LONGWOOD UNIVERSITY
BOARD OF VISITORS

– MEETING MATERIALS –

March 20-21, 2025

Minutes

DRAFT

LONGWOOD UNIVERSITY
BOARD OF VISITORS

December 6, 2024

Minutes

Call to Order

The Longwood University Board of Visitors met on Friday, December 6 at Stallard Board Room in Farmville. The meeting was called to order at 9 a.m. by Rector Ron White.

Members present:
Ron White
Jeff Nottingham
Vellie Dietrich-Hall
Kathleen Early
Charles Fagan
Nadine Marsh-Carter
Kathryn Roberts
David Rose
Brian Schmalzbach
Shawn Smith

Also present:

President W. Taylor Reveley IV
Tim Hall, Director of Athletics
Courtney Hodges, Vice President for Institutional Advancement
Lara Smith, Provost and Vice President for Academic Affairs
Matt McGregor, Vice President for Administration and Finance
Jennifer Green, Vice President for Strategic Operations
Cameron Patterson, Vice President for Student Affairs
Justin Pope, Vice President and Chief of Staff
Cameron O'Brion, University Counsel
Matthew McWilliams, University Spokesperson and Deputy to the President
Tammy Bird Jones, President Longwood University Foundation
Chris Tunstall, President Longwood Alumni Association
Lisa Kinzer, Faculty Representative
Neil Miller, President SGA

Rector's and President's Welcome

Rector White welcomed Board members, recounting a time when he eschewed prepared remarks for an impromptu speech from the heart, saying that was at times a more meaningful approach to oratory. He spoke about a period during his military service when he oversaw building pallets to air-drop needed supplies into Bosnia and saw one of his employees working long into the night to build, simply because it was the right thing to do. This story reminded him of the Board and Longwood employees because they share that same commitment to the University and preparing students to be citizen leaders. He thanked members for all they do.

President Reveley welcomed Board members, saying it was nice to be on the cusp of the holidays. He noted there are many points of momentum at the University to be grateful for, among them: Homecoming and Alumni Weekend, an endowment that is over $100 million, a promising admissions cycle, a strong Fall fundraising season, a campus community that engaged with the recent national election on a variety of fronts, upcoming re-affirmation of accreditation by SACS-COC, a new music building that will break ground in the coming months, success on athletics fields and courts, a statue of Barbara Johns that will be unveiled in Capitol Hill's Statuary Hall and reside alongside a statue of George Washington, and the process continuing for Moton Museum's World Heritage Site designation. He also congratulated Linda Locke, who is retiring after 35 years of work in the Office of Institutional Advancement.

Consent Agenda and Approval of the Minutes

The Rector requested a vote to approve the Consent Agenda and Minutes of the previous meeting. The Board approved unanimously.

Reports of the Vice Presidents

Larissa Smith noted that the Board meeting coincided with the last day of classes of the semester, and students are preparing for final exams and finishing papers and projects as year-end traditions happen each week. Smith and Associate Provost and Vice President for Academic Affairs David Shoenthal were preparing to join President Reveley at the annual SACS-COC conference. She noted a variety steps taken over the last ten years to infuse preparation for the re-accreditation process into daily practice at Longwood. Smith said that Shoenthal has worked tirelessly alongside Pam Tracy and Sarai Blincoe, who led the Quality Enhancement Plan, called the Post-Graduate Success Initiative, using life design principles to prepare students for career success after they graduate. She announced that Longwood has been awarded more than $300,000 in SCHEV grants to help develop micro-internship programs, fostering paid internships, and supporting the expansion of work-based learning opportunities for students.

The work of accreditation continues, as Academic Affairs seeks to hire a new director of assessment and upcoming accreditations for different colleges. She said we have an eye on the needs of the Commonwealth, and thanked the Board for approving a four-year program in special education, an area of critical need, highlighting a successful Education Immersion Day that was attended by more than 400 prospective students interested in becoming teachers. She mentioned an initiative by the Admissions office to bring local middle school students to campus

to introduce them to the prospect of collegiate opportunities early in their K-12 careers. She also highlighted continuing work in environmental education both at the New College in Martinsville and at the Baliles Center, where new housing facilities were unveiled and dedicated in September. A Brock Experience course that studies the Chesapeake Bay has been added to courses from the National Collegiate Honors Council and organizers are actively recruiting honors students from across the country to participate in the summer course.

In response to a question from Vellie Dietrich-Hall about the history of Hull Springs Farm, Smith noted that the farm on Virginia's Northern Neck was bequeathed to Longwood in the early 1990s by an alumna and invited Board members to the annual Oaks and Oysters fundraiser in March. Dietrich-Hall also inquired about funding requirements for internship initiatives. Smith said that grants and pilot programs will give us a better idea of what the cost will be, but that to date grants related to these programs total more than $300,000. She noted the pilot programs are just a small part of campus-wide initiatives related to internships.

Matt McGregor thanked the Board for approving room and board rates for the upcoming academic year, noting that every effort was made to keep rate increases as low as possible. Another goal was to reduce the the number of housing price points so that students and families would have a better idea of their costs for the upcoming year. Aramark worked with Administration & Finance to keep cost increases low, and also responded to requests for more flexible plans, especially with Bonus Dollars.

He updated the board on the progress of a centralized procurement operation, responding to the governor's encouragement across Virginia in more efficient use of funding sources. He said that Longwood exceeded the Commonwealth's SWAM purchasing goal for 2024 by a wide margin and is on pace to meet that goal again in the current fiscal year.

He also gave an update on several capital projects. Charter Hall is finishing swiftly, and the Office of Capital Planning will move into the new building this month, followed by the rest of the facilities team beginning in January. The new music building will break ground in the Spring semester. The SEED Innovation Hub will have a soft opening this January. A refresh of Dorrill Dining Hall will take place over the summer. McGregor updated the Board on the campus master planning process, announcing that the University had again hired the firm Cooper Robertson to work on the plan.

McGregor recognized David Pletcher, the retiring director of capital planning, who began at Longwood in 1997.

Dietrich-Hall requested clarification and expressed concern related to the salary savings and local funds lines in the distributed Board materials. McGregor clarified that the formatting of the salary savings line reflects projected savings on budgeted salary expense lines, quantifying budgeted but unexpended funds that accumulate to some degree every year. He stated he believed the current projections for this year are solid and in line with expectations. He said that similarly the local line item is expenses that have been spent thus far this year out of the budgeted line-item. Dietrich-Hall also asked about who oversees the University's annual audit,

and it was clarified that unlike for private institutions, the Governor and General Assembly oversee the Commonwealth's Auditor of Public Accounts.

Tim Hall said that Homecoming was sold out for the second year in a row and that he was honored to join President Reveley and Chris Tunstall in unveiling new banners in the Joan Perry Brock Center. He noted several successes within athletics, including golfer Justin LaRue's back-to-back-to-back tournament wins to end the season, both soccer teams making the conference playoffs, and cross country's best-ever finish. He said that John Feinstein has joined our broadcast team, and noted his nationally acclaimed resume alongside Sam Hovan is as good a one-two broadcasting team as anywhere in the country. He said that the coming donor-funded Iler Hall weight room improvements will be transformational for athletic teams.

Nottingham said that the success of Homecoming is an amazing step forward, and asked about growing the event next year. Hall said that the date has already been selected for next year. Roberts said that she was impressed that the University honored the academic success of students at halftime at the previous night's game. Hall said that the work that all of us do to collectively raise the students up is better at Longwood than at any other institution where he has worked, and celebrated the work of professors, deans, and administrators.

Dietrich-Hall asked where the University stands on renovating buses. Hall said that we have one bus already renovated and is in use, which will save the University approximately $100,000 in travel expenses. Dietrich-Hall congratulated Hall on ticket sales for the basketball season. Reveley said that one virtue of the Big South Conference is that it is geographically contiguous, unlike many other conferences where students are missing much more class.

Cam Patterson shared that Oktoberfest was an exciting time, culminating in a spirit week where 80+ organizations set up booths on Stubbs Mall ahead of the traditional concert. He reported on new organizations that started this semester, among them women's flag football, and highlighted Homecoming from the student involvement perspective. Patterson shared that twice monthly he and President Reveley have lunch discussions with student groups that often result in actions like the dedication of a transfer student lounge space in Cox Hall. He also spotlighted Lancers Vote, an organization dedicated to engaging students in the voting process. Longwood has been designated a Voter Friendly Campus by NASPA and this election season held several events on campus designed to engage the community. Patterson then highlighted the work of Counseling and Psychological Services, which has engaged with nearly 400 students during the Fall semester and which has implemented a popular single-session therapy model for students.

Fagan asked for more information about "communication deficiencies" identified by a Winter Storm Tabletop Exercise, and Patterson said that the challenges identified as part of routine table tops are typically minor and quickly resolved.

Schmalzbach asked for information about existing policies that would prevent students from receiving accommodations for testing under a variety of circumstances. Patterson said there is no policy that prevents accommodations from being made and that Dean of Students Jen Fraley works individually with students to meet their needs.

President Reveley asked Smith to update the Board on the constructive dialogue initiative. Smith said that Academic Affairs has been working with the Constructive Dialogue Institute to infuse principles of constructive dialogue into speaking-infused Citizen 110 courses, and that Gov. Youngkin and SCHEV helped facilitate the growing and successful partnership.

Hodges reported that the Fall fundraising season has been excellent as the Office of Institutional Advancement looks forward to Love Your Longwood Day in February. She detailed a mini-campaign that is underway called Family of Scholarships 2.0, which offers matching opportunities to endow scholarships. Currently there are 30 matching opportunities to endow unrestricted or nursing scholarships and they are filling up quickly.

Hodges also paused to note that in January she will celebrate her 20th anniversary at Longwood and told the Board she was honored and grateful to have worked with them and at a place that she has come to love deeply. Roberts asked about the entry point for endowed scholarships. Hodges explained that a gift of $25,000 endows a scholarship, but with this campaign, each commitment of $15,000 will be matched by a donor to endow the scholarship at $30,000. That $15,000 can be made in installments or as a one-time gift.

Dietrich-Hall congratulated Hodges for a great Fall. She then led a discussion around donor confidence during Love Your Longwood Day and asked how donors can be assured that their money will be put to its intended use. Hodges said that gifts are always allocated to the purpose donors earmark and detailed the processes her office uses for record-keeping and ensuring money is used for its intended purpose. Dietrich-Hall said that she hopes Longwood has not lost credibility ahead of Love Your Longwood Day, and Hodges said that she would be happy to provide further information and explanation in response to any further concerns. Early asked if donors can still earmark funds for specific donations during Love Your Longwood Day, and Hodges confirmed that is still the case. White highlighted the choices on Love Your Longwood Day and said it is a great part of the day that there are numerous choices for donors. He expressed confidence in the processes of the Advancement office. He congratulated Hodges on 20 years of working in advancement. Marsh-Carter said that Love Your Longwood Day often introduces donors to the myriad ways you can make an impact and opens insight on ways you can do it.

Jennifer Green distributed new Admissions stickers that read "Virginia is for Lancers," the result of a partnership with Virginia Tourism. She then gave an update on admissions numbers for the Fall, saying that they are promising and the quality of applications is high. Prospective students should receive early decision letters by Dec. 15 and we are on track to offer more acceptances this year than last. An emerging nationwide trend is that students wait until they are accepted until they visit campuses, so it is an encouraging sign that our visit numbers are at record highs this fall. There is an admitted student day in mid-January that will welcome hundreds of prospective students to campus, and Dean of Admissions Jason Ferguson is reflecting the personal attention that students have in Longwood classrooms with handwritten notes and greeting families outside Radcliff Hall at almost every visit. She recounted a story where Ferguson was standing outside Radcliff where he overheard a mother and daughter debating whether the Dean of Admissions texted the daughter personally the night before. Ferguson called

the daughter's phone, and the mother couldn't believe that the dean of admissions was giving out his personal cell phone and calling people, and that personal touch made all the difference.

Green gave an update on FAFSA, saying that the application was opened a week early nationally and that we are on track to make financial aid packages on time this cycle. She also noted there was a participant satisfaction rating jump when alumni were surveyed after Homecoming, and that satisfaction rated 4.71/5. The alumni office is working to expand tailgating opportunities in February. She also noted that Longwood's retention rate has increased to 80%, with the subset of students receiving Pell grants posting a 79% retention rate. She thanked new student success coordinators for their important work on this front.

Roberts asked how artificial intelligence affects admissions applications. Green said the office uses a holistic review of applications, which includes teacher and counselor recommendations as a barometer, and that our essay is a personal statement rather than a generic response and that limits A.I. usage.

Smith added that Academic Affairs has convened a task force to focus on AI in the classroom, chaired by Dean of Greenwood Library and Assistant Provost Brent Roberts. There have been several professional development sessions for faculty members on how to adapt to changes around A.I. and how to prepare students to use it in the work place, and a search launched for a professional writing faculty member in the English department who has a specialty in A.I.

Reveley said that the admissions enrollment environment around the country is quite challenging, noting that Longwood is the beneficiary of a lot of hard work to have a strong class matriculate this fall, but nationally the freshmen enrollment at 4-year institutions declined by 8% while we were up 4%. Likewise not every place is enjoying a robust number of applications right now, which is encouraging in a complicated environment. He also described the admissions process for the winter and spring, with a focus on visits from admitted students, who have a strong yield rate.

Fagan asked if Virginia is reflective of the nation in terms of applications and demographics. Reveley said that Virginia is lucky comparatively, but not without challenges. In Virginia the number of college-ready students will begin to decline in the coming years but not in the sharp way it will in other parts of the country.

Dietrich-Hall asked if the cost of tuition is affecting college applications and enrollment. Reveley said that there is no question that college cost is a generational challenge. He said Longwood has worked exceptionally hard over the last decade to hold cost increases as low as possible, and detailed nuances around published price versus net cost, and how philanthropy can defray college costs.

Tammy Bird-Jones reported that the Foundation Board met Oct. 24-25, and said that Longwood's endowment is estimated at $101.3 million. Notifications have been sent to scholarship recipients, who received a total of $3.5 million in funding this academic year. During Homecoming, the Foundation Board held a reception with current Ambassadors and alumni who served in the program, and there is interest in endowing a scholarship fund for Ambassadors.

She noted that there are 1,018 endowed scholarships that are providing a partial scholarship to a student, and it's not rare that a student will receive several different scholarships, and that there are also a number of scholarships that are at a level where they are providing substantial support to students.

Chris Tunstall updated the Board on the Alumni Board's current initiatives. The Board hosted two tailgates at Homecoming, and have held two Welcome To The City events in Richmond and Virginia Beach. Alumni were strong participants in Career Week in October, serving more than 700 registered students, and found the students prepared and impressive. They are also working with Athletics regarding Longwood's Hall of Fame based on the success of the annual Alumni Awards program. The Alumni Board is also piloting a series of lunches in Richmond for alumni 55 and older. The annual Alumni Awards will be announced in the next few months and a reception in their honor will be held June 6, 2025.

Dietrich-Hall asked how the Alumni Board is working with the internship program. Tunstall said that the Board has a Career Success Committee that works with the Office of Career Success. Dietrich-Hall asked about the success rate for internships and Tunstall said that anecdotally in the past they have had great success with work-shadow programs and they are starting to collect data on new initiatives. Smith said that while micro-internships and work-shadow programs are new initiatives, Longwood has had decades-long internship and career success programs that have seen success. Dietrich-Hall noted that alumni-student connections have a domino effect and stressed their importance.

Lisa Kinzer said she was impressed with the number of alumni getting involved with students at the freshman level, especially in Citizen 110 courses. Psychology is creating a database of alumni videos that faculty can use and access for their course preparation. Associate Professor of Criminology Virginia Beard has been connecting with alumni as well. Kinzer said she hopes that faculty will start to see what faculty in other departments are doing to build on success. She asked if the Board would like to hear from faculty about A.I. and the work that is progressing on that front. Roberts said she would like to hear how faculty are both using A.I. and navigating its challenges.

Dietrich-Hall asked if there were a way that the community could know about events at Longwood by advertising. Kizer said they have been exploring ways to publish calendars and spread the word more effectively about great music events on campus.

Miller highlighted the work of the Graduate Student Association, and its advocacy for graduate student needs. He also spotlighted the annual club and organization dinner, saying it was a "wonderful opportunity to showcase the organizations of our campus." He said that new clubs and organization have been established, including a Baking Club and K-Pop Club. He urged all to remember that cost increases are often difficult for students to navigate and to keep students in mind regarding cost increases, especially students who work while studying.

The meeting adjourned for carols in the Rotunda and lunch in the Mayo Gallery.

Following lunch, the Board visited R.R. Moton Museum for a tour and update from Patterson, Smith, and Moton Museum Executive Director Cainan Townsend regarding the process for UNESCO World Heritage site status.

Consent Agenda

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

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

- Approval of closure of the BS in Early Childhood Education degree program
- Revisions to Policy 6031, Student Military Mobilization using U.S. Department of Veteran Affairs Educational Assistance, which clarifies covered populations
- An update to the University's Title IX Policy 2052 that includes routine informational amendments as well as aligns the policy to correspond with federal guidance
- The conferral of honorary degrees to Christy S. Coleman, executive director of the Jamestown-Yorktown Foundation, and Dr. Larry Stimpert, president of Hampden-Sydney College, at Undergraduate and Graduate Commencement ceremonies in 2025

ACADEMIC AFFAIRS

ACTION ITEM
CURRICULUM

Approval of Program Closure: Early Childhood Education, BS

Longwood University began offering the BS in Early Childhood Education in 2020. The degree program is structured as a degree completion program, designed for students with an associate's degree in early childhood education. The student demand for this program never achieved the desired threshold to make it sustainable. Student enrollment and graduation data indicate that the degree program will not meet the productivity and viability standards of the State Council of Higher Education for Virginia (SCHEV) when reviewed during the next review cycle. The final cohort of students will begin in fall 2025, and those students will have two years to complete the program.

The Committee on Educational Policy (EPC), Faculty Senate, and the Provost and Vice President for Academic Affairs have approved this proposal to close the program.

Student Military Mobilization using Us Department of Veteran Affairs Educational Assistance

I. Purpose

To establish policies and guidelines which govern students receiving educational assistance administered by the US Department of Veterans Affairs (VA) called to active military duty during a national emergency.

II. Applicability

These guidelines shall apply to all students receiving educational assistance administered by the US Department of Veteran Affairs whose active military duty or mobilization requires their sudden withdrawal or prolonged absence from Longwood University after August 1, 2024.

III. Policy

A. The student who is called to active military duty or whose military unit is mobilized during a national emergency, their representative, or an appropriate officer of the Armed Forces or official at the Department of Defense, must provide the appropriate active duty orders to the student's college dean. The dean will then assist the student to select one of the following options.
   1. University Withdrawal: The student may withdraw from Longwood. If the student elects this option, no credit may be awarded for any courses that have not already been completed and graded. The student shall receive a full refund of all tuition and fees (to include housing fees) for any course that has not been completed or graded for the current semester.
   2. Withdrawal from In-Progress Courses and/or Receive Credit. The student may elect:
      a. (with the instructor's approval) to receive credit for any course based on the work completed to date. No refund of tuition, fees or housing will be given for this option.
      b. to be withdrawn from any course(s) in progress. Tuition, fees, and housing will be refunded for this option for any course(s) that are in progress.
B. Deposits. Regardless of which option the student elects, the student shall receive a complete refund or crediting of all deposits for future terms.
C. Academic Credit. The student who is called to active military duty or whose military unit is mobilized during a national emergency, their representative, or an appropriate officer of the Armed Forces or official at the Department of Defense must provide the appropriate active duty orders to the student's college dean. The dean will then assist the student to select one of the options outlined above:
D. Reinstatement. A student shall be entitled to reinstatement to Longwood following the student's release or return from service in the uniformed services without having to re-qualify for admission if:
   1. the student returns after a cumulative absence of not more than five years, or
   2. the student provides notice of intent to return to the institution not later than three years after the completion of the period of service

   Longwood reserves the right to deny reinstatement to a student for causes unrelated to the student's military service in accord with institutional policies governing all students (poor performance at another institution during or after service, etc) as well as the events listed in

the provisions of The Higher Education Opportunity Act (20 U.S.C. 1088 et. Seq. SEC. 484C (d))

A student may be reinstated into the program in which they were previously enrolled or may select to be considered for a new program. Advising will be provided by the department chair, Academic and Career Advising Office and/or faculty members to determine the impact of the absence from the program in regard to the likelihood of the student's ability to resume study, succeed and graduate in a timely manner. These advisors will also advise the student of available options when a program is no longer available or suitable. The University reserves the right to postpone entry for a student who was previously enrolled in nursing or athletic training who wants to continue in that program if due to guidelines or facility limitations.~~; Longwood is unable to appropriately accommodate them.~~

~~3.~~ Deferral of Enrollment: A student may defer enrollment into the program to which they were originally admitted or may select to be considered for a new program. Advising will be provided by the department chair, Academic and Career Advising Office and/or faculty members if the program of study is no longer available or suitable. The University reserves the right to postpone entry for a student who was previously admitted to nursing or athletic training who wants to begin in that program if due to guidelines or facility limitations~~;~~ ~~Longwood is unable to appropriately accommodate them.~~

E. Documentation. To benefit from the options listed under A. above, the student who is called to active military duty or whose military unit is mobilized during a national emergency, their representative, or an appropriate officer of the Armed Forces or official at the Department of Defense must provide the appropriate active duty orders to the student's college dean.
F. When a student is seeking readmission to Longwood, they must submit: (at least 60 days prior to the start of the term in which they plan to enroll)
   1. a readmit application (no application fee will be assessed)
   2. service discharge papers to include type and date of discharge.
G. Textbooks. Longwood's Store will refund money for returned textbooks when a student is forced to withdraw from a class due to military service. The student or their representative must provide the receipt and proof of withdrawal.

~~Longwood University~~ Title IX Policy 2052

Longwood University is committed to providing ~~a healthy living, learning and working environment; an atmosphere that emphasizes the dignity and worth of the individual, which promotes personal integrity, civility and mutual respect, and creates~~ an environment that is free from ~~sexual misconduct and~~ discrimination~~. Sexual misconduct, sexual discrimination and sexual harassment, are incompatible with Longwood's commitment to diversity and educational equity. Educational training and prevention programs will be provided along with appropriate resources and reporting options.~~ based on sex. This policy prohibits ~~sexual misconduct, including sexual~~sex discrimination, which includes sexual harassment, sexual assault, sexual ~~violence~~exploitation, dating ~~and~~, relationship, and domestic violence, stalking, and discrimination against pregnant and parenting students by employees, students, or third parties. This policy ~~addresses sexual misconduct that involves members of the~~applies to Longwood community ~~who are involved~~members participating in an education program or activity, ~~which includes~~including locations, events, or circumstances over which Longwood University exercises substantial control over both the alleged respondent and the context in which the ~~sexual harassment~~sex discrimination occurs. ~~The intent of this~~This policy ~~is to provide~~provides the campus community with information, common definitions, and strategies to report incidents ~~that occur~~subject to Title IX.

Eligibility for Assistance

This policy applies to all Longwood students~~, staff~~ and ~~faculty~~employees in all university programs and activities. ~~This policy~~It also applies to individuals who join our community as an affiliate or part of an affiliated program. The University will conduct investigations to the best of ~~their~~its ability that may lead to appropriate criminal, personnel, and student conduct actions. ~~Action~~Longwood will ~~be taken to~~ offer ~~Longwood~~ students, ~~staff~~ and ~~faculty~~employees supportive measures, which may include counseling, medical assistance, and living, learning, and/or appropriate working environment adjustments.

The University will dismiss formal complaints involving Title IX misconduct that did not occur against a person in the United States. However, such dismissal does not preclude action under the student code of conduct or university policies. Neither does it preclude offering supportive measures.

To the extent possible, the University will address the behaviors defined below towards any member of the Longwood community by non-members, including contractors, alumni, visitors, and any others identified as non-employees or non-students of the University.

~~If the complainant is a Longwood student, staff or faculty member and the alleged respondent is affiliated with Longwood, both the complainant and alleged respondent shall be offered supportive measures as appropriate.~~

~~If the complainant is not a Longwood student, staff or faculty member but the alleged respondent is affiliated with Longwood, the alleged respondent shall be offered supportive measures as appropriate.~~

Definitions

~~Sexual misconduct is a term that encompasses prohibited sexual and gender-based behaviors. In general, any non-consensual contact of a sexual nature may constitute sexual misconduct. Behaviors or attempted behaviors range in severity and may be grounds for conduct action under~~

~~this policy.~~

The following policy definitions apply:

1. **Consent**: Effective consent is the basis of the analysis applied to unwelcome sexual activity. Lack of consent is the critical factor in any incident of sexual misconduct and sexual violence. Consent can be communicated verbally or by actions. But in whatever way consent is communicated, it must be reasonable and mutually understandable. Consent is a voluntary, informed, non-coerced agreement through words or actions that is freely given, which a reasonable person would interpret as a willingness to participate in mutually agreed upon sexual activity. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Previous relationships or consent does not imply consent to future sexual activity. Consent may be withdrawn at any time, by any party to the sexual activity.

   Consent cannot be procured by use of physical force, compelling threats, or intimidating behavior. Effective consent cannot be given by minors, mentally impaired individuals or persons incapacitated as a result of drugs or alcohol. Intentionally administering alcohol or drugs for the purpose of inducing incapacity is prohibited. Use of alcohol or other drugs will never function to excuse behavior that violates this policy.

2. **Sexual Harassment**: Sexual harassment means conduct on the basis of sex that satisfies one or more of the following: 1) An employee of the University conditioning the provision of an aid, benefit or service of the University on an individual's participation in unwelcome sexual conduct; 2) Unwelcome sex-based conduct determined by a reasonable person to so severe, pervasive and objectively offensive that it effectively denies the person equal access to the University's education program or activity. Longwood University does not permit romantic or sexual relationships between employees and students that those employees teach, coach, supervise, evaluate, or grade.

   While sexual harassment encompasses a wide range of conduct, some examples of specifically prohibited conduct include:
   - Promising, directly or indirectly, a student or employee a reward if the student or employee complies with a sexually oriented request.
   - Threatening, directly or indirectly, retaliation against a student or an employee if the student or employee refuses to comply with a sexually oriented request.
   - Denying, directly or indirectly, a student or employee an employment or education-related opportunity if the student or employee refuses to comply with a sexually oriented request.
   - Displaying pornographic or sexually oriented materials.
   - Engaging in indecent exposure.
   - Making sexual or romantic advances toward a student or employee and persisting despite the student or employee's rejection of the advances.
   - Physical conduct such as assault, touching, or blocking normal movement.
   - Retaliation for making harassment reports or threatening to report harassment.

   Sexual harassment can involve a person or persons being harassed by members of any sex. Although sexual harassment sometimes involves a person in a greater position of authority as the harasser, individuals in positions of lesser or equal authority also can be found responsible for engaging in prohibited harassment.

3. **Sexual Assault**:
   a. **Unwelcome Sexual Contact**: includes fondling or touching either of the complainant or

when the complainant is forced to touch another person's body. Sexual activity includes intentional contact directly or through clothing with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch oneself or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice. Intercourse however slight, meaning vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue; or finger, and oral copulation (mouth to genital contact or genital to mouth contact). The definition of fondling is the touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim.

~~2. **Unwelcome Sexual Contact**: includes fondling or touching, either of the complainant, or when the complainant is forced to touch another person's body.~~

b. **Coerced Sexual Intercourse**: includes rape, attempted rape, sodomy, or other sexual acts or misconduct; or when the complainant is incapable of consent. The definition of rape is penetration, no matter how slight, of the vagina or anus with any body part or object~~,~~ or oral penetration by a sex organ of another person~~,~~ without the consent of the victim. The definition of incest is sexual intercourse between persons who are related to each other within the-

~~3.~~ degrees wherein marriage is prohibited by law. The definition of statutory rape is sexual intercourse with a person who is under the statutory age of consent.

4. **Sexual Exploitation**: Sexual exploitation occurs when an individual takes non-consensual sexual advantage of another for their own advantage or benefit~~,~~ or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:
   - ~~a.~~• Prostituting another ~~student~~person;
   - ~~b.~~• Non-consensual video or audio-taping of sexual activity;
   - ~~c.~~• Engaging in voyeuristic behavior, including viewing or allowing viewing of sexual activity without the consent of all parties;
   - ~~d.~~• Knowingly transmitting an STD, STI or HIV to another.
   - ~~e.~~• Disseminating or using video or photographic still images created by any means that depicts another person who is totally nude, or in a state of undress so as to expose the genitals, pubic area, buttocks, or female breast, without consent of the person(s) who are the subject of the video or still images.

~~5. **Sexual Harassment**: Sexual harassment means conduct on the basis of sex that satisfies one or more of the following: 1) An employee of the University conditioning the provision of an aid, benefit or service of the University on an individual's participation in unwelcome sexual conduct; 2) Unwelcome conduct determined by a reasonable person to so severe, pervasive and objectively offensive that it effectively denies the person equal access to the University's education program or activity. While sexual harassment encompasses a wide range of conduct, some examples of specifically prohibited conduct include:~~

~~a. Promising, directly or indirectly, a student or employee a reward, if the student oremployee complies with a sexually oriented request.~~

~~b. Threatening, directly or indirectly, retaliation against a student or an employee, if the student or employee refuses to comply with a sexually oriented request.~~

~~c. Denying, directly or indirectly, a student or employee an employment or education related opportunity, if the student or employee refuses to comply with a sexually oriented request. Engaging in sexually suggestive conversation or physical contact or touching another student or employee.~~

~~d.• Displaying pornographic or sexually oriented materials.~~

~~e.• Engaging in indecent exposure.~~

~~f.• Making sexual or romantic advances toward a student or employee and persisting despite the student or employee's rejection of the advances.~~

~~g.• Physical conduct such as assault, touching, or blocking normal movement.~~

~~h.• Retaliation for making harassment reports or threatening to report harassment.~~

~~Sexual harassment can involve a person or persons being harassed by members of any sex. Although sexual harassment sometimes involves a person in a greater position of authority as the harasser, individuals in positions of lesser or equal authority also can be found responsible for engaging in prohibited harassment.~~

~~6.~~5. **Dating ~~and~~, Relationship, and Domestic Violence**: Abuse or violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. This relationship involves physical or emotional intimacy. Physical intimacy is characterized by romantic or passionate attachment or sexual activity.

a. The existence of such a relationship shall be determined based on the complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
b. For the purposes of this definition, dating and relationship violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

~~c. Any incident meeting this definition is considered a crime for the purposes of Clery Actreporting.~~

~~d. To better meet these requirements, if the complainant states that a relationship currently exists, formerly existed, and existed in the past 12 months, etc., it will be counted for Clery reporting purposes.~~

Dating and relationship violence is abuse or violence between partners or former partners, characterized by one or more of the following elements:

a. Intentionally causing bodily injury;
b. Purposely or knowingly causing reasonable apprehension of bodily injury;
c. Emotional abuse creating apprehension of bodily injury or property damage;
d. Repeated telephonic, electronic, or other forms of communication~~—~~, anonymously or directly~~—~~, made with the intent to intimidate, terrify, harass, or threaten.

~~7.~~6. **Stalking**: includes repeatedly following, harassing, threatening, or intimidating another by telephone, mail, electronic communication, social media, or any other action, device or method that purposely or knowingly causes emotional distress or apprehension of bodily injury or death. Stalking is a course of conduct directed at a specific person that would cause a reasonable person to fear for ~~her, his~~their, or others' safety or to suffer substantial emotional ~~distress.~~ For the purposes of this definition:

a. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, participates in surveillance of, threatens, or communicates to or about a person, or interferes with a person's property.
b. Reasonable person means a reasonable person under similar circumstances ~~and with similar~~

~~identities to the victim~~.

c. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

~~d. Any incident meeting this definition is considered a crime for the purposes of Clery Actreporting.~~

7. **Discrimination against Pregnant and Parenting Students**: includes discrimination against a student for current, potential, or past pregnancy or related conditions. The offer of voluntary alternative participation by the University does not constitute discrimination. The student has discretion to accept or decline each reasonable modification offered by the University.

~~8.~~ **Retaliation**: ~~is action taken by an accused individual or an action taken by a third party or a group of people~~means intimidation, threats, coercion, or discrimination against any person ~~because that person has opposed any practices prohibited under this policy or because that person has filed a complaint, testified, assisted, or participated in any manner in an investigation~~by the University, a student, or ~~proceeding under this policy. This includes action taken against a bystander who intervened to stop or attempt to stop discrimination, harassment, or sexual misconduct.~~

8. ~~Retaliation includes intimidating, threatening, coercing, discouraging or in any way discriminating~~employees, against an individual because of the individual's complaint or participation in ~~in~~ the complaint process. Action is generally deemed retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy.

9. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute a violation of this policy.

10. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute ~~or~~ a violation of this policy. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in a University education program or activity.

11. **Party** means a complainant and/or respondent.

12. **Supportive measures** are non-disciplinary and non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge, to protect the safety of all parties and deter violations of this policy. ~~Where a complainant reports an incident but does not wish to file a formal complaint,~~ The University will provide supportive measures ~~provide a go-to response for a school to demonstrate it is responding~~to respond to the reported incident in a manner that is not clearly unreasonable~~,~~ without ~~punishing~~ burden on any party, regardless of the ~~alleged perpetrator absent a determination of responsibility~~filing of a formal complaint.

Supportive measures are available to ~~both complainants~~Longwood employees and ~~respondents~~students to preserve each party's equal access to their education or employment pending the outcome of the investigation.-
Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

13. **Informal resolution** is the resolution of a complaint other than an investigation or formal hearing. Informal resolution may include mediation, restorative justice, or other models of alternative dispute resolution. Informal resolution is voluntary and requires the written consent of the parties and the University. Informal resolution is not available when the respondent is a University employee and the complainant is a student.

14. **Formal Complaint** means ~~a document filed~~an oral or written request by a complainant or signed by the Title IX Coordinator alleging a violation of this policy and requesting that the ~~university~~University investigate the allegation of ~~sexual harassment~~sex discrimination. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the recipient with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator~~ in person, by mail, or by electronic mail~~.

Filing a Title IX Complaint

All incidents of ~~sexual misconduct~~discrimination on the basis of sex and retaliation should be reported. Any person may report ~~sexual misconduct, in person,~~discrimination on the basis of sex by ~~mail, by telephone, or by electronic mail, or~~ contacting the Title IX Coordinator~~ or Longwood University Police Department~~. Formal complaints may be initiated by the complainant or the Title IX Coordinator.

All University employees, except those designated as Confidential Reporting Options, are designated as "responsible employees." Responsible employees are required to promptly report all incidents and/or knowledge of ~~sexual misconduct~~sex discrimination, including personally identifiable information of the parties involved, to the Title IX Coordinator. All reports are treated with the maximum possible privacy.

An immediate report to the Longwood University Police Department (LUPD) will enable the preservation of evidence necessary for ~~a successful~~possible criminal prosecution. ~~The Longwood University Police Department~~ LUPD is trained in collecting and preserving evidence for criminal cases. ~~When~~Contacting LUPD for evidence ~~exists that could help support a~~ collection may provide criminal charge ~~or assist the~~ options that a complainant ~~in obtaining protective orders, contacting the Longwood University Police Department~~ may choose to pursue immediately~~, so the evidence may be collected, may ensure that even if the complainant does not want to file a criminal report at this time, the complainant may change their mind~~ or at a later date. Evidence collected by the ~~Longwood University Police Department~~LUPD will be retained indefinitely unless the Commonwealth of Virginia Attorney authorizes destruction.

Complainants have the right, however, to choose whether or not to provide a statement to ~~Longwood Police~~LUPD and to choose whether or not to pursue criminal prosecution after such a statement has been made.

Title IX Coordinator and Role of Title IX Coordinator

Kathleen Roberts, Title IX Coordinator
Office: ~~Eason~~Brock Hall, ~~G-08L~~205
Office Phone (434) 395-2571, Cell Phone (434) 808-9439
Email: ~~titleix@longwood.edu~~titleix@longwood.edu
Online reporting to the Title IX Coordinator: Say Something Report

Students~~, staff~~ or ~~faculty~~employees who believe they have either witnessed or been subjected to ~~sexual~~sex discrimination~~, sexual harassment, sexual misconduct, dating and relationship violence, stalking, and~~ or retaliation should notify the Title IX Coordinator.

After the university receives notice of ~~sexual misconduct~~sex discrimination or retaliation, it will conduct an impartial investigation. For specifics regarding investigations, see the investigation procedures below. ~~Student~~

~~reporters of misconduct~~The University will not ~~be charged with offenses for personal consumption of alcohol or drugs, or~~bring student conduct charges against students for minor violations of the Student Code of Conduct Standards and Regulations, or personal consumption of alcohol or drugs disclosed during the reporting process, when the disclosure is made in conjunction with a good faith report. Minor violations are ~~defined as~~ those that have a minimum sanction of a letter of admonition. Please see the Student Handbook's Student Code of Conduct Standards and Regulations ~~within the Student Handbook~~ for more information.

When the complainant and the respondent participate in the same educational opportunities, work in the same employment area and/or reside in the same University residence or in proximity to one another, the University may take immediate steps to separate the individuals and prevent contact, if appropriate. The applicable Vice President or designee, in consultation with the Title IX Coordinator, will make the appropriate determination regarding alternative arrangements. Alternative arrangements may include~~,~~ but are not limited to: ~~temporary~~interim disciplinary suspension (depending on the severity of the allegations), adjustment of academic schedule or employment, no contact orders, and/or alternative living arrangements.

The Title IX Coordinator can assist with all aspects of the process and is responsible for:

- Convening a review committee consisting of the Title IX Coordinator, Longwood University Police Department Representative and Student Affairs Representative. This committee will meet within 72 hours, and continue to meet as necessary, when notice to the University of an alleged violation of this policy is received. This committee will review and determine if it is necessary to disclose to the appropriate law-enforcement agency~~,~~ and assess all information of the alleged violation, including personally identifiable information, to protect the health or safety of the individual or community. It is the responsibility of the Longwood University Police Department Representative or designee to notify the appropriate law-enforcement agency and/or Commonwealth of Virginia Attorney.
- Ensuring that both the individual filing the complaint and the individual responding are aware of the ~~complaint~~complainant.
- Explaining Longwood University's policy and investigation procedures.
- Exploring various means of resolving the complaint, including informal resolution or referral to other applicable University policies or procedures.
- Making referrals to Counseling and Psychological Services for counseling or other mental health resources, if appropriate.
- ~~Discussing with the complainant the option of notifying~~Notifying the police if criminal activities ~~are alleged~~are alleged.
- Conducting or arranging for an investigation of the alleged prohibited conduct.
- Arranging supportive measures~~, which could include changes in living arrangements, course schedules, assignments, or tests~~.
- Arranging interim services to prevent ~~reoccurrence~~the recurrence of the alleged prohibited conduct, which could include increased monitoring, supervision, or security at lo

activities where the ~~misconduct~~alleged discrimination occurred and no-contact directives~~, as necessary~~.

- ~~Preparing~~Prepare or ~~overseeing~~oversee any reports, recommendations, or remedial action(s) that are ~~needed or warranted~~appropriate to resolve any prohibited conduct and ~~maintaining~~maintain all information pertaining to an investigation or complaint in a secure file.
- ~~The Title IX Coordinator is responsible for maintaining~~Maintaining records relating to Title IX reports, investigations, and resolutions.
- The Title IX Coordinator~~ and~~, Deputy Title IX Coordinators, and investigators designated by the University, will participate in ongoing Title IX training and maintain a high level of knowledge of the policy and procedures.

~~Longwood University strictly prohibits retaliation against any person for using this reporting process, or for reporting, providing witness, assisting or participating in any manner in any investigation or proceeding involving allegations. Any person who violates this policy will be subject to discipline, up to and including termination if they are an employee, and/or expulsion if they are a student.~~

~~Employees who believe they have either witnessed or been subjected to sexual discrimination, sexual harassment, sexual misconduct, dating and relationship violence, stalking, and retaliation should notify the Deputy Title IX Coordinator for Employees (Human Resources).~~

~~Reginald Marsh, Deputy Title IX Coordinator for Employees – Human Resources~~
~~Office: Eason Hall, 109~~
~~Phone: (434) 395-2074~~
~~Email: humres@longwood.edu~~

- Referral of all complaints against employees to Human Resources. Human Resources is responsible for investigating all sex discrimination or retaliation complaints against employees. Human Resources will investigate all referred complaints using Human Resources policies or procedures.

Reporting Options

1. Title IX Coordinator: Anyone who ~~believe~~believes they have ~~either~~ witnessed or been subjected to ~~Title IX misconduct~~sex discrimination should notify the Title IX Coordinator:

   Kathleen Roberts, Title IX Coordinator
   Office: ~~Eason~~Brock Hall, ~~G-08L~~205
   Office Phone (434) 395-2751, Cell Phone (434) 808-9439
   ~~Em~~Email: ~~ail:~~ titleix@longwood.edu
   www.longwood.edu/titleix–
   Online reporting to the Title IX Coordinator: Say Something Portal
2. Making a report with Longwood Police: Persons who wish to file a police report may contact Longwood Police at (434) 395-2091. Office: Dorrill Dining Hall, Ground Floor.
   Online reporting~~:~~: -http://www.longwood.edu/police/forms/report-a-crime
3. Confidential Reporting Options: Persons who wish to report an incident or speak to someone about what happened and desire that the details of the incident be kept confidential, should speak with staff members of Counseling and Psychological Services (CAPS), University Health Center, ~~or off-campus~~Centra Southside Community Hospital Forensic Nurse Examiner, or ~~off-campus~~

clergy, chaplains, or crisis resources, who will maintain confidentiality. CAPS staff is available to assist students free of charge.

- Counseling and Psychological Services
  Pierson Hall - Health and Fitness Center, Upper Level; Phone: (434) 395-2409
- Longwood University – Mental Health Crisis Line (Available 24/7)
  Phone: (434) 395-2409, Option #2
- University Health Center
  Longwood Landings, 106 Midtown Ave, Farmville, VA; Phone: (434) 395-2102

~~In addition, you may go off campus to speak with clergy and chaplains, who will also keep reports made to them confidential.~~

- Centra Southside Community Hospital Forensic Nurse Examiner (Available 24/7)
  800 Oak Street, Farmville, VA; Phone: (434) 392-8811
- Madeline's House - 24/7 Domestic Violence / Sexual Assault Crisis Hotline;
  Phone: (866) 297-1564

Conflicts of Interest
The Title IX Coordinator, investigators, university-provided advisors, and decision-makers must be free from conflicts of interest or bias for or against complainants or respondents.

Confidentiality
If you would like to report an incident or speak to someone about what happened and you desire that details of the incident be kept confidential, you should speak with staff members of Counseling and Psychological Services, University Health Center, or off-campus crisis resources, who will maintain confidentiality. All inquiries, complaints, and investigations are treated with utmost
discretion. Information ~~can~~may be released as law and policy ~~permit~~permits. However, the identity of the complainant is usually revealed to the person(s) accused of such conduct and any witnesses. A complainant ~~can~~may decide, after they talk to the Title IX Coordinator, whether or not to pursue a Title IX Complaint.

Federal Statistical Reporting Obligations
Certain campus officials (campus security authorities) have a duty to report sexual ~~misconduct~~assault and other Clery Act reportable crimes for federal statistical reporting purposes. All personally identifiable information is kept private, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-_campus, in the surrounding area~~, but no addresses are given~~), for publication in the annual ~~Campus~~ Security and Fire Safety Report~~. This report helps to provide the community with a clear picture of the extent and nature of campus crime, in order to ensure greater community safety~~.

Mandated federal reporters (campus security authorities) include student/conduct affairs, campus law enforcement, local police, coaches, athletic directors, residence life staff, student activities staff, human resources staff, advisors to student organizations, and any other official with significant responsibility for student and campus activities.

~~**Conflicts of Interest**~~
~~The Title IX Coordinator, investigators, university provided advisors and decision-makers must be free from conflicts of interest or bias for or against complainants or respondents.~~

Federal Timely Warning Reporting Obligations

~~Victims of sexual misconduct should also be aware~~The Clery Act requires that University administrators ~~must~~ issue timely warnings for incidents reported to them that pose a danger to members of the campus community. The University will make every effort to ensure that a victim's name and other identifying information is not disclosed~~, while still providing enough information for community members to make safe decisions in light of the danger~~.

Procedures

~~1.~~ The Title IX Coordinator, or designee, shall provide for the adequate, reliable, and impartial investigation of all complaints~~:~~

- ~~Investigations of student versus student complaints shall be coordinated by the Title IX Coordinator and/or designee.~~
- ~~Investigations of student versus employee complaints shall be coordinated by the Deputy Title IX Coordinator for Employees with support from the Title IX Coordinator and/or designee.~~
- 1. ~~Investigations of employee versus employee complaints shall be coordinated by the Deputy Title IX Coordinator for Employees and/or designee~~.

2. Complainant and/or respondent may each select one advisor, who may also be legal counsel, to accompany them during the investigation process, Informal Resolution and Formal Procedures. If the complainant and/or respondent does not have an advisor, the university shall provide a trained employee, free of charge, to conduct cross-examination on their behalf. The advisor may be present with their respective party for all meetings, hearings and appeals. The advisors may ask questions on a party's behalf during hearings but is otherwise not permitted to actively participate in meetings or appeals. The advisor may, however, attend meetings and appeals. When scheduling any meetings, hearings and/or appeals, primary consideration will be given to the parties and any witnesses.

3. Only trained investigators designated by the University will conduct an investigation; both parties will have the opportunity to review and provide comments to the investigator about their statements before the investigation report is finalized.

4. The University will conduct an investigation to the extent of the information available. If the University obtains independent corroborating information of the ~~misconduct~~discrimination, it may determine it necessary to move forward with the investigation procedures and/or remedial measures without the involvement of a complainant.

5. The University must dismiss complaints prior to conducting an investigation where a) the facts alleged ~~would~~do not constitute a violation of this policy; b) the complainant chooses to withdraw a formal complaint or any portion of the allegations; c) the respondent is no longer enrolled or employed; d) circumstances prevent the University from gathering evidence sufficient to reach a determination regarding the complaint; or e) the facts alleged did not occur in a University's education program or activity. The Title IX Coordinator shall notify the parties in writing of the dismissal of any formal complaint and the reason for such dismissal.

6. Criminal investigations, separate from the process outlined in this policy, are conducted by the Longwood University Police or appropriate law enforcement agency~~,~~ in parallel with the University's ~~investigation. In cases where students are the subject of a criminal investigation, the University's investigation will commence parallel to or at the conclusion of such~~ investigation.

7. Informal Resolution

Some complaints can be resolved through informal resolution between the parties. The Title IX Coordinator and/or designee may arrange for~~,~~ or facilitate informal resolution between the parties.

a. Informal resolution is voluntary and requires the written consent of the parties and the University.
b. Once the informal resolution is complete, written notification of the agreed upon resolution shall be given to both parties by the Title IX Coordinator or designee.
c. The involved parties will sign a voluntary agreement specifying the behavioral expectations resulting from the mediation. If re-occurrence takes place, those responsible for such behavior will be subject to additional action, with greater penalties, under this policy.
d. If the parties are unable to reach an informal resolution, the Title IX Coordinator may initiate the formal resolution procedure~~ may be pursued~~.

8. Formal Procedures
   a. Once the University has received a formal complaint of ~~sexual~~sex discrimination~~, sexual harassment, sexual misconduct, sexual assault, sexual violence, dating and relationship violence, stalking and~~ or retaliation, an investigation shall commence within five business days unless the parties have agreed to participate in informal resolution
   b. To ensure a prompt and thorough investigation, the complainant should provide as much of the following information as possible:
      - The name, department, and position of the person or persons allegedly committing the ~~misconduct~~discrimination or retaliation.
      - A description of the incident(s), including the date(s), location(s), and the presence of any witnesses.
      - The impact of the incident(s) on the complainant's educational opportunities, living situation, position, salary, benefits, promotional opportunities, or other terms or conditions of employment.
      - Any steps the complainant has taken to address the ~~misconduct~~discrimination.
      - Any other information the complainant believes to be relevant to the misconduct.
   c. The investigator(s) shall determine, by a preponderance of evidence, whether the respondent violated this policy. Preponderance of evidence means that it is more likely than not that a violation occurred. If the investigator(s) determines that the respondent did not violate this policy, the matter will be closed.
   d. Prior to completion of the investigative report, the University will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten business days to submit a written response, which the investigator will consider prior to completion of the investigative report.
   e. At the completion of the investigation, both the respondent and complainant and their advisors will be informed within ten business days, in writing, of the outcome of the investigation. If the complainant is deceased as the result of the alleged violation, the next of kin of such complainant shall be treated as the complainant for purposes of this paragraph upon written request.
   f. Both the complainant and respondent are entitled to a copy of the investigators' report, redacted of any personally identifiable information. The redacted report shall be provided to the complainant or respondent within two ~~working~~business days after the ~~University~~ Title IX Coordinator or designee has received a written request. The non-redacted report may be viewed by the parties at any time during normal business hours.
   g. If it is determined by a preponderance of the evidence that a violation did occur, the

respondent may accept findings of the investigation and the sanctions / measures determined by the University ~~Title IX Coordinator or designee~~ to prevent the violation's recurrence; or challenge the findings and request a hearing. The respondent must, within ~~five~~three business days from the written notification of-

~~g.~~ the outcome of the investigation, make a decision to, accept the findings or challenge the findings and sanctions / measures, and request a hearing. ~~The Title IX Coordinator or designee reserves the right to send the case to the University Hearing Board for sanction/measures recommendations only, in investigations that the respondent has been found responsible and accepts those findings.~~

h. The complainant may decide, subsequent to the filing of formal charges against the respondent, to withdraw the complaint.

Procedures for Hearings on Violations of the Title IX Policy

1. The University Hearing Board will conduct hearings regarding alleged violation(s) of this policy.

2. A University Hearing Board hearing will proceed in the following manner:
   a. Hearings conducted by the University Hearing Board are closed to the public. The only individuals allowed to be present are active participants in the hearing process: the complainant, the respondent, an advisor for each, the investigator (s), the University Hearing Board, witnesses, and necessary University administrators. Either the complainant or the respondent may dispute the presence of individuals in the hearing room. The hearing board will make the final decision.
   b. At the request of either party, the University must provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions.
   c. The University will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.
   d. The hearing will be non-adversarial and respectful. Strict rules of evidence will not be applied. The Board will ensure that only relevant questions are posed during cross-examination.
   e. The hearing board members and all aforementioned participants are introduced.
   f. Participants state any questions they have concerning rights or procedures.
   g. The statement of charges is presented.
   h. The respondent enters a plea of responsible, not responsible or no plea.

~~i.~~—Testimony phase: During the testimony phase of the hearings, cross-examination may be conducted by the party's advisor in the presence of the University and complainant, the respondent, and their

   i. respective advisors. Witnesses may only be present when actively giving testimony. Advisors may be present with their respective parties for all testimony. Advisors may question witnesses on a party's behalf. If either party does not provide their own advisor, the University will provide an advisor to fulfill the cross-examination role.
   j. Each party may present an opening statement and a closing statement before the Board.
   k. Each party may present evidence and witnesses. Witnesses may be cross-examined by the hearing board in the opposing party's presence.
   l. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are

offered to prove consent. Demonstration of pattern, repeated, and/or predatory behavior by the respondent~~,~~ in the form of previous findings in any University, judicial, or student conduct proceeding will be admissible.

m. After all of the evidence has been introduced, the parties will be excused from the room so that the Board may deliberate.

n. The University Hearing Board shall determine, by a preponderance of evidence, whether the respondent violated this policy. The University has the burden ~~to demonstrate~~of demonstrating by a preponderance of evidence that the respondent violated this policy. ~~Preponderance~~A preponderance of evidence means that it is more likely than not that a violation occurred. If the University Hearing Board determines that the respondent ~~did violate~~violated this policy, the complainant will be allowed to submit a statement regarding the impact that the misconduct has had on the complainant's educational, living, and/or working environment ~~of the complainant~~.

o. When the board has made a decision regarding responsibility, the parties will be invited back into the room for a reading of the decision and any recommended sanctions.

3. The outcome of the hearing and any recommended sanctions will be forwarded to the applicable Vice President or designee immediately following the hearing if no appeal is filed: The Director of Student Conduct and Integrity in the case of a student respondent, the Provost and Vice President of Academic Affairs in the case of a faculty respondent, and the Vice President of Administration and Finance in the case of a classified staff or administrative employee.

4. Both the respondent and complainant will be informed within five working days, in writing, of the outcome of the hearing and the appeal (if an appeal is filed) and of any sanctions being recommended to the applicable Vice President or designee. If the complainant is deceased as the result of the alleged violation, the next of kin of such complainant shall be treated as the complainant for purposes of this paragraph, upon written request.

Composition of the University Hearing Board

1. A three-member University Hearing Board will be appointed by the Title IX Coordinator~~,~~ on a per--case basis from a pool of trained members: no less than five faculty and five staff. The chair of the hearing board is a non-voting member, except in cases of a tie, who leads the hearings and facilitates discussion among board members. The Title IX Coordinator will serve as a non-voting advisor to the chair. All Board members are appointed annually and serve from October 1 - September 30.

2. The pool of candidates for the University Hearing Board shall be nominated by:
   - Faculty Senate, Executive Committee (faculty members).
   - Vice President for Student Affairs and Vice President for Finance and Administration (staff).

3. In the case of a faculty respondent, at least two members of the University Hearing Board shall be faculty, in the case of a professional staff respondent; at least two members of the University Hearing Board shall be staff (except in cases where there is not sufficient availability in the pool of trained members).

4. Either party can request Board members to recuse themselves from the hearing for actual or perceived bias or other conflict of interest. The Title IX Coordinator will make the final decision regarding this request ~~will be made by the Title IX Coordinator~~ based on the information provided by the requesting party. Board members may also recuse themselves if they feel they cannot or should not hear a particular case.

5. The University Hearing Board panel will be trained by the Title IX Coordinator regarding hearing procedures, evaluation of relevant evidence, Title IX requirements, and other subjects, as needed.

~~6. Individuals cannot serve on both the University Hearing Board panel and the University Appeals Board panel during the same academic year.~~

Appeals

1. Appeals will be ~~heard~~reviewed by a three-person panel of trained investigators designated by the University ~~Appeals Board~~.

2. Respondents and complainants have the right to appeal:
   a. The University Hearing Board's decision, ~~and~~or
   b. The University's decision to dismiss a ~~compliant~~complaint.

3. Appeals must be filed within three business days of the University Hearing Board's written decision, or the University's decision to dismiss the complaint. To file an appeal, students and employees must fill out the appeal form provided with written notice of the University Hearing Board's decision, or the University's decision to dismiss the complaint. The University will provide a copy of the appeal to the other parties.

4. Appeals may only proceed based on the following reasons:
   a. Procedural irregularity that materially affected the outcome of the matter. A procedural irregularity may include a failure to objectively evaluate or admit ~~all~~ relevant evidence, including inculpatory and exculpatory evidence;
   b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
   c. The Title IX Coordinator or designee, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5. The ~~University Appeals Board~~appeal panel will convene within five business days of the receipt of the appeal.

~~5.~~ All parties will receive notice of the ~~time and place of the~~ appeal~~.~~

6. ~~The appeal will be non-adversarial and strict rules of evidence will not be applied. Each party~~ and will have the opportunity to submit a written statement in support or opposition to the appeal.

~~7.~~ Within ten business days, the ~~University Appeals Board~~appeal panel shall issue a written decision to the parties:
1) denying the appeal and upholding the decision of the University Hearing Board, or 2) granting the appeal and remanding the issue to the Title IX Coordinator or designee or the University Hearing Board.

~~The outcome of the appeal and any recommended sanctions will be forwarded to the applicable Vice President or designee immediately following the appeal: the Director of Student Conduct and Integrity in the case of a student respondent, the Provost and Vice President of Academic Affairs in the case of a faculty respondent, and the Vice President of Administration and Finance in the case of a classified staff or administrative employee.~~

~~8.~~7. ~~Both parties will be informed within five business days, in writing, of the outcome of the appeal~~

~~and of any sanctions being recommended to the applicable Vice President or designee.~~ If the complainant is deceased as the result of the alleged violation, the next of kin of such complainant shall be treated as the complainant for purposes of this paragraph, upon written request.

~~**Composition of the University Appeals Board**~~

~~1. A three-member University Appeals Board will be appointed by the Title IX Coordinator, on a per- case basis from a pool of trained members: no less than five faculty and five staff. All Board members are appointed annually and serve from October 1 – September 30.~~

~~2. The pool of candidates for the University Appeals Board shall be nominated by:~~

- ~~The Faculty Senate, Executive Committee (faculty members).~~
- ~~Vice President for Student Affairs and Vice President for Finance and Administration (staff).~~

~~3. In the case of a faculty respondent, at least two members of the University Appeals Board shall be faculty, in the case of a professional staff respondent; at least two members of the University Appeals Board shall be staff (except in cases where there is not sufficient availability in the pool of trained members).~~

~~4. The parties can request board members to recuse themselves from the appeal board for actual or perceived bias or other conflict of interest. The final decision regarding this request will be made by the Title IX Coordinator based on the information provided by the requesting party. Board members may also recuse themselves if they feel they cannot or should not hear a particular case.~~

~~5. The University Appeals Board will be trained by the Title IX Coordinator regarding hearing procedures, evaluation of evidence, Title IX requirements and other relevant subjects, as needed.~~

~~6. Individuals cannot serve on both the University Hearing Board and the University Appeals Board during the same academic year.~~

Postponement of Hearings and Appeals

A respondent or complainant may request one postponement of a hearing ~~or appeal~~ by contacting the Title IX Coordinator at least two (2) business/working days prior to the scheduled hearing ~~or appeal,~~ unless extenuating circumstances exist. Postponement will be allowed only under the following conditions:

~~a.~~• The respondent/complainant has an academic conflict;

~~b.~~• The respondent/complainant is unable to produce necessary witnesses on the scheduled date of the hearing;

~~c.~~• The respondent/complainant has a family emergency;

~~d.~~• The respondent/complainant is too ill to attend the hearing;

~~e.~~ The respondent/complainant cannot attend because of a religious holiday.

• The Title IX Coordinator may require written verification of the reason claimed.

Rights of the Complainant

1. The right to have an advisor throughout the process, who may also be legal counsel.
2. The right to remain present throughout the entire hearing (not including the deliberative process).

3. The right to attend a pre-hearing meeting with the Title IX Coordinator or~~designee.~~
4. The right to have access to supportive measures.
5. The right to supportive measures to prevent reoccurrence of the behavior.
6. The right to freedom from retaliation by the respondent (or supporters of the respondent).
7. The right to be notified of the time, date and place of the scheduled hearing and appeal, if applicable, at least 72 hours prior to the hearing or appeal.
8. The right to submit a statement of how the misconduct has impacted the educational, living and/or working environment of the complainant.
9. The right to present relevant evidence during the investigation and a statement of how the discrimination has impacted the educational comma living and/or working environment of the complainant period.
10. The right to sufficient time, at least two business days, to prepare a response to the written notice of investigation before any initial interview.

~~10.~~11. The right to know the outcome of the investigation, the outcome of the hearing, appeal and the sanctions, remedies and corrective actions taken by the University.

~~11.~~12. The right to be informed of the ability to request changes in academic, employment and living situations.

~~12.~~13. The right to request a single appeal of the outcome of the University Hearing Board's decision and recommended sanctions (if necessary).

Rights of the Respondent

1. The right to an advisor throughout the process, who may also be ~~legalcounsel~~legal counsel.
2. The right to remain present during the entire hearing (not including the deliberative process).
3. The right to attend a pre-hearing meeting with the Title IX Coordinator or designee.
4. The right to have access to supportive measures.
5. The right to freedom from retaliation by the complainant (or supporters of the complainant).
6. The right to written notice of the specific allegations and the opportunity to ~~testify~~provide information in response during the investigation.
7. The right to sufficient time, at least two business days, to prepare their response to the written notice of investigation before any initial interview.

~~7.~~8. The right to be presumed not responsible unless shown responsible by a preponderance of the evidence until a determination regarding responsibility is made at the conclusion of the grievance process.

~~8.~~9. The right to a timely hearing.

~~9.~~10. The right to notification of the charges, the specific rule or policy violated, and the time, date, and place of the scheduled hearing and ~~appeal~~, if applicable, at least ~~72 hours~~three business days prior to the hearing ~~or appeal~~.

~~10.~~11. The right to present relevant evidence.

~~11.~~12. The right to notification of any information that may be used in the hearing.

~~12.~~13. The right to request a single appeal of the outcome of the University Hearing Board's decision and recommended sanctions (if necessary).

Sanctions, Remedies and Corrective Actions

Violations of this policy will be addressed through the sanctions, remedies, and corrective actions listed below. The severity of sanctions, remedies, or corrective action depends on the facts and circumstances of the offense and/or any history of past conduct that violates this policy. Sanctions, remedies, and corrective actions could include (but are not limited to):

- A requirement not to repeat or continue the conduct.
- Reprimand.

- Reassignment.
- Disciplinary Probation.
- Disciplinary Suspension.
- Termination of employment.
- Expulsion.

~~**FERPA, FOIA, and Privacy**~~

Records and Release of Documents and Information

Under federal and state privacy laws, investigation reports, witness statements and any documents prepared by the University constitute education and/or personnel records which may not be disclosed outside of the proceedings, except as may be required or authorized by law. Records created ~~by the Title IX Coordinator~~regarding students may be education records subject to protection under the Family Educational Rights and Privacy Act (FERPA). ~~If the complainant or respondent is a~~Longwood student~~,~~ records ~~should be safeguarded and not shared~~policies comply fully with FERPA; the accumulation, processing, and maintenance of student data by the University ~~employees unless the employee has a legitimate educational interest in viewing~~are limited to that information, which is necessary and relevant to the ~~documents and complies with~~purposes of the University. Personal data of students will be used only for the purpose for which it is collected. ~~policy. Similarly, the~~ The University does not release personnel records related to specific employees or employment matters as personnel matters and records are generally considered private or exempted by law from disclosure. See Va. Code§ 2.2-3700, et seq. ~~Accordingly, the University may not be able to release records related to employees~~The University will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained.

~~**Student Records**~~

~~Compliance with the provisions in this policy does not constitute a violation of the Family Education Rights and Privacy Act of 1974 (FERPA). Longwood student records policies comply fully with the Family Educational Rights and Privacy Act (FERPA) The accumulation, processing, and maintenance of student data by the University are limited to that information, which is necessary and relevant to the purposes of the University. Personal data of students will be used only for the purpose for which it is collected.~~

~~**Release of Documents and Information**~~

~~Under federal privacy laws, investigation reports, witness statements and any documents prepared by the University constitute education and/or personnel records which may not be disclosed outside of the proceedings, except as may be required or authorized by law.~~ The University does not, however, impose any restrictions on the parties regarding re-disclosure of the incident or their participation in proceedings under this policy.

Records Retention

The Title IX coordinator is responsible for overseeing the management and storage of Title IX records, which will be maintained for at least seven years. Following the last day of the specified time interval, these records will remain active until June 1 each year; thereafter, they will be expunged. Should there be any subsequent alleged discrimination or retaliation, the retention expiration date for each existing prior record will be nullified and changed to meet the new deadline parameters established by the most recent alleged discrimination or retaliation.

Academic Transcripts – Pursuant to Virginia Code § 23.1-900

A prominent notation shall be placed on the academic transcript of any student who has been found responsible and expelled or suspended for sexual violence, which includes the following as defined by this policy: unwelcome sexual contact, coerced sexual intercourse, and dating and relationship violence. The language will read as follows: Expelled – For a Violation of the University's Code of Conduct Standards and Regulations, or, Suspended – For a Violation of the University's Code of Conduct Standards and Regulations. The notation shall be removed from the transcript when the student has completed the term of the disciplinary suspension, completed any conditions of the disciplinary suspension, and has been determined by Longwood University to be in good disciplinary standing.

A prominent notation shall be placed on the academic transcript of any student who withdraws prior to the final outcome of an investigation, hearing and/or appeal that alleges sexual violence, which includes the following as defined by this policy: unwelcome sexual contact, coerced sexual intercourse, and dating and relationship violence. The language will read as follows: Withdrawal while under Investigation – For a Violation of the University's Code of Conduct Standards and Regulations. The notation shall be removed from the transcript when the student is subsequently found not responsible for a violation of this policy, or not suspended or expelled as a result of a violation of this policy.

A student may petition for a notation to be removed from the academic transcript after a period of three years from the final outcome or resolution of the case if the student can show good cause.

Removal of the notation is not the same as removal of the violation(s) from the student's educational record.

The Title IX Coordinator or designee will review petitions for transcript notation removal. The decision will be based upon the following criteria:

1. The violation(s)
2. The student's behavior subsequent to the violations(s)
3. The student's demonstrated reflection and growth

After a petition has been evaluated, the student will receive written notification of the decision, which will be final.

Academic Freedom and Free Speech

This policy does not allow censorship of constitutionally-protected speech. In addressing all complaints and reports of alleged violations of this policy, Longwood University will take all permissible actions to ensure the safety of students and employees while ensuring the free speech rights of students and employees. This policy does not, in any way, apply to curriculum and curriculum decisions or limit the use of particular textbooks or curricular materials.

HONORARY DEGREES IN ACADEMIC YEAR 2024-25

The Longwood University Board of Visitors hereby ratifies the granting of honorary degrees to the distinguished recipients of academic year 2024-25:

Christy Coleman, executive director of the Jamestown-Yorktown Foundation, an award-winning historian and museum executive who began her career at the Colonial Williamsburg Foundation and subsequently led the American Civil War Museum. (Honorary Doctor of Humane Letters)

Larry Stimpert, president of Hampden-Sydney College since 2016, an acclaimed college president who has guided one of America's oldest colleges and half of "America's First Two-College Town" with a deep commitment to a mission of forming good citizens that aligns with Longwood's. (Honorary Doctor of Humane Letters)

Vice Presidents' Reports

Academic Affairs
Larissa M. Smith, Provost & Vice President

March 2025
Highlights

- **MBA program earns top honors in U.S. News and World Report 2025 Best Online MBA Programs rankings.**
- **Post-Graduate Success Initiative successfully pilots virtual micro-internship program.**
- **Lancer for a Day brings Prince Edward Elementary fourth-graders to campus on March 21.**
- **Baliles Center third annual Oaks 'n' Oysters fundraiser set for April 5.**

Academic Affairs

The Task Force on AI in Teaching and Learning has organized into several subcommittees to address various aspects of their charge: Data Collection & Communication/Outreach, Best Practices, Policies, Ethics & Post-Graduate Success Initiative, and Paid Premium AI Access. Faculty were surveyed about their attitudes on AI earlier this semester. Lisa Kinzer, professor of music and faculty representative to the Board of Visitors, has worked with the Data Collection subcommittee to summarize the faculty survey results in her report. A list of the survey questions is included after her written report. The task force plans next to survey students.

On February 6, the Network for Undergraduate Research in Virginia (NURVa) hosted the inaugural Undergraduate Research Showcase at the Capitol in Richmond. Students from 16 colleges and universities across Virginia presented 36 research posters to members of the General Assembly. Amorette Barber, professor of biology and director of the Office of Student Research, was a member of the steering committee that planned this event. Longwood had two posters, one of which was presented by Professor of Biology Adam Franssen's four research students. Thank you to Rector Ron White for visiting the Longwood students at the event!

On March 4, President Reveley and Provost Smith attend the SCHEV Outstanding Faculty Awards ceremony. Kim Little, professor of nursing and department chair of the program, received an Outstanding Faculty Award from the State Council of Higher Education for Virginia for her work inside and out of the classroom. Just 12 professors from across the Commonwealth

received the award from more than 80 institutional nominations. Little joined the Longwood faculty in 2018 after leading Liberty University's master's-level program in nursing. Her leadership transformed the young program, and six of the last nine cohorts of nursing program graduates have achieved a 100% pass rate on their NCLEX initial licensure exam, an accomplishment few four-year programs can boast.

On May 22, Longwood will host this year's State Council of Higher Education in Virginia (SCHEV) "Day of Dialogue" on Civic Learning & Engagement. Those who arrive early can enjoy a private tour of the Moton Museum. Staff and faculty from any Virginia institution (2-year and 4-year), any discipline, and any rank or classification are invited. Registration for the entire day (including the Moton Museum tour) is free, and lunch is provided by SCHEV. This year's program will begin with a panel showcasing how Longwood has integrated civic engagement into both Civitae and campus culture. The afternoon will be devoted to small-group discussions regarding general education initiatives in civic engagement.

Brock Experiences

Summer Brock Experiences show strong enrollment trends leading into the busy season for travel:

- Yellowstone has 21 accepted students and is continuing to recruit.
- Alaska has 22 accepted students and has capped enrollment.
- New Orleans, the newest Brock Experience, has exceeded its goal of 16 students and expects to travel with 20 students.

The Chesapeake Bay Brock Experience, which is being piloted as the National Collegiate Honors Council's inaugural civic seminar, has extended their application deadline and will evaluate student applicants soon.

The courses running this summer will feature faculty and staff from across the University. These include Biology, Sociology, Mathematics, History, Art, Environmental Science, Music, the Moton Museum, Accounting, and the Greenwood Library. These teams have been collaborating on a shared offering of pre-departure sessions to prepare students for their field experience.

Cook-Cole College of Arts and Sciences (CCCAS)

Spring semester is filled with performances, exhibits, speakers and events to engage members of both the University and Farmville communities.

- The Department of History, Political Science, and Philosophy co-hosted the 26th Annual Civil War Seminar with Appomattox Court House National Battlefield in Jarman Auditorium on February 1. This year's theme was "Act 5: The Final Curtain" and focused on the final campaigns of the war.

- The Department of Mathematics and Computer Science guest speaker series has hosted notable speakers to expose students to advanced topics in technology, mathematics, and practical applications.
  - On February 18, Mikhail Garber, a technology veteran with 30+ years of experience at major companies like Microsoft, Salesforce, and Amazon, presented "Computer Vision: Image and Object Detection with AI." Now a Principal Engineer at Rula Mental Health, Garber demonstrated how AI identifies objects in videos—technology crucial for security and automation. About 20 students attended, and Garber shared his code so students could experiment with AI models themselves.
  - On February 27, Dylan Domel-White, assistant professor at Hampden-Sydney College, presented "Playing Twenty (Million?) Questions on the Sphere." His talk connected One-Bit Phase Retrieval in information theory to the game of "Twenty Questions," providing an accessible approach to understanding quantum information theory applications. The presentation attracted approximately 30 engaged students.

- The Theatre and Music programs collaborated to present *Little Women, the Musical* at the Jarman stage from February 20-23. Under the direction of Jeffrey Todd Parrot, assistant professor of theatre, and musical direction of Chris Swanson, professor of music, the production featured nine student actors and a fourteen-member orchestra. The cast rehearsed for 5 weeks, with the set initially built in CSTAC before being reassembled on the Jarman stage. Before Saturday's performance, theatre faculty hosted a Red Carpet event in Chichester for friends and donors to celebrate the return to Jarman. Each performance drew over 100 attendees, with Saturday evening's show attracting more than 200 people.

- The Radical Jewelry Makeover (RJM) exhibition, led by Kathleen Kennedy, assistant professor of Art in Jewelry/Metalsmithing, is currently on display in the Bedford gallery. This international community project focuses on jewelry mining and recycling, bringing together jewelers from various schools to create innovative pieces from recycled materials while exploring mining issues.

- The award ceremony for the Dos Passos Prize for Literature will be held on April 9. Named in honor of American author John Dos Passos, the prize is awarded to a talented American writer who experiments with form, explores a range of voices and merits further recognition. Angie Cruz is the winner of the 43rd Dos Passos Prize. She has published four novels: *Soledad* (2001), *Let It Rain Coffee* (2005), *Dominicana* (2019), and *How Not to Drown in a Glass of Water* (2022). Her third novel *Dominicana* received significant critical acclaim, with Publishers Weekly praising it as "enthralling," and NBC describing it as "one of the most evocative and empowering immigrant stories of our time." Currently, Cruz serves as an associate professor at the University of Pittsburgh's writing program.

- International photographer and pop-up book artist Colette Fu will visit Longwood to deliver a public lecture on April 10 at 4pm and conduct a pop-up workshop for students and faculty on April 11 at 10am.

- 2025 is the 100th Anniversary of the "Golden Year" in American Literature. The English and Modern Languages department is celebrating this centenary with a series of events: a read-

aloud of *The Great Gatsby* on March 20; a set of linked course offerings in Fall 2025 on "Gatsby and Friends" that will include Ernest Hemingway, John Dos Passos, Nella Larsen, Virginia Woolf, and The Marx Brothers among others; a monthly library display on different authors from 1925 and their works; and showings of 1925 films as well as both film versions of *The Great Gatsby* in Fall 2025.

CCCAS faculty and students continue to be active in presenting and publishing their scholarship.

- Jacob Halloway '24 won a 2024 Capital Emmy Award for short-form documentary storytelling. Entitled "The Choice of a Few: The Story of Davis v. County School Board of Prince Edward County," the 25-minute documentary focuses on the Moton School Walkout and the closing of Prince Edward County public schools. Jacob is the third Longwood Communication Studies graduate to win a Capital Emmy in a four-year span. His work was advised by Ryan Stouffer, associate professor of communication studies, as part of the digital media capstone course. https://www.youtube.com/watch?v=f9O99sn7524

- Psychology professors are involved in mentoring students in research. Stephanie Buchert, professor of psychology, is advising students who will present their eye tracking study on distracted driving and cognitive load at the Carolinas Psychology Conference in April. Eric Laws, professor of psychology, is supervising students who will present research on how opposite-sex observations affect performance when playing aggressive video games using a competitive reaction time task. The students received funding from OSR to purchase this computer task, and they will also share their findings at the Carolinas Psychology Conference in April. Chris Bjornsen, professor of psychology, and students will present a poster at the Association for Psychological Science (APS) convention in Washington DC this summer.

- In the Department of Biology and Environmental Sciences, Brandon Jackson, associate professor of biology, presented research over the winter break, along with student Lilian Jubb, at the Society for Integrative and Comparative Biology. Ravi Sankar, assistant professor of environmental science and geography, and co-authors had a manuscript accepted in *Trees, Forests and People* on forest canopy mapping in the Canadian Arctic.

- Steven Isaac, professor of history, had two chapters appear in recent edited collections: "Enough Facts to Forge a Memory: the Charters of Queen Matilda III (1135-52)," in *Gender, Memory and Documentary Culture, c.900-1300*, and "Strategy in the High Middle Ages: Anglo-Normans, Capetians, and Plantagenets," in *Routledge Handbook of Medieval Military Strategy.* Isaac spent the fall semester on a Faculty Connections grant at the University of Edinburgh, Scotland, where he was nominated after the semester's close for an Outstanding Teaching Award.

College of Business and Economics (CBE)

The MBA Online program received a perfect score of 100 in the Faculty Credentials and Training category, earning it the #1 rank in the nation in the latest U.S. News & World Report Best Online MBA Ranking of 2025. Moreover, the program is ranked #6 nationally in terms of

affordability among the ranked universities. This reflects the commitment of the college and the university to provide high-quality programs at an affordable price to adult learners. The program has placed #135 in the overall ranking.

As a testament to CBE's highly qualified faculty, Meg Michelsen, associate professor of marketing, received the Best Paper Award for Marketing Research and Innovation at the American Marketing Association's Winter Meeting and published a paper in the *Journal of Advertising*, the leading journal in the field.

The CBE has launched two new initiatives for the spring semester. The newly initiated Supply Chain Insight Speaker Series will feature recent alumni and industry experts in the logistics sector. The inaugural speaker for the series was Elaina Clifford '24, area manager for Amazon, who spoke on February 27. The second initiative, called Student Hours with the Dean, aims to connect CBE students with the college by encouraging them to engage in direct conversations with Dean Khawaja Mamun.

The college also hosts a number of events to connect students with employers and entrepreneurs.

- On February 18, Den Cralle, president and CEO of Green Front Furniture, spoke to an audience of over 90 students and faculty.
- CBE also hosted representatives from the FBI and Newport News Shipbuilding, who visited classes to discuss their career paths with students.
- On February 27, CBE organized a Career Café and a Free Professional Photo Booth for students.

CBE is working to expand its social impact and collaborative efforts in the community.

- Dawn Schwartz, assistant professor of accounting, is leading the Voluntary Income Tax Assistance (VITA) program in collaboration with CBE students and accounting alumni. This program runs from February to March on select Saturdays and is available to anyone with an income of $67,000 or less.
- The college is also collaborating with the SEED Innovation Hub on two projects. The first project involves students formulating social media strategies for community and campus engagements for the hub, while the second project, in partnership with the Longwood Small Business Development Center (SBDC), focuses on proposing social media strategies to enhance brand awareness within local communities. Students from Assistant Professor of Marketing Pubali Mukherjee's class will present their strategies to the stakeholders at SEED Innovation Hub and SBDC at the end of the semester.

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

Educator Preparation and P-12 School Partnerships

At Longwood University, educator preparation is a collaborative endeavor across multiple colleges. The College of Education, Health, and Human Services (CEHHS) leads the charge and facilitates the shared vision to prepare excellent educators. Through regular P-12 school partner and community engagement, CEHHS continuously receives feedback about the needs of regional educators and P-12 students. This feedback informs ongoing efforts to assist P-12 schools in

improving student performance and meeting the schools' workforce needs through a variety of licensure pathway options and academic program delivery methods.

At a recent monthly meeting with superintendents, community college administrators, and CEHHS the Virginia Department of Education's (VDOE) Associate Superintendent affirmed CEHHS as one of the most engaged schools of education in the Commonwealth and praised Longwood's responsiveness to the needs of schools in the Southside region. While prioritizing collaboration with Prince Edward and other Region VIII schools, Longwood serves the entire Commonwealth in developing future teachers and promoting positive education outcomes for all students.

Most recently, CEHHS is exhibiting that engagement and responsiveness through the following activities:

- Supporting educators from more than 25 different Virginia school divisions through the Southside Virginia Writing Project led by Dorothy Suskind, associate professor of education. This ongoing project hosts a variety of events year-round on campus, through webinars, and at local schools–most recently in Appomattox County Public Schools–and supports teachers in developing students' writing skills and achievement with the 2024 English Standards of Learning (SOLs) curriculum.

- Providing professional development to teachers in Prince Edward County Schools by Alecia Blackwood, assistant professor of education, in partnership with the Longwood Office of Teacher Preparation (OTP).

- Hosting middle school campus visits to Longwood's campus and STEAM learning lab with Paula Leach, director of P-12 outreach for CEHHS and director of ITTIP, with Cumberland, Brunswick, and Prince Edward schools.

- Developing teachers in Patrick and Henry counties with support from VDOE teacher apprenticeship grants, led by Pam Randall, associate professor of education and coordinator for Longwood's program at the New College Institute in Martinsville.

- Providing on-site engagement at Prince Edward County Schools and Mecklenburg County Schools with their student clubs that promote careers in teaching and STEM fields in middle and high schools by CEHHS's Outreach and Engagement Coordinator Byron Morgan and students from Longwood's Call Me MISTER program.

- Bringing over 70 high school students from across the Commonwealth and Washington, DC, to campus for the second annual MISTER Experience event, when students learn more about Longwood's teacher education programs and campus resources. This event, led by Byron Morgan and Aaron Sims, is coordinated across Admissions, CEHHS, and Student Affairs. The 2025 high school student participation more than doubled 2024's record.

- Hosting Prince Edward fourth-grade students and teachers to campus for an annual favorite event, Lancer for a Day, on March 21. The event is led by Patti Hastings, professor of education, and includes faculty from across the college.

Supporting Children and Families

CEHHS programs also engage directly with children and families outside of the schools to support optimal educational and occupational outcomes for some specific populations through the Infant and Toddler Connection of the Heartland (ITC) and Longwood LIFE. These direct service programs offered within CEHHS provide valuable opportunities for Longwood students to attain hands-on learning, develop servant leadership skills, and earn internship hours to meet academic requirements. Longwood students serve as intake specialists, job coaches, student supervisors, peer mentors, and co-teachers. The success of both ITC and Longwood LIFE programs depends on collaborations with volunteer faculty members from many academic programs across campus, including Social Work, Therapeutic Recreation, Communication Sciences & Disorders, and Special Education. Highlights about the two programs are summarized below:

- The Infant and Toddler Connection of the Heartland (ITC) is led by Dr. Kendall Lee '01. Through coordination with state programs and local schools, ITC engages families with young children to ensure that they receive early intervention services that help prepare young children to enter schools ready to learn. ITC reported serving a record number of 186 children and families in 2024. This is the largest number ever served by Longwood's program and represents a 30% increase from the previous year. Early intervention helps identify and address developmental delays, such as motor, cognitive, language, and social skills. An increase in the number of children served means that more children in the region are receiving targeted support and therapies, maximizing their potential for growth and development once they enter area schools.

- While ITC supports young children and families as they enter school systems, Longwood LIFE assists young adults and families as they are transitioning out of the school systems. Longwood LIFE develops young adults with intellectual disabilities to learn important social and employment skills that improve well-being, enhance family life, and support independence. The program, led by Karen Feathers, associate professor of special education, currently supports 26 transition age students from schools in Region 8 and beyond: Prince Edward, Buckingham, Cumberland, Lunenburg, Amelia, Appomattox, Halifax, Nottoway, Henrico, Chesterfield, Richmond City, Powhatan, and Southern Shores, NC. Longwood LIFE boasts positive outcomes such as:
    - 35% of current students have some sort of part-time paid employment.
    - 50% hold volunteer positions in their home communities.
    - three Special Education undergraduate seniors presented job coaching research with Longwood LIFE at the recent Virginia Division on Career Development and Transition state conference
    - Longwood LIFE was recently featured in *Richmond Magazine*: https://richmondmagazine.com/news/sunday-story/college-life/

Health Professions

CEHHS is also dedicated to meeting workforce needs in the high demand careers of the health professions. Building on the tremendous success of Longwood's Nursing BSN program, CEHHS seeks to learn more about the broader needs for healthcare professionals and how Longwood University can position itself to meet these needs. To that end, the Associate Dean Shannon Salley, professor of communication sciences and disorders, attends monthly strategic planning sessions with area health care system representatives, community college administrators, and school division partners. These meetings are offered through the Region 3 Growth and Opportunity Virginia (GOVA) program.

Dr. Salley also leads CEHHS's efforts to learn more about growth opportunities in health careers at the national level. She is a regular attendee of the Association for Schools Advancing Health Professions' (ASAHP) monthly webinars and annual conference. Salley was recently selected to be a ASAHP Leadership Development Program Fellow. The Program Fellow role brings together academic leaders in health professions from across the nation to sharpen their leadership skills and collaborate on key projects that support academic development for higher education in healthcare.

While CEHHS leadership engages with others to better understand our positioning in meeting the needs of the healthcare workforce, faculty are regularly engaged with meeting the needs of our community members and students on campus. Recent examples include:

- Longwood's Speech, Hearing, and Learning Services (SHLS) clinic provides hearing and speech services to Southside residents through practitioners that include an onsite audiologist and Longwood-prepared Speech Language Pathologists (SLPs). The SHLS clinic is a valuable resource to residents of the Southside region, eliminating the need for them to travel far distances outside of the region to receive important care. Its patients span from very young children to elderly individuals. Recently, the Parkinson's Voice Project awarded the SHLS clinic with a 2025 SPEAK OUT! Clinical Education Grant. The SPEAK OUT! Therapy Program, a highly effective and evidence-based treatment, helps people with Parkinson's and related neurological disorders regain and retain their speech and swallowing function. Through this grant, SHLS will expand services to meet the needs of individuals with Parkinson's in the community. Engagement with the clinic provides valuable clinical experience for Longwood graduate students who are training to be SLPs.

- The Therapeutic Recreation program in the Health, Recreation, and Kinesiology (HRK) Department brings animal-assisted therapeutic support to campus regularly through its Study Paws programming, a fun event when faculty and staff bring their pets to campus to mingle with students who are preparing for final exams. They continue to expand their expertise with animal-assisted therapeutic support through academic coursework and professional development and have recently received support from an internal Special Projects Fund award to enhance expertise in equine-assisted therapy. Highlighting the important impact that these types of therapeutic interventions can provide, Longwood recently spotlighted an alum's long career in this area: https://www.longwood.edu/news/2025/therapeutic-riding-instructor-puts-degree-to-work/

- Facilitated by Tena Ewing, senior lecturer in fitness concepts, HRK students are continuing, as they have done in years past, to provide health screenings to more than 500 National Guard participants. Longwood's students screen the soldiers to identify movement dysfunction and muscular imbalances and refer soldiers to resources to meet their needs.

College of Graduate and Professional Studies (CGPS)

Graduate Studies

Graduate Studies produced an 8-episode podcast called "Longwood GradCast: Beyond the Degree" to highlight stories from alumni and current students (www.longwood.edu/gradcast). Guests and recording dates have already been secured for season two to continue to showcase the incredible, inspiring work of our Longwood community. In addition, graduate faculty and staff created a campus tour video centered around graduate students, their programs, and their unique needs (https://youtu.be/unKbqhm_HMM?si=E3aNI1R6QroWooTK).

To better keep in contact with graduate alumni, CGPS began using Mail Chimp, a communication platform with 2,000+ alumni in the system, and also hosted a pop-up shop for graduate students, alumni, and faculty to own – and proudly wear – their graduate program gear. Graduate staff have also attended 25+ on- and off-campus recruitment events so far this year with more planned in the coming months.

Professional Studies

This academic year, a working group of 13 faculty and staff has met regularly to discuss best practice in digital badging to determine a clear definition, outline links to university mission and goals, and design a process that will support careful implementation of digital badging to ensure Longwood becomes recognized for awarding high quality, meaningful badges to its students, staff, and alumni.

For Longwood, digital badges represent validated completion of a skill or ability in a specific, focused area. Badges are not for academic credit, and may incorporate curricular, co-curricular, extracurricular and professional experiences. They can help bridge classroom and workplace environments, demonstrate that Longwood is preparing students for the workforce, enable students to articulate skills and abilities they've gained, and serve as another differentiator of the Longwood experience.

Professional Studies has also partnered with the Falls Church and Virginia Beach school divisions to provide Gifted Add-on Endorsement courses to 37 teachers, while also finishing Gifted coursework sequences for teachers at Poquoson City Public Schools and A. Linwood Holton Governor's School and partnering with the Campbell County and Norfolk public school divisions to offer ESL endorsement preparation courses to 40+ teachers across both divisions.

Digital Education Collaborative

For Fall 2024 and Spring 2025, over 1,700 courses were published and active, which included discussions, quizzes, assignments, peer reviews, group activities, and specific course content.

Zoom usage in 2024 included 17,570 Zoom sessions. From January 21 to February 21 of this year, there have already been 242 meetings. Some of these allowed classes and campus business to continue despite closings caused by inclement weather.

Poll Everywhere, an interactive survey tool used for classes and presentations, had over 29,000 responses to polling activities. Poll Everywhere is used by faculty to encourage in-class engagement, discussion, and interaction.

Cormier Honors College for Citizen Scholars (CHC)

"Cormier is where cognition unites with compassion to build community."

The CHC's emphasis on cognition and scholarship is exemplified by the recent accomplishments of both students and staff. For example, two Cormier Honors students were selected to represent Longwood as Goldwater nominees and two scholars won National Science Foundation Research Experiences for Undergraduates (REUs) awards to Geneva, Switzerland, and Bath, England, for this coming summer. With respect to faculty, they have taken on the editorship of Longwood's undergraduate research journal *Incite*, collaborated with artists and staff to coordinate a Longwood Center for the Visual Arts exhibit, and published an article appearing in the winter issue of *American Catholic Philosophical Quarterly* on the topic of artificial intelligence.

The CHC is compassion-oriented and it is clearly reflected in the different types and high number of volunteer activities that our students engage in. Our current Cormier Honors College students, for instance, partnered with a fraternity on an environmental cleanup and the Honors Student Association has written thank you letters to area hospital workers as well as to Longwood's janitorial staff.

The CHC students, staff and faculty have worked to strengthen the ties within Longwood by collaborating with other organizations/departments to strengthen overall involvement as well as student recruitment. The CHC has been collaborating with different teams in athletics from sponsoring basketball games to recruiting student-athletes. In terms of general recruiting, the CHC partners with Admissions in its various recruiting events, resulting in over 115 prospective students committing (via deposits) before March 1 to attend Longwood and the CHC in fall 2025. In December, the CHC staff and students also hosted the annual CHC Family Scholarship Dinner for prospective students and their families where they received their CHC acceptances and scholarships for Fall 2025.

Greenwood Library

During campus weather closures in February, the library continued to provide service to the campus community. Student assistants worked the Desk for abbreviated hours, and librarians provided remote information literacy instruction through Zoom. Electronic access to digital resources are always available, as well.

Spring Programming and Events

- On February 18, John D. Miller, associate professor of American literature, presented a Faculty Fireside Chat on his latest work, *Honorable and Brilliant Labors: Orations of William Gilmore Simms*.
- On February 25, the library's Love Your Longwood Day campaign supported providing professional development, engaging library programming, collaborative spaces and classrooms, and diverse resources to support the campus community.
- On February 27, the Longwood Chamber Orchestra performed a concert in the Library's Atrium.
- On March 19, the Library is excited to again partner with the Robert Russa Moton Museum and the Office of Academic Affairs for the annual C. G. Gordon Moss Lecture. The campus will welcome Dr. Blair L.M. Kelley, the Joel R. Williamson Distinguished Professor of Southern Studies at the University of North Carolina-Chapel Hill and director of the Center for the Study of the American South, to discuss her book *Black Folk: The Roots of the Black Working Class.*

Office of Accreditation & Compliance, Assessment & Institutional Research

With a successful SACSCOC reaffirmation effort formally conferred in December 2024, focus has begun to shift to our Fifth-Year Interim Report. Our Quality Enhancement Plan (QEP), the Post-Graduate Success Initiative (PGSI), is a key part of that report, which is due in early 2030.

The PGSI has several activities in full swing. These initiatives are grouped around two broad themes: *Consider Life Design* and *Practice Career Everywhere.*

- The pilot of the virtual micro-internship initiative was a success. During winter intersession, seven Longwood sophomores each worked with an alumni mentor to complete a project of approximately 20 hours. Each internship helped students develop three of the NACE pre-professional competencies: professionalism, career & self-development, and critical thinking. Student projects included investigating recruitment outreach tactics for a regional police department, conducting a literature review at the intersection of pediatric dentistry and health equity, and shaping a safety protocol campaign for a logistics company.

- Five faculty members received grants this spring to design or redesign a course integrating Life Design principles and activities. Participants represent CTZN 110 as well as introduction to the major courses for psychology, communication sciences and disorders, math, and communication studies. As part of their program of professional development, the QEP collaborated with the Center for Faculty Enrichment to offer a popular panel discussion on Intro/Welcome to the Discipline Courses.

- Through QEP-supported workshops held during Symposium Day and during the Student Showcase for Research and Creative Inquiry, students are now receiving professional development to help them articulate their Longwood curricular and co-curricular experiences in interviews, resumes, and cover letters.

Center for Faculty Enrichment (CAFE)

Before classes convened in January, faculty and staff gathered to discuss teaching, learning, and emerging technologies. Acknowledging the complex concerns, intellectual challenges, and opportunities these tools present, participants explored the intersection of these technologies with key pedagogical questions such as:

- How can we design learning experiences that promote the development of foundational skills, such as critical thinking, problem-solving, communication, and collaboration?
- How can we encourage students to engage deeply with complex ideas, explore multiple perspectives, and develop nuanced thinking skills?
- What instructional strategies support learners in making mistakes, grappling with difficult concepts, and achieving a deep understanding of the material?
- What role do emergent technologies play in all of this?

Through hands-on workshops and discussions, participants examined strategies for designing a course that balances responsible AI use with thoughtful decisions about when and how students should engage with these technologies. They also explored how to create AI-integrated assignments that foster creativity and critical thinking and how to incorporate emerging technologies to create immersive educational experiences. The series included a tour of the SEED Hub. This series was a collaboration among CAFE, the Seed Innovation Hub, and the Digital Education Collaborative.

The Center for Faculty Enrichment (CAFE) and the Post-Graduate Success Initiative leadership team will host the 2025 Teaching and Learning Institute for all faculty and staff on May 14. This year's Institute will focus on Practicing for Post-Graduate Success. It will feature workshop-style sessions, practitioner panels, and a lunch with topical roundtables, all facilitating exploration of the roles (e.g. advisor, mentor, course instructor, employer) and expertise faculty and staff bring to forming campus communities dedicated to post-graduate success. By the end of the Institute, all participants should be ready to work with students as they develop and revise their curricular and co-curricular experiences plan and to facilitate students' practice in articulating skills gained from their Longwood experiences to outside audiences.

Center for Global Engagement (CGE)

- In the fall semester, Longwood received the first students from the new exchange partnership with Lauder Business School (LBS) in Vienna, Austria. The students' advisor at LBS informed CGE staff that the two students "had the experience of a lifetime." Based on their interactions with other CBE students, two Longwood students are interested in attending LBS in Spring 2026.

- The CGE is working with the Center for Career Success (CCS) staff to offer more targeted assistance to international students as they prepare for the future. CCS staff are offering workshops covering topics such as: using LinkedIn and AI in job searches, understanding Handshake, and finding companies that are interested in hiring employees with international

backgrounds. In March, an International Alumni panel will share their job search experience with current students.

- Study abroad staff have been busy advising students on programs for summer and fall, and welcoming back those who spent fall or winter abroad, including senior biology major Amanda Doty, who raved about her three months in Australia at the Center for Rainforest studies through the School for Field Studies. Her experience included snorkeling in the Great Barrier Reef, doing a sunrise hike and learning from aboriginal elders while camping in the bush, visiting a bat hospital, and studying the world's oldest tropical rainforest (Daintree in Queensland).

- This spring, Lancers are studying in Denmark, Greece, Ireland, Italy, Mexico, Spain, and the United Kingdom, and in the summer and fall they will add France, Germany, Iceland, the Netherlands, New Zealand, South Korea, Sweden, and Tanzania to the list. Study Abroad Assistant Director Erik Varela will be escorting several Lancers to Seoul, South Korea, this summer to study at exchange partner Sogang University. After helping students get settled into the Sogang International Summer Program, Varela will conduct site visits at several Korean universities.

- In January, Director of Study Abroad Emily Kane collaborated with faculty on two CAFÉ workshops on study abroad program development, design, and implementation. Those workshops were bolstered by continued work on the Faculty-Staff Resource Center by Kane and Jennifer Miskec, professor of English and former Fulbright fellow.

Baliles Center for Environmental Education at Hull Springs

The new housing facilities at the Baliles Center at Hull Springs, dedicated at the end of September, already have become popular for small retreats. The day after they were officially dedicated, the entire property was rented for a three-day event, including use of the new cabins, Policy Pavilion and the Ames House.

Recently, two proposals awarded funding from Longwood's new Special Project Fund feature stays at the Baliles Center:

- The first project is an interdisciplinary residential fellowship that will bring Longwood faculty and external fellows together for a ten-day residency to work on projects that advance the Baliles Center's mission and goals of conservation and stewardship. (Project Directors: Sean Barry, associate professor of English literature, and Dina Leech, professor of biology and Baliles Center director of research)

- The second project will allow selected art students to explore the potential found within this unique outdoor, hands-on living laboratory environment. The Center will provide students with an opportunity to explore sustainability concepts, collect native fibers, learn about invasive species/plants (phragmites), and creatively produce site-specific work. At the conclusion of the project, an open house featuring the students' artwork will be held at the

Baliles Center. (Project Directors: Kerri Cushman, professor of art, and Terri Sabatos, associate professor of art history)

Invitations have been issued for the third annual Oaks 'n' Oysters fundraiser. This year's event will showcase the jazz quartet, Mad Cat Alley Jazz, featuring two Longwood graduates, who now teach music in Virginia public schools. The day will include unveiling the historic boathouse renovation, silent and live auctions, tours of the new facilities, and a "groaning board" filled with everything from Chesapeake Bay oysters to pork barbecue. A guest mixologist will be on hand to introduce a signature cocktail, in addition to local brews, wines, and Northern Neck ginger ale. Tickets are $125 each or two for $200. All proceeds will go toward program development and new construction.

Through a grant proposal submitted by the Northern Neck Planning District Commission, the Baliles Center is participating in the planting of 250 trees in celebration of the 250th anniversary of the Northern Neck. If successful, the Baliles Center is slated to receive between 30-50 hardwood and pine trees. Area volunteers will plant the trees at proposed sites from the Carey House to the point.

Construction/project updates include:

- completion of handicap-accessible paths featuring a pervious paving system, connecting all of the new cabins and providing access to the dock on Aimes Creek;
- addition of a commercial washer/dryer added to the research lab to serve all cottages;
- constructing decks/outdoor showers onto Smith and Barbara Cottages;
- historic boathouse renovation is underway, including roof replacement, repair of siding and doors, and exterior paint; and
- overall clean-up of new lab and cabins area, including removal of dead/damaged trees, scrub growth, and crushed rock pathway

The next construction project on the "wish list" is the replacement of the old camp house at the research lab site. This building will house a kitchen and dining space large enough to accommodate thirty occupants. It will be the year-round, indoor gathering spot for students, faculty and visitors. This space will allow the new facilities to stand alone in functionality and free up rental of the Ames House.

Longwood Center for Visual Arts (LCVA)

Mackenzie Lenhart, Rachel Ivers, and David Whaley worked with the executor of Jack Blanton's estate to finalize the settlement of his estate, which was completed in February. A memorial exhibition showcasing the breadth of Blanton's collecting activities will open with a reception in his honor on June 4.

LCVA staff continue to work toward the submission of its American Alliance of Museums self-study, and preparations for the associated site visit in spring 2026. The self-study and related documents are due November 1, 2025.

Collections and exhibitions staff have been working closely together on two collections-based exhibitions - *Choose Your Own Adventure* and *A Charm of Sparrows*. Both are accompanied by publications.

- *Choose Your Own Adventure* completely reimagines how visitors experience exhibitions and form connections with artwork, and is part of the museum's broader initiative to incorporate more voices and perspectives in its curatorial process. Inspired by the wildly popular 1980s book series of the same name, *Choose Your Own Adventure* encourages visitors to create their own curatorial narrative for the exhibition through the choices they make throughout their journey through the show. Part of the exhibition development process included licensing the title with Chooseco, the company that owns the *Choose Your Adventure* book series, which embraced the partnership. This unique LCVA originated exhibition is the first officially licensed art 'Adventure.' LCVA is further developing the exhibition concept and decision map so that it is able to be adapted by other museums for use with their own collections. The exhibition is on view through May 25, 2025.

- *A Charm of Sparrows*, which balances LCVA collection works with loans from public and private collections, is co-curated by Alex Grabiec and David Whaley, design director for Academic Affairs and chair of the LCVA's Collections Committee. The exhibition explores the breadth and depth of humanity's complex relationship with the furry, scaly, and feathered companions that share this planet. It will be on view in summer 2026.

Moton Museum

The Moton Museum mourns the recent loss of individuals important to the history of civil rights in Prince Edward County.

- Joy Cabbarus Speakes, Moton class of '55, passed away on January 15, 2025, in Keysville, VA. As an eighth grader during the strike, Joy became one of the plaintiffs in Davis v. Prince Edward, the case that was decided as part of the Supreme Court's 1954 landmark decision Brown v. Board of Education. More recently, Joy led the Moton Family Challenge, the museum's signature fundraiser, and also served on the Moton Museum Board of Trustees. In 2015, she worked closely with President Reveley in forging a partnership between the Moton Museum and Longwood.

- Henry L. Marsh, III, long-time Virginia state senator and Richmond city council member and mayor, passed away on January 23, 2025, in Richmond, VA. Born in 1933, Marsh joined the community of Black attorneys affiliated with the NAACP who waged the campaign to desegregate Virginia during the middle decades of the twentieth century. While still in his 20s, in 1961, he joined with two of those attorneys, Oliver W. Hill and Samuel W. Tucker, to form the storied Richmond law firm of Hill, Tucker, and Marsh. Marsh and Tucker were the lead Virginia attorneys in the *Griffin v. County School Board of Prince Edward County* case, which led to the reopening of Prince Edward County public schools after a five-year closure in 1964. Throughout the second half of the 1960s, they continued to fight Prince Edward County in the courts to achieve adequate funding for the public schools and to prevent the use of tuition grants to fund the private Prince Edward Academy.

- Rev. J. Samuel Williams, Jr., Moton class of '52, passed away on February 3, 2025, in Richmond, VA. Not only did Rev. Williams participate in the 1951 strike, but he also led demonstrations in downtown Farmville in the summer 1963; he was arrested for attempting to integrate Farmville Baptist Church. In recent decades, Rev. Williams was a ubiquitous presence on Longwood's campus, at Moton, and around Farmville. He often spent time in Greenwood Library or in the N. H. Scott Multicultural Center talking with students. A brilliant historian and powerful speaker, Williams worked closely with Moton staff in participating in educational programs for school teachers and students of all ages.

The passing of this older generation of activists has brought new urgency to the efforts to build the Museum's oral histories and collection. The Museum has partnered with Padlin Creative, a Northern Virginia company, to conduct oral histories. Moton is a co-owner of these histories, and the completed interviews have been added to the Museum's collection. Padlin is currently working to create a trailer to market a documentary focused on Prince Edward County.

In 2024, the Robert Russa Moton Museum continued to build its national and regional presence through strategic marketing, digital engagement, and tourism development. Focused on expanding its impact, the museum leveraged high-profile media coverage, collaborations with state and local agencies, and strengthened its partnerships with Destination Marketing Organizations (DMOs) to position itself as a cultural and educational destination. Key activities in 2024 include:

- Museum staff strengthened existing partnerships with the Farmville Area Chamber of Commerce and Prince Edward County Economic Development & Tourism to position the museum as a key heritage tourism site. Collaborations with Virginia Tourism Corporation helped extend the Museum's reach.
- Through targeted social media campaigns, Museum staff increased engagement significantly. In the last quarter, Facebook recorded 113,800 views and over 30,000 interactions, demonstrating sustained audience engagement.
- The museum secured major media features, including multiple appearances on Good Morning Richmond, CBS Six News, and GMA3 National. These efforts reinforced Moton's position as a leader in civil rights education and historical preservation.
- Museum staff are strengthening relationships with Virginia Welcome Centers across the Commonwealth to provide brochures and rack cards to promote tourism. The Museum currently has brochures in Covington (Southwest), Skippers (Warren County-Northern Shenandoah Valley- Northwest), Bracey (Piedmont Region), Main Street Station (Richmond), Farmville Visitors Center, as well as Thomas Jefferson's Poplar Forest Museum Shop.
- In anticipation of eventual World Heritage status, Museum staff are cultivating a relationship with Grand Classroom (Charlottesville branch) to arrange and schedule guided tour experiences with their customer base. Grand Classroom is a full travel agency who customizes educational student travel adventures, nationally and internationally, to sites around the world.

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

Since the December Board meeting, Longwood faculty and staff members have submitted grant proposals totaling more than $14.8M. Three large proposals account for nearly all of that:

Dr. Paula Leach, director of ITTIP and CEHHS director of outreach, submitted a U.S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) proposal. The grant is a partnership between Longwood, SCHEV, and 14 high-need and predominantly rural school districts. It will engage 1,300 school children who would be in the seventh grade in the 2025-26 school year. By intentionally focusing on serving the needs of disadvantaged young students, Longwood and partners will work to reduce educational disparities and ensure that all students have access to the support and resources they need to succeed. Interventions include tutoring, financial aid workshops, support for AP and dual-enrollment courses and exams, college campus visits, research-based STEM programming, and even an eSports initiative.

Dr. Jennifer Green, vice president for strategic operations, completed another submission to SCHEV's Pell Initiative for Virginia (PIV). This proposal builds upon previous PIV awards with financial and wrap-around supports for Pell-eligible students, with a particular focus on first-generation students.

Led by Dr. Alix Fink, associate provost for research and academic initiatives and professor of biology, a team of Longwood faculty and community college partners submitted a proposal to the National Science Foundation's Scholarships in STEM (S-STEM). "S-STEM: EDU RURAL: Bridging Access to STEM Opportunities for Low-Income Students in Rural Communities," is a six-year, $5M initiative that will address Virginia's demand for STEM professionals while considering unique needs of rural communities.

- New River Community College, Southside Virginia Community College, Virginia Western Community College, and Longwood University (LU) will expand upon three previous S-STEM awards to build the Bridging Rural Access in Virginia (BRAVA) program.
- Together, the partners will address a key goal: cultivate an ecosystem of support services and provide significant scholarship funding to students in rural Southside and Southwest Virginia as they earn an associate degree and transition to earn a bachelor's degree in an S-STEM-eligible discipline.
- Scholarships of up to $15,000 per year will address significant unmet need for scholars, which averages $8,096 per year at the community colleges and $14,700 at LU. BRAVA will broaden participation in STEM by supporting a minimum of 80 associate and 27 baccalaureate scholars (at least 200 annual scholarships in total) as they earn their degrees and prepare for successful, family-sustaining careers in STEM.
- Longwood faculty team members include Phillip Poplin, professor of math; Ken Fortino, associate professor of biology, and Mark Fink, professor of biology.

Office of Student Research (OSR)

- Longwood successfully hosted the Virginia Junior Sciences and Humanities Symposium on Saturday, February 22. At this statewide science fair competition, 100 high school students from across the Commonwealth presented their research projects and competed for college scholarships. This is the sixth year that Longwood hosted this event.

- The OSR is looking forward to the Spring 2025 Student Showcase for Research and Creative Inquiry on April 23. The OSR is working with the QEP implementation team to host multiple workshops during the Spring Student Showcase to teach students how to highlight their Student Showcase projects and presentations on their resumes, cover letters, during interviews, and in other professional settings.

- To increase the recognition of outstanding faculty mentors for independent student research and inquiry projects, the OSR will award two Faculty Excellence in Mentoring Awards. This Faculty Excellence and Mentoring Award will be presented at the Excellence in Research and Creative Inquiry Award ceremony during the Spring 2025 Student Showcase. OSR will also present an award for faculty who mentored students who published in *Incite*, Longwood's undergraduate research journal.

- In fall 2024 and spring 2025, the OSR provided funding for student research through Student Research and Travel grants. So far, the OSR had provided funding to students to support 19 different independent research projects and 34 students who presented their research at state, regional, national and international conferences.

Administration & Finance
Matthew McGregor, Vice President

Highlights

- **Winter Storm Hits Campus**
- **Employee Service Awards**
- **SEED Innovation Hub & Charter Hall Construction Complete**

Winter weather hit us hard this February for the first time in a handful of years and brought with it snow, ice, cold, downed trees, power outages and just miserable weather. We did have a handful of "closed" days but numerous employees across campus worked long, hard hours to make sure Longwood University could open for our academic and student development purpose as quickly as possible. Personnel from Landscaping and Grounds, Facility Operations, Longwood University Police Department and many other dedicated staff worked tirelessly to keep campus safe, sidewalks and roads clear and buildings warm and operational.

One of the causalities of the winter weather was our Employee Service Awards banquet. This annual event was scheduled for February 14 but was ultimately postponed until March 22. This year, Longwood University recognized 24 retirees and 98 employees being recognized for a milestone work anniversary. Combined this year's attendees have served at Longwood University for 1910 years. This event truly is a celebration of what makes Longwood great, the people who choose to serve our students every day. Go Lancers!

Campus Planning

Capital Design and Construction Department continued working on the third and final design phase (preparation of Working Drawings) of the project to construct the Wygal Hall Replacement Building. Design has commenced on a capital project to replace the air conditioning chillers in Eason Hall, Lankford Hall, CSTAC, and LCVA. Construction to renovate and expand Charter Hall has been completed, with all remedied to receive a certificate of occupancy. Construction of the SEED Innovation Hub at Mid-Town Square has also been completed, and a certificate of occupancy was issued on January 2, 2025.

Funding for the following Capital Project Requests that were submitted in August 2024 is included in the budget bill passed by the General Assembly on February 22:

1. Furniture, fixtures, and equipment for the Wygal Hall Replacement Building (funding for equipment purchase only)
2. Replace IT network equipment and security cameras (funding for equipment purchase only)
3. Replace roof, windows, and doors at Lankford Hall

Capital Design and Construction Department

February 24, 2025

Major Projects In Design

Description	New Construction	Renovation	Appropriation To Date	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Authorized Design Phase	Current Design Phase	Milestones and Comments
Wygal Hall Replacement	60,894 SF	0 SF	$89,056,922	$89,056,922	$0	$7,961,429	Working Drawings	Working Drawings	Working Drawings have been submitted to the Virginia Division of Engineering and Buildings. Comments were received and modified drawings were returned in mid-February. Funding for furniture, fixtures, and equipment is included in the budget bill passed by the General Assembly on February 22.
Replace Steam Lines to Four Campus Buildings (Jarman, Eason, Greenwood, Wygal)	1,025 linear feet	0 SF	$4,267,000	$4,068,684	$198,316	$0	Working Drawings	Working Drawings	Design will commence as soon as possible.
Renovate Dorrill Dining Hall Upper Level	0	10,971 SF	ARAMARK funds	$0	ARAMARK funds	ARAMARK funds	Working Drawings	Working Drawings	Funded by ARAMARK. Renovate lobby, serving area, and arcade. Longwood will provide project management and inspection services, and coordination with other state agencies.

Major Projects Under Construction

Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Construction Contract Amount	Percent Completed	Construction Start Date / Completion Date
Facilities Annex Renovation and Expansion	19,209 SF	24,624 SF	$29,950,374	$29,950,374	$0	$29,876,233	$23,373,521	99%	Construction is substantially complete. One issue must be remedied to receive a certificate of occupancy.
Baseball Field Turf Conversion	0 SF	3.63 acres turf	Philanthropy	$0	$1,832,096 cash and commitments to date	$0	$2,464,000	1%	Funded by philanthropy. Contract for turf purchase and installation has been awarded, and work is estimated to commence in May 2025.

Major Projects With Multiple Subprojects

Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and	Percent Expended and	Subprojects Status
HVAC System Controls and Equipment Replacement -- COVID-19 Response (five sub-projects)	0 SF	Equipment	$3,773,000	$3,715,000	$58,000	$2,709,120	72%	1. Maugans chiller: Complete 2. Hiner fan coil units: Complete 3. Bedford HVAC controls: Complete 4. Building Automation System interface units for multiple buildings: Complete 5. McCorkle Chiller: This is an addition to the original four sub-projects. Design commenced in late November 2024.
Replace Air Conditioner Chillers in CSTAC, Eason, Lankford, and LCVA	0 SF	Equipment	$5,000,000	$5,000,000	$0	$297,525	6%	1. CSTAC: In design. 2. Eason: Contract for replacement has been awarded. Work is estimated to occur in late 2025 or early 2026. 3. Lankford: In design. 4. LCVA: Design approved. IFB was issued on February 11, 2025.

Operations

The *Operations Team* has continued to work with Campus Partners – Admissions, University Events and Ceremonies, and Budd Group – in preparation for Admissions Tours, other campus events and the Spring Weekend.

Environmental Health and Safety coordinated and completed life safety inspections on all campus fire alarms and created and implemented a Commonwealth mandated Lead Water testing program for the Andy Taylor Center. The team facilitated an elevator rescue training course along with the Farmville Fire Department and New York City Fire Department (FDNY).

Facilities has been working with Capital Design and Construction (CDC) on preparations for moving to Charter Hall. They also continue to work with CDC on an ESCO Contract (Energy Performance) with interviews to be conducted with three firms in March. A purchase order has been issued for roofing repairs covering eleven buildings. Preparations are underway for a Mock Shelter Exercise to be held at Longwood in June. Planning is already underway for Summer 2025 apartments and dorms refresh to prepare for the arrival of fall students. Planning and preparation is underway for the Summer Conference schedule as well as 2025 Commencement.

Heating Plant staff have been working hard to keep up with the fuel demand caused by the frigid winter temperatures. Steam loads were definitely at their peak and sawdust remained the primary fuel source. The snow and ice proved to be challenging as they made their way into the underground steam tunnels and vaults. Pumping the tunnels and vaults became an essential step in keeping water levels below the steam lines to avoid an increase demand on the plant due to the cooling of the lines. Another challenge with the lower temperatures is maintenance of outside equipment as belts freeze and chains don't respond accordingly.

Landscape and Grounds maintained the campus for Admissions tours and events weekly. They plowed and cleaned sidewalks, steps, parking lots, and roadways for three snow and ice events since January. The second storm was particularly difficult as the ice brought down trees and branches. This work also required repairs to trucks, snow moving equipment, and salt spreaders.

The *Sports Turf team* has been in preparation for spring sports schedules. They also assisted in the snow and ice removal.

The *Lancer Post Office* has continued to receive and deliver packages to faculty/staff/students at a rate much higher than this time of the year.

The *Lancer Print Shop* has been evaluating a new price schedule. They are also looking to replace the perforating machine due to age and condition. They have been collaborating with Facilities on a Branding Package for Charter Hall. Community print orders continue to increase.

Community & Economic Development

Longwood's Community and Economic Development (OCED) outreach is rooted in the work of the Small Business Development Center (SBDC), serving 24 localities in Southern Virginia. All county and city partners in the region provide funding support to the SBDC. Local investment in SBDC drives local and regional connections, leading to participation in economic development and strategic planning initiatives within the region. OCED and SBDC staff coordinate with campus partners, community partners, faculty and students to provide leadership and management of grants and projects in economic and community development, research, and knowledge transfer at Longwood.

SBDC continues to generate economic impact throughout the region. From January through December 2024, SBDC small business clients reported, via survey and personal interview, creating 141 new jobs and raising $4.1 million in new capital as a result of SBDC consulting by

staff, faculty and students. SBDC is expanding its reach across campus and into the community through the establishment of SEED Innovation Hub (SEED).

SEED encompasses the following physical resources

- SBDC consulting and training spaces
- Digital Innovation Lab
- Computer Lab
- "Clean" Maker Space, suitable for all ages
- "Dirty" Maker Space, with equipment suitable for prototyping
- Open co-working space
- Meeting spaces

SEED received our occupancy permit in early January and is operating a "soft opening" to generate excitement and create interest in the facility. Current activities include; setting up all spaces and testing equipment throughout the facility, developing policy, procedure and training guidelines and marketing the space to the community. Staff have been busy leading tours of the facility to various groups including leaders and participants from the local K-12 school systems, Longwood University and Hampden-Sydney College, community business leaders and interested individuals throughout the region.

Financial Operations

Financial Operations began the FY2024 audit process with an entry meeting with the Auditor of Public Accounts (APA) in January. This collaborative process will run through May and involves individuals from Financial Operations, Information Technology Services, Financial Aid, Athletics and our Internal Auditors' Office responding to questions and providing information to the APA auditors team working with our institution.

At the start of every semester, *Student Accounts and Auxiliary Services* works closely with students from across all of campus to insure a smooth start and help position students to be successful. They are involved with numerous transactions including; insuring semester payments are correct, meal plan orders are up-to-date, academic book orders to accurate and parking needs are appropriate for each student's need.

Financial Planning and Analysis have begun the process of developing our FY2026 Operating Plan and Budget. This involves monitoring legislative activities, coordinating data with the Department of Planning & Budget and working with staff across campus to develop forecasting models for revenue expectations and expense budgets. This process culminates with the submission of our Operating Plan and Budget to the Board of Visitors at our June meeting.

Procurement Services continues to transition campus to our centralized procurement model. This model funnels procurement of most goods and services through professional buyers. Goals of this change are to decrease waste through redundant purchasing, insuring compatibility of new systems prior to purchase, more efficient use of funding sources, improved inventory control methods and meeting our SWaM purchasing goals established with the Commonwealth.

Longwood University
Financial Overview
As of January 31st, 2025

FY2024-25 Budget Dashboard YTD

E&G	BOV Budget	Adjustments	FY Estimate	YTD Actual	Percent	PY Percent
Revenues						
Tuition, Fee, and Other E&G Revenue	36,343,980	(300,000)	36,043,980	36,201,517	99.13%	84.00%
General Fund	49,693,742	2,262,919	51,956,661	28,124,200	56.24%	53.74%
Federal Workstudy	50,000		50,000	0	0.00%	0.00%
Total Revenues	86,087,722		88,050,641	64,325,717	74.30%	67.29%
Expenditures						
Instruction	42,611,094	355,499	42,966,593	26,181,654	60.93%	56.55%
Public Service	485,350	82,274	567,624	319,850	56.35%	58.98%
Academic Support	8,072,178	143,991	8,216,169	4,884,090	59.44%	55.29%
Student Services	4,832,071	82,484	4,914,555	3,224,766	65.62%	55.79%
Institutional Support	20,499,268	314,818	20,814,086	12,362,755	59.40%	52.34%
Facilities Operations	8,778,567	74,033	8,852,600	5,787,870	65.38%	68.17%
Scholarships	2,995,639		2,995,639	7,984,665	266.54%	182.32%
Salary Savings	(2,186,445)		(1,526,531)	0		0.00%
Total Expenditures	86,087,722		87,800,735	60,745,649	68.88%	60.90%
TOTAL	0		249,906	3,580,068		
AUXILIARY/LOCAL						
Revenues						
Housing	24,768,778		24,768,778	22,536,703	90.99%	89.45%
Dining	8,444,970	1,273,309	9,718,279	8,140,322	96.39%	94.60%
Comprehensive Fee	19,974,240	1,007,634	20,981,874	19,234,633	96.30%	72.17%
Other Revenues	6,653,786	(245,347)	6,408,439	4,933,855	164.94%	0.00%
Federal Workstudy	154,300		154,300	0	0.00%	0.00%
Total Revenues	59,996,074		62,031,670	54,845,514	91.41%	81.80%
Expenditures						
Housing	25,208,774	(133,184)	25,075,590	17,446,697	72.11%	55.87%
Dining	9,044,970	811,823	9,856,793	6,776,957	67.39%	7.11%
Athletics	12,180,348	1,173,318	13,353,666	10,757,887	80.56%	89.69%
Other Services	13,861,982	(1,799)	13,860,183	8,187,806	61.75%	58.82%
Salary Savings	(300,000)		(114,950)	0		0.00%
Total Expenditures	59,996,074		62,031,282	43,169,347	71.28%	55.78%
TOTAL	0		388	11,676,167		

LOCAL	FY25 Budget	YTD Expense
Academic Affairs	1,586,238	(717,121)
Advancement	565,019	(251,873)
Athletics	653,543	(601,615)
Other Local	837,176	(1,237,101)
Totals	3,641,977	(2,807,710)

INVESTMENTS AND CASH

University Component Unit Expendable Assets $54MM

Endowment - Longwood University Foundation $104MM

Working Paper prepared by management to estimate year end results

Institutional Advancement
Courtney Hodges, Vice President

Highlights

- **The 10th annual Love Your Longwood Day was celebrated on February 25, 2025.**
- **The Family Impact Leadership Society (FILS) continues to grow as the Blue and White Society engages parents of student-athletes.**
- **The Family of Scholarships gained significant momentum in establishing new scholarship endowments.**
- **Institutional Advancement will host the 1839 Society Dinner on April 23, 2025**

Development

ANNUAL GIVING

The Winter Campaign launched in early December with over 4,500 direct mail letters sent to alumni and friends of Longwood. This annual giving appeal, featuring a message from President Reveley, highlighted critical campus needs, the impact of the Longwood Fund, and the importance of unrestricted giving. To reinforce this message, two follow-up email appeals were sent, encouraging continued support.

While gifts are still arriving and final numbers are being tallied, the campaign has once again provided a meaningful opportunity to engage the Longwood community in sustaining the university's mission.

Love Your Longwood Day 2025

On February 25, 2025, Longwood University celebrated the tenth annual Love Your Longwood Day, reflecting on the decades of tradition and generosity that have shaped our institution. While final numbers are still being tallied, the campaign has already reached an impressive **$908,000 from 1,471 donors, generating 2,189 individual gifts** within the 24-hour giving period. This marks extraordinary growth from our first giving day in 2016, which raised $65,000 from 533 donors.

This year's campaign featured 62 fundraising initiatives, supporting a broad range of Longwood priorities, including academic programs, university initiatives, student services, and the Longwood Fund. The generosity of our community continues to create transformative opportunities for current and future students.

Outreach efforts leveraged a multi-channel strategy, including email campaigns, a dynamic social media presence, direct mail for donors without email access, and peer-to-peer fundraising. A dedicated group of 28 alumni ambassadors, spanning multiple generations, played a key role in sharing personal stories and memories through social media and email. Several ambassadors also hosted regional events, strengthening donor engagement and fostering connections within the Longwood community.

To mark this milestone year, the Office of Institutional Advancement hosted a special celebration at Press Club for faculty, staff, and local supporters—recognizing a decade of success and the collective impact of Love Your Longwood Day.

The Family Impact Leadership Society (FILS)

The Family Impact Leadership Society (FILS) continues to grow as the Blue and White Society engages parents of student-athletes as dedicated donors to the University. The IA team is actively stewarding these valued supporters, recognizing their contributions both as members of the Blue and White Society and as families making a meaningful impact at Longwood.

To expand FILS, the IA team is collaborating with colleagues across campus to identify potential members through the Parents Council and cultivate relationships with prospective donors. Parents have been a key focus in the creation of endowments through the Family of Scholarships 2.0 Program, resulting in two families endowing scholarships. Additionally, another family has established a First-Generation Program Initiatives Fund, which includes both a lifetime and planned gift—a testament to their deep, three-generation connection to Longwood.

Planned Giving

The IA Team collaborated closely with Foundation staff to review and validate the data for Annual Endowment Reports. This process has been instrumental in strengthening our efforts to help valued donors understand the impact of hybrid giving and the benefits of incorporating a planned gift into their legacy.

To further support this initiative, details on planned giving options were included in the Foundation's Annual Report, and IA team members are launching Annual Impact Discussions (AID). These conversations ensure that donors with endowments fully understand the Annual Report, recognize the impact of their gifts, and feel confident that their donor intent is being honored.

Following Love Your Longwood Day, a new digital marketing campaign for planned giving will launch, offering donors a deeper understanding of the many ways they can support Longwood. This campaign will be strategically tailored to different age groups, fostering meaningful and sustained engagement.

ATHLETICS ANNUAL GIVING

Sports Advocates and Supervisors Program

AAG is encouraged by the strong momentum generated through the Sports Advocates and Supervisors Program, a strategic collaboration between the Office of Institutional Development and the Department of Athletics. This initiative has significantly enhanced communication, strengthened interdepartmental partnerships, and reinforced our commitment to sport-specific fundraising.

Over the past few months, sports advocates, supervisors, and Head Coaches have met regularly to align on key fundraising initiatives, driving a more targeted and philanthropic approach to athletic fundraising. Additionally, the integration of *Teamworks*, a dynamic communication platform, has expanded our ability to connect with alumni, donors, parents, and supporters. This heightened engagement has not only deepened relationships with key stakeholders but also bolstered fundraising efforts and strengthened the overall sense of community within our athletic programs. The overwhelmingly positive feedback from alumni and donors emphasizes the effectiveness of these efforts, reinforcing our commitment to sustained engagement and long-term success.

For the Blue & White Society

Since its launch on August 26th, the For the Blue & White Society has continued to gain momentum, receiving enthusiastic feedback from our growing membership base. We are pleased to report that the Society now boasts 17 new members spanning 10 different sports, reflecting the increasing commitment of our community to enhancing the student-athlete experience.

This initiative has already generated $170,000 in unrestricted support for the athletic program, providing vital resources that contribute to both immediate needs and long-term sustainability. The annual deployment of pledges ensures strategic planning and consistent support, reinforcing our ability to invest in student-athlete excellence. Members, including alumni, parents, and LU donors, can direct their contributions to a specific varsity sport, the Student-Athlete Wellness Fund, or the Student-Athlete Excellence Fund—each playing a crucial role in fostering the success, well-being, and development of our student-athletes. With this strong foundation in place, the For the Blue & White Society continues to drive meaningful impact and inspire further engagement.

EVENTS

On April 23, 2025, the Office of Institutional Advancement will host the 1839 Society Dinner, honoring donors that have made planned gifts. This event coincides with the Student Showcase for Research and Creative Inquiry, providing 1839 Society members with the opportunity to attend student research presentations, engage with students from all academic disciplines, and experience the conference-like atmosphere of the showcase while being able to mingle with students. These two events highlight the direct impact of philanthropy on student success and create meaningful connections between donors and the Longwood community.

STEWARDSHIP

The Student Philanthropy Council conducted donor thank-you calls in January, expressing gratitude for gifts received in December and January. While most calls resulted in voicemails, some members had the opportunity to personally connect with donors and share their appreciation.

We sincerely appreciate the dedication of the Student Philanthropy Council members and their commitment to fostering a culture of philanthropy at Longwood. These students volunteer their time each month to complete stewardship goals, including donor outreach. They play a vital role in Love Your Longwood Day, leading student initiatives such as the Gift Lift, recording thank-you videos, coordinating student engagement events, and assisting with donor receptions. Their efforts are instrumental in promoting philanthropy across campus, both within individual classrooms and throughout the student body. They are truly rock stars in fostering a culture of giving at Longwood.

All Love Your Longwood Day donors have received an initial thank-you email, with additional personalized messages from individual departments to follow in the coming weeks. Additionally, social media will continue to highlight the impact of donor contributions, sharing messages of gratitude and celebration.

Finally, endowed scholarship donors will soon receive student profiles and personal thank-you messages from their scholarship recipients, reinforcing the meaningful connections between donors and the students they support.

LEADERSHIP GIVING

Major Gifts

The end of the calendar year saw significant gifts to existing scholarship endowments and also new scholarship endowments to support students transferring to Longwood from the Virginia Community College System and another to support students with financial need. Long-time benefactors of the university, particularly of the nursing program, made a $70k investment to support the nursing simulation lab, Baliles Center, Chamber Music Series, and other areas through Love Your Longwood Day matches.

Family of Scholarships 2.0 Initiative

Since its launch in the fall of 2024, the second-edition of the Family of Scholarships edition has picked up significant momentum in establishing new scholarship endowments. The E. Laverne Moore Family of Scholarships provides 10 matches in support of students in the Nursing Program. This gift was made possible by an estate gift by Ms. Moore, Class of 1969. The Longwood Foundation Family of Scholarships provides 20 scholarship matches that will support areas of greatest need.

As of February 27th, 20 of the 30 matches have been completed or are in the process of being completed (5 out of 10 matches in the E. Laverne Moore Family of Scholarships and 15 out of 20 matches in the Longwood Foundation Family of Scholarships). That represents $500,000 pledged and matched for new scholarship endowments and $100,000 for immediate impact scholarships over the next five years.

The Family of Scholarships Initiative will continue through the spring until all remaining matches have been met.

UNIVERSITY EVENTS AND CEREMONIES

In 2024, UE&C closed the year having coordinated 548 events for campus partners and external guests—28 more than projected. Many of these events were multi-day or included multiple programs under one umbrella. As we compare 2024 to 2025, campus seems to be settling into a steady rhythm with its annual events. From January 2 – March 15, 2024, we coordinated 115 events, and as of March 20, 2025, we have already supported 110—all while managing daily room scheduling, planning for Commencement ceremonies, and preparing for the summer conference season. We remain on track to provide planning assistance for approximately 600 events this year.

This spring, we are pleased to welcome back Southside Virginia Community College to the JPB Center on May 10 for their Commencement exercises, along with key programs such as the New Teacher Institute, Orientation, and the Institute for Teaching Through Technology & Innovative Practices (ITTIP).

Looking ahead to conference season 2025, we are excited to host returning programs, including the Virginia Department of Forestry, assorted basketball camps, American Legion Auxiliary Virginia Girls State, Call Me Mister, Summer Literacy Institute, and the Talented and Gifted (TAG) program.

We look forward to another successful year of providing seamless event coordination and meaningful experiences for our campus and community partners.

LONGWOOD UNIVERSITY

Fundraising Report

As of January 31, 2025

FUNDRAISING OVERVIEW

TOTAL PHILANTHROPIC DOLLARS

Fiscal Year	Total Raised
2016	$4.18M
2017	$11.18M
2018	$12.41M
2019	$17.61M
2020	$4.00M
2021	$5.98M
2022	$10.1M
2023	$6.7M
2024	$10.9M
2025 YTD	$6.3M

TOTAL ANNUAL GIVING DOLLARS

Fiscal Year	Unrestricted	Annual Giving
2016 YTD	$263,330	$821,868
2017 YTD	$235,404	$1,201,597
2018 YTD	$230,639	$1,428,126
2019 YTD	$159,262	$687,739
2020 YTD	$153,548	$602,389
2021 YTD	$144,751	$539,237
2022 YTD	$173,472	$747,606
2023 YTD	$164,046	$784,332
2024 YTD	$135,261	$835,792
2025 YTD	$172,946	$723,343

ALUMNI PARTICIPATION

Fiscal Year	Total Alumni Donors	# of Undergraduate Alumni of Record	Alumni Participation
2016	3,126	27,894	11.21%
2017	2,890	28,691	10.07%
2018	2,813	29,522	9.53%
2019	2,303	30,286	7.60%
2020	1,773	31,074	6.00%
2021	2,257	31,803	7.10%
2022	2,052	32,458	6.32%
2023	1,861	33,002	5.64%
2024	1,579	33,582	4.70%
2025 YTD	852	34,068	2.50%

TOTAL DONORS

Fiscal Year	Total Donors
2016 YTD	3,152
2017 YTD	2,590
2018 YTD	2,589
2019 YTD	1,784
2020 YTD	2,223
2021 YTD	2,137
2022 YTD	1,895
2023 YTD	1,677
2024 YTD	1,366
2025 YTD	1,454

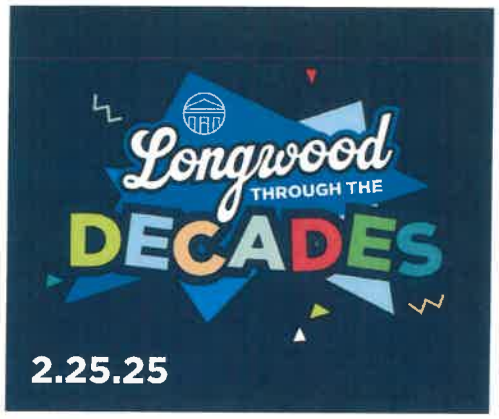
LONGWOOD UNIVERSITY

Fundraising Report

As of January 31, 2025

FUNDRAISING INITIATIVES

LOVE YOUR LONGWOOD DAY



Year	Donor Goal	Total Donors	Total Dollars
2016	500	533	$65,000
2017	1,839	1,405	$126,000
2018	1,790	2,976	$268,000
2019	2,500	2,700	$325,000
2020	2,020	Cancelled due to Covid-19	
2021	1,839	1,863	Over $390,000
2022	1,839	1,723	$392,500
2023	1,839	1,894	$735,247
2024*	1,839	1,773	$1.03M
2025	1,839	1,509	$919,162

*Extended Love Your Longwood Day to three days for men's NCAA basketball tournament

LONGWOOD UNIVERSITY *Family* SCHOLARSHIP PROGRAM MATCHING CHALLENGE

Family	# of Scholarships Offered	# of Scholarships Available
E. Laverne Moore (Nursing)	10	5
Longwood Foundation (Unrestricted)	20	5
TOTALS	30	10

Intercollegiate Athletics

Tim Hall, Director of Athletics

Highlights

- **Fall GPA Success**
- **Nation's Leader In Steals**
- **20 Wins for WBB**
- **All-Conference Honors**
- **MBB on ESPNU**
- **Attendance in JPB**
- **Basketball Postseason**
- **Tennis Strong Start**
- **Men's Golf Tournament Win**
- **Baseball Walk-off Against Boston College**

Fall GPA Success

Once again, Longwood student-athletes continued to succeed in the classroom. The student-athletes combined to break another fall GPA record with a combined 3.41 GPA.

Eighty percent of student-athletes achieved a 3.0 or better GPA in the fall, and 15 teams had a team GPA at 3.0 or above.

The women's tennis team had a combined team GPA of 3.76 to lead the women's programs, and four women's teams had a 3.60 or better. In addition, men's golf set a team record with a 3.55 GPA to lead the men's teams.

McIntyre Leads Nation in Steals

Longwood women's basketball point guard Kiki McIntyre led the entire nation in steals at the Division I level in the regular season.

She also broke the team record for steals in a single season and became the first person in team history with more than 100 steals in a basketball season.

With 126 steals on the season, she broke the Big South record in that statistical category, and her 10 steals in a game earlier this year tied the Big South record for steals in a game.

20 Wins For Women's Basketball
Longwood women's hoops also won 20 games for the second time in the past two decades, and the team went 11-5 in Big South play.

The 20 wins represent an 11-win turnaround from a season ago, and the team leads the nation in steals, steals per game and turnovers forced per game.

All-Conference Basketball Honors
Longwood women's basketball cleaned up with a variety of all-conference accolades after the conclusion of the Big South regular season.

Erika Lang-Montgomery was the Big South Coach of the Year as voted on by her peers, and she is the first women's basketball coach from Longwood to earn that distinction since the Lancers joined the league.

In addition, Kiki McIntyre is the Big South Defensive Player of the Year, becoming the second Lancer to earn that honor after Akila Smith did so twice.

McIntyre and Amor Harris earned All-Big South Second Team honors, and Mariah Wilson was an Honorable Mention.

Nalani Simmons was an All-Academic team selection, as was Trey Hicks on the men's side.

MBB on ESPNU
The Lancer men's basketball team made three appearances on ESPNU this season, marking the third straight season Longwood has been in the national spotlight three times in a year.

This time, the Lancers hosted two of the three outings, which was the first time Longwood has hosted multiple ESPNU games in a single season.

During the broadcast of the game on February 27, the ESPNU crew showcased Love Your Longwood Day and spoke highly of it.

Basketball Attendance
Longwood basketball has enjoyed strong support and attendance at the Joan Perry Brock this season.

The Lancer women lead the Big South in average attendance with 1,054 fans per home game, and the Lancer men rank second in the same category hosting 1,965 fans per home game. The men also completely sold out the arena on three separate occasions this year.

Basketball Postseason
The Longwood women's basketball team will continue its season with an appearance in a postseason tournament. With a 22-11 record – the team's second 20-win season in four years—

and a runner-up finish in the Big South regular season standings, the team earned the conference's automatic qualifier for the Women's National Invitational Tournament and will continue to play basketball in March. Coaches and players will learn their destination following the NCAA's Selection Sunday on March 16, when subsequent tournament brackets will be decided.

Tennis Strong Start

Longwood tennis is off to a strong start, with the two teams winning multiple "Player of the Week" awards from the Big South to start the 2025 spring campaign.

In addition, the Lancer women beat Campbell, the first time since at least 2007 that Longwood had knocked off the Fighting Camels, and the Lancer men accomplished the same feat for the first time since 2007.

LaRue Leads Men's Golf in Early Tournament Win

Longwood men's golf also got off to a good start in the spring when Justin LaRue led the team to a tournament at The Savannah Intercollegiate in the team's first spring competition.

Longwood set the program's best 36-hole score, finishing 18 shots under par as a team. LaRue, meanwhile, finished tied for first, marking a third straight competition he has either won outright or tied for first.

Baseball Walks Off Boston College

Longwood baseball won a big game over a Power Four foe with a walk-off win over Boston College on March 4.

The win came as the Lancers scored seven runs in the final two innings, and two freshman drove in the game-tying and game-winning runs.

Feasibility of Athletic Drivers of Enrollment Growth

The Department in coordination with campus partners is considering the role Athletics can play in enrollment growth over the longterm. Going into next fiscal year, it will begin feasibility review and study of a range of options pursuant to alumni interest, such as roster increases or team additions in the farther future such as volleyball or nonscholarship football (much like DIII). An emphasis in considerations will be on helping generate new enrollment for comparatively low cost or investment, and alignment with competition opportunities regionally and in the Big South. Longwood has fewer student athletes than most Big South peers.

Strategic Operations
Dr. Jennifer Green, Vice President

Highlights

- **Admissions Yield**
- **FASFA and Financial Aid**
- **Micro-internships**

Admissions

The Admissions Cycle AKA the Never-Ending Season of Yield
Many (many) years ago, the admissions cycle had distinct seasons – travel, application generation, application reading, decision release and, finally, yield. Today's cycle is more reminiscent of the laundry room for a family of five. Everything is jumbled together, and the cycle does not end until after the students have moved on campus and begun classes. While we have been in yield mode since well before the winter break, the Radcliff team will be laser-focused on little else but our yield efforts for the coming months. As we enter March, we are on track to meet our enrollment goals. As with last year's cycle, many of the key indicators we use to project our final class size are trending in a positive direction, reinforcing our confidence in the strength of this year's recruitment efforts.

Our visit data, in particular, continues to show strong interest in Longwood among prospective students and their families. At our January Accepted Student Open House, we saw the same number of attendees as last year's event despite having a lower registration number—resulting in an unheard-of 95% show rate. This signals a high level of commitment from our admitted students. Attendance at our second Admitted Student Open House, held a month earlier than last year, also was strong: 245 students and their families made the trip to campus. Attendance at these two events alone was 18% higher than all of the weekend admitted student events in spring 2024. These indicators suggest that our efforts to create compelling, personalized visit experiences are resonating with prospective students and their families. These indicators also speak to our continued movement from being a student's option to being the student's choice.

Our team remains focused on delivering high-quality engagement opportunities for both admitted students and underclassmen. In addition to our large Accepted Student Open Houses in January and March, we continue to host admitted student events on most

Mondays and Fridays. We also have expanded our Saturday visit options and offer one-on-one meetings with the dean of admissions to help students solidify their decisions. While focused on yield, we continue to build our future pipeline of prospective students. Toward that end, we strategically moved our Junior Day Open House to April, when students are apt to be thinking about their next steps; created programming dedicated to underclassmen on Tuesdays and Thursdays; and promoted our programming during high-school spring break weeks and our popular "Lancer Herds" bus visits that make Longwood accessible to many students within the commonwealth. The personal connections formed during these interactions continue to be a key differentiator for Longwood.

FAFSA and Financial Aid – A Welcome Change

Unlike last year's FAFSA challenges, this cycle has proceeded smoothly, allowing us to deliver financial aid offers in a timely manner. Our team was able to release aid offers prior to the second admitted student weekend event in March, providing families with critical financial information much earlier in the decision-making process. This is a significant advantage, as affordability conversations often are pivotal in shaping enrollment outcomes. We believe that eliminating uncertainty and ensuring families have the information they need will help us convert even more admitted students into committed Lancers as we move through the spring.

Building on Strengths

Finally, we continue to see promising trends in key academic areas, most notably in nursing. This year, we saw gains in our Early Decision Nursing pool and were able to share Early Action Nursing decisions on February 1, earlier than in past years. These strong early indicators suggest that our strategic efforts in attracting high-achieving students to competitive programs are paying off.

As always, we remain cautiously optimistic as we move toward May 1. While early returns are encouraging, there is still a long way to go in finalizing the Class of 2029. Our team remains focused on executing a strong yield strategy—one that is personal, data-driven and responsive to the needs of our students and their families. We look forward to sharing our continued progress in the months ahead.

Student Success

Longwood's commitment to student success continues to yield positive results. For the third consecutive spring, our fall-to-spring re-enrollment rate for freshmen met or exceeded 90%, reinforcing the effectiveness of our early intervention strategies. In previous years, this level of re-enrollment has been associated with strong fall-to-fall retention rates, typically around 80%, positioning us well for continued progress. Additionally, our incoming freshmen performed well academically, with the second-highest percentage of students in good academic standing since 2019.

A key factor in this success has been the addition of two student success coordinators, funded through the Pell Initiative for Virginia (PIV) Grant. While the primary focus of

these new staff members is supporting Pell-eligible and first-generation students, their impact has extended across all students in their respective colleges. Although they did not join the team until the fall semester, they quickly built strong student relationships through one-on-one coaching and targeted interventions. Their efforts have already contributed to a record-high percentage of Pell freshmen in good academic standing—two percentage points higher than fall 2023—demonstrating the effectiveness of this expanded support.

Beyond Pell students, the coordinators have played a critical role in assisting all students facing academic difficulty. In collaboration with academic advisors, they have helped students adjust their spring schedules, ensuring they are set up for success. They also lead individualized academic recovery sessions that provide targeted guidance, ongoing support and proactive follow-ups. This personalized approach has fostered greater student engagement—a strong indicator of improved academic performance, which leads to improved retention to the following semester.

Looking Ahead: Strengthening Early Engagement and Full-Cycle Support
Building on this momentum, our student success coordinators will begin engaging with students earlier—starting in the spring after enrollment deposits are submitted. By establishing connections at this crucial stage, they will guide students through key enrollment steps, onboarding requirements and campus integration, fostering a strong sense of belonging before arrival. This proactive, full-cycle support approach will further strengthen early retention efforts.

Additionally, to improve communication with incoming students and families, we piloted weekly open office hours via Zoom, providing real-time guidance on the next steps after depositing. Initially designed for first-generation students and their families, this initiative has proven valuable for all students. Given this success, we will launch weekly office hours in May, expanding this resource to support the fall 2025 freshman class in their first semester.

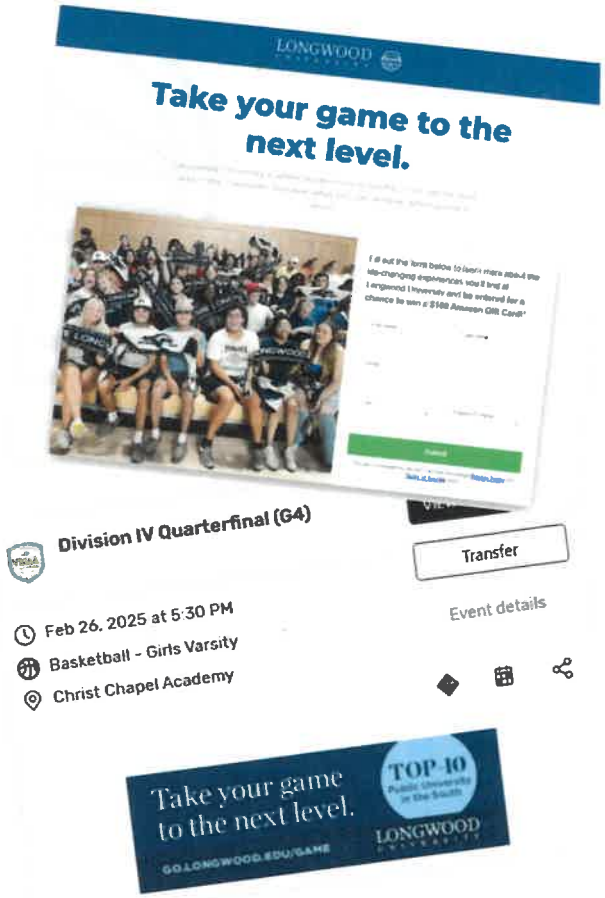
As we look ahead, we remain committed to refining our retention strategies, strengthening campus partnerships, and delivering even more personalized and proactive student support. With an expanded team and growing student engagement, Longwood is well-positioned to sustain and build on this success in the coming year.

Marketing, Communications and Engagement

Game On: Engaging High School Sports Fans Through Multiyear Sponsorship

In partnership with Teall Properties Group (TPG), our team has launched the first year of a multiyear marketing sponsorship with the **Virginia Independent Schools Athletic Association (VISAA)** and the **District of Columbia State Athletic Association (DCSAA),** strategically aligning with their sports championships—primarily basketball—to enhance brand visibility and student recruitment. Given Longwood's own vibrant basketball culture and fan base, this partnership is a natural fit, connecting us with prospective students who appreciate an exciting gameday atmosphere.

The sponsorship includes on-site activations such as student fan section branding, gameday promotions and branded student ticket placements, along with digital engagement through cobranded social media content. A championship giveaway will further drive engagement and expand our reach within these key student populations. Promotional materials direct audiences to **go.longwood.edu/game**, where our messages are reinforced and which provides a dedicated landing page for further engagement.



New Net Price Calculator Tool Aims to Inform—and Engage—Prospective Families

As part of a pilot initiative to enhance recruitment and engagement, our team has helped launch a new net price calculator in collaboration with Admissions, Financial Aid and Kennedy & Company. This tool provides prospective families with personalized cost estimates—including tuition, fees, scholarships, housing, dining and projected starting salaries by major—helping them make informed decisions about their college investment. Beyond increasing transparency, the calculator also supports lead generation, allowing Longwood to connect with prospective students and highlight the value of a Longwood education. This pilot project introduces a new approach to outreach and engagement in our enrollment efforts. To see the net price calculator, visit: **go.longwood.edu/netprice**

Net Price Calculator Intro Screen

Office of Alumni and Career Success (OACS)

Reimagining Micro-Internships: Pilot Course Exceeds Expectations

The Office of Alumni and Career Success successfully launched a revamped and more structured micro-internship program during the 2024-25 winter intersession. A key initiative of Longwood's *Post-Graduate Success* Quality Enhancement Plan (QEP), the program connects students with short-term, real-world experiences to strengthen career readiness. The pilot course **exceeded enrollment targets**, with seven sophomore students from the BOND Program representing a diverse range of majors. Each participant received a $500 stipend upon completion. All employer hosts were Longwood alumni, providing valuable mentorship and industry insights. Student feedback was **overwhelmingly positive**, with 100% reporting strengthened career readiness competencies. One student shared, *"It was a unique opportunity that helped me grow in the professional field and expand my network."*

New Career Closet Helps Lancers Dress for Success

As part of the reimagined *Center for Career Success*, Longwood's new campuswide Career Closet is already making an impact. Since its full opening in fall 2024, the closet has **provided professional clothing to more than 220 student visitors.** Developed in collaboration with the Longwood Alumni Association and the Student Government Association, the initiative is supported by generous faculty, staff and alumni through clothing donations and financial contributions. Students can select up to five items per semester at no cost, ensuring they have access to attire for interviews, internships and professional events. Feedback has been overwhelmingly positive, with one student sharing, *"This is such a wonderful resource! I'll definitely recommend it to others."* Another added, *"I love the selections! Very demure!"*

Enhancements to Homecoming & Alumni Weekend 2025

Building on the momentum of past success, Homecoming & Alumni Weekend 2025 will feature strategic enhancements to maximize attendance and engagement. Data shows alumni are more likely to arrive Friday and stay through Saturday, while Sunday attendance—particularly at the women's basketball game—has been lower. In response, the women's game will move to Friday night and merge with The G.A.M.E. (Greatest Athletics March Ever) and Longwood's signature scarf tradition, which traditionally took place earlier in the semester. This shift will create a bigger, more energetic pep rally event and give alumni a unique opportunity to engage in a tradition that has been a staple for 15 years. These updates will also reinforce Homecoming as a celebration for both alumni and current students, generating an unparalleled atmosphere of Lancer pride and setting the tone for the rest of the weekend's festivities.

Refining the Athletics Hall of Fame Process Through Alumni Collaboration

Alumni Engagement and the Alumni Association Board of Directors have partnered with Longwood Athletics to refine and enhance the Athletics Hall of Fame nomination and selection process. In response, a dedicated Hall of Fame Sprint Team was formed to update selection criteria and improve the nomination form, which launched in late January with submissions open through February. The team is now collaborating with Athletics to finalize a transparent and consistent selection process, ensuring the Hall of Fame continues to recognize Longwood's most deserving athletes.

Dedicated alumni tailgating in the cold

Expanding Alumni Engagement Through Tailgates and Regional Events

Following the success of the Lancer Family Tailgate during Homecoming & Alumni Weekend, interest in pre-game gatherings continues to grow. In response, two winter tailgates were held in February—one for a men's basketball game and another for a women's game. Despite cold weather—including one event being forced indoors—some of the most dedicated fans turned out to celebrate and connect. With enthusiasm for tailgating extending beyond Homecoming, we continue to explore the best ways to expand these opportunities in alignment with demand and seasonal considerations.

Beyond athletics, a robust slate of regional alumni events is planned for this spring, including Longwood Day at the Washington Nationals, a multicity "zoo day" and Welcome to the City gatherings. This year Welcome to the City moves from September to June, allowing the Class of 2025 to take part in their first official alumni event shortly after graduation—strengthening their connection to the Longwood alumni community from the start.

Information Technology Services (ITS)

Windows 11 Implementation Update

User Support Services (USS) is collaborating with pilot groups across campus to test the Windows 11 upgrade. Planning is ongoing to ensure all campus machines are compatible with the upgrade, and we are on track to complete the upgrades by the October 2025 deadline.

Network Refresh Update

ITS is finalizing project plans to replace aging network equipment. The priority remains the two core distribution switches, which will be upgraded over the summer of 2025 to minimize service disruption. We have met with our vendor partners to review and finalize procurement needs.

Longwood University Book Bundle
ITS is working closely with Student Affairs and Student Accounts to prepare for the Book Bundle program launch this fall. This will require additional integrations to ensure data is available in Banner, our student information system, so that book charges are assessed accurately.

myLongwood: Banner Self-Service Upgrade
The project to upgrade Self-Service Banner (SSB) applications is ramping up this semester. The updated versions of SSB provide a modern interface, improved mobile-friendliness and added functionality, including a student profile page that provides detailed information on a student's academic record and job history information for employees. We will be working with departments across campus to prepare for the upgrade to our production environment by October 2025.

University Analytics
University Analytics has spent the winter months providing continuous support to ongoing projects including grant application/renewals and decision support from both the administrative and academic areas on campus. We are so pleased to see the continuation of data maturity on campus in the form of increased complexity in data requests across more offices.

With the beginning of a new year, we have largely wrapped up all required reporting for the previous year and look forward to the next reporting year. This shift involves continuous process improvement such as further automation for recurring data needs and enhanced data quality measures involving multiple offices on campus.

Student Affairs

Cameron Patterson, Vice President

Highlights

- **The semester began with the Involvement Fair with over 70 participating student organizations and the Well-Being Fair with 12 collaborating campus and community partners.**
- **Student Engagement continues to support the *Meaningful Engagement* (*It's All About ME*) Initiative with students with a connection to our Post Graduate Success QEP.**
- **Fraternity & Sorority Life hosted a Pound vs. Pound Food Drive Challenge against High Point University's Greek Life which collected more than 350 lbs. of items that were donated to FACES Food Pantry and the Southside SPCA.**
- **Counseling & Psychological Services will partner with Longwood Athletics to host a guest speaker to address the rising mental health concerns of our student athletes.**

We continue to move through the Spring semester at a rapid pace. We have had a number of campus events and programs that highlight lots of positive activity on campus.

Our Involvement Fair hosted by the University Center & Student Activities featured 70 student organizations. Campus Recreation also hosted a Well-Being Fair to provide students, faculty, and staff with a variety of wellness resources. The Well-Being Fair included support from a number of campus and community partners. Our Student Engagement Unit continues to facilitate our *Meaningful Engagement (It's All About ME) Initiative* on behalf of Student Affairs. This initiative works with our students to emphasize the quality of a student's involvement and not the quantity. This initiative also seeks to support our Post Graduate Success QEP efforts by helping students to connect their involvement to their post-graduation goals.

The basketball season in JPB for both our Men's and Women's teams present a lot of opportunity for collaboration. A number of student groups and offices worked with Athletics to

create partnerships. One partnership that stood out this season was our Office of Fraternity & Sorority Life hosting a Pound vs. Pound Food Drive Challenge against High Point University's Office of Fraternity & Sorority Life. Through this effort, Longwood collected more than 350 pounds of items that were donated to FACES Food Pantry and the Southside SPCA. This creative partnership provided an opportunity to support our sports teams and local community.

Our offices have also been energized by the creation of the Longwood Special Projects Fund. This donor supported effort has provided opportunity for offices to consider new initiatives that tie into our strategic priorities for the institution in support of our students. Two initiatives funded on behalf of Student Affairs include Counseling & Psychological Services, who will host a guest speaker to address the rising mental health concerns experienced by student athletes. Our Student Engagement Unit was also provided funding to host a Lancer Leaders' Summit. This conference style program will help to support emerging student leaders as they seek opportunities for leadership within our campus community. Both events will happen this Fall.

Dean of Students Unit

Dean of Students

In the spring semester, the Dean of Students office and Care Team have assisted 382 students with medical absences, family and personal emergencies, mental health issues, transition issues, and academic and financial concerns. This represents an initial 61% increase from spring 2024.

Accessibility Resources Office

Registered students total 525 for this academic year, the highest number of students registering with mental health diagnoses. The average number of student meetings ARO conducts is approximately 50 per week for registration intake, continued follow-up, and assistance with immediate issues. The Testing Center is operating at total capacity, having worked to administer, proctor, and return 150 tests so far this spring semester. (Statistics – February 14, 2025)

ARO Empowers, a long-standing transition program that began in 2013, had its largest number of participants in its history of 47 students. The program succeeded in retaining students with disabilities from the fall to spring semester. Data showed that 80% of program participants were in academic good standing at the end of the fall semester. Participants attended workshops and other programs to assist in study strategies, note-taking, and well-being initiatives.

Residential and Commuter Life

Residential and Commuter Life is currently administering the housing registration process for 2025-2026. Apartment registration concluded at the end of February; main campus registration continues through March. The housing occupancy increased by 73 students in Spring 2025 compared to Spring 2024 (3% occupancy increase). During this process, 606 students chose to "squat" or return to the same apartment unit, an increase of over 60 students compared to the previous year.

RCL staff has continued to focus strongly on residence hall/apartment community and campus event programming. Community connection programs address personal finance, food/nutrition needs, mindfulness, stress management, and alcohol/drug recovery resources. Staff has facilitated multiple campus connection programs, which included supporting Dr. Walter Kimbrough's MLK keynote address, multiple men's and women's basketball games, and the student involvement fair.

Student Conduct and Integrity

Thirty-six disciplinary cases have been adjudicated so far this Spring. There is a clear demand for administrative resolution, with twenty-three cases being heard by Administrative Hearing and Agreed Resolution Officers. The Honor and Conduct Board completed additional mid-year training in January and adjudicated the remaining thirteen cases. The majority of these cases involved academic integrity violations, primarily related to the inappropriate use of artificial intelligence. The next most significant categories of offenses were related to alcohol, nicotine, or drug use, and fire code violations, including prohibited items such as candles, air fryers, and candle/wax warmers.

Title IX

Twelve reports of notice have been received since the start of the spring semester. One report led to a formal complaint that was resolved through informal resolution. Most students utilize supportive measures provided by Title IX, including referrals to campus resources (ARO, Dean of Students, CAPS, etc.) and notification of medical and court-related absences.

One pregnancy-related request was received this semester, bringing the total to three for the academic year; supportive measures and collaborative work with academic programs were coordinated as appropriate.

Student Engagement Unit

Student Engagement Initiatives

The Student Engagement Staff has continued efforts toward *Meaningful Engagement* (*It's All About ME*) with students. This campaign emphasizes purposeful, goal and passion-driven engagement that focuses on quality of involvement over quantity of activities. There is also a connection to the Post Graduate Success QEP in encouraging students to consider how their involvements relate to their lives after Longwood.

Several departments sought opportunities for Love Your Longwood Day campaigns in February to support Fraternity and Sorority Life, the BOND new student program, and support for First-Generation students.

Ongoing growth in the support of Longwood's First-Generation students includes the continued development of the First Gen Student Lounge area on the third floor of Upchurch and the

addition of Tri Alpha Academic Honorary Society which welcomed 30 new student members in February.

The Student Government Association has spent focused time this semester thoughtfully reviewing the Student Finance Committee Bylaws and made some important updates. They are currently preparing for the upcoming election cycle and the budget proposal process for 2025-26 in which they will allocate about $535,000 to a number of student clubs and organizations.

Celebrating student and student organization accomplishments will occur in March and April through the Greek Awards, Citizen Leader Awards, Joan of Arc Awards for Excellence, and Mosaic Gala.

Education and Prevention Programs

A key responsibility of the office is to lead the university's Drug and Alcohol Abuse Prevention Program (DAAPP). Longwood has been recognized by the Virginia Higher Education Substance Use Advisory Committee (VHESUAC) for its efforts. The Office of Education and Prevention Programs (OEP) also continues to ensure compliance with federal and state laws, and University policies, related to providing education and prevention programs for students on substance use, sexual misconduct, hazing, and human trafficking. Several student interns are providing important leadership this semester with program efforts in these areas. January was Human Trafficking Awareness Month and OEP launched the Blue Campaign, a national public awareness campaign designed to educate the public, law enforcement, and other industry partners to recognize indicators of human trafficking and how to appropriately respond to possible cases. Office partnerships have included hosting a movie night in late February in collaboration with the Longwood Recovers peer recovery program and a viewing of *Love in the Time of Fentanyl*, a partnership with the Title IX office to offer weekly Safe Horizon workshops to address sexual misconduct, and work with the Office of Multicultural Affairs to host a Mardi Gras themed event in early March to promote responsible celebrations by addressing high risk alcohol and drug use, consent and healthy relationships, and bystander intervention. OEP will also be participating in the National Drug and Alcohol Facts Week in March.

Fraternity and Sorority Life

There have been notable accomplishments for the Office of Fraternity & Sorority Life (FSL) and the chapters. For the fall semester, The All-Greek GPA was above the All-Campus GPA and the All-Sorority GPA was above the All-Women's GPA. Earlier this semester, CPC sororities welcomed 121 new members and the IFC fraternities had a total 33 men join their chapters. NPHC chapters will be revealing new members later this semester and the groups continue their commitment to community service in many ways. Total membership in the 20 chapters equaled 550 undergraduate students (up from 522 last fall). A Pound vs. Pound Food Drive Challenge against High Point University's Greek Life collected more than 350 lbs. of items that were donated to FACES Food Pantry and the Southside SPCA. National speaker KJ McNamara addressed "Finding Our Place – Women in Leadership". A newsletter sent to alumni in February shared updates from CPC, IFC, and NPHC and outlined the many successes of the chapters and councils. Other upcoming events this semester include the Scholarship Dinner, Greek Awards

and Greek Week. Additionally, FSL members continued to be involved in many aspects of Longwood student life in addition to their chapter involvements.

Multicultural Affairs

A special celebration of N.H. "Cookie" Scott in January honored her contributions and legacy to the Longwood community. Attendees spent the morning at the Upchurch University Center's NH Scott Multicultural Center and the afternoon immersing themselves in the Moton story at the museum. MLK Week activities began with a powerful Unity Event featuring Longwood alum Dr. James Fedderman who provided a message of progress, unity, and remaining steadfast to a standing room only crowd of students, faculty, staff and community members at the Moton. Other events during the week featured a panel of female faculty and staff discussing Women in Charge Empowerment and the keynote speaker, Dr. Walter Kimbrough, on the topic of "King in Context and Building the Beloved Community". The week concluded with a Harlem Nights Gala at Moton, a successful Day of Service with 120 students who served at 9 service sites in the community, and a cultural immersion trip by 50 participants to the Museum of African American History and Culture in Washington, DC. A second Sankofa Leadership Workshop involving 40 student leaders was held in February in collaboration with the Office of Career Success. The focus was continued skill building with a particular attention to goal-setting and networking and featured a panel of five accomplished Longwood young alumni. Also related to alumni connections, the staff participated with the Longwood Black Alumni Association (LBAA) at their Executive Board retreat and facilitated connections to current students. Students will be participating in another Get on the Bus graduate school tour to VCU later this semester. Planning has begun on the BOND (Building Our New Direction) program which will welcome and support new students as they transition to campus in the fall.

University Center and Student Activities

The Upchurch University Center continues to be a vibrant and important center of student life. The second semester began with an Involvement Fair in which 70 student organizations participated and provided the opportunity for new and returning students to connect to opportunities for engagement. The workshops for students and student organization leaders on topics such as Motivating Members, Marketing, Constructive Dialogue, and Officer Transition have been very successful. Offering group leaders and members incentives to participate have been very effective. The Mortar Board honor society welcomed new members in February and hosted the *Last Lecture* program which featured 4 faculty and staff members speaking on topics of their choosing and sharing advice for students. Lancer Productions has continued to host successful weekly events including trivia nights, craft nights, movies, and performers. They are also planning the upcoming Spring Weekend activities in April, including the very popular and creative student organization booths within a Country theme. Several groups have sponsored theme nights with the basketball teams. The Big Event service projects in Farmville and the Relay for Life which raises funds for the American Cancer Society are being led by students this spring. Early planning is beginning for New Lancer Days and plans are being developed for distribution of the Longwood scarf in coordination with Alumni Weekend. A reimagined First Friday Back for the fall semester will be created this spring with student input.

Well-Being Unit

The Well-Being Unit contributes to Longwood University community members' sense of belonging and purpose through health services, recreation, psychotherapy, education, sports, and outreach. The goal for 2025 is to intentionally infuse belonging and well-being throughout academic classes and co-curricular activities.

Campus Recreation

Campus Recreation provides diverse programming, training, and services aimed to keep members of the university community active. The Well-Being Fair, hosted in Upchurch by the Well-Being Unit, was a collaboration among 12 campus partners to educate students about well-being resources. All 4 full-time Campus Recreation professionals completed Mental Health First Aid training funded by the Southside Mental Health Grant. The Spring Student Staff Training prepared all 60 part-time student staff members to oversee the facilities and programs. Campus Recreation expanded the number of American Red Cross Instructors and provided 5 First Aid/CPR classes and certified 40 participants. One fitness student instructor utilized the Shiv Sharma scholarship money to attend the Southeast Fitness Expo at NC State. Men's Club Lacrosse hosted a club sport community cookout for all 23 Longwood Club sports teams as a way to increase community well-being and belonging. Pierson Hall hosted the Men's Club Volleyball Tournament with 5 competing teams from around the region. The 15th Annual Crux Climbing Competition hosted more than 20 rock climbers including Longwood students, 3 Longwood alumni, community members, and Hampden-Sydney College students and staff.

Counseling and Psychological Services

The donor-funded Charlie Case CAPS Animal Assisted Therapy Program supports the American Kennel Club's Canine Good Citizen Lily Bleu's role in CAPS. Students have responded well to this added support service. Lily Bleu has also attended outreach programming to further support the Longwood community and increase student belonging and connection.

Longwood University sustained HelpNow (formally Protocall) and the Trauma Specialist position when the three-year Substance Abuse and Mental Health Services Administration (SAMHSA) grant closed in September 2024. HelpNow maintains the highest possible accreditation with the American Association of Suicidology and is a member of the National Suicide Prevention Lifeline network. Benefits include (a) expanded capacity to *all* students (study abroad, Brock experience, holiday breaks, inclement weather, on-line programs and distance learning, travel for athletics or academic conferences) rather than only those who reach out to CAPS, (b) decreased stigma around help-seeking behavior, (c) increased student

autonomy, (d) provided foot-in-the-door access for students who do not naturally reach out for mental health services due to cultural, family, or other factors, (e) proactively minimizes future mental health crises, and (f) helps manage CAPS caseloads. The Trauma Specialist continues to cultivate a trauma-informed campus community by coordinating the implementation of Skills Training in Affective and Interpersonal Regulation (STAIR). Longwood University is one of 28 institutions serving as a pilot implementation site in a three-year project funded by the Patient Centered Outcomes Research Institute (PCORI) and directed by a team at Wellesley Centers for Women. This project grew out of a recognition that more students are seeking care from university counseling centers to treat symptoms related to trauma. The Trauma Specialist presented to all Student Affairs professionals about the effectiveness of STAIR at the February division meeting. Six Longwood University students are engaged (or are scheduled to engage) in this intensive evidence-based trauma-focused treatment modality.

As part of the Stepped Care approach (and as a result of the three-year Substance Abuse and Mental Health Services Administration (SAMHSA) grant), CAPS offers Single Session Therapy (SST), an innovative service for students who have a good understanding of a targeted issue and do not know next steps. SST increases appointment options and thereby supports more students with solution-focused treatment; provides greater access by decreasing barriers such as waiting for a scheduled appointment and completing a full intake; and can appeal to many students. 22 SST appointments have been scheduled this academic year, compared to 51 last year.

Two State Council of Higher Education for Virginia (SCHEV) Higher Education Mental Health Workforce Pilot Program grant-funded Residents-in-Counseling serve student mental health needs under the clinical supervision of CAPS licensed professional counselors (LPCs). Three Counselors-In-Training (enrolled in Longwood University Counselor Education graduate program) are providing clinical services to Longwood University students under the supervision of CAPS licensed providers.

University Health

Below is the breakdown of usage for the fall semester showing an increase of 6% over last year.

Fall 2024 Semester	Actual Appointments	Actual Encounters
Provider Visits	1629	1715
Nursing Visits	200	215
Immunizations & PPD	152	194
Allergy Injections	106	239
Total	2087	2363
Last Year	1954	2351

Longwood University Police Department

Staffing

In December 2024, LUPD hired Justin Civitano to fill our vacant sergeant position. In June 2025, Sergeant Civitano will attend an abbreviated academy (DCJS Option-5 Academy) due to his experience as a military police officer and criminal investigator. Chief Comer is working on a career development and organizational alignment plan to facilitate staff career progression, create multiple career paths, and remedy officer turnover and retention challenges.

Agency Operations

Over the winter break, LUPD split its operations to allow for increased confidentiality in service delivery, a more effective operational layout, and additional room for officers to interact with staff, train, and perform administrative duties. The Operations Division, which consists of patrol, security staff, and administrative staff, will continue to be housed in the basement of Dorrill Hall. The Office of the Chief, Emergency Management, Administrative Division, and Accreditation moved to the 3rd Floor of French Hall. LUPD was authorized to lease a vehicle from Virginia DGS to replace the vehicle totaled in March 2024. The vehicle should be delivered, outfitted, and deployed by March 2025. Chief Comer is creating a fleet management plan to forecast fleet needs and replacement cycles to ensure a safe and operational police fleet.

LUPD staffed all JPB events throughout the reporting period, including home basketball games, ESPNU-televised games, and three Prince Edward County-Nottoway High School games (one night). LUPD staffed the final home men's basketball game on February 27th, the final women's basketball home game on March 1st, and a Virginia Independent Schools Athletic Association High School basketball tournament on Friday, February 28th and Saturday, March 1st. The tournament consisted of 16 teams, with eight games each day. The first day of the tournament was held in the JPB. Saturday's games were held in the JPB and Willett Hall.

During 2024, LUPD responded to 4969 calls for service. LUPD responded to 523 calls in November 2024, 394 in December 2024, and 487 in January 2025.

Training

This was an active training period for LUPD officers and staff. Sergeant Turnbull and Officer Nichols attended general instructor training. Once fully certified, Sergeant Turnbull and Officer Nichols can supplement our other instructors, alleviate some academy training responsibilities that challenge squad coverage, and acquire specialized instructor certifications. Officer Davis attended Active Shooter Instructor certification and will assist in deploying the Active Shooter response training included in the Campus Safety Engagement and Education Initiative. Officer Smith and Officer Burchett attended the DCJS Response to Sexual Assault Investigations course to expand their knowledge of trauma-informed response protocols.

Lt. Lenhart and Dr. Giles, Director of Emergency Management, attended the Sport and Special Event Risk Management and Planning, Sport and Special Event Evacuation and Protective Actions, and Critical Infrastructure Security and Awareness Training. After completing a series of upcoming critical infrastructure courses, Dr. Giles and Lt. Lenhart will be eligible for the Texas A&M Engineering Extension Service (TEEX) Infrastructure Protection Certificate. The additional required courses include:

Threat and Hazard Information and Risk Assessment and Stakeholder Preparedness Review
Conducting Risk Assessment for Critical Community Assets
Critical Infrastructure Resilience and Community Lifelines
Physical and Cyber Security for Critical Infrastructure

The TEEX courses, funded by DHS/FEMA, are held at various venues around the Commonwealth at no cost to law enforcement and other agencies. Chief Comer attended the TEEX Crisis Management Affecting Institutions of Higher Education: A Collaborative Community Approach training in February 2025 (3 days). This course trains higher education campus and community members to effectively manage a crisis by applying a whole community approach, risk management strategies, effective crisis communication, and a series of well-developed plans. The suggested audience for this course includes, but is not limited to, campus leadership, athletic departments, campus administration, emergency operations center staff, emergency management, public safety, Student Affairs staff, and risk managers. Chief Comer hopes to bring this training course and others to Longwood University to facilitate a broader understanding of crisis management, special event protection and security, and risk management on college campuses. The agency will continue to find opportunities to partner with training academies and entities to bring training opportunities to campus to access progressive, industry-supported training at a reduced cost to the agency.

Funding and Equipment

The LUPD converted to the new Record Management System on December 18, 2024. The agency is still working to optimize the system's functionality across several agency processes, including calls for service, inventory control, bicycle registration, personnel management (discipline, recognition, and assignment), case management, property, and evidence. The agency will continue seeking external funding for key initiatives and equipment needs.

Emergency Management

Since January 1, 2025, the Longwood University Police Department (LUPD) and Department of Emergency Management (OEM) responded to, staffed, and managed ten critical, weather, and preparedness incidents, including five winter storms/weather events, a campus flooding incident, a water main break, and two Brightspeed outages during this reporting period.

The Virginia Department of Social Services chose Longwood University to host the State Managed Shelter Exercise this summer. This is a full-scale exercise designed to test our preparedness, facilities, and operations when activated as a state emergency shelter. While the Department of Social Services will lead the exercise, campus safety, regional partners, several

campus locations, and others will play significant roles when Longwood University serves as an emergency shelter.

LUPD and OEM are working on plans for upcoming events, including Spring Weekend and Commencement activities.

Interns

This semester, LUPD, the Office of Emergency Management (OEM), and Environmental Health and Safety (EHS) have five interns. Four interns are Longwood University undergraduate students, and one intern is an Emergency Management graduate student at Arkansas State University. The interns have helped to supplement agency operations and event documentation efforts during the recent winter weather events.

Community Engagement and Education

During this review period, Chief Comer hosted a "Let's Talk About It" session on knowing your rights in various situations. The session was well attended, with plans for future sessions in progress. LUPD and the Office of Emergency Management staffed a table at the Longwood/Radford Game on February 8th Tailgate. During Winter Storm#4, LUPD officers interacted with students enjoying the snow on campus. The agency is working to launch a Campus Safety Engagement and Education Initiative. This initiative will develop and deploy engagement and education programs, including an expanded "Let's Talk About it" series, Campus Police Academy (Faculty and Students), personal safety courses, a robust Active Shooter, Critical Incident, and Emergency Preparedness training, campus advisory groups, and other campus activities, and acquire the supplies and materials in support of the initiative. On March 12th, the Office of Emergency Management will hold its first Emergency Operations Center (EOC) Familiarization Open Houses for campus faculty, staff, and partners.

Strategic Plan & Metrics

LONGWOOD
UNIVERSITY

FOREFRONT FOR THE COMMONWEALTH
Strategic Plan 2019-2025

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

Our Opportunity:

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

Our Key Principles:

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

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

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

Our Priorities:

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

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

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

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

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

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

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

Measuring Progress:

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

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

LONGWOOD
UNIVERSITY

FOREFRONT FOR THE COMMONWEALTH
Strategic Plan 2019-2025

– Dashboard of Principal Metrics –

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Applications Prior Year	*4683*	*4869*	*5160*	*4417*	*6689*	*5893*	6098	6101	5407
Freshmen	928	1053	1007	799	809	706	783	786	834
Sophomores	799	728	770	770	625	589	537	608	635
Juniors	782	718	655	691	676	542	525	457	550
Seniors	740	742	669	588	632	630	484	469	420
5th Year +	233	220	217	180	190	195	178	142	138
Transfers and Part-Time	913	994	764	823	1008	823	647	760	788
"4+1" Students	91	115	100	102	122	105	116	122	99
Graduates	499	603	587	609	779	1021	1088	1200	1150

Innovation in What We Offer-Principal Metric: Retention and Graduation Rates

Reporting Year	Year 1-2 Retention Rate
2017	81%
2018	75%
2019	75%
2020	79%
2021	73%
2022	76%
2023	78%
2024	80%

Graduating Class	4-Year Graduation Rate
Class of 2017	50%
Class of 2018	51%
Class of 2019	52%
Class of 2020	52%
Class of 2021	47%
Class of 2022	47%
Class of 2023	51%
Class of 2024*	47%

Distinction in the Commonwealth and the Nation-
Principal Metric: Purchase Volume of University Licensed Logos & Marks

Fiscal Year	Purchase Volume
FY 2017	$942,622
FY 2018	$803,744
FY 2019	$1,000,355
FY 2020	$546,878
FY 2021	$313,073
FY 2022	$492,892
FY 2023	$319,710
FY 2024	$782,543

Reflecting the Diversity of America
Principal Metric: Composition of Student Body, Faculty, Staff, Boards and Volunteer Leadership

	Boards and Volunteer Leadership			Faculty and Staff			Student Body		
Academic Year	% Men	% Women	% URM	% Men	%Women	% URM	% Men	% Women	% URM
2016-17	49%	51%	10%	42%	58%	14%	31%	69%	24%
2017-18	44%	56%	8%	42%	57%	12%	31%	69%	26%
2018-19	48%	52%	11%	43%	57%	12%	30%	70%	26%
2019-20	42%	58%	18%	43%	57%	13%	29%	71%	26%
2020-21	43%	57%	18%	43%	57%	13%	29%	71%	28%
2021-22	44%	65%	25%	42%	58%	12%	31%	69%	30%
2022-23	35%	65%	27%	43%	57%	12%	30%	70%	29%
2023-24	45%	55%	27%	44%	56%	14%	29%	71%	28%

College-Town Vibrancy- Principal Metric: Total Population of the Farmville Region (by registered voters)

	July 2017	July 2018	July 2019	July 2020	July 2021	July 2022	July 2023	July 2024
Total Population	38,009	38,280	38,122	38,630	39,556	40,091	40,270	41,193

A Culture of Philanthropy- Principal Metric: Alumni Annual Giving Percentage

	FY2017	FY2018	FY 2019	FY 2020	FY2021	FY2022	FY2023	FY2024
	10.1%	9.5%	7.6%	5.7%	7.1%	6.3%	5.6%	4.7%

Informational Items

Report from Lisa Kinzer, Faculty Representative, March 21, 2025
Faculty response to Generative AI

Since the term 'Artificial Intelligence' (AI) was coined in 1956, its development has seen periods of rapid advancement followed by plateaus. Recent acceleration in the development of applications has challenged policy making and regulation in universities nationwide. Longwood has been proactively addressing these challenges.

Under the leadership of Pam Tracy, the Center for Faculty Enrichment (CAFE) in collaboration with the Digital Education Collaborative (DEC) has been providing professional development since 2023 that seeks to coach faculty on AI tools such as "Turn it In," an AI detection application, and ChatGPT, a chatbot which is trained to follow an instruction in a prompt and provide a detailed response. Sessions have been offered regularly since 2023, culminating in a pre-semester pedagogy series entitled "Navigating emerging technologies in teaching and learning," offered in January of 2025. Hands-on workshops and discussions allow participants to explore strategies to design courses that balance responsible AI use with thoughtful decisions about when and how students should engage with these technologies. "Ongoing support is what faculty need; technology is developing faster than we can manage," Tracy shared, while expressing concern about the stress this adds to the 4:4 course load Longwood faculty shoulder. CAFE is committed to future professional development, and Tracy will utilize a $5,000 grant to train CAFE staff by experts in the field. She ensures faculty accessibility to education by providing recordings of sessions. And according to Tracy, faculty are taking advantage of opportunities to learn and engage, as evidenced by the high level of attendance at workshops and sessions.

In addition to professional development efforts, Longwood has formed a university-wide AI task force, appointed by Provost Larissa Smith and chaired by Brent Roberts, Dean of Greenwood Library and Assistant Provost for Academic Outreach. This group consists of over 20 faculty and staff members organized into specialized subcommittees. The official charge to this committee states: *The task force's work is crucial in understanding and harnessing the transformative potential of AI in higher education while ensuring that ethical considerations, educational quality, and institutional values are upheld. By establishing clear policies and fostering a collaborative approach, the task force will enable us to make informed choices about and use best practices in adopting AI usage for the benefit of students, faculty, and the Longwood academic community.*

Recently, a subcommittee developed, distributed, and is analyzing the data from a survey that went out to all faculty. The survey is comprehensive and covers perceptions and opinions of AI, current usage by faculty in classrooms or research, training needs, teaching AI literacy, and the development of policies. Members of this subcommittee (Brent Roberts, Sean Barry, Ashley Leslie, Kermitra Tweedy) see the survey as a great starting point for bringing faculty together to share ideas and continue conversations about AI. They are now in the process of coding feedback and analyzing data, and have offered an observation that the thoughtfulness and large number of responses (over 100 faculty completed the survey) indicate faculty are "on the ball."

One of the over-arching themes—which will come as no surprise—is that faculty opinions and perceptions of AI vary extremely. Almost as many faculty agreed with a statement that Generative AI (Gen AI) is helpful and useful to their students as agreed with a counterstatement, that it is more harmful than useful. The survey reveals that although faculty obtain knowledge of AI technologies through scholarly research in their fields, they are more

often informed by what colleagues in their programs have shared or by what they have seen on social media. "Research is simply not yet available due to the rate at which technologies are developing," offered Kermitra Tweedy. While 48% of responders agreed or strongly agreed that they could explain how generative AI works in layman's terms, fewer felt confident about how students are using it.

Only a small number of faculty seem to be requiring use of Gen AI on coursework, and 32% strongly agreed to prohibiting its use. A smaller number assign at least one major project that measures student understanding of AI, and some have students complete an assignment with and without AI, and then compare results. With regard to regulated use of AI in the classroom, 73% of those surveyed have a policy on all of their course syllabi (a significant number are not satisfied with their policies), and some faculty even involve students in the creation of the course guidelines for AI use. While departmental discussions about policy have taken place, there has not been widespread implementation—leading to the question about the level at which policy should be created: individual faculty members and their courses, programs, colleges, or university? A different sub-committee has been charged with the task of creating policies.

When asked what outcomes faculty would like to see as Longwood examines AI use, several items surfaced: to have an ongoing awareness of current developments in AI; AI literacy courses for faculty and students; an understanding of best practices for responsible and ethical use of AI in academia; recognition of Gen AI technologies which have become acceptable in academia and industries for which we prepare students; and a universal policy that addresses mainstream concerns and regulations, yet provides flexibility for each discipline. It seems that most agree that these technologies are not going away, and one faculty member went as far to say that faculty have a moral responsibility to correct and improve AI. Throughout faculty comments there was an emphasis on the *ethical* use of it, and an eagerness to communicate to students the detriments to their own learning that Gen AI may cause.

Other concerns include: the possible misuse of personal data and student privacy; inequalities with regard to access; copyright and intellectual property issues; negative environmental implications (carbon emissions, electronic waste, and potential harm to ecosystems); inhibiting learning in critical thinking, close reading, verbal precision, creativity, and writing; how the use of Gen AI may be in conflict with our institutional mission and values (undermines our professed identity as an in-person learning institution); danger to the development of "slow thinking" – searching for the quick answer; loss of bedside manner and personal interactions.

In spite of their apprehensions, faculty are also seeing opportunities, such as the use of AI chatbots for tutoring or completing menial tasks (grading, generating writing assignment prompts, creating exams), using AI for brainstorming ideas in class, and exploring AI's use in various industries. Faculty would like to learn more about positive uses that might improve student learning and collaboration. Fifty-four faculty named emerging AI tools that they would be interested in learning more about. Some of these include neural networks, voice transcribers, image generators, video analysis, prompt engineering, and data analysis. Popular tools like Open AI's *ChatGPT*, Microsoft's *Copilot*, a "digital companion" that uses natural language processing (NLP) and machine learning (ML) to analyze data and provide recommendations, and Anthropic's *Claude*, a virtual assistant which has been character trained to "behave well" or discern between helpful and harmful recommendations, were mentioned by name. Sean Barry sees the successful response to the survey as evidence that Longwood's teachers are taking AI seriously. "They are doing the work," he said.

Longwood University Faculty AI Survey Questions
Spring 2025

Scale: 1=Strongly Disagree to 5=Strongly Agree

CURRENT PERCEPTIONS AND OPINIONS

1. I feel that Generative Artificial Intelligence (Gen AI) is helpful and useful for Longwood students.
2. I consider Gen AI generally more harmful than useful to Longwood students.
3. I am concerned that Gen AI threatens the employment prospects and job security of Longwood graduates.
4. I am concerned about the environmental and human rights impacts of AI use and development.
5. I feel prepared to explain in nonspecialist terms how Gen AI works, its limitations, and its ethical implications.
6. I understand how students currently use Gen AI.
7. I can recognize the use of Gen AI in student work.
8. I believe that students are currently using Gen AI to complete assignments in my classes contrary to express instructions or course policies.
9. My understanding of Gen AI is derived from (select all that apply)
    a. What I have read in the press or social media
    b. What colleagues at Longwood have shared within my program, department, or school through university-wide forums such as CAFE
    c. From publications and research in my scholarly field
10. What larger considerations do faculty want to ensure the Task Force attends to in its deliberations on matters of institutional policy and decision making concerning this technology?

TRAINING NEEDS

1. I feel that I would benefit from training to better understand how to incorporate AI in my courses.
2. I would like to learn more about AI tools that could help me automate routine tasks, such as grading, writing assessment questions and providing feedback, to save me time in my teaching.
3. I would like to learn how AI can help me address challenges in teaching, such as providing more personalized learning experiences, designing assessment, or improving student collaboration.
4. I would benefit from training on how to make my course assignments resistant to the use of Gen AI.

5. I would benefit from training in how to communicate to my students how the use of Gen AI may undermine learning.
6. What AI tools or technologies would you be interested in learning more about?
7. Are there disciplinary-specific applications of Gen AI important for your teaching and/or research that you would like the Task Force to consider when researching a possible enterprise solution to AI on campus?

CURRENT USAGE

1. I prohibit the use of Gen AI on the coursework I assign.
2. I allow students to use Gen AI on at least one assignment.
3. I require students to use Gen AI on at least one assignment.
4. I encourage students to use Gen AI to achieve discipline-specific learning outcomes in my courses.
5. I encourage students to use Gen AI to generate ideas.
8. I encourage students to use Gen AI to polish their writing.
9. I encourage students to use Gen AI to conduct research.
10. What uses of Gen AI not mentioned above do you currently encourage or require in your classes?
11. Are there disciplinary-specific learning outcomes you hope Gen AI might support for your students?
12. Are there disciplinary-specific learning outcomes you fear Gen AI might undermine for your students?
13. Are there Civitae learning outcomes that you hope Gen AI might support for your students?
14. Are there Civitae learning outcomes that you fear Gen AI might undermine for your students?

TEACHING AI LITERACY

1. I do not dedicate class time to teaching students about how Gen AI works, its capabilities, limitations, or ethical implications.
2. I dedicate at least one class session to teaching students about at least one of the following: how Gen AI works, its capabilities, its limitations, or its ethical implications.
3. I assign at least one low-stakes assignment intended to measure students' understanding of Gen AI.
4. I assign at least one major assignment intended to measure students' understanding of Gen AI.
5. I teach AI literacy using instructional material that include (select all that apply):
    a. Lecture
    b. Assigned Reading
    c. In-Class Writing

    d. In-Class Assignments
6. I measure students' AI Literacy using (select all that apply)
    a. Quizzes
    b. Classroom discussion
    c. Informal Writing
    d. Formal Writing
    e. Other
7. What informal strategies shape your discussion of Gen AI literacy in teaching your disciplinary expertise and/or Civitae core curriculum content?

POLICIES

1. I currently include a policy on the use of Gen AI in all of my syllabi.
2. I currently include a policy on the use of Gen AI in the courses I teach for majors in my discipline.
3. I currently include a policy on the use of Gen AI in the Civitae courses I teach.
4. I do not currently include a Gen AI policy in at least some of the courses I teach.
5. My syllabus bans the use of Gen AI to complete assignments.
6. My syllabus explains that students may complete some assignments using Gen AI.
7. My syllabus explains that Gen AI is allowable unless an assignment specifically prohibits its use.
8. I include guidelines on the use of Gen AI in assignment instructions.
9. I am satisfied with the policy or policies on Gen AI in my individual syllabi.
10. I am satisfied with the policy or policies on Gen AI in my assignments.
11. My program and/or department has discussed program or department-wide policies based on disciplinary best practices.
12. My program and/or department has implemented program or department-wide policies.
13. I am comfortable with the current institutional policies governing the use of Gen AI in academic work
14. I understand the process for reporting unethical behavior.
15. Can you share any examples of effective generative A.I. policies that have been successful in your discipline?