a civil rights pioneer, but makes no mention of the violence that accompanied his efforts.

“It’s a battle of two histories,” said Artair Rogers, a black junior from Guntown, Miss., and one of many students who has tried to reduce social segregation on campus. “It’s those conflicting histories that make our university so complex. The administration can only do so much.”

Students are trying to take on the rest. Last fall, a black freshman was thrown out of a white fraternity party and complained that he had been subjected to racial epithets. In response, students organized a retreat paid for by the administration and attended by some 80 campus leaders.

At the retreat, black participants explained why the symbols of the Old South caused them to feel unwelcome. White students, many with multigenerational legacies at Ole Miss, shared memories of hearing “Dixie” while sitting in a grandparent’s lap at tailgate parties in the Grove on campus.

“It’s not necessarily about me being right and you being wrong,” said Melissa Cole, a black junior. “It’s, ‘Can you understand that this hurts me?’ ”

The dialogue was an important start because even today, many students arrive at Ole Miss from single-race communities and schools and have never interacted with people of other races, said Bennett Mize, a white fraternity member and religion major who is a fifth-year senior. “It was like two sides in a war waving a white flag,” he said. “It was the first time we’ve ever really talked.”

Mr. Mize and Mr. Rogers were quick to point out that social integration did not always have to be serious. After the retreat, a black and a white fraternity held a party together, and students recently finished the second annual OMazing Games, a contest that strives to group participants into four-member teams that are as diverse as possible. The winners were given tickets to the presidential debate.

One person who has experienced the university's changes firsthand is Donald R. Cole, who entered as one of the few black freshmen in 1968. White male students blocked his path, and women waved Confederate flags at him. When he and many of the other black students on campus participated in a peaceful protest, Mr. Cole was arrested and then expelled.

Even today, the story sets off silent streams of tears, as he remembers having to tell his family and church, which had raised money to buy him school clothes, that he was no longer a student.

Mr. Cole returned to the university in the late 1970s to finish his doctorate, then again in 1992 as a mathematics professor. He is now the assistant to the chancellor for multicultural affairs. For years, he refused to talk about his early experience with the university. He did not even tell his children what had happened.

But as professors from the African-American studies department and students began to learn what had happened to him, Dr. Cole's resistance softened.

"I can remember when this began to turn around, and it just amazed me that the story wasn't a shameful one," he said. "That it could be recorded and someone would appreciate it. I just couldn't get over that. It's as if I went from villain to hero. I didn't feel like a villain anymore."



## LOOKING TO OUR THIRD CENTURY *Strategic Plan 2014-2018*

**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:**

*A Model for American Higher Education – few institutions in the country have Longwood’s potential to make great progress; we have kinetic energy without the entrenched views prevalent at many institutions*

### **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 scholarship, and the role of a broader learning community that extends beyond the classroom in the preparation of citizen leaders*

*Transforming Lives – we are at our best when helping to transform lives, by helping our students to truly realize their potential and by helping keep higher education affordable*

*Camaraderie – we enjoy a distinctive camaraderie, enriched by our many traditions and attention to diversity; a camaraderie that gives us a distinctive advantage when working through challenges and challenging times*

### **Our Priorities:**

*Retention & Graduation – it is a moral imperative, and likewise catalytic from the standpoint of revenue and the spirit of the University; academic rigor is fundamentally part of the solution, as is affordability*

*Renewing General Education – we can build a powerful curriculum, building on the liberal arts and sciences for citizen leaders, our unique assets such as Hull Springs, the LCVA, and nearby Moton, and our technology*

*National Marketing – institution-wide endeavor and marketing collaboration will make one of the fifty oldest NCAA Division I schools as well-known as it should be*

*Foot Traffic by Alumni and Friends – philanthropy and public support for the University hinge on visits to campus and in-person engagement, since those who see our beautiful campus love Longwood*

*Prosperity of One of America’s Oldest Two-College Communities – Farmville, Prince Edward, the surrounding region, H-SC, and Longwood stand together where the Civil War ended and Civil Rights began; we will thrive together*

*Strengthening the University Community – faculty and staff compensation must rise substantially; opportunities for professional development must increase; diversity must be fostered; all of which will enhance retention and hiring*

*Organization, Structuring, and Governance – we must give continually fresh attention to how Longwood is structured and to our policies, practices, data methodologies, and stewardship of resources*

### **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 and monitor as barometers that will reflect our institution-wide progress:

- Student Progress to Graduation
- Consensus on General Education, Implementation, and Assessment
- Alumni Annual Giving Rate
- Overall Attendance at University Events (Performances, Games, Exhibits, Conferences, Lectures, etc.)
- Total Population of the Local Community
- Compensation for Faculty and Staff
- Composite Financial Index (CFI)



**LOOKING TO OUR THIRD CENTURY**  
**Strategic Plan 2014-2018**

**- Dashboard of Principal Metrics -**

**Retention & Graduation** -- It is a moral imperative, and likewise catalytic from the standpoint of revenue and the spirit of the University; academic rigor is fundamentally part of the solution, as is affordability

**Principal Metric:**  
*Student Progress to Graduation*

Undergraduate	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Applications Prior Year	4402	4075	4167	4290	4576	5248
Freshmen	975	1055	1007	1091	1102	1053
Sophomores	781	760	840	809	854	872
Juniors	746	710	687	774	745	798
Seniors	654	704	668	635	734	711
5th year +	NA	214	224	259	223	235
Transfers and Part-time	957	744	885	891	907	971

**National Marketing** -- Institution-wide endeavor and marketing collaboration will make one of the fifty oldest NCAA Division I schools as well known as it should be.

**Principal Metric:**  
*Alumni Annual Giving Participation*

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Alumni of Record	28,829	30,360	30,024	30,868	27,197*	27,197*
Alumni Donors	3,948	3,465	3,293	3,133	2,575*	2,976*
% Rate	13.69%	11.41%	10.97%	10.15%	9.47%	10.94%

*\*Beginning in FY14, per standard national practice, only undergraduate alumni are included in this category*

**Foot Traffic by Alumni and Friends** -- Philanthropy and public support for the University hinge on visits to campus and in-person engagement, since those who see our beautiful campus love Longwood.

**Principal Metric:**  
*Overall Attendance at University Events (M&W Basketball, LCVA, Conferences, Events, B&B Nights)*

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
	35,717	39,099	35,654	39,354	44,584	51,729

**Prosperity of One of America's Oldest Two-College Communities** -- Farmville, Prince Edward, the surrounding region, H-SC, and Longwood stand together where the Civil War ended and Civil Rights began; we will thrive together.

**Principal Metric:**  
*Total Population of Buckingham, Cumberland, and Prince Edward Counties (by registered voters)*

	July 2010	July 2011	July 2012	July 2013	July 2014	July 2015
	29,973	30,714	30,841	30,794	30,635	29,423

**Strengthening the University Community** -- Faculty and staff compensation must rise substantially; opportunities for professional development must increase; diversity must be fostered; all of which will enhance retention and hiring.

**Principal Metric:**  
*Average Compensation for Faculty and Staff*

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Classified Staff	\$37,130	\$37,068	\$38,975	\$39,549	\$40,969	\$42,201
AP Staff	\$56,712	\$57,577	\$58,673	\$60,458	\$62,433	\$63,851
Professor	\$74,300	\$77,300	\$77,300	\$77,200	\$80,000	\$80,100
Associate Professor	\$63,100	\$63,000	\$61,400	\$64,300	\$65,800	\$67,100
Assistant Professor	\$52,500	\$53,800	\$55,100	\$57,100	\$59,600	\$59,200
Instructor	\$49,000	\$56,400	\$57,200	\$60,000	\$55,700	\$58,400
All Faculty	\$59,725	\$62,625	\$62,750	\$64,650	\$65,275	\$66,200

**Organization, Structuring, and Governance** -- We must give continually fresh attention to how Longwood is structured and to our policies, practices, data methodologies, and stewardship of resources.

**Principal Metric:**  
*Composite Financial Index (CFI)*

	2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
	2.01	4.10	4.19	-1.14	3.98	3.55	2.57

*\*Calculation pending preliminary financial statements*

**The Strategic Priority of Renewing General Education will be gauged as a matter of process until the appropriate juncture of implementation.**



## Retention & Graduation

It is a moral imperative, and likewise catalytic from the standpoint of revenue and the spirit of the University; academic rigor is fundamentally part of the solution, as is affordability

### Task Force

Board of Visitors: Eileen Anderson, Brad Schwartz  
Administration: Victoria Kindon, Joan Neff, Tim Pierson

### Principal Metric

Student Progress to Graduation

Undergraduate	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Applications	4402	4075	4167	4290	4576	5248
Freshmen	975	1055	1007	1091	1102	1053
Sophomores	781	760	840	809	854	872
Juniors	746	710	687	774	745	798
Seniors	654	704	668	635	734	711
5th year +	NA	214	224	259	223	235
Other students (transfers, part-time)	957	744	885	891	907	971
Key for each class:	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Total enrollment	4113	4187	4311	4459	4537	4640

**Debate Impact Goal:** *Student engagement related to the debate will cement students' connection to Longwood, and more broadly connect Longwood in the public's mind with its citizen leadership mission, attracting more of the kinds of students who are a strong fit for Longwood and will succeed here.*

### Supporting Activities

- Strengthening our tracking analysis and reporting capabilities, and utilizing the resultant data to impact our enrollment, retention, and class progression.
- Improving the personalized touch given to students to make the most of their residential experience and academic development.
- Enhancing the mentoring capacity offered to students to complement classic academic advising.
- Removing bureaucratic obstacles and other barriers to timely degree completion.
- Engaging the most promising students with leadership opportunities and other enrichment activities so that their talents can remain at Longwood throughout their academic careers.



- Increasing the academic credentials of incoming students so that the lowest quartile of each admitted class matches the third quartile.
- Enhancing the University's graduate programs to offer ready opportunities for progression to our undergraduates and to further build the academic excellence of the institution.

***Current Partial and Proxy Data***

*Applications*

	For Fall 2012	For Fall 2013	For Fall 2014	For Fall 2015	For Fall 2016	YOY Comparison
Applications for Freshman Class	961	969	1,329	1,581	2,036	+ 29%



## National Marketing

Institution-wide endeavor and marketing collaboration will make one of the fifty oldest NCAA Division I schools as well known as it should be.

### **Task Force**

Board of Visitors: Marianne Radcliff, Bob Wertz  
Administration: Troy Austin, Courtney Hodges, Victoria Kindon

### **Principal Metric**

Alumni Annual Giving Participation

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Alumni of Record	28,829	30,360	30,024	30,868	27,197*	27,197*
Alumni Donors	3,948	3,465	3,293	3,133	2,575*	2,976*
% Rate	13.69%	11.41%	10.97%	10.15%	9.47%	10.94%

\*Beginning in FY14, per standard national practice, only undergraduate alumni are included in this category

\*\* Percent participation as of October 31, 2015

*Alumni of Record* - all alumni and alumni non-degree with accurate addresses to whom we mail

*Alumni Donors* - all alumni and alumni non-degree who have made a gift - including soft credit from a spouse/partner gift

**Debate Impact Goal: Uptick in alumni engagement and pride that will translate to new and renewed commitments to annual giving.**

### **Supporting Activities**

- Offering opportunities for engagement to the entire alumni base to ensure that the University is in contact not just for development purposes but to foster lifetime engagement.
- Increasing University membership in higher education organizations to ensure that Longwood contributes a voice to the ongoing national dialogue.
- Increasing faculty participation in national conferences to expand the reach of their thought leadership within their respective fields.
- Redesigning Longwood.edu to be on the leading edge of university webpages -- one that aids faculty and staff in reaching key constituency groups.
- Expanding our capability and participation on social media platforms to keep up with innovations in how people consume information.
- Likewise, fortifying traditional public relations activities and seizing opportunities to spotlight Longwood activities in television, radio, print, and related media.
- Committing to advertising in key markets to expand Longwood's brand awareness.

### ***Current Partial and Proxy Data***

As of October 31, 2015, alumni of record total 27,894 and the number of alumni donors for the current fiscal year stands at 8.15, or 2.92 percent. While we do not have sufficient historical data for year-to-date comparisons, we believe we are in a strong position to meet the target of 12% alumni participation by June 30. Typically, December is a major month for annual giving, with the calendar year-end campaign the largest direct mail campaign of the year.



### Foot Traffic by Alumni & Friends

Philanthropy and public support for the University hinge on visits to campus and in-person engagement, since those who see our beautiful campus love Longwood.

**Task Force**

Board of Visitors: Steve Mobley, David Hallock  
Administration: Troy Austin, Courtney Hodges

**Principal Metric**

Overall Attendance at University Events

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
M&W Basketball*	16,371	19,153	15,375	18,858	24,301	22,843
LCVA^	4,382	4,982	8,630	1,471	5,319	6,176
Conferences and Events~	13,916	13,916	13,916	13,916	13,916	21,661
B&B Nights Occupied<	1,048	1,048	1,048	1,048	1,048	1,049
<b>TOTAL</b>	<b>25,717</b>	<b>29,099</b>	<b>28,969</b>	<b>25,293</b>	<b>34,584</b>	<b>51,729</b>

\* combined men's and women's home attendance

^ combined total daily visitors plus receptions and education programs

<Annual Room total nights occupied

**Debate Impact Goal: Welcoming journalists to campus and facilitating additional stories beyond debate coverage; attracting alumni and VIPs to debate-related events on campus and beyond.**

**Supporting Activities and Initiatives**

- Continuing execution of Longwood’s Campus Master Plan specifically with a focus on enhancing ease of visiting campus --- regarding parking, signage, accommodations, etc.
- Creating a user-friendly calendar of events, with increased usage among current and prospective students, faculty, staff, parents, alumni, community members, and other stakeholders.
- Conceiving and initiating a broader and richer sequence of events to amplify the work of our students and faculty, and the unique assets of the University.
- Focusing on Commonwealth transportation considerations to enhance accessibility of campus, such as increasing the number of road signs for the University and widening Route 307.



***Current Partial and Proxy Data***

Several components of the Overall Attendance metric are trending notably higher compared to a year ago. Attendance at events organized by Conference and Events Services has already surpassed its FY2015 figure by more than 10,000. Part of the credit lies with the Virginia Children's Book Festival, with Longwood now serving as official host sponsor, which in just its second year attracted more than 3,000 visitors to campus and has quickly become a prominent national literary event. Overall, total foot traffic by alumni and friends stood at 40,031 as of mid-November, well on track to surpassing the FY 2015 figure of 51,729.



## Prosperity of One of America’s Oldest Two-College Communities

Farmville, Prince Edward, the surrounding region, H-SC, and Longwood stand together where the Civil War ended and Civil Rights began; we will thrive together.

### Task Force

Board of Visitors: Shelby Walker, Lacy Ward  
Administration: Tim Pierson, Justin Pope

### Principal Metric

Total Population of the Local Community *(by registered voters)*

	Jul-10	Jul-11	Jul-12	Jul-13	Jul-14	Jul-15
<b>Buckingham County</b>	9,901	10,131	10,194	10,033	10,032	9,871
<b>Cumberland County</b>	6,719	6,765	6,789	6,845	6,788	6,670
<b>Prince Edward County</b>	13,353	13,818	13,858	13,916	13,815	12,882
<b>Total</b>	29,973	30,714	30,841	30,794	30,635	29,423

### Supporting Activities

- Marketing Farmville as a vibrant college town to regional and national audiences.
- Encouraging alumni to participate in Farmville community life, including as retirees moving to the community or small business owners.
- Coordinating activities and events with Hampden-Sydney College to maximize community and student engagement.
- Collaborating with local businesses to allow Lancer Card dollars to be used broadly, which would serve to further connect the community and University, and increase revenues to local businesses.
- Connect campus pedestrians with Main Street by emphasizing this connection in the preparation and implementation of the University Campus Master Plan.

**Debate Impact Goal: Hosting debate will be not just a substantial one-time economic boost for Farmville, but will have a broad catalytic on Farmville’s national profile and self-conception as a great college town.**

### Current Partial and Proxy Data

A study by NerdWallet on “Best Places to Start a Business in Virginia” ranked Farmville 11<sup>th</sup> out of 112 communities with a population of 5,000 or more statewide, the *Farmville Herald* reported in early October. Small Business Development Center director Sheri McGuire was quoted extensively in the piece. McGuire and others credited the presence of Longwood and Hampden-Sydney, regional tourist attractions like the High Bridge Trail, regional health care facilities, the Farmville Downtown Parntership, and a generally business-friendly atmosphere.



### Strengthening the University Community

Faculty and staff compensation must rise substantially; opportunities for professional development must increase; diversity must be fostered; all of which will enhance retention and hiring.

**Task Force**

Board of Visitors: Katherine Busser, Mike Evans  
Administration: Ken Copeland, Joan Neff

**Principal Metric**

Compensation for Faculty and Staff

	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>FY2014</b>	<b>FY2015</b>
Classified Staff	\$37,130	\$37,068	\$38,975	\$39,549	\$40,969	\$42,201
AP Staff	\$56,712	\$57,577	\$58,673	\$60,458	\$62,433	\$63,851
Professor	\$74,300	\$77,300	\$77,300	\$77,200	\$80,000	\$80,100
Associate Professor	\$63,100	\$63,000	\$61,400	\$64,300	\$65,800	\$67,100
Assistant Professor	\$52,500	\$53,800	\$55,100	\$57,100	\$59,600	\$59,200
Instructor	\$49,000	\$56,400	\$57,200	\$60,000	\$55,700	\$58,400
<i>All Faculty</i>	<i>\$59,725</i>	<i>\$62,625</i>	<i>\$62,750</i>	<i>\$64,650</i>	<i>\$65,275</i>	<i>\$66,200</i>

**Debate Impact Goal: Debate will raise Longwood’s profile across the Commonwealth and nation, helping attract a more diverse pool of applicants for both students and faculty positions.**

**Supporting Activities**

- Improving opportunities for professional development to build the University’s human capital and increase the level of employee engagement and satisfaction.
- Increasing faculty and staff compensation as a means of attracting and retaining talent.
- Emphasizing the importance of diversity within the University and working to build a culture of diversity among students, faculty, and staff.
- Expanding day care options for students, faculty, and staff to maximize educational and employment opportunities for working families.



**Current Partial and Proxy Data**

The University's student body has been growing increasingly diverse as the table below underscores.

	Foreign/ International	African American or Black	American Indian/ Native American	Asian/ Pacific Islander	Hispanic
<b>2012</b>	37	309	10	49	178
<b>2013</b>	43	363	12	58	218
<b>2014</b>	45	392	16	77	224
<b>2015</b>	34	421	18	68	232

But IPEDS data show current faculty and staff diversity lag behind.

**AP/Professional Faculty**

	Black or African- American	Hispanic	Asian	White
2012	21	0	2	164
2015	22	6	3	167

**Instructional Faculty**

2012	6	5	5	209
2015	6	5	9	231

**Adjunct Faculty**

2012	5	2	0	54
2015	6	0	1	50

**Classified Staff**

2012	39	2	0	264
2015	34	2	1	271



## Organization, Structuring & Governance

We must give continually fresh attention to how Longwood is structured and to our policies, practices, data methodologies, and stewardship of resources.

### ***Task Force***

Board of Visitors: Eric Hansen, Pia Trigiani  
Administration: Ken Copeland, Justin Pope

### ***Principal Metric***

Composite Financial Index (CFI) – Reflecting the University and University Foundation

	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
<b>CFI</b>	1.09	2.01	4.10	4.19	-1.14	3.98	3.55	2.47

***Debate Impact Goal: Improved profile and academic prestige will attract more out-of-state applicants and enrollees and increase financial strength.***

### ***Supporting Activities***

- Enhancing data gathering capabilities and tracking and analysis tools to aid in financial and strategic decision making.
- Enhance financial forecasting to keep the University on sound financial footing and encourage proper stewardship of all revenues.
- Utilizing new technologies to facilitate campus activities, including increased use of paperless forms.
- Coordinating the range of compliance work across the University to encourage efficiency and comprehensive attention.
- Reviewing and freshly organizing University policymaking by reviewing best practices and ensuring that policies continue to serve the best needs of the Longwood community.

**Current Partial and Proxy Data**

	<b>FY2008</b>	<b>FY2009</b>	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>FY2014</b>	<b>FY 2015</b>	
Expendable Net Assets	38,170,796	45,970,637	56,359,577	45,250,424	48,250,916	62,608,032	83,152,500	77,890,669	
Total Expenses	99,239,229	103,809,055	99,062,525	105,136,557	115,250,532	116,105,359	122,828,827	128,404,510	
Total Long Term Debt	65,093,404	69,572,404	66,551,889	62,034,117	59,074,377	55,440,188	53,489,129	50,343,063	
Change in Net Assets	2,349,315	-8,295,951	25,282,706	29,500,446	6,630,599	19,172,525	19,413,309	8,530,303	
Total Net Assets (Beg Year)	208,627,384	212,544,354	191,207,165	216,066,485	245,566,931	252,197,530	271,370,055	290,783,364	
Net Operating Income	-594,940	3,923,675	3,808,716	5,804,180	-10,528,804	6,451,432	2,938,204	946,464	
Total Operating Revenues	90,561,691	98,033,951	94,818,692	102,681,616	104,721,728	113,268,027	116,604,923	120,197,002	
<i>Primary Reserve Ratio - Expendable net assets / total expenses</i>	0.38	0.44	0.57	0.43	0.42	0.54	0.68	0.61	
<i>Viability Ratio - Expendable net assets / total long term debt</i>	0.59	0.66	0.85	0.73	0.82	1.13	1.55	1.55	
<i>Return on Net Assets Ratio - Change in net assets / total net assets (BOY)</i>	0.01	-0.04	0.13	0.14	0.03	0.08	0.07	0.03	
<i>Net Operating Revenues Ratio - Net Operating Income / Total Operating Revenues</i>	-0.01	0.04	0.04	0.06	-0.10	0.06	0.03	0.01	
	<i>Factor</i>								
PRR	0.133	2.89	3.33	4.28	3.24	3.15	4.05	5.09	4.56
VR	0.417	1.41	1.58	2.03	1.75	1.96	2.71	3.73	3.71
RONAR	0.02	0.56	-1.95	6.61	6.83	1.35	3.80	3.58	1.47
NORR	0.013	-0.51	3.08	3.09	4.35	-7.73	4.38	1.94	0.61
	<i>Weight</i>								
PRR	35%	1.01	1.17	1.50	1.13	1.10	1.42	1.78	1.60
VR	10%	0.14	0.16	0.20	0.17	0.20	0.27	0.37	0.37
RONAR	20%	0.11	-0.39	1.32	1.37	0.27	0.76	0.72	0.29
NORR	35%	-0.18	1.08	1.08	1.52	-2.71	1.53	0.68	0.21
<b>CFI</b>		<b>1.09</b>	<b>2.01</b>	<b>4.10</b>	<b>4.19</b>	<b>-1.14</b>	<b>3.98</b>	<b>3.55</b>	<b>2.47</b>