BOARD OF VISITORS
-March 2014-

BRIEFING MATERIALS

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BOARD OF VISITORS
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Overview Message from the President

copy follows in this tab, as distributed March 19th

From: Reveley IV, Taylor
Sent: Wednesday, March 19, 2014 8:52 PM
To: BOV
Subject: BOV Meeting

Friends,

This is a mid-week update, which will also serve as a preview of thoughts concerning next week's meeting. Amazingly enough, by the time we gather next week it will have been a full year since the conclusion of the presidential search process (the actual anniversary day, March 23, is this Sunday . . . a date firmly in my mind because it's also my mom's birthday, which made for quite a celebration last year).

A year ago, a great institution was navigating complex transitions. Today, we are making powerful progress, and gaining speed. Longwood is focused and abuzz --- people here and beyond believe in our potential, at 175 years young.

Tomorrow, Kay will be in touch with logistical details for next week's meeting, and your briefing binders should arrive by FedEx this Friday.

When we are together next week, a key issue for discussion will be what we can do about costs for students and families. The American Dream hinges on higher education beginning to get this right. It will be good to spend our time on Saturday, as a culmination to our two day meeting, with this in mind.

Friday we will open with discussion and reports on the customary business of the University. We will then turn to discussion of the working relationship of Longwood and the Moton Museum --- for a number of reasons it is a good juncture to do so. To begin the discussion, Lara Fergeson will give an overview of faculty initiatives with the Museum.

Friday afternoon, after this discussion concerning Moton, our friend Steve Portch makes his return to Farmville and will facilitate BOV deliberation on board governance practices and considerations, with an eye towards the far future for Longwood. And Friday night, Lacy Ward will be hosting us at Moton for a tour and dinner.

For Saturday's session we will convene at the LCVA. We will begin in executive session on Saturday, to review promotion and tenure for faculty candidates, before turning to strategic deliberations.

And for those of you who can be in Farmville next Thursday night, there will be a reception for the Board at Longwood House prior to the Leadership Forum by author Dean King in Wygall Hall.

We will see you soon. The SACSCOC visit which started yesterday is progressing well . . . and for those of you filling out your NCAA brackets, an interesting factoid is that if we had won the Big South tournament this year, we would be playing UVa in round one --- they're playing Big South winner Coastal Carolina.

Thanks, as always,

Taylor

LONGWOOD UNIVERSITY

BOARD OF VISITORS

December 6-7, 2013

Minutes

Call to Order

The Longwood University Board of Visitors met on Friday, December 6, 2013 in the Stallard Board Room in Lancaster Hall. The meeting was called to order at 9:30 a.m. by Rector Marianne Radcliff, following an open continental breakfast for Board members, department chairs, and others in attendance.

Members present:

Dr. Edward Gordon
Mr. Eric Hansen
Mr. Stephen Mobley
Mrs. Marianne M. Radcliff
Mr. Brad Schwartz
Mrs. Shelby Jones Walker
Mr. Lacy Ward, Jr.
The Hon. Robert S. Wertz, Jr.

Mrs. Jane Maddux participated by phone, pursuant to Section 2.2-3708.1.A.2 of the Virginia Code, due to illness.

Members absent:

Mr. Thomas Johnson
Dr. Judi M. Lynch
Mrs. Colleen McCrink Margiloff
Mr. Ronald White

Also present:

President W. Taylor Reveley IV
Mr. Kenneth Copeland, Vice President for Administration and Finance
Dr. Kenneth Perkins, Provost and Vice President for Academic Affairs
Ms. Victoria Kindon, Vice President for Strategic Operations
Mr. Troy Austin, Director of Athletics

Ms. Brenda Atkins, Vice President for Commonwealth Relations
Mr. Richard Bratcher, Vice President for Facilities Management and Real Property
Mrs. Virginia Kinman, Director of SASCOC Compliance Certification
Mr. David Overstreet, Senior Auditor
Mr. Cameron O'Brion, Office of the Attorney General
Dr. David Lehr, Chair, Faculty Senate
Dr. Audrey Church, Faculty Representative
Ms. Haley Vest, Student Government Association
Ms. Hannah Ledger, Co-Chair, Staff Advisory Committee
Ms. Allison Dobson, Co-Chair, Staff Advisory Committee
Mr. JaBari Scott, Staff Advisory Committee

Public Session

No public comments were received at this meeting.

Rector's Welcome

Mrs. Radcliff welcomed Board members and all in attendance to the meeting. She noted that it had been a difficult week for the Longwood community with the death of University senior Fitzhugh Gordon Samuel, while also noting that the University in general continues to build momentum. The inauguration of President Reveley in November was a true celebration. Before turning to President Reveley, she stated that the format of the meeting was intended to continue to maximize discussion and deliberation. She also extended the best wishes of all present to Jane Maddux, joining by phone.

President's Welcome

President Reveley joined with Mrs. Radcliff in stating that it had been a challenging week with the sudden death of Fitz Samuel just two days prior. He stated that the University had responded with grace and care for the family and those closest to Mr. Samuel, drawing attention in particular to the work of Dean of Students Larry Robertson and Chief of Policy Bob Beach.

President Reveley also echoed Mrs. Radcliff's sentiment that the University continues to build momentum. As of December, applications for next year's freshman class are up 25% compared to this time last year. Our philanthropic cash receipts are likewise up by $1.1 million over this time last year. The SACSCOC accreditation reaffirmation process continues to move smoothly, and Moody's has given the University an A1 bond rating; only several hundred colleges and universities in the nation have a bond rating as good or better.

He said the University was looking forward to the annual Holiday Dinner musical performance that evening and was delighted that Board members could join. He noted that the deliberations this morning would focus on various business matters, and that the afternoon session would focus on broad strategic matters as well as the fundamentally important issue of retention and graduation. He also looked forward to Saturday morning's Board session focused on the role of the liberal arts in higher education today.

Approval of Consent Agenda

Mrs. Radcliff presented to the Board for its approval the consent agenda, which included the minutes of the Board's September meeting along with items concerning standard edits, updates, and amendments to University policy, procedure, and planning, specifically regarding: Internal Audit, various matters pertaining to Academic Affairs, administrative matters concerning HR and fixed assets management, and lastly a continuing update to the six-year academic and financial plan which the State Council for Higher Education in Virginia (SCHEV) asks of each public institution of higher education in the Commonwealth. Pursuant to customary practice, this fall SCHEV requested a further update to the plan following initial submission in June 2013. Mrs. Walker moved to approve the consent agenda, Mr. Schwartz seconded, and the motion was approved unanimously. A copy of the consent agenda items is included as Appendix 1 attached hereto.

Overview Discussion of Financial Operations

President Reveley, along with Mr. Copeland, led an overview discussion of the University's financial operations. They noted that public institutions of higher education have particularly nuanced and technical finances. In particular, unlike in many other sectors of the for-profit and non-profit world, different streams of funding carry different restrictions and considerations. Tuition, fees, unrestricted philanthropic contributions, restricted philanthropic contributions, business income, state appropriations for operations, and state appropriations for capital each must be handled in separate and distinctive fashions.

The University is endeavoring to make its budgeting process more open and inclusive through the University Planning Council and likewise to ensure that the sound financial health of the institution is reflected in continued attention to improving compensation for faculty and staff. President Reveley indicated that a pool of funding for performance-based salary increases should become a standard aspect of fiscal year budgets going forward. He also indicated that it would be prudent for the University to begin utilizing a capital budgeting process alongside the operating budgeting process. The Board expressed interest in both matters.

Building on discussion from prior Board meetings, President Reveley stressed that improving retention and graduation is the key catalyst for continuing to improve University revenue. Regarding student revenue, Mr. Schwartz asked whether the current balance between tuition, on the one hand, and student fees, on the other, warranted fresh consideration, and President Reveley and Mr. Copeland indicated that it may indeed. The total sum is what parents and students focus on, even though how tuition may be utilized by the institution does differ from how fees may be utilized.

President Reveley stated that enhancing philanthropic revenue must also be a key longterm focus for the University. Ms. Atkins concurred that as state funding remains generally constant or potentially declines in the years ahead due to macroeconomic pressures, philanthropic revenue will be necessary to continue to propel the University. The fundamentally important step in building philanthropic revenue is building the annual fund, both in number of givers and aggregate sum. Annual fund givers are the pool from which new prospects for major gifts, planned gifts, and corporate gifts may be best identified.

Reports from Representatives to the Board

Dr. Audrey Church, faculty representative to the Board, opened by expressing her gratitude to Dr. Derek Taylor, her predecessor as representative to the Board, and to President Reveley for his engagement with faculty. She expressed her enthusiasm for the role and asked the Board what they would like to hear from her in future meetings. Board members variously indicated they would like to know more about student research, faculty research, the work of Faculty Senate, and what issues are foremost on faculty's minds.

Ms. Haley Vest, President of the Student Government Association, then gave the student representative report. She noted that the death of Fitz Samuel has indeed been difficult for the campus, and commended President Reveley for the care and leadership he has demonstrated. She expressed that the students very much enjoyed President Reveley's inauguration, in particular his remarks, those by his father, and that President Reveley rang the bell after the ceremony with his boot, improvising when the clapper for the bell could not be found.

Ms. Allison Dobson, Ms. Hannah Ledger, and Mr. JaBari Scott then gave remarks on behalf of the Staff Advisory Committee. They too expressed that the staff had enjoyed the inaugural events and appreciated President Reveley's engagement. The Staff Advisory Committee has also embarked on an effort to raise funds for their initiatives and to that end they have created their own Longwood calendar for sale, in honor of the 175th anniversary with current and historic pictures of Longwood.

Internal Audit

Mr. David Overstreet, Senior Auditor, then gave the Internal Audit report. He thanked the Board for approving various policy updates earlier in the consent agenda. He noted that though Internal Audit is not at full staff, it is continuing its work at high levels and in particular has recently completed field work with the Student Union & Fraternity/Sorority Life. He also noted that the Virginia Auditor of Public Accounts is progressing with the University's financial audit so that the financial audit is complete in a timely fashion for future University submissions in connection with the SACSCOC accreditation reaffirmation process.

The Board adjourned for lunch at 12:00 p.m. and reconvened at 1:00 p.m.

Strategic Considerations and Process

Following lunch, President Reveley opened discussion of the University's strategic direction. He stated that the University would benefit from a focused strategic process that utilizes the existing structures and organs of the University for deliberation (rather than creating a parallel strategic planning structure). The Board indicated its consensus with such an approach. President Reveley then outlined the following strategic considerations, which build on discussions at prior Board meetings and campus discussions:

A. Dedication to key principles:

Academic Enterprise at the Heart – we are one of America's hundred oldest colleges and universities, and Virginia's third oldest public university, after William & Mary and UVa

Transforming Lives – we are at our best when helping to transform lives, by helping our students to truly realize their potential

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

B. Focus on what most needs to be done:

Retention & Graduation – it is a moral imperative, and likewise catalytic from the standpoint of revenue and the spirit of the University

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

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

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

Prosperity of One of America's Oldest Two-College Communities – Farmville, HSC, Prince Edward, and Longwood stand together where the Civil War ended and Civil Rights began; we will thrive together

Strengthening the University Community – compensation must rise and opportunities for professional development must increase, and fostering diversity will enhance retention and hiring

Housekeeping, Structuring, and Governance – there has not been a full opportunity in almost two decades for a fresh look at how Longwood fits together and at our policies, practices, and data methodologies

C. Perspective on what we can become:

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

The Board expressed strong support of these strategic considerations. Mr. Ward suggested that reference should be made to the importance of the residential nature of the University and likewise to the personal interaction students have with faculty that is such a hallmark of Longwood. President Reveley agreed, and also noted that a campus master planning process is important in connection with the residential nature of the University and likewise regarding the relationship of the University and community and the power to attract alumni to return to campus.

President Reveley suggested that if the Board was in consensus on the above strategic considerations in concept, he would use them as a basis of discussions during the spring semester with the Faculty Senate, Student Government Association, Staff Advisory Committee, Longwood University Foundation Board, Real Estate Foundation Board, Alumni Association, and others in preparation for formalizing a fresh strategic plan for the University going into academic year 2014-15, which would likewise be a catalyst for campus master planning in 2014-15. The Board expressed enthusiasm and consensus.

Housing & Dining Fees for 2014-15 and New Construction

President Reveley next turned to two specific items. Mr. Copeland, Mr. Pierson, and their teams worked to prepare proposed housing & dining fees for academic year 2014-15 several months earlier than had previously been customary --- so that students would have the advantage of knowing these fees sooner as they consider their housing and dining options. On review of the fees, Mr. Schwartz moved to accept the fee schedule, seconded by Mr. Hansen, and the Board approved unanimously. The 2014-15 Housing and Dining Fee Schedule is attached hereto as Appendix 2.

Pursuant to discussion at the Board's September meeting, the University has progressed with pre-planning for construction of a new residence hall on main campus. Based on discussions with the Attorney General's Office, the prudent approach appears to be to execute a ground lease with the Longwood Real Estate Foundation to facilitate construction. Mr. Ward moved to approve this approach, subject to the continuing work of the Attorney General's Office and the Longwood Real Estate Foundation; Mr. Schwartz seconded, and the Board unanimously approved. President Reveley noted that this residence hall would be the first constructed on main campus in two decades.

Retention & Graduation

President Reveley turned discussion to the issue of Retention and Graduation, the most important matter for the University. He noted that Chief of Staff Justin Pope has prepared a white paper on the matter with extensive appendices, as included in the Board's briefing materials. Dr. Perkins stated the Mr. Pope's white paper gave an important overview of retention and graduation at the University, and he also noted the momentum that has built on the issue.

President Reveley then asked Dr. David Lehr, Chair of the Faculty Senate, to give an overview of the paper he had prepared, also included in the Board's briefing materials. Dr. Lehr's paper applied statistical learning techniques to matriculation cohorts of Longwood students --- a "big data" approach to identifying variables that predict retention and graduation at Longwood.

Ms. Kindon, who joined the University in November as Vice President for Strategic Operations, commented that it has been a delight to work with Dr. Lehr as well as with her new team in Strategic Operations. She noted that the University is working to standardize and unify its data, an essential step in bringing to bear big data methodologies in full on matters such as retention and graduation. The process of standardizing and unifying the University's data is substantial, and as it progresses the University will naturally begin taking pilot steps to address improving retention and graduation. For instance, in advance of the Thanksgiving break, President Reveley sent personal letters to several dozen freshmen who have been performing exceptionally well academically, a set of students sometimes tempted to consider transferring to other institutions. The letters underscored that Longwood, the third oldest public university in Virginia, indeed is where such students can enjoy close and enriching engagement with faculty members.

The board expressed broad enthusiasm for this turn to "big data" for the University.

Closed Session

Mr. Schwartz moved to go into closed session under Sections 2.2-3711.A.1,3, & 8 of the Code of Virginia to discuss personnel matters, real property matters, and philanthropic matters. The motion was seconded by Mr. Ward and approved unanimously by the Board.

In compliance with the provisions of the Freedom of Information Act, the Board returned to open session. Mr. Mobley moved to certify that the discussion in closed session was in accordance with the Code of Virginia. The motion was seconded by Mr. Hansen and affirmed and approved by roll call vote by: Dr. Gordon, Mr. Hansen, Mr. Mobley, Mr. Schwartz, Mrs. Walker, Mr. Ward, Mr. Wertz, and Mrs. Radcliff.

Mr. Schwartz then moved to approve tenure and promotion to the rank of Associate Professor for Dr. Charles D. White. The motion was seconded by Mrs. Walker and approved unanimously by the Board.

The Board then adjourned for the day at 5:00 p.m. before joining the University community for the 38th annual Holiday Dinner and musical performance in Dorrill Hall.

Saturday, December 7, 2013

The Longwood University Board of Visitors resumed its meeting at 9:30 a.m. on Saturday, December 7, in Ruffner Hall, Room 312. All Board members from Friday's meeting, except Dr. Gordon, were present along with President Reveley, the vice presidents, deans, and several faculty and student representatives. Mr. White also joined the meeting, having also attended the prior night's Holiday Dinner as well. The focus of the session was discussion of the role of the liberal arts in higher education today.

Dr. Wade Edwards, Chair of the Department of English and Modern Languages, opened the session with brief remarks at the request of President Reveley.

Dr. Edwards began by noting the description of a liberal arts education used by the Association of American Colleges and Universities: "A philosophy of education that empowers individuals with broad knowledge and transferable skills, and that cultivates social responsibility and a strong sense of ethics and values."

He then discussed "four and a half" reasons for the enduring importance of the liberal arts:

1. *Practical answer*. As a broad way of thinking, the liberal arts train students for anything. They are foundational. Rather than focus on narrow vocational skills, courses in the liberal arts emphasize transferrable skills. This is important and practical because contemporary students will change jobs over the course of their careers, and even those who stay in the same career may have multiple or changing responsibilities within that track. Teachers become principals; pharmacists become business-owners; social workers become managers. The outcomes of liberal arts background—maybe we call it the liberal arts apprenticeship—prepare students for the uncertainty we know they can expect. Students often come to college seeking certainty. It is our job to prepare them for uncertainty. That's what the liberal arts do.

1½. *The "return on investment" answer*. We know that employers want to hire workers with a liberal arts background; study after study shows us this. Study after study also shows us that over the course of their lives, Liberal Arts students tend to be more financially secure than those with strictly vocational backgrounds. Liberal art classes tend to be smaller and offer more opportunities to work on what employers call "soft skills." This answer—the return on investment answer-- may be counterintuitive to many. If a college education should lead to a stable career, shouldn't we advise students to settle on a professional major as quickly as possible and seek out opportunities that lead directly and obviously to employment? Is college worth it if it doesn't set us on a clear path to prosperity? It is notable that even if liberal arts graduates begin their careers at salaries lower than those with professionally focused degrees, as their careers progress and they assume leadership roles liberal arts graduates begin to earn more than others.

2. *The "life-is-better" answer*. University of Virginia professor Mark Edmundson contends that we shouldn't support the liberal arts to help people make money but instead to help them lead meaningful lives, noting in a recent Washington Post op-ed that the liberal arts "are not about success. They're about questioning success — and every important social value. Socrates taught us this, and we shouldn't forget it. Sure, someone who studies literature or philosophy is learning to think clearly and write well. But those skills are means to an end. That end, as Plato said, is learning how to live one's life. "This discussion is not about any chance question," Plato's Socrates says in The Republic, "but about the way one should live."

3. *The "citizen leader" answer*. As a public institution, Longwood is devoted not just to the personal advancement of our individual students, but also to the advancement of the public good. This is a tremendous responsibility—molding citizens with the talent and wherewithal to engage in the messiness and work of free society. As President Reveley noted in his inaugural address, the liberal arts are quite literally the "course of study befitting citizens in a republic; 'liberal' having the same root as the word 'liberty.'" In his inaugural address, President Reveley also noted that Longwood's deepest heritage is as a liberal arts institution: "At the founding in 1839, at a juncture before any professional

career outside the home was meaningfully open to women, including teaching, our curriculum consisted of: music, literature, mathematics, Latin, and Greek."

4. *The student answer*. Until students in the Virginia public school system get to college, they are not encouraged to think about the big picture. They are extraordinarily eager for opportunities for abstract thinking, perhaps because so much of education has moved away from abstract thinking. Longwood students value the liberal arts. Supporting their intellectual desires will lead to the retention of intellectual students, and citizen leaders.

The Board then engaged in discussion. President Reveley noted that throughout the centuries the phrase "liberal arts" has contemplated the humanities and math and the sciences together as a whole and that recent focus on STEM education has had the effect to some extent of separating aspects of education long considered as integrally related. Mr. White noted that his experience at West Point resonated with this understanding of the liberal arts; West Point focuses on engineering but with deep engagement with the humanities as well.

Mr. Mobley asked how the threat to the liberal arts actually manifests itself, to which President Reveley and others replied that there is the potential of reduced state funding, to the extent the General Assembly does not focus on the liberal arts, and there is the issue of students and parents not seeing the value of the liberal arts and opting only for pre-professional studies.

Mr. Schwartz noted that there are two aspects to the role of the liberal arts at Longwood: 1) to what extent students choose liberal arts majors and 2) the role of the liberal arts in the University's general education curriculum. On another front, others noted that the very word "liberal" in "liberal arts" is sometimes wrongly understood to have a political connotation, which may detract from the appeal of the liberal arts.

Mrs. Walker indicated the importance of making the concept of the liberal arts understandable to first generation college students. Mrs. Radcliff discussed the potential benefits of more explicitly underscoring the value of the liberal arts during freshman orientation, at New Lancers Days. Mr. Hansen noted from his own experience that those with exposure to the liberal arts rather than purely technical or professional studies are most likely to ultimately rise to management and leadership roles during their careers. To that end, several discussed the possibilities of Longwood fostering strong connections with professional graduate programs for our students and likewise of collecting data on their careers one and two decades after graduation as well as for the years immediately following graduation. Dr. Edwards closed the discussion by noting that the Board's interest in the liberal arts is deeply meaningful to the faculty, which the deans and other faculty present affirmed.

President Reveley and Mrs. Radcliff thanked everyone for their candid and thoughtful discussion.

The meeting adjourned at 11:00 a.m.

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

The items that follow concern standard edits, updates, and amendments to University policy, procedure and planning, specifically regarding: Internal Audit; full Board ratification of a new degree program that was discussed by the Executive Committee in February; updating policy as to tuition and fee waivers for senior citizens; student records and annual notification; and naming of rooms within the Maugans Alumni Center.

BOARD OF VISITORS
AUDIT

ACTION ITEM

Approval of Fiscal Year 2015 Audit Plan

ACTION REQUESTED: On behalf of the President, I move that the Board of Visitors approve the 2015 Audit Plan as presented below.

RATIONALE: The Internal Audit plan is updated and approved on an annual basis to ensure the audit process reviews the most timely and important risks to the institution.

BACKGROUND: The annual audit plan provides guidance to the internal audit function in managing yearly accomplishments of the office.

Proposed Audit Plan

A. Fall 2014 Audits

   a. NCAA audit
   b. Student Interns – Environmental Health & Safety
   c. Follow Up – University Center / Office of Fraternity Sorority Life (FSL)
   d. Follow Up – Leadership & Service Learning (LSL) / Office of Diversity & Inclusion (ODI)

B. Spring 2015 Audits

   a. Student Government Association (SGA)
   b. Student Interns – Facilities: Motor Pool
   c. Student Interns – Post Office
   d. Follow Up – Contract Management

BOARD OF VISITORS
AUDIT

INFORMATION ITEM

Update on Internal Audit and Institutional Compliance Activity

Audits and Reviews

Audit Plan FY 2014	**Status**
Contract Management	In Progress
Student Union & Fraternity / Sorority Life	Findings Issued
Diversity & Inclusion / Leadership & Service Learning (Student Interns)	In Progress
Recreation Center Follow-up	Beginning Summer 2014
Banner Finance	Placed on Hold (Vacant IT Auditor Position)
Information Technology – General Controls	Placed on Hold (Vacant IT Auditor Position)
IT Governance Follow-up	Placed on Hold (Vacant IT Auditor Position)
Information Technology – Lancer Card	Placed on Hold (Vacant IT Auditor Position)
Admissions Follow-up	Complete
Cashiering and Student Accounts Follow-up	Complete
LCVA Follow-up	Complete
Student Health and Wellness Follow-up	Complete
Conference and Scheduling Follow-up	Complete
Fraud, Waste, Abuse Hotline Issues	None since previous BOV meeting
University Risk Assessment	Beginning Spring 2014 / Summer 2014

CONSENT AGENDA

Approval of Master of Education M.Ed.

The Master of Education in Reading, Literacy and Learning at Longwood University in Farmville is sponsored by the Department of Education and Special Education which is housed in the College of Education and Human Services. Implementation is proposed for the Fall 2014 semester. The purpose of the program is to prepare teachers to be PreK-12 reading specialists and literacy coaches.

Literacy and Culture has been offered as a concentration in the Master of Science in Education at Longwood University since Fall 1976. At the strong encouragement of SCHEV based on the number of concentrations located under Longwood's Master of Science in Education umbrella (General CIP code 13.0101) and based on the strength of the program, Reading, Literacy, and Learning is proposed as a stand-alone program.

Longwood University has a long history in Virginia of offering a nationally recognized program for the preparation of teachers seeking to become reading specialists and literacy coaches. Enrollment and graduation rates are strong. The Integrated Postsecondary Education Data System now offers a CIP code, 13.1315, for Reading Teacher Education(http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=13.1315), defined as "A program that prepares individuals to diagnose reading difficulties and to teach reading programs at various educational levels." Longwood's program would appropriately fit under this CIP code.

The proposed Master of Education in Reading, Literacy, and Learning is fully aligned with the 2010 IRA Standards Reading Specialist/Literacy Coach (http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role5.aspx). The degree of Master of Education in Reading, Literacy, and Learning aligns more readily with the true course of study for our graduates.

For BOV

Policy 2113

Tuition and Fee Waiver for Senior Citizens

I. Purpose

The purpose of this policy is to provide notices to persons over sixty (60) years of age of tuition and fee waiver regulations provided for by the Senior Citizens Higher Education Act of 1974, as amended in 1977 by Sections 23-38.55, 23-38.58, and 23-38.59 of the Code of Virginia and as amended by Senate Bill 307 July 1, 1988.

II. Policy

Senior citizens age sixty (60) or over at the beginning of ~~the~~ ***an*** academic ~~year~~ ***semester, and has had legal domicile in Virginia for one year,*** shall be permitted under rules and regulations as may be prescribed by the State Council of Higher Education to register for and enroll in courses as a full-time or part-time student for academic credit if such senior citizen had a taxable income not exceeding ~~ten thousand (10,000)~~ ***fifteen thousand (15,000)*** dollars for federal income tax purposes for the year preceding the year in which enrollment is sought ***and will pay no tuition or fees except fees established for the purpose of paying for courses materials, such as laboratory fees.*** ~~They~~ ***A senior citizen, regardless of income level,*** may register for and audit courses offered for academic credit and register for and enroll in courses not offered for academic credit in any state institution of higher education in this Commonwealth ***and will pay no tuition or fees except fees established for the purpose of paying for courses materials, such as laboratory fees.*** ~~*Such senior citizen shall pay no tuition or fees except fees established for the purpose of paying for courses materials, such as laboratory fees.*~~ ***Such senior citizen shall meet additional conditions;*** ~~*but shall*~~ be subject to the admission requirements of the University and ***may be admitted to a course on a space-available basis after all tuition paying students have been accommodated.*** ~~*a determination by the University of its ability to offer the course or courses for which the senior citizen registers.*~~

There shall be no limit to the number of terms, quarters or semesters in which a senior citizen who is not enrolled for academic credit may register for courses but he may register for no more than three courses in any one (1) term, quarter or semester.

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

For Catalog and website

Senior Citizens Higher Education Act Senior citizens aged 60 or over, with a Federal taxable individual income of less than $15,000 per year, and who have lived in Virginia for one year, can enroll as a full or part-time student in credit courses free of tuition, provided they meet the admissions standards of the college and space is available. Any senior citizen aged 60 or over can enroll in a non-credit course or audit a credit course free of tuition, regardless of taxable income, provided they meet the admissions standards of the college and space is available. The senior citizen is obligated to pay fees established for the purpose of paying for course materials, such as laboratory fees. If enrolled as a non-~~degree~~ credit seeking student (audit), a maximum of three courses may be taken per semester.

Approval and processing to register for classes under the Senior Citizens Higher Education Act may be obtained in the Office of the Registrar, Barlow 101. Such students will be enrolled after all tuition paying students have been accommodated but before the add/drop period of the term.

Policy 1007

Student Records and Annual Notification

I. Purpose

The Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records and requires the establishment of policies to safeguard student records and data. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education; Longwood student records policies comply fully with FERPA.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." All students at Longwood University, regardless of dependency, are protected by FERPA.

II. Policy

1. The accumulation, processing, and maintenance of student data by the institution is limited to that information, including grades, 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.
2. Student data, whenever possible, shall be collected directly from the student; every effort will be made to ensure its accuracy and security. It shall be the express responsibility of the student to notify the Office of the Registrar of any changes in status. Any student who initially or subsequently refuses to supply accurate and complete personal information, as is legally allowed, may jeopardize his/her current student status. Falsification of records with the intent to give untrue information is a violation of the Longwood Honor Code.
3. Longwood University designates the following categories of student information as public or "Directory Information." Such information MAY be disclosed by the institution at its discretion. Directory information may include the student's name, ~~local~~ ***home*** address, Longwood e-mail address, local telephone number, major field of study, classification, participation in officially- recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and dates of field experience.
4. A student may inform the Office of the Registrar in writing, that they wish to block all directory information from release. Schools may disclose, without consent, "directory" information as listed above. However, Longwood will notify eligible students about directory information and allow a reasonable amount of time to request that the school not disclose directory information about them. Longwood will notify eligible students via email each October of their rights under FERPA.
5. Generally, Longwood must have written permission from a student in order to release any information from a student's education record. However, FERPA allows Longwood to

disclose those records, without consent, to the following parties or under the following conditions:

1. School officials with a legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
9. State and local authorities, within a juvenile justice system pursuant to specific State law.

6. Under FERPA, Longwood is not required to provide prior notification to a student when responding to a federal grand jury subpoena or other law enforcement subpoena, which specifies that the student not be informed of the existence of the subpoena.
7. Eligible students are permitted to inspect and review educational records of which the student is the sole subject. Longwood policy regarding the inspection and disclosure of educational records is in compliance with the federal statute. To obtain a copy of the Family Rights and Privacy Act of 1974 (Section 438) or a copy of the university's policy on student records, contact the Office of the Registrar, Longwood, 201 High Street, Farmville, VA 23909.
8. Student access to all personal records shall be permitted within 45 days of a written request, during normal office hours. Students may also obtain copies of most parts of their records for a nominal fee. All records shall be available and in a form comprehensible to the student, except for:
    1. Medical records which, upon written authorization, shall be submitted to a psychologist or physician designated by the student.
    2. Confidential financial statements and records of parents as excluded by law.
    3. Third-party confidential recommendations when such access has been waived by the student. Where a waiver has been given, parents, as well as students, are excluded from viewing such confidential information.

III. General

1. During normal office hours, Longwood shall provide an opportunity for a student with proper identification to challenge information believed to be inaccurate, incomplete, inappropriate or misleading. This can be done either in person or by mail. All personal data challenged by a student shall be investigated by the vice president over the area where the data is being challenged. Completion of an investigation shall result in the following actions:
    1. If Longwood concurs with the challenge, the student's records shall be amended or purged as appropriate; all previous record recipients shall be so notified by the institution.
    2. If the investigation fails to resolve the dispute, the student shall be permitted to file a statement of not more than 200 words setting forth the student's position.

Copies of the statement will be supplied, at the student's expense, to previous and subsequent recipients of the record in question.

3. If a student wishes to make an appeal of the decision, the student may do so in writing to the President of Longwood University.
4. The names, dates of access, and purposes of all persons or agencies other than appropriate Longwood personnel given access to a student's personal records shall be recorded and maintained. Student records are retained by the institution for at least one year after completion of work at the institution. Permanent academic records from which transcripts are derived are maintained indefinitely. A student may request and receive information concerning the record of access to official Longwood records filed under the student's name.

2. Inquiries concerning student records should be directed to the following departments. When applicable, schedules of fees for copies of these records are available from that office.
   1. Academic Records/Transcripts - Office of the Registrar, Barlow Hall
   2. Disciplinary Records - Office of Student Conduct and Integrity, Lancaster Hall
   3. Financial Records - Office of Cashiering & Student Accounts, Lancaster Hall
   4. Financial Aid Records - Office of Financial Aid, Lancaster Hall
   5. Medical/Health Records - Student Health & Wellness Center, Health & Fitness Center
   6. Mental Health Records - Counseling Center, Health & Fitness Center
3. To comply with the provisions of FERPA, Longwood University will not release education records or personally identifiable information contained therein without the student's written consent. Individuals seeking access to student records should include a copy of the student's written consent when requesting non-directory information.
4. ***Where to Send Complaints Regarding FERPA Violations***

   Parents and eligible students who need assistance or who wish to file a complaint under FERPA should do so in writing to the Family Policy Compliance Office, sending pertinent information through the mail, concerning any allegations to the following address;

   Family Policy Compliance Office

   U.S. Department of Education

   400 Maryland Avenue SW

   Washington, DC 20202-5920

Approved by the Board of Visitors, September 11, 2004.
Reviewed and approved by Cabinet, May 8, 2013.
Revised and approved by the Board of Visitors, June 14, 2013.

LONGWOOD UNIVERSITY
NAMING OF ROOMS WITHIN
FRANK O. AND KATHARINE ALLEN MAUGANS ALUMNI CENTER

The Board of Visitors of Longwood University approved the naming of the FRANK O. AND KATHARINE ALLEN MAUGANS ALUMNI CENTER on this sixteenth day of June in the year Two Thousand and Twelve in the one hundred and seventy-third year of Longwood University. The following rooms and areas within the center are requested for designation pursuant on University Policy 9202: Commemorative Naming of University Facilities and Programs.

Board Room (113)
The Robert O. & Elosie Hodges Martinelli '51 Board Room
Gift-$500,000

Rob Martinelli and his late wife, Eloise, are long-time donors. Eloise earned a Bachelor of Arts in Education. Prior to her death in 1995, Eloise was a consistent contributor to the Longwood Fund and Rob began making gifts in her memory there after. Rob is a member of the Hull Society in addition to creating a scholarship in Eloise's name and contributing to numerous Longwood endeavors.

Reception/Meeting Room (037)
The R. Tucker Winn '48 Room
Gift-$300,000

The late Tucker Winn spent her career as an accomplished independent college guidance counselor providing admissions counseling to affluent families in the Washington DC area. Tucker earned a Bachelor of Science in chemistry with a minor in history while serving as a member of CHI and Geist.

Conference Room (002)
The Cecil C. & Margaret Finney Powell '43 Room
Gift-$200,000

The late Margaret "Mog" Finney Powell was a lifetime resident of the Eastern Shore of Virginia. Mog earned a Bachelor of Science in Education and participated in the YWCA and the Athletic Association as a student.

Atrium (038)
The Katherine Bridgforth Hooker '47 Atrium
Gift-$100,000

Katherine "Kitty Sue" Bridgforth Hooker is a consistent major donor and a member of Longwood's Hull Society. Kitty Sue earned a Bachelor of Arts degree in Education and was a member of the basketball team. Kitty Sue (and her late husband, Clyde) is a true civic and community leader. Kitty Sue has hosted several Longwood events in Martinsville through the years and most recently the couple was revered for their commitment to the Martinsville community during an unprecedented economic downturn.

Library (044)
The Page Cook Axson McGaughy '46 Library
Gift-$100,000

Page Cook Axson McGaughy is a retired teacher who taught in the Chesapeake School System. Page earned her Bachelor of Science in History from Longwood and a Master of Science in Education from Old Dominion University in 1977. Through the years, Page served as Alumni Association president, a director for the Foundation Board, is a member of the Hull Society and was honored with the Alumni Achievement Award in 2006.

Associate Vice President for Alumni Relations Office (041)
The Beverley Kersey Flowers '61 Office
Gift-$68,268 (Planned Gift)

Beverley Kersey Flowers is a retired teacher from Virginia Beach Public Schools and a member of the Hull Society. Beverley earned Bachelor of Science in Elementary Education and was a member of CHI. Beverley is a good friend of Former Longwood President Henry Willett.

Assistant Director for Alumni Relations Office (042)*
The Carol Combs Irvin '64 Office
Gift-$40,000

Carol Combs Irvin is a leader among the prominent Longwood Class of 1964 and she is currently heading up their 50 year reunion class gift. Carol earned a Bachelor of Music Education and is the daughter of Marion Shelton Combs '40 who served as Alumni Association President and Foundation Board Member in addition to receiving the Alumni Achievement Award in 2004.

**The Maugans Alumni Center floor plan includes expansion rooms for future staff position increases in all units.*

Alumni Relations Intern Office (043)
The Dr. Audrey L. Jarrelle '66 Office
Gift-$36,175

The late Audrey Jarrelle served at the University of Connecticut for 30 years. At the time of her retirement, she was named Associate Professor Emeritus and had been the Associate Dean of the School of Family Studies for the final 10 years of her career. Audrey earned a Bachelor of Science in Home Economics from Longwood followed by a Master of Science in Home Economics in 1968 and PhD in Textiles and Apparel in 1973 both from UNCG. In 2006, she was selected for Who's Who in American Teachers.

Alumni Relations Administrative Assistant Office (040)
The Diane Bottoms Boxley '72 Office
Gift-$25,000

Diane Bottoms Boxley has been a steadfast donor to Longwood for over thirty years. Diane earned a Bachelor of Science degree in Mathematics from Longwood University in 1972, as well as a Master of Science degree in Mathematics from Virginia Tech in 1974. Diane is currently a Director on the Foundation Board. Prior to this commitment, Diane served as the President and board member of the Alumni Association Board.

Alumni Relations Biographical Data Manager Office (045)
The Elizabeth Kelsey Hulvey '62 Office
Gift-$25,000 (planned gift)

Betsy Hulvey earned a Bachelor of Arts in English and is a member of Sigma Sigma Sigma Sorority. During college, Betsy was also a member of Student Government Association, French Club, Longwood Players and the Cotillion Club. Betsy is a former director of the Foundation Board and a member of the Hull Society. Betsy has hosted event at her home in Abington in the past.

Academic Affairs

Ken Perkins, Provost & Vice President

There have been a number of activities in the Academic Affairs area since our last Board of Visitors meeting. Below is a brief overview.

SACSCOC Reaffirmation and Quality Enhancement Plan (QEP) Update

On March 4, 2014 Longwood hosted a visit by the Chair of our On-Site Reaffirmation Committee, Dr. Timothy Mescon, president of Columbus State University, Columbus, Georgia. He reviewed the schedule for the March 18-20 On-Site Committee, examined various work and interview rooms, and assessed the overall preparedness of Longwood for the visit. The interaction between the SACSCOC Leadership Team and Dr. Mescon was very positive.

Longwood's response to the SACSCOC's requirement of a QEP is "R.E.A.L. Inquiry: Research Experience for Aspiring Leaders." The heart of this plan is to increase the amount of undergraduate student research and engagement with faculty. It builds on a rich history of faculty-student engagement. The goals are to improve students' learning by promoting their discovery of new knowledge, to facilitate student-faculty collaboration in research, and to advance an understanding of the importance of disseminating results of research in academic and civic communities.

Dr. Perkins and Mrs. Kinman (SACSCOC Reaffirmation Director) have been asked to serve as members of on-site committees in June.

Searches for Faculty and Administrators

Searches are concluding for sixteen faculty positions. Offers have been made to candidates for the Director of the Longwood Center for the Visual Arts and for the Dean of the Cook-Cole College of Arts and Sciences.

Five faculty members will be retiring at the end of this academic year: Pam Arkin and Gene Muto, Professors of Theatre; Mark Baldridge, John Burke, and Randy Edmondson, Professors of Art.

CAFÉ

The Center for Academic Faculty Excellence (CAFÉ) is planning the 2nd Annual "Teaching and Learning Institute @ Longwood" on May 19th. This year's theme is **MORE than**

retention: Engaging all students for success. Questions to be explored include: What factors affect student success? *How* do we create learning environments that stimulate students' engagement and their desire to learn? What institutional and faculty engagement strategies work best to promote learning for all students? How do we implement these practices effectively for both student and faculty success? In addition to Longwood faculty and staff, the invitation list includes faculty from Hampden-Sydney, University of Mary Washington, and Old Dominion University. There were over one hundred participants in last year's institute.

Hull Springs Report

Development of construction specifications has been completed for transforming the six-bay garage attached to the "Big House" into a new and much needed meeting space. This space will serve the immediate needs of students and faculty, as well as the Northern Neck community, until such time as additional facilities can be built. A Technology Committee has been formed to explore options to improve overall internet service and connectivity between Hull Springs and Longwood's Main Campus. Finally, Hull Springs hosted National Park Service staff to consider its inclusion on the Captain John Smith Chesapeake Historic National (Water) Trail. Possible actions include development of a public, hand-carry boat launch; primitive boat-in campsites on Glebe Creek; and paddling itineraries for the Lower Machodoc, linking Hull Springs to other historic sites in the area.

News in General

Longwood's Online MBA was recently ranked #62 in the country by US News and World Report. Longwood was ranked ahead of Pepperdine University and George Washington University and was the second highest ranked program in the Commonwealth of Virginia. In addition, Longwood's Online MBA was ranked #31 Best Value AACSB accredited MBA in the country by Get Educated.Com.

The Center for Excellence in Environmental Education (CE3) is sponsoring Earth Month activities that will include a talk by internationally known author Richard Louv ("Last Child in the Woods") on April 7, and a performance by Peter Yarrow of Peter, Paul and Mary on April 21. These events will help CE3's efforts to be the Commonwealth's leader in environmental education.

In the first two months of 2014, the Office of Sponsored Programs and Research assisted in the development and submission of four applications for external funding totaling $2,451,445. Proposal topics include research on T-Cells in cancer study, storm-water management, and teaching environmental education.

Administration and Finance

Ken Copeland, Vice President

The Commonwealth's Auditor of Public Accounts (APA) finalized our June 30, 2013 financial statement audit and issued their report in late December, as we discussed in preliminary form at the December BOV meeting. We received an unqualified (clean) opinion and there were no management letter comments. We supplied these documents to our SACSCOC representatives in our Focused Report in February which demonstrated successfully that Longwood is compliant with regard to standards 2.11.1 (Financial Resources) and 3.10.3 (Control of Finances). Many thanks to Dawn Schwartz and her staff in our Financial Reporting office for all of their diligence in getting our statements ready for the APA to conduct their audit fieldwork.

As always, the Finance area continues its monitoring of Longwood's fiscal performance and financial resources. To that end, we have provided a Statement of Revenues and Expenditures for E&G and Auxiliary activities, comparing budget and actual data as of January 31, 2014, the close of the last full quarter. We expect to be within budget for the fiscal year, and trends are consistent with prior years. Thanks to Tracy Nelson, Susan Osborne, and all our Financial Operations staff for all their labor in managing and reporting our financial performance.

Budget planning for the 2014-2015 is firmly underway. Regarding state funding, then-Governor Bob McDonnell presented the last budget of his term to the money committees on December 16, 2013. When the General Assembly adjourned on March 8th, no budget was yet adopted for the Commonwealth. The Senate and House both have proposed budgets that varied in their respective impact to Longwood by just over $1.6 million. (House $26,946,536 vs. Senate $25,325,782)

We are considering tuition and mandatory fees for the 2014/2015 academic year for BOV review and discussion and will present further information at the upcoming BOV meeting.

In December, the University contracted with CampusGuard to conduct a PCI (Payment Card Industry) Compliance Readiness Review. As Longwood's credit card environment changes to accommodate ever changing technology and consumer demands, we must ensure that we are meeting all PCI compliance requirements. Finance and Information Technology are working together to address recommendations made by the CampusGuard consultant.

Our Information Technology staff has also been very collaborative with Administration and Finance to create efficiencies in our Cashiering Office and to develop a more efficient manner by

which we transmit revenue and expense data from Banner to the Commonwealth of Virginia Department of Accounts (DOA).

We are happy to announce that, as of January 10^{th}, Cathryn Mobley has "come home" to Longwood as the new Director of Materiel Management. Cat spent many years at Longwood in our Accounting and Financial Reporting area and left in 2004 to join the staff at Central Virginia Community College. While there, she was responsible for purchasing and procurement among other duties, and we were certainly excited to see her in our applicant pool for our vacant position. Cat is a CPA and brings a wealth of experience and knowledge to our team. In addition, Longwood University also became an associate member of the Virginia Association of State College and University Purchasing Professionals (VASCUPP) on February 17, 2014.

Our Human Resources department continues its stellar service to Longwood. In recent weeks, the HR staff, along with Darlene Bratcher and a huge assist from Cindy Wilson, planned a great faculty/staff appreciation and awards banquet. This annual event was held on February 28^{th} and was very well attended and served to recognize service anniversaries and retirements of our faculty and staff. The Human Resources department, again with Cindy's assistance, took over the annual filing requirements with the Secretary of the Commonwealth for Statements of Economic Interest and Conflict of Interest Training. Our HR staff is also gearing up for annual evaluations of our A/P staff, student employment week and our annual benefits open enrollment period. HR is also excited to bring a series of training opportunities to our staff, beginning in April, which will focus on supervisors of classified employees.

Our Small Business Development Center (SBDC) will modify the Small Business Expo, which it's hosted since 2011, into the Small Business Community Showcase on April 30, 2014. This event will bring together small businesses from throughout Southside Virginia for a full day of business networking, motivational speakers and numerous exhibitors. This event has been very well received in years past and we are confident that we'll have an even greater reach this year with an expanded schedule and program. Sheri McGuire and her staff in our Office of Community and Economic Development continue to provide great service to the small business community in our region.

The Longwood University Real Estate Foundation continues to do great work. Currently, Executive Director Louise Waller is working diligently with Capital Planning staff to get started on our new residence hall project. The goal is to have this project ready for occupancy in the Fall of 2016. The RFP for architectural services was sent out in mid-March.

Crissy Sampier and her staff in the Lancer Card office continue to expand and improve the reach and services of the card office – Lancer Cash, mobile card readers, vending opportunities, etc. This continues to be a very popular service with our students and more and more with our faculty and staff. Many thanks to the Card office for their great work.

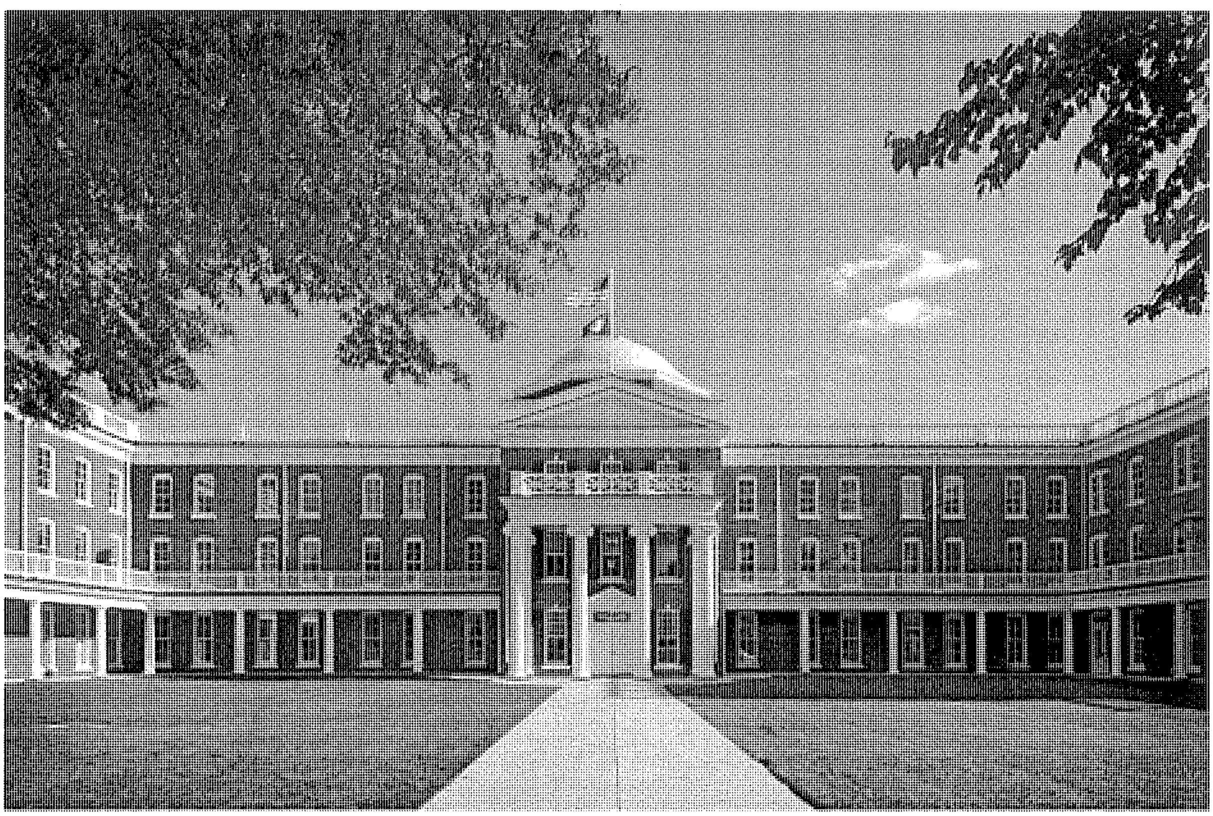
LONGWOOD UNIVERSITY
Statement of Revenues and Expenditures
For Period Ending January 31, 2014

	BOARD APPROVED ORIGINAL BUDGET	YEAR TO DATE ADJUSTMENT	REVISED BUDGET FORECAST 2013-2014	ACTUAL TO DATE 2013-2014	ACTUAL AS PERCENT OF BUDGET	PRIOR YEAR COMPARATIVE ACTUAL TO DATE	PRIOR YEAR COMPARATIVE ACTUAL AS PERCENT OF BUDGET
EDUCATIONAL AND GENERAL							
REVENUES:							
Tuition	32,216,571	(34,339)	32,182,232 [1]	24,566,650	76.34%	22,923,101	77.08%
Fees	1,910,701	2,880	1,913,581 [2]	1,634,382	85.41%	1,935,089	88.84%
State General Fund Appropriation	24,335,168	544,290	24,879,458	15,194,138	61.07%	15,119,583	63.16%
Other Sources	239,500	(58,956)	180,544 [3]	179,947	99.67%	148,505	59.47%
Federal Work Study	50,000	-	50,000	-	0.00%	-	0.00%
TOTAL REVENUE	58,751,940	453,875	59,205,815	41,575,118	70.22%	40,126,278	71.41%
EXPENDITURES:							
Instruction	28,926,866	(268,639)	28,658,227	17,917,638	62.52%	16,281,234	60.55%
Public Service	506,388	23,312	529,700	254,080	47.97%	295,662	61.13%
Academic Support	10,234,527	18,739	10,253,266	5,980,541	58.33%	5,303,643	53.90%
Student Services	4,266,803	16,805	4,283,608	2,465,993	57.57%	2,581,559	60.71%
Institutional Support	8,806,963	859,368	9,666,331	5,611,307	58.05%	5,568,086	61.39%
Operation and Maintenance of Plant	6,410,393	(409,315)	6,001,078	3,734,408	62.23%	3,471,759	61.63%
Salary Savings	(400,000)	-	(400,000)	(445,199)	111.30%	(263,308)	61.95%
TOTAL EXPENDITURES	58,751,940	240,269	58,992,209 [4]	35,518,767	60.21%	33,238,635	60.28%
Revenues Over/(Under) Expenditures	-		213,606	6,056,351		6,887,643	
AUXILIARY ENTERPRISE							
REVENUES:							
Housing Fee and Sales	18,603,824	600,000	19,203,824	19,116,478	99.55%	17,049,989	100.18%
Dining Fee and Sales	8,616,874	-	8,616,874	8,309,364	96.43%	8,207,632	97.62%
Comprehensive Fee/Othe	20,409,200	1,040,774	21,449,974	20,270,914	94.50%	19,131,888	97.71%
Federal Work Study	154,300	-	154,300		0.00%	-	0.00%
TOTAL REVENUES	47,784,198	1,640,774	49,424,972	47,696,756	96.50%	44,389,509	98.36%
EXPENDITURES:							
Housing Services	18,397,421	148,917	18,546,338	9,274,136	50.01%	7,654,300	50.18%
Dining Services	7,864,991	-	7,864,991	6,138,743	78.05%	[6] 4,424,647	53.75%
Athletics	8,322,037	568,438	8,890,475	6,083,725	68.43%	6,358,457	75.59%
Other Services	10,293,838	126,402	10,420,240	6,872,466	65.95%	6,660,748	67.03%
Salary Savings	-	-	-	8,904	0.00%	(620)	0.00%
TOTAL EXPENDITURES	44,878,287	843,756	45,722,043 [5]	28,377,974	62.07%	25,097,532	59.99%
Revenues Over/(Under) Expenditures	2,905,911		3,702,929	19,318,783		19,291,977	

[1] YTD adjustment reflects tuition adjustment to actual
[2] Includes registration fees, course/internship fees, on-line fees, ESL program fees, application fees and out-of-state capital fees
[3] Includes facility rentals, library fines, payment plan registration income, post office revenue, administrative fees and indirect cost recoveries
[4] YTD adjustments reflect additions, transfers between programs and insurance pre-payment
[5] YTD adjustments reflect additions or transfers between programs
[6] Advance of meal plan costs per new ARAMARK contract

One-time surplus available for reallocation
Anticipated addition to reserves

LONGWOOD UNIVERSITY



FINANCIAL STATEMENTS

For Year Ended June 30, 2013

LONGWOOD UNIVERSITY
ANNUAL FINANCIAL REPORT 2012 – 2013

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LONGWOOD UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS
(Unaudited)

INSTITUTIONAL PROFILE

Longwood, located in Farmville, was founded in 1839 and is one of the oldest colleges in Virginia. It was the first Virginia public institution of higher education for women. In 2002, it officially became Longwood University. As the only four-year public institution in south central Virginia, Longwood serves as a catalyst for regional prosperity and advancement.

Historically, Longwood has been a leader in the education of future teachers. It continues that leadership today while also offering strong programs in liberal arts and sciences, business and in professional and pre-professional programs. Longwood University is a coeducational, comprehensive institution offering more than 100 majors, minors and concentrations to over 4,800 students. Longwood University educates Virginians, with over 95 percent of the student body coming from the Commonwealth, and is a residential campus with over 70 percent of its undergraduate students living in University managed housing.

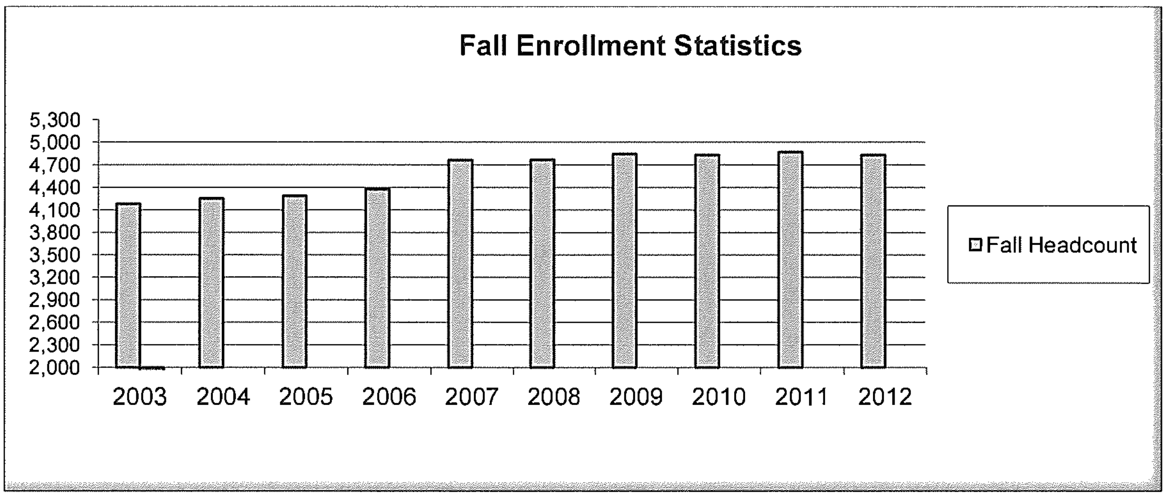
Building upon its strong foundation in the liberal arts and sciences, the University provides an environment in which exceptional teaching fosters student learning, scholarship and achievement. Longwood is dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. The University requires all students, in order to graduate, to participate in an internship related to their major or conduct a significant research project working with a faculty member on a major-related topic. The University prides itself on being a public institution with a "private" feel, its student/faculty ratio of 18 to 1, and the vast educational and social opportunities afforded its students.

Longwood University is for the 15th straight year ranked among the best colleges in the annual *U.S. News & World Report* survey. This year's "Best Colleges" report ranks Longwood No. 11 in the Top Public Schools category for Regional Universities in the South. Among all Regional Universities in the South, including private institutions, Longwood is ranked in the top tier at No. 33. Additionally, *The Princeton Review,* an education services company, selected Longwood as one of 135 institutions it recommends in its "Best in the Southeast" section of its *2013 Best Colleges: Region by Region* survey. *The Princeton Review* also selected Longwood one of 75 public institutions to be featured in its book, *The Best Value Colleges: 2012 Edition*. For the third consecutive year, Longwood was included as one of the best colleges in the United States in the annual survey published by *Forbes* magazine.

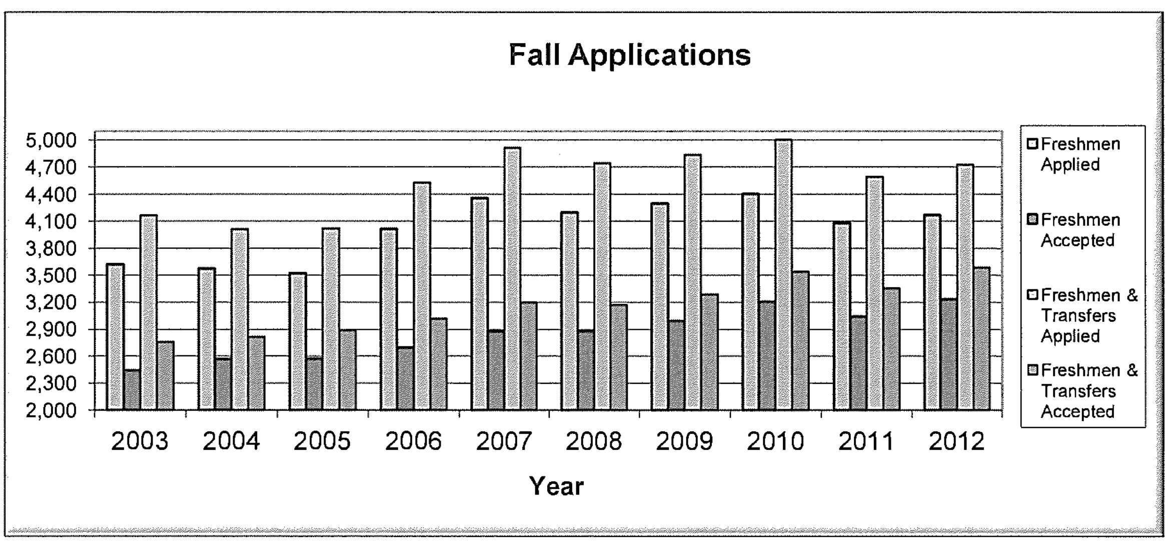
Longwood is an agency of the Commonwealth of Virginia and is, therefore, included as a component unit in the State's Comprehensive Annual Financial Report (CAFR). The thirteen members of Longwood's Board of Visitors govern University operations. Members of the Board are appointed by the Governor of Virginia.

ENROLLMENT AND ADMISSIONS

A significant factor in the University's economic position relates to its ability to recruit and retain high quality students. Headcount enrollment has increased from 4,178 in fall 2003 to 4,834 in fall 2012.



The fall 2012 entering freshmen class remained academically competitive with a grade-point average of 3.45, an average SAT score of 970 - 1120, and an average ACT score of 20 - 24. Total freshman applications increased from 4,080 in fall 2011 to 4,167 in fall 2012.



FINANCIAL OVERVIEW

Management's Discussion and Analysis (MD&A) is a supplement to the University's financial statement designed to assist readers in understanding the financial information presented. This MD&A provides an analysis of the institution's financial position and performance during the fiscal year ended June 30, 2013, with comparative information presented for the fiscal year ended June 30, 2012, where applicable. While maintaining financial health is crucial to the long-term viability of the University, the primary mission of a public institution of higher education is to provide education, research and public service. Net position accumulates only as required to ensure that there are sufficient reserve funds for future operations and implementation of new programs.

This discussion has been prepared by management along with the financial statements and related footnote disclosures and should be read in conjunction with the accompanying financial statements and notes that follow. The financial statements, notes and this discussion are the responsibility of management. The financial statements were prepared in accordance with applicable pronouncements and statements of the Governmental Accounting Standards Board (GASB). GASB principles establish standards for external reporting for public colleges and universities. The University's financial report is comprised of three basic financial statements and related notes. Those statements include the Statement of Net Position; the Statement of Revenues, Expenses, and Changes in Net Position; and the Statement of Cash Flows. The aforementioned statements are summarized and analyzed in the MD&A.

The University's affiliated foundations are also included in these statements consistent with GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units*, an amendment of GASB Statement No. 14. The University has two foundations whose financial information is presented in the statements under the columns titled "Component Unit". While affiliated foundations are not under the direct control of the University's Board of Visitors, this presentation provides a more holistic view of resources available to support the University and its mission. The foundations are not part of this MD&A; however, additional detail regarding their financial activities can be found in the **Notes to Financial Statements**. Transactions between the University and these component units have not been eliminated in the financial statements.

Summary of the Change in Net Position

	Year Ended June 30,		Increase/(Decrease)	
	2013	2012	Amount	Percent
Total operating revenues	$ 78,530,590	$ 78,104,952	$ 425,638	0.54%
Total operating expenses	112,245,629	111,172,561	1,073,068	0.97%
Operating (loss)	(33,715,039)	(33,067,609)	(647,430)	-1.96%
Net nonoperating revenues	30,579,614	30,346,817	232,797	0.77%
Other revenue	12,406,407	9,007,951	3,398,456	37.73%
Total increase	$ 9,270,982	$ 6,287,159	$ 2,983,823	47.46%

On a summary basis, operating revenues increased by $0.4 million or 0.5% from fiscal year 2012 to fiscal year 2013. Operating expenses increased $1.1 million or approximately 1.0% from fiscal year 2012 to fiscal year 2013.

The operating loss was offset by $30.6 million in net non-operating revenues and expenses and $12.4 million in other revenues. Net non-operating revenues and expenses consisted of $28.1 million state appropriations, $4.2 million in Pell revenue, $47,389 in insurance, and $1.2 in investment revenue offset by interest on capital asset related debt of $2.7 million and losses on disposal of capital assets of $184,842.

Statement of Net Position

The Statement of Net Position presents the financial position of the University at the end of the fiscal year and includes all assets and liabilities of the institution. The difference between total assets and total liabilities is net position, which is an indicator of the current financial condition of the University. The purpose of this statement is to present to the financial statement readers a fiscal snapshot as of June 30, 2013. From the data presented, readers of the Statement of Net Position are able to determine the assets available to continue the University's operations. They are also able to determine how much the University owes vendors and creditors.

Net position is divided into three major categories. The first category, "Net investment in capital assets," depicts the University's equity in property, plant, and equipment, net of accumulated depreciation and outstanding debt obligations related to those capital assets. The second "Restricted" category is divided into two sub-categories, expendable and nonexpendable. Expendable restricted resources are available for expenditure by the University, but must be spent for purposes as determined by donors and/or other entities that have placed restrictions on the use of the assets. The corpus of nonexpendable restricted resources is available only for investment purposes. The third, "Unrestricted" category represents resources available to the University for any lawful purpose of the institution.

Summary of the Statement of Net Position

	Year Ended June 30,		Increase/(Decrease)	
	2013	2012	Amount	Percent
Assets:				
Current assets	$ 58,269,509	$ 50,019,966	$ 8,249,543	16.49%
Noncurrent assets:				
Restricted cash and cash equivalents	6,770,479	8,306,080	(1,535,601)	-18.49%
State appropriations	335,184	1	335,183	100.00%
Capital assets, net	211,307,763	207,849,140	3,458,623	1.66%
Other	964,879	960,802	4,077	0.42%
Total noncurrent assets	219,378,305	217,116,023	2,262,282	1.04%
Total assets	277,647,814	267,135,989	10,511,825	3.94%
Liabilities:				
Current liabilities	19,896,541	14,866,643	5,029,898	33.83%
Noncurrent liabilities	54,264,214	58,053,269	(3,789,055)	-6.53%
Total liabilities	74,160,755	72,919,912	1,240,843	1.70%
Net position:				
Net investment in capital assets	157,213,346	151,917,172	5,296,174	3.49%
Restricted expendable	1,362,214	1,769,748	(407,534)	-23.03%
Unrestricted	44,911,499	40,529,157	4,382,342	10.81%
Total net position	$ 203,487,059	$ 194,216,077	$ 9,270,982	4.77%

Evaluation of Statement of Net Position for Fiscal Years 2012 and 2013

The University's total assets increased by $10.5 million between fiscal years 2012 and 2013. Current assets increased $8.2 million primarily due to an increase in cash and cash equivalents of $3.5 million, an increase in securities lending cash and cash equivalents of approximately $4.0 million, and an increase in prepaid expenses of approximately $0.6 million. Noncurrent assets increased by $2.3 million primarily due to an increase in capital assets of $3.5 million and an increase in appropriations available of approximately $0.3 million offset by a decrease in restricted cash and cash equivalents of $1.5 million due to bond reimbursements from SNAP accounts. Construction in progress decreased by $20.5 million, primarily due to the capitalization of the Bedford Addition/Renovation project expenses in fiscal year 2013 of $23.7 million. Depreciable capital assets increased $25.1 million due primarily to the Bedford Addition/Renovation project completion of $23.7 million. Current liabilities increased $5.0 million primarily due to a $4.2 increase in securities lending obligations. Noncurrent liabilities decreased by $3.8 million due to debt service payments made during the fiscal year.

Statement of Revenues, Expenses, and Changes in Net Position

The Statement of Revenues, Expenses, and Changes in Net Position (SRECNP) presents the operating results as well as the non-operating revenues and expenses of the University. State appropriations, while budgeted for operations, are considered non-operating revenues according to generally accepted accounting principles.

In general, operating revenues are received for providing goods and services to students and other constituencies of the University. Operating expenses are incurred in the acquisition or production of those goods and services. Non-operating revenues are comprised of items such as investment earnings and state appropriations. They do not require the production of goods or services. For example, the University's state appropriations are non-operating because they are provided by the General Assembly without the Commonwealth directly receiving commensurate goods and services for those revenues.

Summary of the Statement of Revenues, Expenses, and Changes in Net Position

	Year Ended June 30,		Increase/(Decrease)	
	2013	2012	Amount	Percent
Operating revenues	$ 78,530,590	$ 78,104,952	$ 425,638	0.54%
Operating expenses	112,245,629	111,172,561	1,073,068	0.97%
Operating (loss)	(33,715,039)	(33,067,609)	(647,430)	-1.96%
Nonoperating revenues/(expenses)				
State appropriations	28,117,798	25,930,048	2,187,750	8.44%
Higher education stabilization revenue	-	3,051,624	(3,051,624)	-100.00%
Pell grant revenue	4,152,728	3,749,447	403,281	10.76%
Other nonoperating revenues and expenses	(1,690,912)	(2,384,302)	693,390	29.08%
Net nonoperating revenues and expenses	30,579,614	30,346,817	232,797	0.77%
Income/(loss) before other revenues and reductions	(3,135,425)	(2,720,792)	(414,633)	-15.24%
Capital appropriations	12,359,093	8,971,890	3,387,203	37.75%
Other gifts	47,314	36,061	11,253	31.21%
Total other revenues	12,406,407	9,007,951	3,398,456	37.73%
Total increase in net position	9,270,982	6,287,159	2,983,823	47.46%
Net position, beginning of year	194,216,077	187,928,918	6,287,159	3.35%
Net position, end of year	$ 203,487,059	$ 194,216,077	$ 9,270,982	4.77%

Evaluation of Statement of Revenues, Expenses, and Changes in Net Position for Fiscal Years 2012 and 2013

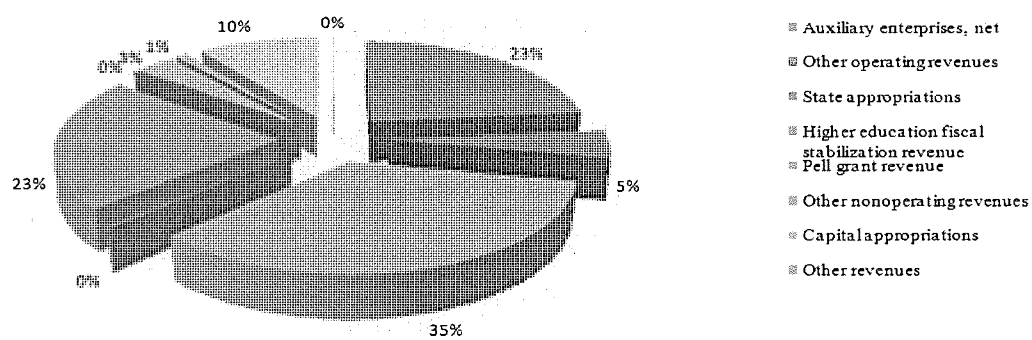
Summary of Revenues

Operating revenues primarily include tuition and fees and auxiliary enterprises. There was an increase of 0.5% totaling $0.4 million from fiscal year 2012 to fiscal year 2013 due to an increase in student tuition and fee charges. Enrollment between fiscal year 2012 and fiscal year 2013 remains relatively flat, as is evidenced in the previous **Enrollment and Admissions** section.

Net non-operating revenues increased approximately $0.2 million. Higher education fiscal stabilization revenue decreased $3.1 million partially offset by an increase in state operating appropriation revenue of $2.2 million and an increase in Pell of $0.4 million. Other revenues increased by $3.4 million primarily due to an increase in state capital appropriations.

Summary of Revenues

For the year ended June 30, 2013



Summary of Revenues
For the years ended June 30, 2013 and 2012

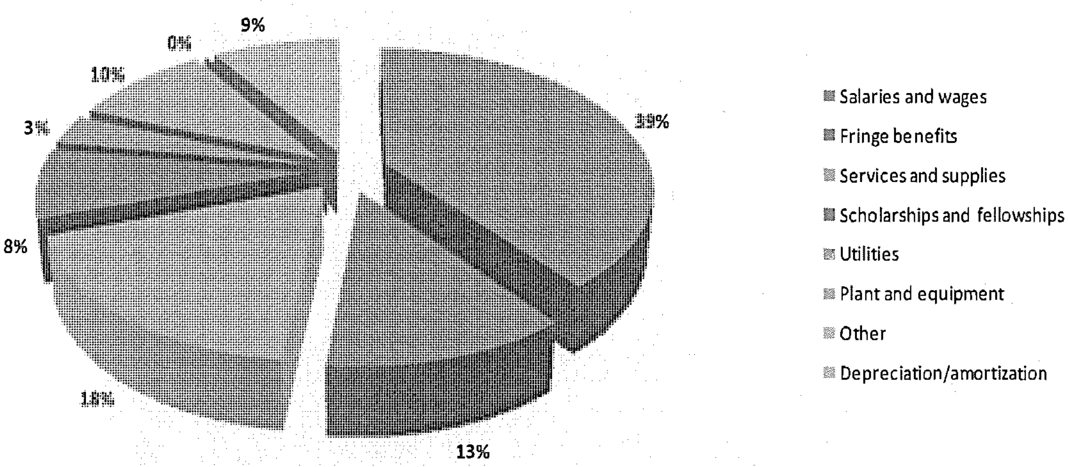
		2013		2012	Increase/(Decrease) Amount		Percent
Operating revenues:							
Student tuition and fees, net	$	29,082,884	$	28,764,659	$	318,225	1.11%
Grants and contracts		5,954,952		6,062,518		(107,566)	-1.77%
Auxiliary enterprises, net		43,110,498		42,843,903		266,595	0.62%
Other operating revenues		382,256		433,872		(51,616)	-11.90%
Total operating revenues		78,530,590		78,104,952		425,638	0.54%
Nonoperating revenues:							
State appropriations		28,117,798		25,930,048		2,187,750	8.44%
Higher education fiscal stabilization revenue		-		3,051,624		(3,051,624)	-100.00%
Pell grant revenue		4,152,728		3,749,447		403,281	10.76%
Other nonoperating revenues		1,220,235		867,204		353,031	40.71%
Total nonoperating revenues		33,490,761		33,598,323		(107,562)	-0.32%
Other revenues							
Capital appropriations		12,359,093		8,971,890		3,387,203	37.75%
Other revenues		47,314		36,061		11,253	31.21%
Total other revenues		12,406,407		9,007,951		3,398,456	37.73%
Total revenues	$	124,427,758	$	120,711,226	$	3,716,532	3.08%

Summary of Expenses

A summary of the University's operating expenses for the years ended June 30, 2013 and 2012 is shown below. Overall, total operating expenses increased approximately $1.1 million in fiscal year 2013 compared to the previous fiscal year. This represents a 1.0% increase.

Summary of Operating Expenses by Natural Classification

For the year ended June 30, 2013

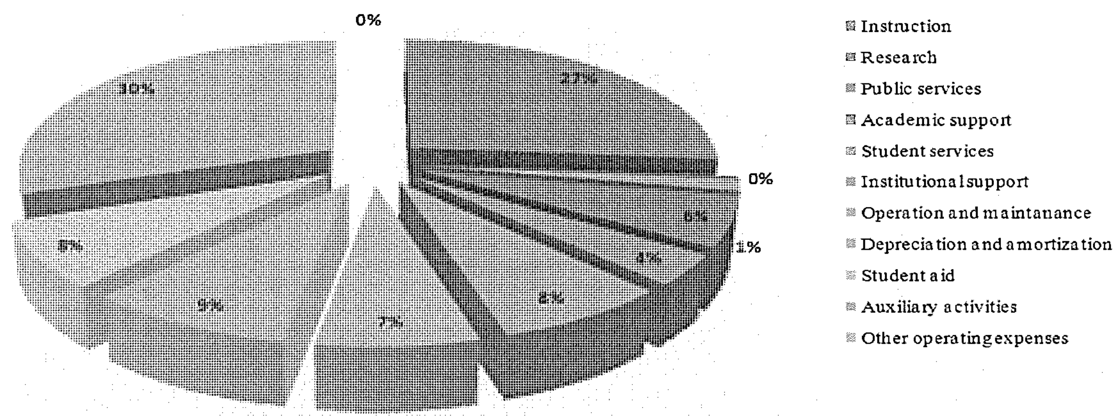


Operating Expenses by Natural Classification
For the years ended June 30, 2013 and 2012

	2013	2012	Increase/(Decrease) Amount	Increase/(Decrease) Percent
Salaries and wages	$ 44,152,252	$ 41,719,353	$ 2,432,899	5.8%
Fringe benefits	13,939,265	12,339,775	1,599,490	13.0%
Services and supplies	20,273,889	23,400,146	(3,126,257)	-13.4%
Scholarships and fellowships	8,948,873	8,943,771	5,102	0.1%
Utilities	3,796,992	3,662,367	134,625	3.7%
Plant and equipment	10,930,256	11,419,144	(488,888)	-4.3%
Other	18,273	25,539	(7,266)	-28.5%
Depreciation/amortization	10,185,829	9,662,466	523,363	5.4%
Total operating expenses	$ 112,245,629	$ 111,172,561	$ 1,073,068	1.0%

Summary of Operating Expenses by Function

For the year ended June 30, 2013



Operating Expenses by Function
For the years ended June 30, 2013 and 2012

	2013	2012	Increase/(Decrease) Amount	Percent
Operating expenses:				
Instruction	$ 29,677,596	$ 27,953,727	$ 1,723,869	6.2%
Research	244,567	126,607	117,960	93.2%
Public services	1,492,107	1,558,399	(66,292)	-4.3%
Academic support	6,796,136	6,995,297	(199,161)	-2.8%
Student services	4,143,338	3,593,739	549,599	15.3%
Institutional support	8,706,400	9,217,876	(511,476)	-5.5%
Operation and maintanance	8,003,087	8,467,439	(464,352)	-5.5%
Depreciation and amortization	10,185,829	9,662,466	523,363	5.4%
Student aid	8,948,873	8,943,771	5,102	0.1%
Auxiliary activities	34,029,423	34,627,701	(598,278)	-1.7%
Other operating expenses	18,273	25,539	(7,266)	-28.5%
Total operating expenses	$ 112,245,629	$ 111,172,561	$ 1,073,068	1.0%

Statement of Cash Flows

The final statement presented by the University is the Statement of Cash Flows. This statement presents detailed information about the University's cash activity during the year. The Statement of Revenues, Expenses and Changes in Net Position is prepared on the accrual basis and includes non-cash items such as depreciation expense, while the Statement of Cash Flows strictly represents cash inflows and outflows. The Statement of Cash Flows enables readers to assess the ability of the institution to generate future cash flows necessary to meet obligations and to evaluate the need for additional financing.

The Statement of Cash Flows is divided into five sections. The first section, cash flows from operating activities, details the net cash used by operating activities. The second section reflects the cash flows from non-capital financing activities, and includes state appropriations and Pell grant revenues for the University's educational and general programs and financial aid. The third section, cash flows from capital financing activities, details the cash used for the acquisition and construction of capital and related items. The fourth section is cash flows from investing activities which includes interest earned on investments. The last section reconciles the net operating loss reflected on the Statement of Revenues, Expenses and Changes in Net Position to the cash used by operating activities.

Condensed Statement of Cash Flows

	2013	2012	Increase/ (Decrease)
Cash Provided (used) by:			
Operating activities	$ (24,014,773)	$ (21,966,158)	$ (2,048,615)
Noncapital financing activities	32,498,877	32,832,155	(333,278)
Capital financing activities	(6,730,277)	(9,854,922)	3,124,645
Investing activities	578,429	26,098	552,331
Net increase/(decrease) in cash	2,332,256	1,037,173	1,295,083
Cash - Beginning of year	52,332,975	51,295,802	1,037,173
Cash - End of year	$ 54,665,231	$ 52,332,975	$ 2,332,256

Evaluation of Statement of Cash Flows for Fiscal Years 2012 and 2013

For fiscal year 2013, significant sources of operating cash include student tuition and fees of $29.2 million, auxiliary enterprise receipts of $43.1 million, and grants and contracts of $5.9 million. Major operating uses of cash include payments for salaries, wages, and fringe benefits of $57.9 million and payments to suppliers and utilities of $24.8 million. Longwood received state appropriations for the University's educational and general programs and financial aid of $28.3 million.

Capital and Debt Activities

Renewal and replacement of facilities on campus remains an integral part of the University's Strategic Plan. The University continues to implement strategies to support its commitment to creating state-of-the-art learning environments that contribute to the overall development of students. Additional investments are planned to improve student residential lifestyles and the quality of student life.

Note 6 of the **Notes to Financial Statements** describes the University's significant investment in capital assets. During fiscal year 2013 total capital assets increased by $3,458,623 due to various ongoing capital projects such as the Bedford Addition/Renovation and the Technology Center.

Long-term debt decreased from $59,193,650 in 2012, to $55,807,909 in 2013 as a result of debt payments made during the fiscal year. The University utilizes the SCHEV formula (debt service to unrestricted expenditures and mandatory transfers) to calculate its debt ratio. This ratio was 6.2 percent at the end of fiscal year 2012 and 5.5 percent at the end of fiscal year 2013. Per Board-approved policy, the University will maintain a debt burden ratio of 9 percent or less.

ECONOMIC OUTLOOK

As one of Virginia's comprehensive higher education institutions, Longwood is dependent upon ongoing financial and political support from the Commonwealth. The University's economic outlook is tied to various factors, including our ability to recruit and retain students, our State funding (in the form of both operating and capital construction appropriations), and our ability to raise revenue through tuition and fees, grants and contracts, and private funds. A review of the economic factors significant to the State of Virginia may be found in the Commonwealth's Comprehensive Annual Financial Report.

Major legislation affecting higher education established the *Virginia Higher Education Opportunity Act* of 2011. This legislation evidences the importance of State goals specific to accessibility and increased enrollments, as well as restructuring initiatives. The 2013 legislative session continued investments in higher education. The fiscal year 2014 budget provided an additional $11 million in base operations funding for public higher education. The University will continue to examine the impacts of recommendations made by the Higher Education Advisory Committee. Programs and strategies specific to objectives outlined in the Act are documented within the University's Six-Year Plan.

After facing years of little or negative growth, Virginia's economy is improving. For the fourth straight year, the Commonwealth posted a budget surplus. However, the State's budget situation and the broader national economy is still a cause for apprehension. Support for higher education is not likely to return to levels observed prior to the series of reductions in State general fund support that occurred between fiscal year 2008 and fiscal year 2012. Continued pressure on State general fund support is anticipated given existing demands on the State budget and constrained State revenues.

The need to recruit and retain quality students during this period of rising costs and difficult economic conditions is a concern. While the Commonwealth affords Boards of Visitors the authority to establish tuition and fee rates, significant emphasis has been placed on slowing the rate of tuition increases for Virginia undergraduate students. Longwood continues to be sensitive to the issue of affordability and accessibility. The

University's enrollment has been steady, and nongeneral fund revenues have increased as a result of tuition and fee rate increases. Additionally, gifts and commitments made to the Longwood University Foundation continue to be strong, affording increases in student scholarship awards and support for various academic programming.

Longwood University is committed to delivering its students exceptional educational and social opportunities, and will continue to employ business process improvements and efficiencies in an effort to contain costs, to enhance or develop alternative revenue streams, to examine opportunities to reallocate funding, and to invest in strategic initiatives. Long-term planning is critical to ensuring that the University not only protects its core academic programs, but also invests strategically in the future. During fiscal year 2013, the University piloted a new planning and budgeting process.

Management believes that Longwood has and will maintain a solid financial foundation. Increases in the University's net position are indicative of the sound and prudent use of financial resources. The University is responsive to the rapidly changing higher education environment. It will continue to closely monitor its resources to ensure its ability to react to both internal and external factors that impact the institution's financial position, and to embrace innovation and flexibility in its pursuit of institutional goals.

FINANCIAL STATEMENTS

Longwood University
STATEMENT OF NET POSITION
As of June 30, 2013

ASSETS	Longwood University	Component Unit Longwood University Foundation, Inc.	Component Unit Longwood University Real Estate Foundation
Current assets:			
Cash and cash equivalents (Note 3)	$ 47,559,568	$ 9,191,173	$ 130,957
Securities lending - cash and cash equivalents (Note 3)	4,283,539	-	-
Short-term investments (Note 3)	230,958	-	-
Accounts receivable, net of allowance $131,476 (Note 4)	1,342,794	-	253,525
Notes receivable (Note 4)	160,068	-	294,374
Contributions receivable, net (Note 19)	-	354,140	-
Due from the Commonwealth (Note 5)	1,850,511	-	-
Inventory	414,347	-	-
Prepaid expenses	2,427,724	11,384	24,591
Total current assets	58,269,509	9,556,697	703,447
Noncurrent assets:			
Restricted cash and cash equivalents (Note 3)	6,770,479	183,818	-
Restricted appropriations available/due from the Commonwealth	335,184	-	-
Unrestricted investments	-	16,082,889	-
Restricted investments	-	32,242,055	3,479,811
Other non-current assets	-	102,091	260,347
Notes receivable, net of allowance of $99,690 (Note 4)	964,879	-	-
Contributions receivable, net (Note 19)	-	4,546,542	-
Non-depreciable capital assets, net (Note 6)	21,192,322	5,361,506	33,509,815
Depreciable capital assets, net (Note 6)	190,115,441	1,226,655	35,869,408
Total noncurrent assets	219,378,305	59,745,556	73,119,381
Total assets	$ 277,647,814	$ 69,302,253	$ 73,822,828
LIABILITIES			
Current liabilities:			
Accounts payable and accrued expenses (Note 7)	$ 8,399,367	$ 223,788	$ 3,222,832
Line of credit	-	-	4,920,212
Deferred revenue (Note 1)	1,838,176	-	-
Obligations under securities lending	4,514,497	-	-
Deposits held in custody for others	579,059	-	-
Long-term liabilities - current portion net of deferred loss of $248,549 (Note 8)	4,565,442	19,495	827,802
Total current liabilities	19,896,541	243,283	8,970,846
Noncurrent liabilities - net of deferred loss of $2,338,317 (Note 8)	54,264,214	1,175,974	80,598,292
Total liabilities	$ 74,160,755	$ 1,419,257	$ 89,569,138
NET POSITION			
Net investment in capital assets	$ 157,213,346	$ 6,568,666	$ (1,937,235)
Restricted:			
Nonexpendable:			
Permanently restricted	-	32,493,768	-
Expendable:			
Loans	395,290	-	-
Temporarily restricted	-	21,552,760	-
Other	966,924	-	-
Unrestricted	44,911,499	7,267,802	(13,809,075)
Total net position	$ 203,487,059	$ 67,882,996	$ (15,746,310)

The accompanying notes to financial statements are an integral part of this statement.

Longwood University
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
For the Year Ended June 30, 2013

	Longwood University	Component Unit Longwood University Foundation	Component Unit Longwood University Real Estate Foundation
Operating revenues:			
Student tuition and fees, net of scholarship allowances of $2,914,591	$ 29,082,884	$ -	$ -
Gifts and contributions	-	6,068,662	-
Federal grants and contracts	2,615,279	-	-
State grants and contracts	493,039	133,863	-
Nongovernmental grants and contracts	2,846,634	-	-
Auxiliary enterprises, net of scholarship allowances of $3,905,416	43,110,498	-	-
Other operating revenues	382,256	417,114	6,051,580
Total operating revenues	78,530,590	6,619,639	6,051,580
Operating expenses (Note 13)			
Instruction	29,677,596	-	-
Research	244,567	-	-
Public service	1,492,107	-	-
Academic support	6,796,136	-	-
Student services	4,143,338	-	-
Institutional support	8,706,400	1,820,767	775,251
Operation and maintenance - plant	8,003,087	-	2,387,592
Depreciation	9,288,764	-	1,875,773
Amortization	897,065	-	1,177,922
Student aid	8,948,873	1,239,046	-
Auxiliary activities	34,029,423	-	-
Administrative and fundraising	-	799,917	-
Other expenditures	18,273	-	22,576
Total operating expenses	112,245,629	3,859,730	6,239,114
Operating gain (loss)	(33,715,039)	2,759,909	(187,534)
Nonoperating revenues (expenses):			
State appropriations (Note 12)	28,117,798	-	-
Pell grant revenue	4,152,728	-	-
Insurance revenue	47,389	-	-
Investment revenue	1,172,846	845,607	18,205
Interest on capital asset-related debt	(2,726,305)	-	(2,291,427)
Unrealized gain on swap	-	-	381,994
Decrease in split interest agreements	-	(124,169)	-
Realized gain on investments	-	1,334,450	-
Unrealized gain on investments	-	2,899,406	-
Loss on disposal/sale of plant assets	(184,842)	-	(5,055)
Net nonoperating revenues	30,579,614	4,955,294	(1,896,283)
Income (loss) before other revenues, expenses, gains or losses	(3,135,425)	7,715,203	(2,083,817)
Contributions to permanent endowments	-	692,040	-
Contributions to term endowments	-	1,494,300	-
Capital appropriations (Note 5)	12,359,093	-	-
Other gifts	47,314	-	-
Net other revenues	12,406,407	2,186,340	-
Increase (decrease) in net position	9,270,982	9,901,543	(2,083,817)
Net position - Beginning of year	194,216,077	57,981,453	(13,662,493)
Net position - End of year	$ 203,487,059	$ 67,882,996	$ (15,746,310)

The accompanying notes to financial statements are an integral part of this statement.

Longwood University
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2013

Cash flows from operating activities:	
Student tuition and fees	$ 29,239,167
Grants and contracts	5,863,772
Auxiliary enterprises	43,082,284
Payments to employees	(57,929,372)
Payments to suppliers and utilities	(24,785,093)
Payments for operation and maintenance of facilities	(10,910,446)
Payments for scholarships and fellowships	(8,948,873)
Collection of loans to students	8,070
Other operating receipts	385,297
Payments for other expenses	(19,579)
Net cash provided (used) by operating activities	(24,014,773)
Cash flows from noncapital financing activities:	
State appropriations	28,293,707
Other non-operating	4,152,728
Change in agency balances	52,442
Net cash provided (used) by noncapital financing activities	32,498,877
Cash flows from capital and related financing activities:	
Capital appropriations	12,379,665
Acquisition and construction of capital assets	(13,484,916)
Proceeds from capital debt	244,077
Principal paid on capital-related debt, leases, and installments	(3,366,437)
Interest paid on capital-related debt, leases, and installments	(2,550,055)
Insurance payments	47,389
Net cash provided (used) by capital and related financing activities	(6,730,277)
Cash flows from investing activities:	
Investment/interest revenue	578,429
Net cash provided (used) by investing activities	578,429
Net increase in cash	2,332,256
Cash and cash equivalents - Beginning of the year	52,332,975
Cash and cash equivalents - End of the year	$ 54,665,231

The accompanying notes to financial statements are an integral part of this statement.

Longwood University
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2013

RECONCILIATION OF NET OPERATING LOSS TO NET CASH USED BY OPERATING ACTIVITIES:

Operating (loss)	$ (33,715,039)
Adjustments to reconcile net loss to net cash used by operating activities:	
Depreciation and amortization expense	10,185,829
Changes in assets and liabilities:	
Receivables, net	(85,221)
Inventory	79,588
Prepaid expenses	(559,073)
Notes receivable, net	8,070
Accounts payable and accrued expenses	(202,551)
Deferred revenue	160,898
Deposits payable	52,442
Accrued compensated absences	60,284
Net cash provided (used) by operating activities	$ (24,014,773)

The accompanying notes to financial statements are an integral part of this statement.

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NOTES TO FINANCIAL STATEMENTS

Longwood University
Financial Statement Footnotes
For the Year Ended June 30, 2013

1. REPORTING ENTITY

Longwood University is a state-assisted, coeducational, and comprehensive University offering programs leading to bachelor's and master's degrees. Longwood offers courses both on the main campus and at educational sites in other locations as well as online courses. The University is oriented to liberal arts and to professional and pre-professional programs.

A separate report is prepared for the Commonwealth of Virginia, which includes all agencies, boards, commissions, and authorities over which the Commonwealth exercises or has the ability to exercise oversight authority. The University is a component unit of the Commonwealth of Virginia and is included in the general purpose financial statements of the Commonwealth.

The University has two component units as defined by the Governmental Accounting Standards Board (GASB) Statement 39, *Determining Whether Certain Organizations are Component Units*, an amendment to Statement 14, *The Financial Reporting Entity*. These organizations are described in Note 19.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

The University's accounting policies conform with generally accepted accounting principles as prescribed by GASB. The financial statements have been prepared in accordance with GASB Statement 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments,* GASB Statement 35, *Basic Financial Statements and Management's Discussion and Analysis of Public College and Universities* GASB Statement 39, *Determining Whether Certain Organizations Are Component Units.*

Basis of Accounting

The University's financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. All significant intra-agency transactions have been eliminated.

Cash and Cash Equivalents

In accordance with GASB Statement 9, *Reporting Cash Flows of Proprietary and Nonexpendable Trust Fund and Governmental Entities That Use Proprietary Fund Accounting*, cash and cash equivalents consist of cash on hand, money market funds, and temporary highly liquid investments with an original maturity date of three months or less.

Investments

In accordance with GASB Statement 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*, as modified by GASB Statement 59, purchased investments, interest-bearing temporary investments classified with cash, and investments received as gifts are recorded at fair value. All investment income, including changes in the fair value of investments (unrealized gains and losses), is reported as non-operating revenue in the Statement of Revenues, Expenses, and Changes in Net Position.

Prepaid Expenses

Prepaid expenses of the University include such items as insurance premiums, membership dues, and registrations for next fiscal year that were paid in advance, as well as publications, subscriptions, and contracts which include initial and renewal annual subscriptions that continue into the next fiscal year.

Inventories

Inventories are reported using the consumption method, and valued using the first-in, first out (FIFO) method.

Capital Assets

Capital assets consisting of land, buildings, equipment, infrastructure, and intangible assets are stated at cost or fair market value at date of donation. Library materials are valued at actual cost and average cost at time of donation. Construction in progress, equipment and intangibles in process are capitalized at actual cost as expenses are incurred. Equipment costing $5,000 or more with a useful life greater than one year is capitalized. Software related intangibles costing $25,000 or more and other intangibles costing $100,000 or more are capitalized. Renovation costs are capitalized when expenses total greater than $100,000. Normal repairs and maintenance are expensed in the year in which the expense is incurred.

Depreciation and amortization is computed using the straight-line method over the estimated useful life of the asset and is not allocated to the functional expense categories. The general range of estimated useful lives is 5 to 50 years for buildings and fixtures and 3 to 20 years for equipment. The estimated useful life of Library materials is 10 years. The general range of estimated useful lives for infrastructure is 5 to 30 years. The estimated useful life of software is 5 years; all other intangibles vary based on type and expected useful life.

Non-current Cash and Investments

Cash and investments that are externally restricted to make debt service payments, maintain sinking or reserve funds, or to purchase or construct capital and other non-current assets are classified as non-current assets in the Statement of Net Position.

Deferred Revenue

Deferred revenue primarily includes amounts received for tuition and fees and certain auxiliary activities prior to the end of the fiscal year, but are related to the period after June 30, 2013.

	2013
Student tuition and related fees	$ 1,765,774
Auxiliary enterprise fees	72,402
Total	$ 1,838,176

Accrued Compensated Absences

The amount of leave earned but not taken by classified salaried employees is recorded as a liability on the Statement of Net Position. The amount reflects, as of June 30, all unused vacation leave, overtime leave, compensatory leave, and the amount payable upon termination under the Commonwealth of Virginia's leave pay-out policy. The applicable share of employer-related taxes payable on the eventual termination payments is also included.

Federal Financial Assistance Programs

The University participates in federally-funded financial assistance programs including Pell Grants, Supplemental Educational Opportunity Grants, Federal Work-Study, Perkins Loans, and Direct Lending. Federal programs are audited in accordance with the Single Audit Act Amendments of 1996, the Office of Management and Budget Revised Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*, and Compliance Supplement.

Under the Federal Direct Lending Program, the University receives funds from the U.S. Department of Education for Stafford and Parent PLUS Loans and disburses these funds to eligible students. The Direct Lending programs are treated as student payments with the University acting as a fiduciary agent for the student. Therefore, the receipt of the funds from the federal government is not reflected in the federal grants and contracts total on the *Statement of Revenues, Expenses, and Changes in Net Position.*

Net Position

The University's net position is classified as follows:

- **Net investment in capital assets** – Net investment in capital assets represents the University's total investment in capital assets, net of accumulated depreciation and outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of net investment in capital assets.

- **Restricted net position, expendable** – Expendable restricted net position includes resources for which the University is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties. The University's restricted net position is expendable.

- **Restricted net position, nonexpendable** – Nonexpendable restricted net position is comprised of endowment and similar types where donors or other external sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income to be expended or added to the principal.

- **Unrestricted net position** – Unrestricted net position represents resources derived primarily from student tuition and fees, state appropriations, and sales and services of educational departments and auxiliary enterprises. Auxiliary enterprises are self-supporting activities that provide services for students, faculty, and staff. These unrestricted resources are used for transactions relating to the educational and general operations of the University and at the discretion of the governing board to meet current expenses.

When an expense is incurred that can be paid using either restricted or unrestricted resources, the University's policy is first to apply the expense toward restricted resources, and then toward unrestricted. Restricted funds remain classified as such until restrictions have been satisfied.

Income Taxes

The University, as a political subdivision of the Commonwealth of Virginia, is excluded from federal income taxes under Section 115(1) of the Internal Revenue Code, as amended.

Revenue and Expense Classifications

Operating revenues include activities that have the characteristics of exchange transactions, such as: (1) student tuition and fees, net of scholarship discounts and allowances; (2) sales and services of auxiliary enterprises, net of scholarship allowances; and (3) federal, state, and nongovernmental grants and contracts.

Non-operating revenues include activities that have the characteristics of non-exchange transactions, such as gifts, and other revenue sources that are defined as non-operating revenues by GASB Statement 9, *Reporting Cash Flows of Proprietary and Nonexpendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting*, and GASB Statement 34, such as state appropriations and investment and interest income.

Non-operating expenses include interest on debt related to the purchase of capital assets and losses on the disposal of capital assets. All other expenses are classified as operating expenses.

Scholarship Discounts and Allowances

Student tuition and fee revenues and certain other revenues from students are reported net of scholarship discounts and allowances in the Statement of Revenue, Expenses, and Changes in Net Position. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the University and the amount that is paid by students and/or third parties making payments on the students' behalf. Certain government grants, such as Pell grants, and other federal, state, or nongovernmental programs are recorded as either operating or non-operating revenues in the University's financial statements. To the extent that such revenues are used to satisfy tuition and fees and other student charges, the University has recorded a scholarship discount and allowance.

Long-term Liabilities

Bond premiums, as well as issuance costs, are deferred and amortized over the life of the bond. Bonds payable are reported including unamortized bond premium. Bond issuance costs are reported as deferred charges and amortized over the term of the related debt. The amortization of bond premiums and issuance costs are reported as debt service expenditures. The debt as shown in the Statement of Net Position is divided between current and non-current liabilities (see Note 8). The Statement of Revenues, Expenses, and Changes in Net Position shows the interest expense which is recognized as a non-operating expense when paid.

3. CASH, CASH EQUIVALENTS AND INVESTMENTS

Cash and Cash Equivalents

Pursuant to Section 2.2-1800, et seq., Code of Virginia, all state funds of the University are maintained by the Treasurer of Virginia, who is responsible for the collection, disbursement, custody, and investment of State funds. Certain deposits held by the University are maintained in accounts that are collateralized in accordance with the Virginia Securities for Public Deposits Act, Section 2.2-4400, et seq., Code of Virginia, or covered by depository insurance. Under this Act, banks holding public deposits in excess of amounts insured by FDIC must pledge collateral in the amount of 50 percent of excess deposits to a collateral pool in the name of the State Treasury board. Savings institutions are required to collateralize 100 percent of deposits in excess of FSLIC limits. In accordance with GASB Statement 9 definition of cash and cash equivalents, cash represents cash with the Treasurer, cash on hand, and cash deposits including certificates of deposits, and temporary investments with original maturities of three months or less.

At June 30, 2013, the carrying amount of cash with the Treasurer of Virginia was $46,988,757. The carrying amount of cash not held by the Treasurer of Virginia is $2,116,564. The carrying amount not held by the Treasurer consists of bank balances reported at June 30, 2013, in the amount of $2,220,487 adjusted for reconciling items such as: outstanding checks and deposits in transit. The Virginia Security for Public Deposits Act eliminates any custodial credit risk for the University.

Appropriations Available

Appropriations available are no longer included in cash amounts. They are listed separately on the line item "Restricted Appropriations Available/Due from Commonwealth". At June 30, 2013, the amount of appropriations available was $335,184.

Investments

The majority of University funds is held by the Treasurer of Virginia and, therefore, is not invested by the University. Local funds held by the University are available for investment, per the Board of Visitors approved investment policy. In fiscal year 2013, local funds were not invested. Rather, they were held in a governmental checking account.

Concentration of Credit Risk

Concentration of credit risk requires the disclosures by amount and issuer of any investments in any one issuer that represent 5 percent or more of total investments. Investments explicitly guaranteed by the U.S. government and investments in mutual funds or external investment pools and other pooled investments are excluded from this requirement. As of June 30, 2013, the University did not have any investments other than money market funds held by the Treasurer of Virginia; therefore, the University does not have a concentration of credit risk.

Custodial Credit Risk

Custodial credit risk is the risk that, in the event of failure of the counterparty, the University will not be able to recover the value of its investment or collateral securities that are in the possession of the outside party. Due to the lack of investments outside of those held by the Treasurer of Virginia, this risk does not apply to the University.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The University does not invest in funds outside of investing bond proceeds in the State Non-Arbitrage Program (SNAP) and the Local Government Investment Pool (LGIP). These proceeds held by the Treasurer of Virginia are invested in money market funds and do not need to be categorized as to risk. At June 30, 2013, the carrying amount of the cash equivalents held in the SNAP program with the Bank of New York was $3,454,815 and with the Treasurer of Virginia was $1,769,911.

Foreign Currency Risk

Foreign currency risk is the risk that changes in exchange rates will adversely affect the fair value of an investment or a deposit. Longwood University does not have investments in foreign currency.

Securities Lending Transactions

Securities lending transactions represent the University's allocated share of securities received for securities lending transactions held in the General Account of the Commonwealth. Loaned securities, for which the collateral is reported on the Statement of Net Position, are non-categorized as to credit risk. Details of the General Account securities lending program are included in the Commonwealth's Annual Financial Report. The Commonwealth's policy is to record unrealized gains and losses in the General Fund in the Commonwealth's basic financial statements. When gains and losses are realized, the actual gains and losses are recorded by the affected agencies.

Securities Lending Balances as of June 30, 2013:

Unrestricted cash equivalents	$ 4,283,539
Short term investment	230,958
Total Securities Lending	$ 4,514,497

4. ACCOUNTS AND NOTES RECEIVABLE

Accounts receivable consisted of the following at June 30, 2013:

Student tuition and fees	$ 985,717
Library	1,435
Auxiliary enterprises	217,495
Federal, state, and nongovernmental grants and contracts	269,623
Total	$ 1,474,270
Less: Allowance for doubtful accounts	(131,476)
Net accounts receivable	$ 1,342,794

Notes Receivable consisted of the following at June 30, 2013:

Current portion:	
Federal student loans	$ 160,068
Non-current portion:	
Federal student loans	1,064,569
Less allowance for doubtful accounts	(99,690)
Net non-current notes receivable	$ 964,879

5. COMMONWEALTH EQUIPMENT AND CAPITAL PROJECT REIMBURSEMENT PROGRAMS

The Commonwealth has established several programs to provide state-supported institutions of higher education with bond proceeds for financing the acquisition and replacement of instructional and research equipment and facilities. During fiscal year 2013, funding has been provided to the University from three programs: State Central Capital Planning Fund (0965), 21st Century bond program, and equipment trust fund program (ETF). Both the 21st century bond and equipment trust fund programs are managed by the Virginia College Building Authority (VCBA). The VCBA issues bonds and uses the proceeds to reimburse the university and other institutions of higher education for expenses incurred in the acquisition of equipment and facilities.

The *Statement of Revenues, Expenses, and Changes in Net Position* includes amounts listed below for the year ended June 30, 2013, in the "Capital Appropriations" line item for equipment and facilities obtained with funding under these two programs.

Capital Appropriations

VCBA 21st Century Program	$ 11,625,683
VCBA ETF Program	1,198,526
0965 Capital Reimbursement to the Central Capital Planning Fund	(800,000)
0965 Appropriation Revenue	334,884
Total Capital Appropriations	$ 12,359,093

The line item, "Due from the Commonwealth," on the *Statement of Net Position* for the year ended June 30, 2013, represents pending reimbursements from the follow programs:

Small Purchase Charge Card Rebate	$ 48,947
Interest Earnings on Tuition & Fees	91,998
21st Century Bonds	1,709,566
Total Due from Commonwealth of Virginia	$ 1,850,511

6. CAPITAL ASSETS

A summary of changes in the various capital asset categories for the year ended June 30, 2013, is presented as follows:

	Beginning Balance 6/30/2012	Additions	Reductions	Ending Balance 6/30/2013
Non-Depreciable Capital Assets				
Land	$ 4,940,885	$ 131,916	$ -	$ 5,072,801
CIP	36,589,736	10,402,225	(30,872,440)	16,119,521
Total Non-Depreciable Capital Assets	41,530,621	10,534,141	(30,872,440)	21,192,322
Depreciable Capital Assets				
Buildings	200,358,564	30,844,324	(2,202,438)	229,000,450
Equipment	16,317,721	2,647,309	(1,023,556)	17,941,474
Infrastructure	43,364,227	208,087	(847)	43,571,467
Library Materials	13,266,527	419,637	(269,518)	13,416,646
Software	6,104,581	126,249	-	6,230,830
Total Depreciable Capital Assets, Cost	279,411,620	34,245,606	(3,496,359)	310,160,867
Accumulated Depreciation				
Buildings	62,852,036	5,613,295	(2,104,788)	66,360,543
Equipment	9,847,432	1,524,270	(898,811)	10,472,891
Infrastructure	24,731,060	1,700,755	(34)	26,431,781
Library Materials	10,623,491	490,091	(269,518)	10,844,064
Software	5,039,082	897,065	-	5,936,147
Total Accumulated Depreciation	113,093,101	10,225,476	(3,273,151)	120,045,426
Depreciable Capital Assets, Net	166,318,519	24,020,130	(223,208)	190,115,441
All Capital Assets, Net	$207,849,140	$34,554,271	($31,095,648)	$211,307,763

7. ACCOUNTS PAYABLE AND ACCRUED EXPENSES

Accounts payable and accrued expenses consisted of the following at June 30, 2013:

Employee salaries, wages, and fringe benefits payable	$ 3,467,649
Vendors and suppliers accounts payable	3,799,494
Retainage payable	526,564
Interest payable	605,660
Total accounts payable and accrued liabilities	$ 8,399,367

8. NONCURRENT LIABILITIES

The University's non-current liabilities consist of long-term debt (further described in Note 9), and other non-current liabilities. A summary of changes in non-current liabilities for the year ending June 30, 2013, is presented as follows:

Category	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Long Term Debt:					
9 (c)General Obligation Bonds	$ 20,664,594	$4,784,149	$6,261,437	$ 19,187,306	$ 1,605,166
Deferred Loss - Bond Refinance	(464,195)	(616,583)	(43,853)	(1,036,925)	(94,061)
Gain on Refunding	29,000	-	7,250	21,750	7,250
Unamortized Premium	1,284,279	933,225	293,723	1,923,781	198,665
	21,513,678	$5,100,791	6,518,557	20,095,912	1,717,020
VCBA Pooled Bonds/Notes Payable	35,990,000	-	2,050,000	33,940,000	2,130,000
Deferred loss	(1,704,429)	-	(154,488)	(1,549,941)	(154,488)
Unamortized Premium	3,340,401	-	293,649	3,046,752	293,653
	37,625,972	-	2,189,161	35,436,811	2,269,165
Installment Purchases	54,000	221,186	-	275,186	45,098
	54,000	221,186	-	275,186	45,098
Total Long Term Debt	59,193,650	5,321,977	8,707,718	55,807,909	4,031,283
Accrued Compensated Absences	1,577,519	923,826	863,542	1,637,803	534,159
Federal Loan Program Contribution	1,383,944	-	-	1,383,944	-
Total Long Term Liabilities	$ 62,155,113	$6,245,803	$9,571,260	$ 58,829,656	$ 4,565,442

9. LONG-TERM INDEBTEDNESS

9(c) General Obligation Bonds Payable

Longwood University bonds are issued pursuant to Section 9 of Article X of the Constitution of Virginia. The following bonds of the University are Section 9(c) bonds. These bonds are backed by the full faith, credit, and taxing power of the Commonwealth, and are issued to finance capital projects which, when completed, will generate revenue to repay the debt.

General Obligation Bonds payable at June 30, 2013, consist of the following:

	Interest Rates	Maturity	Amount
Residence halls:			
Residence hall improvements, 2004-B 1	2.50 - 5.50%	2019	$ 1,125,721
Renovate housing facilities, 2005-A 1	3.50 - 5.00%	2025	350,000
Renovate housing facilities, 2006-B 1	4.00 - 5.00%	2026	775,000
Renovate housing facilities, 2007-B 1	4.00 - 5.00%	2027	2,280,000
Renovate housing facilities, 2008-B 1	4.00 - 5.00%	2028	3,845,000
2005 Refunded Portion Fac. Renovations, 2009, D 1	4.00 - 5.00%	2022	1,340,000
2006 Refunded Portion Fac. Renovations, 2009, D 2	4.00 - 5.00%	2022	1,655,000
2012 Housing Facilities Ren - 2005 Ref Portion, 2012, A 2	4.00 - 5.00%	2024	544,804
2013 Housing Facilities Ren - 2005A Ref Portion, 2013, B1	3.00 - 5.00%	2025	471,682
2013 Housing Facilities Ren - 2006A Ref Portion, 2013, B2	4.00 - 5.00%	2026	1,851,882
2013 Ren Cox Hall - 2007B Ref Portion, 2013, B3	4.00 - 5.00%	2025	2,460,584
Dining hall:			
Dining hall, series 2004-B 2	4.00 - 5.00%	2019	1,194,977
Dining hall, series 2012-A 1	4.00 - 5.00%	2016	1,292,656
Total general obligations bonds payable			$19,187,306

A summary of future principal requirements of long-term debt for General Obligation bonds payable as of June 30, 2013, follows:

Year ending June 30	Principal	Interest
2014	$ 1,605,166	$ 894,984
2015	1,684,361	820,455
2016	1,756,888	743,450
2017	1,367,947	656,286
2018	1,439,097	587,888
2019-2023	6,299,221	1,990,708
2024-2028	5,034,626	568,214
2029-2032	-	-
Total	$ 19,187,306	$ 6,261,985
Less: Deferred Loss	(1,036,925)	
Add: Unamortized Premium	1,923,781	
Add: Gain on Refunding	21,750	
Total	$ 20,095,912	

VCBA Pooled Bonds Payable

The University received Virginia College Building Authority loans to cover construction expenses. These notes are due as shown below:

	Interest Rates	Maturity	Amount
Fitness center 2003-A	2.00 - 5.00%	9/2023	$ 225,000
Lacrosse/field hockey complex and phase II heating plant 2004A	3.00 - 5.00%	9/2024	500,000
Soccer fields, Lancer gym, and Blackwell, Fitness center 2005-A	3.00 - 5.00%	9/2025	3,095,000
Fitness center, Blackwell, and heating plant III, Baseball/softball 2006-A	3.00 - 5.00%	9/2027	5,735,000
Lacrosse/field hockey complex, baseball/ softball, heating plant phase II & III 2007-A	3.00 - 5.00%	9/2027	5,975,000
Fitness center and parking garage 2007-B	3.00 - 5.00%	9/2019	1,855,000
Athletic offices, heating plant phase III Student union 2009-A	3.00 - 5.00%	9/2028	3,500,000
Fitness Center and parking garage 2010-B	3.00 - 5.00%	9/2023	2,520,000
Fitness Center, Lacrosse/field hockey, Soccer fields, Lancer gym, Blackwell and Heating Plant II 2012-A	3.00 - 5.00%	9/2024	10,535,000
Total VCBA pooled bonds payable			$ 33,940,000

A summary of future principal requirements of VCBA Pooled Bonds Payable as of June 30, 2013, follows:

Year ending June 30	Principal	Interest
2014	$ 2,130,000	$ 1,540,810
2015	2,220,000	1,437,825
2016	2,310,000	1,331,219
2017	2,420,000	1,218,856
2018	2,520,000	1,101,663
2019-2023	13,295,000	3,610,081
2024-2028	8,875,000	760,163
2029-2032	170,000	4,206
	33,940,000	11,004,823
Less: Deferred Loss	(1,549,941)	
Add: Unamortized Premium	3,046,752	
Total:	$ 35,436,811	

10. COMMITMENTS

Construction Contracts

As of June 30, 2013, outstanding commitments for capital outlay projects totaled approximately $13,530,789.

Operating Leases

The University is committed under various operating lease agreements primarily for buildings and equipment. In general, the agreements are for a period of one year, and typically have renewal options. In most cases, the University expects that in the normal course of business, these leases will be replaced by similar leases. Rental expense for the fiscal year ended June 30, 2013, was $605,005. The University has, as of June 30, 2013, the following total future minimum rental payments due under the above leases:

Fiscal Year	Operating Leases
2014	$ 995,020
2015	765,331
2016	611,608
2017	602,656
2018	393,636
2019 - 2023	98,409
Total	$ 3,466,660

Installment Purchase Agreements

The University has entered into an installment purchase contract to finance the acquisition of software. The remaining length of the purchase agreement is one year. Payment on this commitment is as follows:

Fiscal Year	Installment Purchase
2014	$ 45,098
2015	45,098
2016	45,098
2017	45,098
2018	31,598
2019 - 2023	63,196
Total	$ 275,186

Other Contractual Agreements

The University was committed to pay Longwood University Real Estate Foundation $8,205,524 pursuant to a support agreement related to student housing (Lancer Park, Longwood Landings, and Longwood Village). The University was also contractually committed to payments totaling $193,996 relative to an energy performance contract, $104,229 relative to a marketing contract, and $59,000 for a CampusEAI software agreement. The University has, as of June 30, 2013, the following total future payments due under the above agreements:

Fiscal Year	Contractual Agreements
2014	$ 8,205,524
2015	1,269,079
2016	49,103
2017	13,528
2018	13,948
2019	14,380
2020	14,827
2021 - 2027	99,121
Total due:	$ 9,679,510

11. LONG-TERM DEBT DEFEASANCE

On March 6, 2013 the Commonwealth, on behalf of the University, issued $4,784,147 in General Obligation bonds, Series 2013-B with a true interest cost (TIC) of 2.0961% to advance refund $480,000 of an outstanding Series 2005-A, $1,915,000 of an outstanding Series 2006-B, and $2,550,000 of an outstanding Series 2007-B. The bonds were issued to provide funds to provide debt service savings for the Commonwealth. The net proceeds were deposited in an irrevocable trust with an escrow agent to provide for all future debt service payments on the refunded bonds. The debt defeasance resulted in an accounting loss of $616,583 for the University. The defeasance will reduce the University's total debt service payments for these bonds by $329,382 over the next thirteen years.

In addition to the 2005-A, 2006-B, and 2007-B, certain 2002-A, 2003A, 2004-A, 2004-B, 2005-A, 2006-A, 2008-B, and 2009-A Higher Education Bonds were defeased by the University in prior years. As with the 2012-A Higher Education Bonds noted above, the net proceeds were deposited in an irrevocable trust with an escrow agent to provide for all future debt service payments on refunded bonds. As of June 30, 2013 $24,992,306 of the defeased bonds are outstanding.

12. STATE APPROPRIATIONS

During the year ended June 30, 2013, the following changes were made to the University's original operating appropriation, including supplemental appropriations received in accordance with the Virginia Acts of Assembly, Chapter 806.

Original appropriation:	
Educational and general programs	$ 23,038,180
Student financial assistance	3,955,935
Supplemental adjustments:	
Central Fund appropriation transfers	1,005,878
Carryforward	2,012
Line of Duty	559
VIVA	8,179
Military Survivors	17,000
SVRTC	58,905
2 - Year Transfer Grant	62,353
CSAP	142,264
HEETF Lease Payment	(54,746)
Capital Out-of-State Fee	(118,701)
FY 2013 Reversion	(20)
Adjusted appropriations	$ 28,117,798

13. EXPENSES BY NATURAL CLASSIFICATIONS

The following table shows a classification of expenses both by function as listed in the Statement of Revenues, Expenses, and Changes in Net Position and by natural classification which is the basis for amounts shown in the Statement of Cash Flows.

	Salaries and Wages	Fringe Benefits	Services and Supplies	Scholarships and Fellowships	Utilities	Plant and Equipment	Other	Depreciation/ Amortization	Total
Instruction	$ 19,672,555	$ 5,631,144	$ 2,708,582	$ -	$ 4,596	$ 1,660,719	$ -	$ -	$ 29,677,596
Research	49,361	2,377	183,301	-	86	9,442	-	-	244,567
Public service	988,690	280,721	191,535	-	2,890	28,271	-	-	1,492,107
Academic support	3,878,864	1,301,987	937,599	-	230	677,456	-	-	6,796,136
Student services	2,478,197	903,954	678,676	-	6,423	76,088	-	-	4,143,338
Student aid	-	-	-	8,948,873	-	-	-	-	8,948,873
Institutional Support	4,531,390	2,260,051	1,142,768	-	102,898	669,293	-	-	8,706,400
Operation & Maintenance of Plant	2,560,079	1,288,908	1,343,232	-	1,989,971	820,897	-	-	8,003,087
Depreciation		-	-	-	-	-	-	9,288,764	9,288,764
Amortization	-	-	-	-	-	-	-	897,065	897,065
Auxiliary activities	9,993,116	2,270,123	13,088,196	-	1,689,898	6,988,090	-	-	34,029,423
Other Expenses	-	-	-	-	-	-	18,273	-	18,273
Total	$ 44,152,252	$ 13,939,265	$ 20,273,889	$ 8,948,873	$ 3,796,992	$ 10,930,256	$ 18,273	$ 10,185,829	$ 112,245,629

14. PENSION PLAN AND OTHER POST RETIREMENT BENEFITS

Virginia Retirement System

Employees of the University are employees of the Commonwealth of Virginia. Substantially all full-time classified salaried employees of the University participate in a defined benefit retirement plan administered by the Virginia Retirement System (VRS). VRS is an agent multiple-employer public employee retirement system (PERS) that acts as a common investment and administrative agency for the Commonwealth of Virginia and its political subdivisions.

The VRS does not measure assets and pension benefit obligations separately for individual state institutions. Therefore, all information relating to this plan is available at the statewide level only and can be found in the Commonwealth's Comprehensive Annual Financial Report (CAFR). The CAFR discloses the unfunded pension benefit obligation at June 30th, as well as the ten-year historical trend information showing VRS's progress in accumulating sufficient assets to pay benefits when due.

The University's expenses include the amount assessed by the Commonwealth for contributions to VRS, which totaled $2,089,262 for the year ended June 30, 2013. These contributions included the employee contribution assumed by the employer. For fiscal year 2013 the rate was 8.76 percent. Contributions to the VRS were calculated using a base salary amount of approximately $23,495,717 for the fiscal year ended June 30, 2013. The

University's total payroll was approximately $44,152,252 for the year ended June 30, 2013.

Optional Retirement Plans

Full-time faculty and certain administrative staff may participate in two optional retirement plans, which include: Teacher Insurance and Annuity Association/College Retirement Equity Fund (TIAA/CREF) and Fidelity. These are defined contribution plans where retirement benefits received are based upon employer and employee contributions plus interest and dividends. Total contributions to employees who became members prior to July 1, 2010, were 10.4 percent (employer paid). Total contributions to employees who became members on or after July 1, 2010, were 13.5 percent (8.5 percent employer paid and 5 percent employee paid).

Individual contracts issued under the plan provide for full and immediate vesting of both the University and the participant's contributions. Total pension costs under these plans were approximately $1,474,386 for the year ended June 30, 2013. Contributions to the optional retirement plan were calculated using the base salary amount of approximately $14,723,353.

Deferred Compensation

Employees of the University are employees of the Commonwealth of Virginia. State employees may participate in the Commonwealth's Deferred Compensation Plan. Participating employees can contribute to the plan each pay period with the Commonwealth matching up to $20 per pay period. The dollar amount match can change depending on the funding available in the Commonwealth's budget. The Deferred Compensation Plan is a qualified defined contribution plan under Section 401(a) of the Internal Revenue Code. Employer contributions under the Deferred Compensation Plan were approximately $195,468 for the fiscal year ended June 30, 2013.

15. POST-EMPLOYMENT BENEFITS

The Commonwealth participates in the VRS-administered statewide group life insurance program, which provides post-employment life insurance benefits to eligible retired employees. The Commonwealth also provides health care credits against the monthly health insurance premiums of its retirees who have at least 15 years of service. Information relating to these plans is available at the statewide level in the Commonwealth of Virginia's Comprehensive Annual Financial Report.

16. CONTINGENCIES

Longwood University receives assistance from non-State grantor agencies in the form of grants. Entitlement to these resources is generally conditional upon compliance with the terms and conditions of grant agreements, including the expenditure of resources for eligible purposes. Substantially all grants are subject to financial and compliance audits by the grantors. All disallowances as a result of these audits become a liability of Longwood University. As of June 30, 2013, Longwood University estimates that no material liabilities will result from such audits.

17. RISK MANAGEMENT

The University is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; non-performance of duty; injuries to employees; and natural disasters. The University participates in insurance plans maintained by the Commonwealth of Virginia. The state employee health care and workers' compensation plans are administered by the Department of Human Resource Management and the risk management insurance plans are administered by the Department of Treasury, Division of Risk Management. Risk management insurance includes property, general liability, medical malpractice, faithful performance of duty bond, automobile, and air and watercraft plans. The University pays premiums to each of these departments for its insurance coverage. Information relating to the Commonwealth's insurance plans is available at the statewide level in the Commonwealth of Virginia's Comprehensive Annual Financial Report.

18. PENDING LITIGATION

The University has been named as a defendant in a general tort liability claim. The final outcome of this case cannot be determined at this time. However, management is of the opinion that any ultimate liability to which the University may have been exposed will not have a material effect upon the University's financial position.

19. COMPONENT UNITS

The Financial reporting entity is defined by GASB Statement 14, *The Financial Reporting Entity*, and GASB Statement 39, *Determining Whether Certain Organizations are Component Units*. The reporting entity consists of the primary government organizations for which the primary government is financially accountable and other organizations for which the nature and significance of their relationship with the primary government are such that their exclusion could cause the financial statements to be misleading or incomplete. These statements address the conditions under which institutions should include associated fund-raising foundations as component units in their basic financial statements and how such component units should be displayed in the basic financial statements.

The University has two component units as defined by GASB Statement 39. These organizations are separately incorporated tax-exempt entities and have been formed to promote the achievements and further the aims and purposes of the University. As a result, the University includes Longwood University Foundation, Inc. and Longwood Real Estate Foundation in the body of the financial statements as component units.

The Longwood University Foundation assists the University in raising, investing, and distributing funds to support various University operating and endowment programs. The thirty-two member board of the Foundation is self-perpetuating and consists of graduates and friends of the University. Although the University does not control the timing or amount of receipts from the Foundation, the majority of the resources, or income from the resources, that the Foundation holds and invests are restricted to the activities of the University by the donors. Because these restricted resources held by the Foundation can only be used by, or for the benefits of the University, the Foundation is considered a component unit and is discretely presented in the University's financial statements.

The Longwood University Foundation's financial statements include the accounts of the Foundation and its supporting organizations, the Duvahl Ridgeway Hull and Andrew W. Hull Charitable Foundation and the Hull Springs Farm Foundation. The Foundation receives 85% of the Hull Foundation's net income. The Hull Foundation includes two charitable remainder trusts and other investments. The Foundation's financial statements are audited by Cherry, Bekaert, & Holland, LLP. Complete financial statements can be obtained from the Longwood University Foundation at 201 High Street, Farmville, Virginia 23909.

The Longwood Real Estate Foundation is operated to receive, maintain, and administer assets in perpetuity exclusively for charitable and educational purposes and assists the University in real property acquisition, management, and maintenance. The Foundation's board of directors consists of nine members; six directors appointed by the Longwood University Board of Visitors and three ex-officio directors consisting of the University Vice President for Administration and Finance, the University's Real Property Manager, and the Vice President for Facilities Management. The University does not control the day-to-day activities of the Real Estate Foundation; however, the majority of Real Estate Foundation activity is for the benefit of the University.

The Longwood University Real Estate Foundation's financial statements include the accounts of the Real Estate Foundation and its wholly owned subsidiaries, Longwood Housing Foundation, LLC, Longwood Woodland Pond

Housing Foundation, LLC, Longwood Woodland Pond Development Foundation, LLC, and Longwood North Campus Housing Foundation, LLC (collectively, the "Foundation"). The Real Estate Foundation's financial statements are audited by Dixon Hughes Goodman. Complete financial statements can be obtained from the Longwood University Real Estate Foundation at 315 Main Street, Farmville, VA 23909.

A. CASH, CASH EQUIVALENTS AND INVESTMENTS

Investments of the Longwood Foundation

Investments and the beneficial interest in the perpetual trust portfolio are composed of the following at June 30, 2013:

	2013	
	Cost	Market Value
Cash and cash equivalents	$ 9,374,991	$ 9,374,991
Investments:		
Government and corporate obligations	159,880	158,154
Corporate stocks	642,061	808,590
Hedge Funds	40,447,146	45,144,772
Total investments	41,249,087	46,111,516
Beneficial interest in perpetual trust:		
Cash and cash equivalents	70,815	70,815
Government bonds and corporate obligations	709,413	708,111
Corporate stocks	1,049,471	1,184,163
Real estate funds	259,445	250,339
Total beneficial interest in perpetual trust	2,089,144	2,213,428
Total	$ 52,713,222	$ 57,699,935

The Foundation has estimated the fair value of the investment in the Fund on the basis of the net asset value ("NAV") per share of the Fund (or its equivalent), as a practical expedient, because a) the underlying investment manager's calculation of the NAV is fair value based, and b) the NAV has been calculated as of the Foundation's fiscal year end date. The Foundation believes that the stated value of the investment in the Fund is a reasonable estimate of fair value as of June 30, 2013.

Investment fees netted against investment income for the year ended June 30, 2013 was $550,451.

In April 2010, the Foundation became a partner in the Richmond Fund, LP, a Virginia limited partnership (the "Fund") managed by Spider Management Company, LLC, a Virginia limited liability company and wholly-owned subsidiary of the University of Richmond. The Fund is only available to tax-exempt organizations described in section 501(c) of the Internal Revenue Code to which contributions may be made that are deductible under Code section 170 and are "accredited investors" within the meaning set forth in Rule 501 (a) of Regulation D under the Securities Act of 1933, as amended.

The Fund's investment objective is to provide steady gains during market upswings through a diverse array of public/private and domestic/international investments, while preserving capital during market downturns. The Fund is invested as if it is part of the endowment of the University of Richmond, and the time weighted returns for the Fund and the University of Richmond are blended on a quarterly basis. The assets of the Fund, when combined with the University of Richmond's endowment assets on a pro forma basis, will be invested in accordance with the University of Richmond's Investment Policy Statement. The Foundation's initial investment in the Fund is subject to an initial five-year lockup period and certain withdrawal restrictions.

At June 30, 2013, the Fund consisted of 24 partners and the Foundation's interest in the Fund represents 3.54% of the total partnership capital. The Fund is audited on a semi-annual basis on June 30 and December 31.

Longwood University Foundation Beneficial Interest in Perpetual Trust

The Longwood University Foundation is the beneficiary of the annual income earned from the Nellie Ward Nance Trust (Nance Trust) held by Wells Fargo. The assets of the Nance Trust are not in the possession or under control of the Foundation. At June 30, 2013, the Nance Trust had market value of $2,213,428, which is recorded in the consolidated statement of financial position. Income and unrealized gains on the Nance Trust for the year ended June 30, 2013, were $99,883 and $87,483.

B. ACCOUNTS AND CONTRIBUTIONS RECEIVABLE

Longwood University Foundation contributions receivable consisted of the following at June 30, 2013:

		2013
Cash pledges expected to be collected in:		
	Less than one year	$ 426,079
	One year to five years	1,118,922
	Over five years	5,899,209
		7,444,210
Less:		
	Discount to net present value at 5%	(2,543,528)
	Net Contributions Receivable	$ 4,900,682

The ownership of contributions receivable for each class of net position as of June 30, 2013 is as follows:

Temporarily Restricted	$ 3,150,920
Permanently Restricted	1,749,762
Total	$ 4,900,682

At June 30, 2013, the Foundation had received bequests and other intentions to give of approximately $7,001,415. These intentions to give are conditional and, therefore, are not recognized as assets. If they are received, they will generally be restricted for specific purposes as stipulated by the donors.

The Foundation considers contributions receivable to be fully collectible; accordingly, no allowance for doubtful accounts is required. If amounts uncollectible, they will be charged to operations when that determination is made.

C. CAPITAL ASSETS

Longwood University Foundation

Land	$ 1,229,185
Longwood Center for Visual Arts Collection	4,132,321
Buildings	1,441,071
Property and Equipment	34,763
Vehicles	166,760
Total cost of capital assets	7,004,100
Less: accumulated depreciation	(415,939)
Total capital assets, net	$ 6,588,161

Longwood University Real Estate Foundation

Land	$ 7,334,501
Land Improvements	10,755,144
Buildings	31,944,021
Furniture and Equipment	2,715,282
Leasehold Improvements	603,369
Construction in Progress	26,175,314
Total cost of capital assets	79,527,631
Less: accumulated depreciation	(10,148,408)
Total capital assets, net	$ 69,379,223

D. LONG-TERM INDEBTEDNESS

Longwood University Real Estate Foundation

Long-term debt is as follows at December 31, 2012:

Variable Rate Educational Facilities Revenue Refunding Bonds Series 2012B, total principal payments of $2,650,000 over a 4-year term with a balloon payment for the remaining principal due at maturity on 8/31/17. The interest rate is equal to 1.50% plus 70% of LIBOR (1.65% at December 31, 2012).	$ 40,400,000
Fixed Rate Educational Facilities Revenue Bonds, Series 2012A, five (5) year term, maturing on 8/31/17, with a rate of 2.94%	26,235,285
Promissory note, 3.50%, due in monthly payments of principal and interest of $11,651, maturing 12/30/2016	1,936,288
Deed of trust note payable, 7.09%, due in monthly payments of principal and interest of $1,687, maturing 6/5/2014	28,771
Deed of trust note payable, 7.0 percent, due in monthly payments of principal and interest of $1,742, maturing 2/14/2013	306
Deed of trust note payable, 7.09 percent, due in monthly payments of principal and interest of $5,074, maturing 2/7/2032	610,971
	69,211,621
Less - current portion	(827,802)
	$ 68,383,819

During 2012, the Longwood University Real Estate Foundation received financing through the issuance of Educational Facilities Variable and Fixed Rate Demand Revenue and Refunding Bonds Series 2012A and 2012B and through the Industrial Development Authority of the town of Farmville. The Series 2012A bonds were issued in the amount of $45,000,000 to finance the acquisition, construction, and equipping of student housing for the Longwood North Campus Student Housing Project. The Series 2012B bonds were issued in the amount of $40,400,000 to refund $41,855,000 in Educational Facilities Variable Rate Demand Revenue Bonds, Series 2007 and to finance the acquisition, construction, and equipping of student housing and a pedestrian bridge between the student housing and the Longwood University campus. The loan agreement is collateralized by a deed of trust which grants the credit institution a first priority lien on and a security interest in the property and equipment collateralized. The Series 2012A and 2012B bonds mature on August 31, 2017.

The Series 2012A and 2012B bonds are cross-collateralized under the debt agreement, thereby constituting both bonds to default if either of the bond obligations is defaulted against. Upon default of either bond, the Purchaser (the Bank) may at its option declare the entire principal balances and all accrued interest to be due and payable on demand.

At December 31, 2012, the total amount advanced under the Series 2012A bond was $26,235,285. The Longwood University Real Estate Foundation may continue to make principal advances under the agreement until December 31, 2013. The loan requires monthly, interest only payments until August 31, 2014, at which time principal payments of $1,180,000 are due over a three-year term with a balloon payment for the remaining principal due at maturity. The bond has a fixed interest rate of 2.94%.

Prior to refinance, the 2007 bonds had a weekly variable interest rate as determined by the remarketing agent. For as long as the bonds bore interest at a weekly rate, the Longwood University Real Estate Foundation paid the remarketing agent an ongoing remarketing fee.

In addition, the Real Estate Foundation has a Standby Bond Purchase Agreement (SBPA) with the Liquidity Facility Provider (Bank). Under the SBPA, the Bank agrees to purchase eligible Series 2007 bonds that had not been remarketed. The bonds contained a demand feature that allows the bondholders to put the bonds either weekly or daily back to the remarketing agent based on the bondholders' interest rate election on the bonds held. If the bonds tendered were not remarketed by the remarketing agent the Bank agreed to purchase eligible bonds, which may then be remarketed at a later time. This agreement was set to expire on December 7, 2012, but the agreement was terminated upon refinancing of the Series 2007 bonds.

The bond agreements require the establishment and maintenance of several reserve accounts for the collecting, holding and disbursement of funds related to the issuance of the bonds, payment of project costs, collection of project revenue, and repayment of principal and interest. The Foundation is required to deposit into the repair and replacement reserve account an amount equal to $150 per bed unit each year. By submitting a requisition to the Trustee, the Foundation may request withdrawals from this fund at any time, and there is no minimum balance requirement. These accounts are disclosed in Note 7 of the Longwood University Real Estate Foundation, LLC footnotes.

Under the bond agreement, the University will rent units in the projects only to students, faculty, and other persons under the same rental program it uses for its own student housing facilities. The agreement requires preferential treatments in that the University must assign all of its students in need of housing first to the Longwood Student Housing Projects, until 95% of the units in the Longwood Student Housing Projects have been filled.

The bond series is subject to a management agreement between the University and the Real Estate Foundation. The agreement appoints the University as manager of each housing project. As such, the University is charged with setting and collecting all rents (referred to as Project Revenue) and providing all personnel resident advisory and education staffing. The University will be responsible for all maintenance. The Real Estate Foundation will be required to furnish housekeeping, janitorial, utilities, and insurance.

The University will be charged with maintaining a Project Revenue account. Such funds are to be held by the University solely on behalf of the Real Estate Foundation and are not to be commingled with general University funds. These funds are to be used to pay the expenses of the University related to the projects as well as any principal or interest payments on the bonds as directed by the Real Estate Foundation.

The management agreements are effective for a five year period beginning at the settlement date of the bonds. Thereafter, they can be renewed for successive five year terms, unless terminated by either party.

Under the bonds, the Real Estate Foundation is required to meet certain debt coverage ratios. As of December 31, 2012, management believes the Real Estate Foundation has met the required ratios.

Maturities under long-term debt are as follows:

2013	$ 827,802
2014	1,237,534
2015	1,376,667
2016	3,218,192
2017	62,156,289
Thereafter	395,137
Total	69,211,621
Less - current portion	(827,802)
	$ 68,383,819

The Real Estate Foundation executed a fixed-to-floating interest rate swap agreement in order to reduce its exposure to interest rate risk in connection with the variable rate bonds. The agreement requires fixed rate payments of 4.065% on a notional amount that approximates the outstanding principal of the bonds. The swap agreement expires September 1, 2036, covering the life of the bonds. The agreement is recorded at fair value which was $(12,214,473) at December 31, 2012. The swap is revalued each year and the change in value is reported in the consolidated statements of activities as a change in net position. The Foundation is exposed to credit loss in the event of nonperformance by the other parties to the interest rate swap agreements. However, the Foundation does not anticipate nonperformance by the counterparties.

Longwood University Real Estate Foundation Line of Credit

The Real Estate Foundation has an uncollateralized revolving line of credit with a bank in the amount of $4,000,000. This line is used to acquire, develop, improve, and operate real estate assets located in and around the Town of Farmville, including real estate which has been identified by the University as land or land improvements that fall within its Master Plan. Interest is charged at the Wall Street Journal Prime Rate plus 0.50%, with a floor of 4.00% (4.00% at December 31, 2012). Interest only payments are due monthly and principal is due upon expiration of the line on September 28, 2013. The outstanding balance on this line was $3,380,640 as of December 31, 2012. The Foundation is required to meet certain debt coverage ratios under this line. As of December 31, 2012, the Foundation has met the required ratios.

In January 2012, the above line of credit was used to pay off an existing $500,000 uncollateralized commercial revolving line of credit.

The Foundation has an uncollateralized credit line promissory note agreement dated March 29, 2010 with a bank in the amount of $2,000,000. Advances under the line are used for the purpose of financing various projects essential to the University, including, without limitation, the completion of a pedestrian bridge. The term of the loan is 12 months and has been renewed through March 29, 2013. Interest is charged at a variable rate of 30-day LIBOR plus 2.00% (2.21% at December 31, 2012). Interest only payments are due monthly and principal is due upon maturity. The outstanding balance on this line was $1,539,572 as of December 31, 2012.

The Foundation had a promissory note agreement dated December 16, 2011 for a revolving line of credit with a bank in the amount of $8,000,000. Advances shall be for the purpose of financing the acquisition, planning, design, construction and development of the North Campus Student Housing Project. The loan is collateralized by a pledge of gross receipts, as defined in the loan agreement. Interest only payments were due monthly and principal was due upon maturity. The outstanding balance on this line was $2,307,325 as of December 31, 2011. The loan matured on August 31, 2012, at which time it was converted to a fixed rate bond.

Restricted Deposits and Funded Reserves

In accordance with the bond agreements, the Real Estate Foundation has the following restricted deposits and funded reserves which are held by a Trustee:

Debt service reserve account	$2,000,000
Repair and replacement account	1,049,023
General fund	430,788
	$3,479,811

E. COMMITMENTS

Longwood University Foundation

In November 1998, the Foundation entered into an operating lease agreement for certain real estate for a term of six years. The Foundation leased the real estate to Longwood University for the same lease term. At June 30, 2004, an option to purchase the property for $555,000 was exercised by the Foundation. The Foundation continues to lease the property to Longwood University on a month-to-month basis, with $20,000 of rental income recognized in the year ended June 30, 2013.

The Foundation is leasing certain real estate under capital lease agreement for a term of five years. On October 1, 2009, the Foundation began subleasing the real estate to Longwood University under an operating sublease agreement, the terms of which provide for a current annual rental payment of $12, payable monthly through June 30, 2014. Rental income recognized under this sublease agreement totaled $12 in the year ended June 30, 2013.

Longwood University Real Estate Foundation - Longwood Landings

The Longwood University Real Estate Foundation owns property known as Longwood Landings at Mid-Town Square (Longwood Landings). The property combines student housing and commercial space in a series of four buildings together with associated parking and improvements. The Real Estate Foundation owns the student housing on the property together with the associated parking and improvements. The first floor commercial space is owned by the developer of the property. The ownership of the property is in the form of a commercial condominium, whereby the Real Estate Foundation owns the top three floors of each building while the developer retains ownership of the first floor of each building. The Real Estate Foundation is a member in the Midtown Square Condominium Association, Inc. As a unit holder in the Association, the Real Estate Foundation pays association dues that are used to pay common costs of the property. Dues of $38,028 were paid to the Association during 2012.

The Real Estate Foundation leases commercial space from the Association which is then subleased to the University for use as the University bookstore. The lease requires minimum guaranteed rental payments of $169,212 annually, payable in equal monthly installments. The minimum guaranteed rental shall be increased on the fourth anniversary of the commencement date and every year thereafter. The lease also requires additional rent defined as the tenant's proportionate share of operating costs, insurance, taxes, and other charges. The initial term of the lease is for six years, with two ten year optional renewal periods. The commencement date of the lease was August 1, 2011. The University has been paying this lease commitment directly to the Association.

During 2012, the University began to pay the Real Estate Foundation and the Real Estate Foundation paid the Association. Total amount paid to the Real Estate Foundation for the University under the sublease was $80,949 during 2012.

The Real Estate Foundation also leases commercial space from the Association for use as a student commons area. The lease requires minimum guaranteed rental payments of $82,840 annually, payable in equal monthly installments. The minimum guaranteed rental shall be increased on the first anniversary of the commencement date and every year thereafter. The lease also requires additional rent defined as the tenant's proportionate share of operating costs, insurance, taxes, and other charges. The initial term of the lease is for ten years with two ten year renewal option terms.

The future minimum rental payments required under these leases are as follows:

2013	$ 267,326
2014	272,673
2015	278,126
2016	283,688
2017	108,981
Total	$ 1,210,794

The Real Estate Foundation leases office space, storage and parking lots to tenants under non-cancelable operating leases with terms of one to ten years. The following is a schedule by year of future minimum rental payments to be received under the leases at December 31, 2012:

2013	$ 375,216
2014	303,636
2015	272,216
2016	261,796
2017	130,661
Total	$ 1,343,525

Included in the future payments above are multiple lease agreements between the University and the Real Estate Foundation. There are approximately $1,313,000 in future minimum rental payments to be received from the University, as well as approximately $30,000 in future minimum rental payments to be received from the Longwood University Foundation, Inc. at December 31, 2012.

The Foundation entered into a contract dated December 24, 2012, to purchase the ground floor of a mixed use building located at 315 W. Third Street in Farmville. The ground floor space will be home to the Foundation as well as anticipated sublease space for the University. Total costs of the property under the contract are $3,671,269. The Foundation anticipates closing on the property by September 2013.

In May 2013, the Foundation entered into a contract to purchase property just east of Longwood Landings at a price of $1,700,000. The purchase is scheduled to close on June 21, 2013.

F. RISK MANAGEMENT

Longwood University Foundation

The Foundation is exposed to various risks of loss related to torts, theft of assets, and errors and omissions. The risks are managed through the purchase of commercial insurance and self retention of certain risks. The Foundation's affairs are conducted in part by the employees of Longwood University and exposure to loss resulting from this arrangement are managed by the University through a combination of methods, including participation in various risk pools administered by the State of Virginia, purchase of commercial insurance and self retention of certain risks. Additional details on the University's risk management program are disclosed in the financial report of the University.

G. RELATED PARTY

Longwood University Foundation

The Foundation received contribution revenue from Board members in the amount of $217,653 for the year ending June 30, 2013. The amount of contributions receivable due from the Board members amounted to $676,025 at June 30, 2013.

In conjunction with its mission to support the activities and operations of Longwood University, the Foundation has entered into various lease arrangements for nominal amounts with the University. Total net book value of assets leased to the University is $2,356,638 at June 30, 2013, including land on the consolidated statement of financial position.

On March 1, 2004, the Foundation entered into a capital lease agreement with Longwood University to lease a parking lot. The Foundation was given the parking lot as a contribution, which at the time was recorded as its appraised value of $51,000. The lease expired February 28, 2013, at which time the University exercised its option under the lease agreement to purchase the parking lot for $1. No amounts were owed to the Foundation by the University as of June 30, 2013.

Longwood University Real Estate Foundation

The Foundation receives rent from the University for use of various buildings and parking facilities. The total amount earned for 2012 from these rental arrangements was $5,896,427. Outstanding receivables at December 31, 2012 were $158,910.

The Foundation pays the University fees under management agreements related to facilities covered by tax-exempt bond issuances. These fees are based on costs to manage the specific properties. Total management fees paid for 2012 were $399,965. In addition, the Foundation reimburses the University for operational costs paid directly by the University related to the housing projects. At December 31, 2012, the Foundation had a payable to the University of $208,090, which is included in accounts payable and accrued expenses on the consolidated statement of financial position.

The Foundation has an agreement with the University to manage the Longwood University Bed & Breakfast, also known as the University Inn (formerly known as the Alumni House). The University is billed for all expenses and the Foundation receives no fees for its services. The Foundation had an outstanding receivable at December 31, 2012 of $36,939 for expenses not yet reimbursed and renovation costs.

During 2009, the Foundation loaned $57,676 to the Longwood University Foundation to purchase a piece of property in Westmoreland County known as the Yeatman property. This amount is included in receivables at December 31, 2012.

During 2012, the Real Estate Foundation sold two pieces of property to the University at a total purchase price of $310,197, resulting in a loss of $5,055.

Subsequent to year-end, the Foundation sold the property known as 507 Pine Street to the University at a total purchase price of $151,962. The date of settlement was February 8, 2013.

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Commonwealth of Virginia
Auditor of Public Accounts

Martha S. Mavredes, CPA
Auditor of Public Accounts

P.O. Box 1295
Richmond, Virginia 23218

December 13, 2013

The Honorable Robert F. McDonnell
Governor of Virginia

The Honorable John M. O'Bannon, III
Chairman, Joint Legislative Audit
and Review Commission

Board of Visitors
Longwood University

INDEPENDENT AUDITOR'S REPORT

Report on Financial Statements

We have audited the accompanying financial statements of the business-type activities and aggregate discretely presented component units of Longwood University, a component unit of the Commonwealth of Virginia, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise Longwood University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the aggregate discretely presented component units of Longwood University, which are discussed in Note 19. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the component units of Longwood University, is based on the reports of the other auditors.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of the component units of Longwood University that were audited by other auditors upon whose reports we are relying were audited in accordance with auditing standards generally accepted in the United States of America, but not in accordance with Government Auditing Standards.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall financial statement presentation.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a reasonable basis for our audit opinions.

Opinion

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities and aggregate discretely presented component units of Longwood University as of June 30, 2013, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 1 through 12 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of the financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with Government Auditing Standards, we have also issued our report dated December 13, 2013, on our consideration of Longwood University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Longwood University's internal control over financial reporting and compliance.

Martha S. Mavredes

AUDITOR OF PUBLIC ACCOUNTS

Commonwealth of Virginia

Auditor of Public Accounts

Martha S. Mavredes, CPA
Auditor of Public Accounts

P.O. Box 1295
Richmond, Virginia 23218

December 13, 2013

The Honorable Robert F. McDonnell
Governor of Virginia

The Honorable John M. O'Bannon, III
Chairman, Joint Legislative Audit
and Review Commission

Board of Visitors
Longwood University

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, the financial statements of the business-type activities and aggregate discretely presented component units of **Longwood University** as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise Longwood University's basic financial statements and have issued our report thereon dated December 13, 2013. Our report includes a reference to other auditors. We did not consider internal controls over financial reporting or test compliance with certain provisions of laws, regulations, contracts, and grant agreements for the financial statements of the component units of the University, which were audited by other auditors in accordance with auditing standards generally accepted in the United States of America, but not in accordance with Government Auditing Standards.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Longwood University's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Status of Prior Findings

The University has taken adequate corrective action with respect to audit findings reported in the prior year.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Audit Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

We discussed this report with management at an exit conference held on December 16, 2013.

Martha S. Mavredes

AUDITOR OF PUBLIC ACCOUNTS

KKH/clj

Commonwealth Relations

Brenda Atkins, Vice President

Governmental Affairs

The 2014 General Assembly was scheduled to adjourn on March 8; however, the House and the Senate could not reach an agreement on the budget, so they adjourned sine die on the scheduled date. The Governor has called for a special session, which will start on March 24. Both the House and Senate had adopted their respective budgets on February 16, but could not reach a compromise, thus causing the session to end without a budget. When they reconvene, it is anticipated that Governor McAuliffe will send down the budget presented by Governor McDonnell in December 2013, with some changes, and that the House and Senate will each vote to add their respective budgets to that budget. There are significant differences in the February 16th House and Senate Budgets, and Longwood University, along with almost all of the other public colleges and universities, fares better in the House budget than the Senate budget. For 2015, the House budget has a 56.14 percent increase over the Governor's budget for Longwood (the largest percentage of any institution), whereas the Senate budget has a reduction of 36.05 percent. For 2016, Longwood has an increase of 65.13 percent in the House budget compared to a 14.86 percent increase in the Senate budget.

Legislation (HB 1102 and SB 581) was introduced on behalf of Longwood University by Delegate James Edmunds and Senator Tom Garrett to add a section to the Code of Virginia in connection with a governance issue raised by the SACSCOC off-site reaffirmation committee in their report to our initial reaffirmation report. Longwood proposed identical legislation to that already in the Code of Virginia for Christopher Newport University and very similar to that of several other institutions. The legislation, which was unanimously approved by both the House and the Senate, was signed by Governor McAuliffe on March 3 and will take effect on July 1, 2014. The language of this new Code section is included at the end of this tab.

On February 17, the Board and President hosted a legislative reception at the Library of Virginia in honor of Longwood's 175th anniversary. There was an excellent turnout of legislators, legislative staff and cabinet officials for the event. Governor McAuliffe attended the reception for about 45 minutes. Anne Holton, Secretary of Education, spoke during the program. Several members of the Board of Visitors attended, as well as several members of the Foundation Board and the Alumni Board. The Executive Steering Council, deans, students from the SGA Executive Board, and Charlie Kinzer and the Jazz Band, which played during the reception, were also in attendance. Haley Vest, President of the SGA also spoke during the program and did an impressive job representing the students and the University. It was a wonderful evening and there were many favorable comments from legislators and others following the event.

From February 17 through February 20, Longwood had a display set up in the lobby of the General Assembly building in honor of our 175th anniversary. The display included an 8 foot by 10 foot fabric display with pictures of various aspects of the University campus, classes, and athletics. We also had Longwood brochures and materials for anyone who stopped by. Each day there were one or two alumni volunteers who came in for several hours each and answered questions and assisted anyone who stopped by the display. This, too, received numerous positive comments.

Development

Over the past few months, there have been several scholarships and programs established:

- The Gertrude Hudson Research Scholar for Dementia Care was established in December. It is the first undergraduate research fund within the nursing program and was established by Drew '90 and Risa Hudson '90.
- The establishment of the Tamara Bird Jones Outstanding Student Teacher Award by Mike and Tammy Jones '81 was announced in February. The first award will be presented to an outstanding student teacher in May 2014.
- The Tawse Scholarship, which is a new scholarship to support incoming freshmen with financial need, was established in March by Nelda & Robert Tawse '65.

We have visited with alumni and friends locally as well as Richmond, Williamsburg, Tidewater, and Northern Virginia. We have also traveled outside of Virginia to North Carolina and Arizona. Trips to Louisiana and Arkansas are planned for April. Also in April, we will be hosting donor events on campus and in Richmond.

President and Mrs. Reveley hosted a group of alumni and friends on February 24 for dinner and the Richmond Forum featuring President George W. Bush. Johnson Bowles will be hosting a group at the forum in March and the last forum is scheduled for April.

There has been much discussion of the need to revitalize the annual giving area to build relationships and bonds with our students and alumni. We are working with the President on ways to accomplish this. The support of the President and the Board of Visitors is greatly appreciated as we move this initiative forward.

In the meantime, our Annual Giving Program has been busy with a number of activities. Over the spring break, we piloted a Student Discovery Program to investigate factors affecting alumni participation. Three students conducted 20 interviews with alumni in their hometowns. These alumni were polled on what they valued most about their college experience, what might entice them to be more engaged, and what encourages or discourages them from supporting their alma mater philanthropically. It is our hope that this will be a viable program to implement on a larger scale over summer break.

Annual Giving also recently conducted the Campus Community Campaign, Longwood's faculty/staff campaign. This program received a make-over this year. The campaign adopted a new name, moved from the fall to spring semester, and was shortened from 4 weeks to 1 week. In addition, the focus of the campaign shifted from increasing the overall campus participation to instead achieving 100% participation within individual departments. The results:

- 20 departments achieved 100%
- 323 total donors (41.5%)
- Overall campus participation increased from 38% to 41.5%!
- Over $56,000 dollars committed to-date (this number will grow significantly as payroll deductions continue through the fiscal year).

As of February 28, 2014, compared to February 2013, Longwood's cash giving is up $998,000; restricted funds are up $47,700; and unrestricted funds are down less than $4,000.

The staff have been busy studying best practices in higher education fundraising. In January, the annual giving staff spent five days reviewing our annual giving program with a consultant. We have also been active participants in webinars and a several on-site conferences

Corporate and Foundation Relations

This office continues to make substantial progress in creating a campus culture of philanthropy, shepherding proposals from numerous areas on campus, and securing contributions.

After joining a Faculty Senate ad hoc committee in December, the Associate Vice President worked collaboratively to rewrite external funding policies, definitions, and instructions in order to have a clear understanding between the offices of Sponsored Research and Corporate and Foundation Relations. By early February, the policies and associated addendums were unanimously approved by the Faculty Senate. Those documents are now being woven into a new website to be completed in early summer that is user friendly for both internal and external constituencies.

In addition to supporting the efforts of those responsible for Athletics and Hull Springs fundraising, by the end of March the Associate Vice President will have personally made in excess of 50 requests for funding totaling more than one million dollars. As of the writing of this report, there has been a 100 percent success rate on proposals with a total of $370,000 committed thus far. A significant increase from the Lettie Pate Whitehead Foundation will target scholarships that improve graduation and retention rates. Additional proposals are underway supporting graduation and retention initiatives, the Speech Hearing and Learning Center, Biomass Plant, Institute for Teaching through Technology and Innovative Practices, the Center for Financial Responsibility, Department of Biological Sciences, among others.

Additionally, the Associate Vice President has been asked by the Vice President of Commonwealth Relations to help stabilize the LCVA fund raising efforts to ensure that the LCVA's duPont Fund challenge grant is met by the deadline, and to support the acting LCVA director on issues related to operations as necessary. A black tie event to celebrate the LCAV's "100 for $100,000" (100 giving gifts of $1,000) school programs educator and endowment campaign will be held on April 26th.

Major Programs

The Office of Major Programs continues to be very active this semester hosting and planning events that will attract alumni, community members, and current and potential donors to campus.

The Longwood Leadership Forum has held three of its five speakers for the inaugural season. The fourth program in this series features Dean King, author of the book, "The Feud: The Hatfields & McCoys, the True Story," and will be held on March 27. The final program will be held on April 2 featuring Teri Kanefield, author of a young person's book about Barbara Johns. This book has been chosen as a Junior Library Guild Selection and was researched in Farmville. As part of the lecture series, special dinners and receptions have been associated with each event, which provided additional opportunities for stewardship and cultivation. Speakers are being recruited for the Fall session with the goal of presenting seven speakers during the Fall semester.

The Director of Major Programs and the Director of Alumni Relations co-chair the 175th Anniversary Committee. Anniversary events hosted during the spring semester include:

- A legislative reception at the Library of Virginia and a special display in the General Assembly building in February
- Faculty/staff celebration on March 5
- Week-long celebration for students from March 24-28, including a lecture by Dr. Jim Jordan on the 100th Anniversary of Joan of Arc as the patron saint of Longwood, a special birthday dinner, a commemorative "175th" photo on Iler Field, and festivities on Brock Commons.

The highlight of the 175th Anniversary activities this spring has been the release of a special anniversary video from "Breaking Bad" creator, Vince Gilligan. Mr. Gilligan grew up in Farmville and attended J. P. Wynne Campus School. The video was released on March 5, Founder's Day, through a multi-step social media campaign. During the first five days of its release, the video had been viewed over 10,000 times.

Conference and Event Services

The Office of Conference and Event Services continues to assist with multiple on campus events and activities will continue to grow as we draw closer to commencement.

The Office continues to book summer conferences and prepare for those events. In the past weeks, the Virginia Girls Scout Leadership Institute has booked a conference that will bring in 150-200 rising high school juniors and seniors to campus. This is their first visit to Longwood and, like Virginia Girls State, they are requesting we involve Longwood faculty and staff, in addition to local officials, to help facilitate their program.

14103638D

HOUSE BILL NO. 1102

Offered January 10, 2014

A BILL to amend the Code of Virginia by adding a section numbered 23-186.1, relating to Longwood University Board of Visitors; removal of visitors.

Patron—Edmunds

Referred to Committee on Education

Be it enacted by the General Assembly of Virginia:

1. That the Code of Virginia is amended by adding a section numbered 23-186.1 as follows:

§ 23-186.1. Removal of visitors.

If any visitor fails to perform the duties of his office for one year without sufficient cause shown to the board, the board of visitors shall, at its next meeting after the end of such year, cause the fact of such failure to be recorded in the minutes of its proceedings and certify the same to the Governor. The office of such visitor shall be vacated. If so many of such visitors fail to perform their duties that a quorum thereof do not attend for a year, upon a certificate thereof being made to the Governor by the rector or any member of the board or by the president of the University, the offices of all visitors so failing to attend shall be vacated.

Athletics

Troy Austin, Athletics Director

Intercollegiate Athletics

February through the start of March is the busiest time of year for Longwood Athletics. The men's and women's basketball teams close out their competition seasons and the spring sport programs – baseball, men's and women's golf, women's lacrosse, softball, and men's and women's tennis – begin the championship segment of their schedule. Most spring teams are off to a great start. The highlight thus far has been the Softball teams early season wins against Big Ten Conference members Indiana and Iowa.

The following information provides a summary of the basketball seasons, as well a few upcoming signature events.

Basketball Review

Overall, the basketball season results did not reach desired outcomes in the "win/loss" column. However, foundations for future success have been built for both the young programs. Early season results and the community outreach efforts made by the coaches generated a great deal of excitement surrounding both programs as was evident from the fan support. Ticket sales increased by over 25 percent. Private giving has more than doubled for men's basketball and is almost 40 percent better for the women from the previous year.

Individual highlights include, junior, Jessica Parker who was named to the Big South All-Academic Women's Basketball Team. On the men's side, senior, Tristan Carey earned Honorable Mention All-Conference. We went viral this season as well, gaining national attention with a fantastic dunk by Carey that landed him #4 on SportCenter's Top 10 Plays of the night. The YouTube posting of the play garnered over 30,000 views.

Lancers Fight against Breast Cancer

The Big South Conference is partnering with the Kay Yow Cancer Fund to host its 2014 Play 4Kay Campaign. Through the 2013-14 academic year student-athletes from each member institution of the Big South Conference will host an athletic event or a series of events as "Play 4Kay" games to raise awareness and funds in support of the Kay Yow Cancer Fund. The Big South Conference is the first Division I conference to formally adopt the Kay Yow Cancer Fund as its conference-wide charitable beneficiary.

To support the initiative, the Longwood Student-Athlete Advisory Committee (SAAC) is partaking in multiple events. SAAC, Longwood Residential and Commuter Life, and Lancer Productions sponsored a Valentine's Day Dance and Casino Event (fake money) in which all proceeds were donated to the Kay Yow Cancer Fund. Further, on March 22nd SAAC is sponsoring a PLAY4KAY game at the 2pm Softball game against Winthrop and the 4pm Baseball game against Campbell. All proceeds will go to the Kay Yow Cancer Fund. Some highlights for what will be included at both events are below:

- Cancer survivors will throw out the first pitch at each game;
- A moment of silence before each game;
- Donation tables at each game;
- A giveaway of 50 pink t-shirts at each game to the first 50 attendees;
- A ribbon will be stenciled in behind each home plate;
- The softball team will be wearing pink socks and pink headbands;
- The baseball team will be wearing pink hats;
- And the foul lines at baseball will be painted pink.

Marketing Longwood Athletics
Longwood Athletics will host two separate constituent events during the 2014 calendar year.

The first of these two is the Longwood Athletics golf tournament, the Lancer Club Open. The event takes place on Friday, June 20th at The Manor Golf Club here in Farmville. This effort coincides with President's Reveley's initiative to drive more foot traffic back to campus. It also will serve as an outstanding opportunity to further engage our current constituents and reach out to new people to welcome into the Longwood Family. The tournament will feature participation from the athletics department coaches and administrators as well as incorporating the student-athletes themselves in the festivities. This event will again be fueled by Longwood Athletics with the help of the Lancer Club Advisory Board, a committee formed for the event, resources all across campus, as well as support from a number of different constituents.

This fall will also mark the return of the Longwood Athletics Benefit Celebration (LABC), which takes place Friday, October 24th at the Downtown Richmond Omni. This event debuted in the fall of 2012 at the same location. The night will feature a live and silent auction, great food, drinks, and dancing. The first LABC had over 300 people in attendance and generated over $60,000 worth in support (nearly $30,000 net). The event brought Longwood alumni, Lancer Club members, student-athletes, faculty and staff, and the rest of the Longwood Family together for one fantastic cause of supporting our student-athletes. Much like the Lancer Club Open, the effort will be led by Longwood Athletics with the help of the Lancer Club Advisory Board, a committee formed for the event, resources all across campus, as well as support from a number of different constituents.

Lancer Brand Identity Project

During the summer of 2013 the Athletics Department in cooperation with Longwood's licensing representative, Licensing Resource Group (LRG), began work on a brand identity project. Through a mutual agreement LRG offered to cover the cost of a new brand identity project utilizing the design company Joe Bosack and Co. This company was given the task of updating Longwood Athletics visual marks with the following specific objectives:

1. Design and develop a stronger, more practical and athletic version of the current Longwood Lancers primary logo.
2. Develop 2-3 secondary logos to strengthen and add flexibility to the identity.
3. Supply both a custom, unique type font for word marks and a usable type font for the department to allow for more consistency.

The idea was to develop a new visual brand that sent the appropriate messaging we are seeking as a Division I athletics program in the Big South Conference. A committee was put together that consisted of representatives from all across campus. The final round of major revisions were received in October, presented to the Executive Steering Council at the end of that month, and the final artwork files were delivered at the start of December. The release of this new identity is planned for April. This unveil will consist of: social media advanced promotion, a brand identity video, new Lancer merchandise from our vendors and retailers, a press release with additional website exposure, and more. With the development of our new Mission & Values for the department this year, Longwood Athletics is looking to lay the groundwork for an overarching branding initiative. This new visual brand identity project is a part of that effort to enhance the brand of the athletics department and Longwood University.

Student Affairs
Tim Pierson, Vice President

Traditionally, spring at Longwood is a fast-paced semester full of student-oriented programming and the engagement of students with the Longwood community. For spring 2014, the tradition rings true, but it has also been a time of increased use of Student Affairs services. For example, the Dean of Students' Care team (dedicated to supporting students who may be in crisis or in need of additional assistance) has seen a rise in the number of referred students. The increased use of student services has also been felt in the Office of Disability Resources, the Longwood Police Department, the Office of Student Conduct and Integrity (with respect to Title IX issues), Residential and Commuter Life and the Wellness Unit. On a positive note, the Student Engagement Unit, University Center and Activities and the Office of Diversity and Inclusion also report an active student body and an uptick in student attendance for university-sponsored programs and events.

Assistant Vice President Report

The AVPSA has served as an integral member of the SACS Compliance Steering Committee for the past two years, and consequently, has been in an excellent position to keep the SA staff up to date with information and expectations related to the SACSCOC Reaffirmation process and the QEP implementation. Narrative descriptions that summarize the ways in which student learning has resulted from our programming and services have been documented as well as important changes and decisions that have been made based on assessment findings; these are both critical to our institutional effectiveness. Students have been informed in a variety of ways of their rights and responsibilities, and our written student complaint logs are up to date and websites intact.

Additionally, the AVPSA has devoted considerable effort mining our existing national benchmark survey data and preparing customized reports that have been disseminated to appropriate campus stake holders. Workshops and trainings with various staff groupings have been offered. With a particular focus on retention, a multi-year summary report of the NSSE findings (2005, 2008, & 2011) and multiple comparison student sub-group reports based on the Noel-Levitz Student Satisfaction Inventory have been prepared and subsequently, strategic priorities determined and shared. For more information regarding the key NSSE 2011 and Noel-Levitz 2013 Reports, please see the Student Affairs Assessment website:

http://www.longwood.edu/studentaffairs/12395.htm.

Dean of Students

The Dean of Students office continues to see a large increase in the number of behavioral issues and the number of students in crisis. As of the end of February, a total of 545 cases have been referred to the Care Team during the school year. In comparison, 491 cases were referred throughout the entire 2012-13 school year. The increase seems to reflect a number of factors. At Longwood, as around the country, a growing number of students are arriving at college with pre-existing challenges and conditions. Student Affairs staff continue to "widen the net" with support resources like the Care Team, as we get progressively better at identifying students at risk or in distress – a critical retention tool. Finally, faculty and staff are increasingly cognizant of both these issues and the resources available, and are increasingly referring students for help. The office has noticed a marked increase in mental health situations requiring hospitalization, and requests for assistance with medical leave.

There is also an increasing volume of Title IX-related investigations. It is important to note the increase in Title IX investigations is due not to any perceptible increase in such incidents, but to a broadening of what is appropriate for process and investigation under federal law.

Nevertheless, the university is expanding its education efforts for both employees and students to increase awareness about Title IX and ensure the campus climate is a safe one. On March 18-20 the university hosted the Clothesline Project, which is intended to bring awareness and support to survivors of sexual violence. During the month of April, campus partners will be conducting sexual consent training for several Greek life organizations. On May 1st a campus-wide training session will be held regarding Title IX reporting. The university is also implementing an Internet training program focusing on alcohol education and sexual assault awareness, My Student Body, which will reach all of our students during fall 2014.

Additionally, the Dean's office was also integral to the University's response following the December death of Longwood student Fitzhugh Samuel.

Disability Resources

The Office of Disability Resources (ODR) continues to see an increase in the number of students utilizing their services. At this time, the office provides services for 6% of the entire Longwood population which is commensurate with the national average. Attention Deficit Hyperactivity Disorder, learning disabilities, and physical disabilities are the highest-populated categories. However, it is important to note that the growing population of students on the Autism Spectrum is the most demanding of the office's time and resources. Kira Austin, an Autism specialist, is set to present to faculty and staff in late March on best practices for working with this population. Other planned educational events include presentations on universal design, disability and diversity, accessibility issues, and sessions for students on career opportunities and self-advocacy.

Diversity and Inclusion

The Office of Diversity and Inclusion has coordinated several campus-wide events, including MLK week programming, Black History Month programming, Crash on Campus and the Social Justice in Action Leadership Summit.

MLK Programming this year included Keynote Speaker: Steve Pemberton, Chief Diversity Officer for Walgreens, a campus-wide March and Reflection program, MLK Trivia Program and passive education programming using lawn signs that listed civil rights accomplishments of Prince Edward County and Farmville. The event this year was cosponsored with the Moton Museum and Hampden-Sydney College.

The Black History Month kickoff took place in the newly-relocated NH Scott Lounge space in the Student Union and included a film screening of *The Butler*. Other Black History Month programming included a Moton Museum Tour, a Black Student Alliance-hosted Black Museum and keynote speaker Hasani Pettiford.

Crash on Campus continued Longwood's commitment to diversifying its student body enrollment. The event was attended by 47 high school students and 42 Longwood student hosts and included several cosponsored programs with Lancer Productions. Along the same vein, this year's Social Justice in Action Leadership Summit saw an increase of those registered by almost 50%. There were 86 students, faculty and staff who participated, including a group of 12 individuals from the University of Mary Washington. This participation rate almost doubles the participation from 2013. Dr. Maura Cullen provided the keynote address during the event.

Environmental Health & Safety

The Office of Environmental Health & Safety's role and reporting structure has been examined and the decision was made to split the functions of the office and move these functions into existing areas that can best support their operation. The emergency management function has been moved to the Police Department with the functions of environmental health and occupational safety being moved to the Division of Facilities Management and Real Property.

Police Department

The Longwood Police Department continues to be focused on managing the safety of the changing face of the campus. The opening of the north campus area has proven to be a great addition to the overall campus community; however, such growth does not come without some negative impact. The exodus of almost 500 students off the main campus to the Lancer Park facilities, along with the addition of 200 first-time parking spaces for freshman at that location, has had a significant bearing on LUPD manpower allocation and response times to calls for service.

LUPD has responded to a total of 199 calls for service in Lancer Park since the opening of the new facilities. 127 of those calls where handled during the 2013 fall semester and officers responded to 72 calls for service January 1 – Feb 23, 2014. The overall effect is that officers are spending much more time at Lancer Park dealing with law enforcement issues, thereby reducing core campus availability and increasing the response time to calls for service on the main campus. To respond to this issue, the LUPD staff has produced a department reorganization and manpower allocation proposal that is currently awaiting funding approval.

On the most recent National Survey of Student Engagement conducted by the University, the question was asked about the "sense of safety" that students felt while on campus. On a scale of 1 to 7, the students who responded listed the importance of campus safety at 6.60 and their satisfaction in our Longwood campus safety efforts at 5.78. Longwood's rate of satisfaction is higher than the national satisfaction rate of 5.40. However, as the data was further broken down by the LUPD staff, two areas were noted as below the national average in satisfaction: amount of available student parking on campus and the lighting in student parking areas after dark.

Residential and Commuter Life

The Office of Residential and Commuter Life (RCL) has noted an increase in the number of incidents that they have managed. The RCL Central Office staff managed 2072 incidents during the fall semester and has already managed over 700 during the first two months of the spring semester.

The Occupancy Management area has worked to prepare for the increased demands for Longwood managed housing by creating additional bed spaces at Longwood Village and Arc for upper-division students. They are also preparing for more freshman transitional spaces. They implemented changes to the Residency Policy, publicized those changes, and provided individualized letters to students regarding their eligibility for each aspect of the sign-up process.

The Residential Operations area has worked with appropriate campus partners prepare for the re-opening of Stubbs and the closing of the Cunninghams.

Residential and Commuter Programs has conducted a very successful campaign to fill Resident Assistant and Desk Aide positions. In addition, as of February 28th, over 375 intentional community interactions (RA initiated activities) have occurred and over 50 educational and social programs organized over 10 theme events. Residence hall staff have also coordinated several campus wide activities, including a talent show, Longwood Secrets, and the It's Only Love program.

In order to support and inform the Farmville community, Jennifer Cox, Associate Director-Off Campus Living has been invited to provide a report to the Town Council on a periodic basis. Moreover, the Off Campus Orientation program, as well as an online video of important information was created for the students who are moving off campus. Programming for commuting students has been very successful with attendance that is nearly double of efforts from past years.

Student Conduct and Integrity

The Office of Student Conduct and Integrity has continued along the same trend as was reported at the December Board of Visitors' meeting. Student disciplinary cases have decreased 5% this year as compared with this time last year.

In contrast with the reduction in overall disciplinary cases, Title IX cases have continued to increase. So far this year, the office has coordinated 29 Title IX investigations, 14 of these investigations during the spring semester alone. These investigations are required when the university receives notice of sexual harassment, sexual misconduct, domestic violence, dating violence and/or stalking. In January the office trained nine new volunteer investigators to help with this increased workload. Plans are already underway for a spring training which will add even more volunteer resources.

Student Engagement Unit

In the Student Engagement Unit, the Office of Fraternity and Sorority Life reports that 65 Longwood men joined fraternities this semester during Interfraternity Council (IFC) recruitment. This was an increase of 20% from spring semester 2013. In addition, the IFC leadership is starting a FACES partnership for a food drive to benefit the greater Farmville Community food pantry. These fraternity men will be participating in "Walk a Mile in her Shoes" and the Clothesline Project this semester. Both programs are used to raise awareness of Sexual Assault/Sexual Misconduct issues on college campuses.

Membership interest has also grown regarding Longwood's National Pan-Hellenic Council (NPHC) groups, with the potential of adding a new organization. The NPHC leadership is planning "Don't Suffer in Silence," a key program, that they will be hosting for minority students facing racial issues on the college campus.

During formal College Pan-Hellenic Council (CPC) recruitment, 205 women joined sororities this semester. Longwood's CPC was also awarded a $5,000 grant for a women's empowerment program for the Longwood community from the Kappa Delta national organization.

The office is also pleased to report that the all-fraternity, all-sorority and all-Greek GPAs were higher than the all-men's, all-women's and all-campus average GPAs respectively.

Leadership and Service Learning

The Office of Leadership and Service has supported and conducted many new programs and activities including the MLK Challenge, alternative spring break trips and the Giving Tree.

The 2014 MLK Challenge included 83 Students and 8 Staff/Faculty members. Participants offered service at seven sites in the area including Clean VA Waterways, FACES Food Pantry, Habitat ReStore, Holliday Lake State Park, LCVA, New Horizons and Stepping Stones Preschool. The day of service was concluded during a reception at the Moton Museum.

This year 32 People (27 Students and 5 leaders) participated in three Alternative Spring Break trips over Spring Break. The trips included the Dominican Republic, Joshua Tree National Park and Atlanta, GA (working with the Medici Project).

The 2013 Longwood University Giving Tree benefitted the following community agencies: Prince Edward County Headstart, Cumberland County Headstart, the Pregnancy Support Center, Southside SPCA and the Infant & Toddler Connection of the Heartland. Over 400 gifts were collected in total for these agencies.

The office also made changes to the Joan of Arc program and the Big Siblings program.

Some of the changes to the Joan of Arc program impact the presentation content quality for three of the four program levels as well as the inclusion of reflection papers at the close of each level. Additionally, the Gauntlet participants, who are students that have completed the first three levels and now present student led sessions, have been assigned a Presentation Mentor. These mentors are faculty/staff members who have volunteered to work with each Gauntlet presentation group to provide guidance and ensure consistent and quality presentations for the three lower levels of the program.

The Big Siblings program implemented a new application and training process. This application process resulted in an addition of 37 new members for spring 2014. We have 99 Longwood University students currently participating in the program, 74 are currently matched with elementary and middle school students at Prince Edward County Schools.

University Center and Student Activities

University Center and Student Activities has seen an increase in student attendance for campus programming. The bus trips sponsored by the Student Union Advisory Board have been a continued success. In November a trip was sponsored to the outlet malls and January and February to several Longwood men's basketball away games.

Lancer Productions has had significant success with their events this semester as well. BINGO saw close to 200 students, the Pinterest Night had 100 students attend, and Hypnotist Michael C. Anthony had 175 students in attendance. In addition, student leaders in Lancer Productions attended the National Association of Campus Activities national conference. The main goal of the NACA conference is to maximize ability to book/ contract performers for college student activities and events.

The office has currently received 85 nominations for the Citizen Leader Awards and has used nomination party events to promote nominating people worthy of these honors. The office estimates that there will be an increase in the number of nominations this year over last year. Additionally, Mortar Board has taken its new members and they have begun planning for the 2014-2015 academic year.

With regard to office administration, a graduate student and a part-time staff member have been employed to fill the vacancy during the Assistant Director for Student Activities search. These employees are working with Lancer Productions to diversify programming options and create a strong marketing and public image campaign.

Wellness Unit

Collaborative programming continues to be the focus of the Wellness Unit. The various departments have hosted or are planning to host numerous events for this semester, these include: the Red Flag Campaign, the alternative late night event at the Health & Fitness Center, Realistic Resolution Fair, Relay for Life, and the Virginia Recreational Sports Association Sport Club Summit.

Services in Health and Counseling Centers continue to be heavily utilized. With that and the recent resignation of a few staff members, the operations of those two departments are being evaluated to decide what form, structure and goals will best meet the needs of the university.

Facilities

Dick Bratcher, Vice President

INTRODUCTION

Winter 2013-2014 has proven to be a challenging one. Due to the hard work and dedication of our facilities staff, the challenges of the harsh winter weather were met head on and overcome. While snow and ice are regular winter occurrences, colder than normal temperatures presented a new set of challenges such as equipment freezing up, keeping the campus sufficiently warm, providing safer accessible routes, and physical stress to outdoor staff.

Capital projects are continuing to move forward nicely. There is a palpable excitement surrounding the impending reopening of French Hall. The French Hall project, along with the Maugans Alumni Center project, will provide a new strong pedestrian corridor on campus in the form of a greenway extending from Venable Street to Beale Plaza. Insight into a number of our key projects as coordinated with appropriate offices of the Commonwealth is provided in the following paragraphs.

PROJECTS IN PLANNING AND DESIGN

Part 1 – Planning Phase

Sophomore Residence Hall

A significant element of Longwood's vision is to retain its residential character. A thriving, vibrant on-campus community is an integral part of that vision. It is extremely important that Longwood maintain a reasonable number of student residents on the main campus. The current Campus Master Plan sets a goal of 2,000 students living in on-campus residences. To reach this goal, the Campus Master Plan envisions residence halls forming a quad with the current ARC Residence Hall.

The closure of French and the Cunninghams will reduce the on-campus housing capability to fewer than 1,600 students. Enrollment growth will add to the pressure on Longwood's housing inventory. University leadership desires to build a residence hall to house at least 200 students in the near future. It is anticipated to be a traditional suite-style residence that will meet the needs of primarily sophomore students. The building's design will strongly reflect the traditional Jeffersonian/Neo-Palladian architectural styles prevalent on the campus. Projections for housing demand indicate that this project needs to be completed as early in calendar year 2016 as possible, most definitely by the beginning of the 2016-17 academic year.

The most effective strategy to meet this requirement will be to have the Longwood University Real Estate Foundation build the 200-bed structure on Longwood property. University and Real Estate Foundation staff personnel are developing the project management methodology and are working to engage a planning, design, and construction team. A site plan for the entire residential quad will also be developed. The Request for Proposals (RFP) has been drafted with a goal of selecting an Architecture & Engineering firm by the end of April 2014.

New Academic Building

This project will construct an approximately 42,000 gross square foot building in the historic core of Longwood University's campus. The new facility will be a multipurpose, adaptable building that will provide approximately 75% of the additional academic space requirement for Longwood's anticipated future enrollment in one cost-effective project. In concept, this new building will contain classrooms, laboratories, collaborative learning space, student research and inquiry space, the Center for Academic Faculty Enrichment, digital and distance learning facilities, other academic support space, and faculty offices.

Longwood has selected the Architect/Engineering firm and has entered into negotiations. Initial planning is anticipated to commence within one to two months.

New Admissions Office

This project will construct a new Admissions Office building. The new facility will include reception, display, and information areas; several adaptable conference and presentation rooms for interviews; space for group presentations and events; private offices for staff personnel and to hold interviews; and operations support areas.

The construction of a distinctive and prominent Admissions Office will emphasize Longwood's position as a leader of higher education in both the Southside Virginia region and throughout the Commonwealth. The planning phase will include consideration of two potential campus locations for the new facility. This project will also include convenient and attractive pedestrian connections from the Admissions Office to the key areas of Longwood's campus.

Longwood has selected the Architect/Engineering firm, and has entered into negotiations. Initial planning is anticipated to commence in one to two months.

Part 2 - Design Phase

Student Success Center

The Student Success program is a major initiative at Longwood to increase institutional performance in the areas of student retention and graduation rates. Since Longwood's student success program was initiated, the first-time freshman retention rate has increased steadily.

Longwood's student support organizations have determined that the synergy created by housing related academic support activities in close proximity makes the activities more effective than they would be if operating alone. The clustering of these services will create a single destination where students can find support, answers, and referrals, thus creating a better learning environment and increasing the likelihood of students' long-term academic success.

The Student Success Center project will construct a 25,000 square foot building that will enable Longwood to continue to improve student retention and graduation rates. The Schematic Drawings of the building were approved by the Commonwealth's Bureau of Capital Outlay Management (BCOM) earlier this month; the Architect/Engineering firm has started producing the Preliminary Drawings.

The siting of the Student Success Center building, as envisioned in the The Longwood University Campus Master Plan, *Vision 2020*, has been adjusted. The development goals of the master plan remain the same regarding the three primary highly related functional areas that are to be supported in this part of the campus. These are the library, the Student Success Center and Student Support Services (One-Stop Shop).

A precinct study was performed as a part of the planning and design of the Student Success Center. The purpose of this study was to determine how to meet the original developmental goals within the context of emerging needs and issues. The following planning challenges associated with achieving the goal of co-locating these three functional areas emerged:

- Preservation of Lankford/Stubbs Mall: This is the primary outdoor student gathering area, supporting a number of large celebrations each year. Siting of the new University Center at the Cunninghams site retains the strong spatial relationship between the student center and that open space.
- Changing space needs: New technologies have changed the space needs for the library. As a result, the need for constructing the library expansion has been greatly reduced. Within this context, building the connector/expansion as envisioned is no longer a viable and cost-effective solution.
- Maintaining the spatial relationships of the three areas: The library, student success operations, and the student services operation. All still need to interoperate. As a result, there continues to be a need for strong spatial relationships among them.

- Significant floor elevation differentials: While the master plan considered adjacency of Lankford and the library, it did not take into consideration the significant differential in floor elevations between the library and Lankford. Physically connecting the two structures would create significant design, access, and cost issues.

The concept of building a structure located between the library and Lankford was confirmed by the study, but it was realized that the physical connection were not practicable.

The solution became to change the geometry and have the structure span Redford Street. The current design was determined to meet the needs of the functional areas, while exceeding the developmental goals of the master plan. As pointed out in that plan, the area between Lankford and Stubbs, as well as the strong pedestrian corridor that bisects the area are extremely important. The current design goes even further in preserving them.

PROJECTS UNDER CONSTRUCTION

French Hall

The French Hall renovation project is nearing completion. While leaving the historic exterior of this building largely intact, the project provides a completely new interior structure. The use of the approximately 41,452 gross square foot building is being changed from residential and miscellaneous space into the University Technology Center, the Assessment and Institutional Research Office, and a radio and television education facility (Media Production Facility).

The new facility provides approximately 16,748 assignable square feet (ASF) of modern, convenient, and efficient space for a new university technology center. This center will provide new office and meeting environments for technology staff. State-of-the-art huddle rooms provide space for collaborative engagement of staff. The building is also providing a new faculty/staff training center to support the Longwood community. The IT office suite will house an ultramodern Audio Visual center that is designed to double as an Emergency Operation Center for the university.

The Office of Assessment and Institutional Research will also be moving into the newly renovated French Hall. This office suite will contain approximately 1,250 assignable square feet. In addition to the new office spaces, this area also boasts a state-of-the-art huddle room.

Theatre Arts and Communications Studies program offerings will be enhanced through the new media production facility housed within the French Hall technology center. The approximately 5,313 ASF of instructional space includes:

- A media production/television production studio and master control room

- A radio station with radio production studio
- Six editing rooms
- Four instructional production studios
- Four faculty offices
- A green room

This is an exciting addition to our instructional spaces!

There are a few other enhancements that are worth mentioning. First, the renovation has been sensitive to the original High Street Lobby. Design attributes will be similar to the original structure and will feature the 90 year old salvaged floors. A new portico and entrance have been created on the south side of the building. This entrance opens onto a plaza and greenway. The greenway will be a pedestrian way connecting Brock Commons to the eastern edge of campus with improved access to the Landings and downtown.

<u>Stubbs Residence Hall Renovation</u>

Stubbs Hall, completed in 1966, is the third of the 1960s-vintage residence halls on the western campus border, and had not been upgraded or renovated since construction. Besides housing nearly 190 students, Stubbs is also a key component of Longwood's Greek life community, with 10 sorority chapter rooms and a large meeting room. Starting in 2006, Longwood renovated its two neighbors, Wheeler and Cox Residence Halls. The opportunity to remove Stubbs Hall from service for an entire academic year for a major renovation arose in 2012, and the renovation commenced in May 2013.

The renovation of Stubbs Hall encompasses:

- Replacement of all mechanical, electrical, and plumbing systems
- Addition of air conditioning
- Replacement of the fire alarm system and addition of a fire sprinkler system
- Upgrade of all interior finishes
- A new common activity space
- A new meeting room
- A new common kitchen and a new laundry room
- A new Residence Education Coordinator apartment (ADA compliant)
- Reconfiguration and renovation of all chapter rooms
- Creation of ADA access to the north and east sides of the building
- Creation of six new ADA compliant rooms
- Replacement of windows and all interior and exterior doors
- Replacement of the elevator

Completion of the renovation project is anticipated in time for students to move in by the start of the Fall 2014 academic year.

Maugans Alumni Center

Blackwell Hall is one of the most historic and beloved buildings on Longwood's campus. It was the campus dining hall from 1920 until the very end of the 20th century, faithfully serving students, faculty, and staff of the institution known successively as the State Normal School for Women, the State Teachers College at Farmville, and Longwood College.

After Dorrill Dining Hall opened, Blackwell Hall commenced its journey into the 21st century with several stages of renovation that created an impressive conference and event facility. In August 2012, Longwood received authorization to proceed with design and construction of a new alumni center in the lower level. As the design of the Maugans Alumni Center neared completion, the opportunity emerged to enhance this strategically-located structure by simultaneously completing the renovation of the entire building. Incorporating the additional work during the Alumni Center project is an efficient and cost-effective approach to maximizing the capability of this iconic building to serve the Longwood community.

This project will create

- The Maugans Alumni Center on the ground level
- A two-level lobby and stairs connecting the ground and main levels
- A board room and a servery on the main level
- Three multi-use seminar rooms on the upper level
- A new elevator connecting all three levels, providing ADA access to all levels
- New south and west entrances
- A new truck unloading area
- New landscaping
- A new hardscape connecting Beale Plaza with the new French Plaza

The construction drawings for this project were approved by the Bureau of Capital Outlay Management on January 10, 2014. Construction bids were received on February 18, 2014. Jamerson-Lewis Construction Company of Lynchburg, Virginia, was the winning firm and a Notice to Proceed was issued on March 24, 2014. Substantial completion of the project is anticipated in January 2015.

CAMPUS IMPACT PLANNING

The university will begin five construction projects in 2014 that have the potential to impact campus operations. These projects are as follows:

- Renovation of Blackwell and the new Maugans Alumni Center commences in March
- Willett Hall will close after graduation for the installation of a new Heating Ventilation and Air Conditioning (HVAC) system

- Roofing projects are scheduled during the summer for both Dorrill Dining Hall and Hull
- The Cunninghams will close and be prepped for asbestos abatement and demolition
- The new Student Success Center is estimated to start in the spring of 2015

The way to mitigate potential impacts and allow as close to normal operations as possible is through good planning and the development of feasible mitigation strategies before construction starts.

University construction projects are evaluated by the Campus Impact Committee and its subcommittees. There are three subcommittees that meet monthly to develop solutions for any negative impacts as determined by the full committee. These subcommittees are: Interior Spaces, Outdoor Spaces and Parking, and Marketing and Communications. Interior Spaces focuses on impacts to classrooms, meetings, events, offices, and labs; Outdoor Spaces and Parking focuses on outdoor gatherings, pedestrian paths, signature events, parking, and vehicular and golf cart traffic; Marketing and Communications determines appropriate avenues to communicate impacts to the campus community.

DEVELOPMENT OF THE NEW UNIVERSITY MASTER PLAN

On February 12, 2014, Longwood issued a Request for Proposals (RFP) for professional services to develop a University Master Plan. March 17, 2014 is the closing date for submission of proposals. The RFP document provided information regarding strategic guidance for the new plan as well as key master planning issues. This information was provided in order to give prospective planners a context within which the plan will be developed.

The strategic guidance section of the plan communicated those items considered in the December 2013 Board of Visitors meeting:

- The planning horizon should be 2025, but include consideration of the 2039 bicentennial
- The plan should be comprehensive, addressing:
    - the totality of Longwood's physical locations
    - the entire Longwood experience, including student life and athletics
    - the broader transportation issues and needs of the university community
    - the big issues in higher education (now and in future)
- The target enrollment should be 6,000 students
    - Includes the total number of students, including graduate students, taking classes on campus
    - Should not include students taking on-line and distance learning classes
    - Must allow for some latitude in specificity and flexibility
- Longwood should retain its character as a strong residential community
- Longwood will be:
    - "The same, but better"

    - Sustainable
    - Timeless
    - A destination
    - A beautiful place with strong claims to peoples' spirits that will survive in the long term
    - A place that fosters alumni affection and attraction to the campus
    - Linked to the town in a pedestrian-friendly manner
- Longwood should be a "key node" and an "engine for prosperity" for the local and regional community (must carefully define this role).

The key issues section of the RFP further developed some of the matters underlying the concepts put forth in the strategic guidance. The following are those key issues as communicated in the RFP:

> ***The power of place in a changing higher education environment:*** There is a flurry of national discussion that higher education is fundamentally changing, moving entirely online and "liberating" students from being tied down to a place. Higher education is changing, and Longwood is adapting to serve online students, commuter students, and students at satellite locations across Southside Virginia. Amidst all this change, however, Longwood believes strongly that the value and appeal of a residential college experience will increase, not diminish. The value of teachers and students living and working in close proximity, interacting inside and outside of the classroom, engaged in a full array of academic and extra-curricular life will more than ever be the heart of the university. Longwood seeks modest growth, not through the admission of more students, but through higher retention of those who come. It believes solidifying and improving the residential college experience is the way to achieve that goal. At such an institution, every space on campus can contribute to the mission as a spot for teaching, study, reflection, and inspiration. Longwood seeks a vibrant campus that conveys both a connection to the past and a commitment to the future, one designed to facilitate constant interaction and conversation.
>
> ***Tying together campus and town:*** Longwood's aspirations are tied inextricably to those of the town of Farmville and neighboring counties. The living and learning activities of our students, faculty, and staff are interwoven throughout the entire fabric of the local and regional communities. Members of the Longwood community are homeowners, tenants, shoppers, and frequenters of local restaurants. The strength of connection between Longwood and the community will have significant impact on both entities. Longwood seeks ways to connect the campus and town more seamlessly while maintaining a distinct campus that encourages foot traffic, commerce, and socialization between the intertwined but too often physically separated communities.

A campus community that draws professionals and families: Longwood's campus must be an asset in the university's competition with larger and more urban higher education institutions to attract not just top students, but also highly qualified faculty and staff. As the university develops, attention must be paid to the development of those characteristics of the educational community that enhance individuals' desires to live and work at Longwood. Quality education, affordable housing, and a variety of recreational activities are among the many community amenities that serve as a source of appeal to top professionals considering coming to Longwood as well as to their families who would be joining them.

Becoming a destination: Longwood is a cultural beacon to the region, offering arts, music and performance events, guest speakers, and conferences. Longwood aspires to increase the frequency and improve the quality of such offerings. Ultimately, the university should be a widely recognized destination for everything from its programs to its facilities. Longwood and its facilities should give prospective visitors more reasons to visit – speakers, gardens, athletic events – and leave them with the favorable impression of an institution with a strong history, quality, and momentum.

Aspiring to athletic excellence: Longwood recently transitioned into National Collegiate Athletic Association (NCAA) Division One and joined the Big South Conference. The focus in the first years of this transition has been building a program and competing in the Big South Conference. The next step is excellence – winning conference championships, competing on a national level, and using that success to spread the Longwood name. This will require, and should ultimately be reflected in, excellence in the facilities used by student athletes.

Following receipt of the proposals, an evaluation committee will perform a review and develop a short list of firms. These firms will be invited to campus for presentation and interviews. One of these firms will be asked to submit a fee proposal and enter negotiations. At that point, the university and its new planning partner will embark on a new and exciting venture into the future of Longwood.

Capital Construction Update

Project	Project Start	Current Status	Projected Completion
University Technology Center (French)	Aug 2008	Project is in Construction Phase	Fall 2014
Maugans Alumni Center	Mar 2012	Construction Contract executed. Notice To Proceed issued March 24	Winter 2014-2015
Stubbs Renovation	Sep 2012	Project is in Construction Phase	Fall 2014
Additional Biomass Boiler	Aug 2012	BCOM reviewing Schematic Design drawings	Summer 2016
Willett HVAC	Sep 2012	Invitation for Bids has been issued	Fall 2015
Student Success Center	Aug 2012	Project is in Preliminary Design Phase	Winter 2016-2017
Upchurch University Center (Student Union)	Aug 2008	Project is in Schematic Design Phase	Spring 2017
New Academic Building	Jul 2013	Project is in A/E Procurement Phase	Fall 2017
Admissions Office	Jul 2013	Project is in A/E Procurement Phase	Fall 2017

Strategic Operations
Victoria Kindon, Vice President

The Division of Strategic Operations advances Longwood's mission by building and strengthening connections with students at every stage of their relationship with the university – as prospective students, current students and active alumni. The division works to nurture lifelong relationships through personal interactions and connections, supplemented by the careful analysis and application of data and state-of-the-art information technology. The division comprises of the offices of Public Relations, Information Technology Services, Alumni Relations, and Enrollment Management and Student Success. Highlighted below are a few of the recent activities and achievements each office has completed toward our mission.

PUBLIC RELATIONS HIGHLIGHTS

Magazine Gives Accepted Students a Glimpse of *Lancer Life*

Public Relations staff, with assistance from the Office of Admissions, created a 40-page magazine on life at Longwood to be used as a yield tool with accepted students. Among the aspects of the Longwood experience featured in the magazine are Longwood traditions, academic programs, internships, student research, student organizations and annual events.

Building "Buzz" with New BuzzFeed-Style Articles

In order to more effectively reach our target audiences of young alumni, current students and prospective students, the Office of Public Relations has launched an initiative to develop Longwood-related content in the form of Buzzfeed-style articles (www.buzzfeed.com). This format trend results in content that is "easy to consume" and somewhat playful, making it perfect for sharing on social media and building buzz. The success of the first article, *10 Ways You Know You're a Longwood Student*, was astonishing, generating more than 11,000 visits in just over two days. To view the Longwood Buzz site and related articles, visit: buzz.longwood.edu

Internal Promotion of QEP Requires Creative Marketing

In preparation for the SACS visit in mid-March, the Public Relations team has been hard at work with internal promotion of Longwood's Quality Enhancement Plan, the SACS-spurred initiative focused on student research. In order to effectively spread the word to internal audiences, including students, our e-marketing campaign includes multiple videos (including two viral "parody" videos of the popular Sprint commercials), Facebook and Twitter contests, Instagram posts, campus TV ads and more.

To view some of these marketing initiatives, visit:

http://www.youtube.com/watch?v=Q5w6XnuB84w (30-Second Info Video)

http://www.youtube.com/watch?v=uLwx2c4nCvU (Viral Parody #1)

http://www.youtube.com/watch?v=uGr-OmmBpsA (Viral Parody #2)

INFORMATION TECHNOLOGY SERVICES HIGHLIGHTS

Enhanced Student Network

IT Services successfully enhanced the new student network over winter break and handed the maintenance of the network over to our partner vendor, Shentel. This change created an entirely separate student network for both residence halls and apartments that allows students to customize their access to both the network and cable if they want more than the basic package. This solution also frees campus network resources to focus on academic support.

Data Reporting Solution Evaluated

To make data more accessible, reporting solutions were investigated by the IT department in conjunction with the Enrollment Management and Student Success team. A solution called Argos was chosen as the most promising and then was evaluated. The objectives of the evaluation were

- To determine if the solution would meet the data analysis and reporting needs of our users, which include Enrollment Management as well as the rest of the campus
- To determine if the solution is user-friendly
- To understand the technical infrastructure and confirm that data could be pulled from our data sources

The results of the evaluation are currently being reviewed, with the goal to make a decision by the end of the spring semester.

ALUMNI RELATIONS HIGHLIGHTS

Establishing Alumni Relationships with New Students

This year Alumni Board members will participate in orientation sessions by manning the Alumni Relations table. Also Longwood University wrapping paper has been designed and will be sent to parents of incoming new students who have paid their deposits. The parents will be congratulated on their students' becoming Longwood Lancers and encouraged to use the paper for a celebration gift.

Alumni Board Meeting: Discussion on How to Help Achieve University Objectives

Victoria Kindon provided the Alumni Board with six discussion topics related to alumni engagement: retention, student success, marketing, visibility, engagement of other alums, and academic program strength. Board members' ideas were listed in each category and one or two of those related to retention and marketing were selected for implementation. Following are the ideas our team will work on this spring and summer:

Retention

- Connect alumni with parents to reinforce the value of a Longwood education.

Marketing

- Encourage alumni, especially educators, to have a Longwood-branded item visible at work to help spread the word about Longwood.
- Develop Longwood talking points (faculty credentials, class size, school safety, internship requirement) so alumni can share consistent messages with others about the unique values of a Longwood education

Letters of Support Sent to High-Performing Freshmen

To spread enthusiasm for Longwood and increase retention we asked members of the Alumni Board, Board of Visitors and staff members of the Strategic Operations unit who are also alumni (30%!) to send handwritten notes conveying their own enthusiasm for Longwood and offering encouragement. Writers responded enthusiastically and over 150 notes were sent.

ENROLLMENT MANAGEMENT AND STUDENT SUCCESS HIGHLIGHTS

Academic Coaching Pilot for Freshmen Struggling Academically

This spring we initiated an academic coaching pilot program with just over 100 freshmen on academic probation at the end of their first semester. The coaching program requires the student to meet with a representative from Academic Success to explore the student's strengths, goals, study skills, academic planning and performance. Early results are promising, with several participants opting to meet regularly with the staff, as well as the majority of students' earning mid-semester grades high enough, if maintained through final grades, to be in good academic standing for the spring semester.

Admissions Update

March 4 was the deadline for students to apply for the Fall 2014 semester and we received 7% more applications than a year ago. Acceptances and deposits are up as well. We expect the year-on-year improvement to widen somewhat. This year's application cycle was pushed back somewhat by bad weather, which delayed elements of the process such as receiving high school transcripts.

Freshmen	As of March 15, 2013	As of March 14, 2014	YOY Comparison
Applications	4147	4423	Up 7%
Acceptances	2994	3053	Up 2%
Deposits	284	295	Up 4%
Census Enrollment	1111		

Transfers	As of March 15, 2013	As of March 14, 2014	YOY Comparison
Applications	420	450	Up 7%
Acceptances	155	183	Up 18%
Deposits	24	33	Up 38%
Census Enrollment	220		

Launch of Web-based Degree Audit System to Keep Students on Track to Graduate

Implementation of Degree Works, our upgraded degree audit system to facilitate tracking of students' progress toward degree completion, was completed this semester in preparation of a fall 2014 launch. The product will be used during freshman and transfer orientation to engage students early in the degree-planning and course-selection process. This will accompany a new advising session during orientation focused more globally on students' majors and the connection with general education, as well as career and graduate school options based on the selected disciplines.

A new model for providing support for faculty advisors as we work with students holistically to keep them on track for degree completion will be implemented this summer. Central to this new model are degree advisors, who will work with both faculty and students. Degree advisors will provide faculty advisors with key information regarding their students' progress toward degree completion.

With the implementation of Degree Works and the degree advisor model, Longwood will now track students' progress toward degree completion starting with students' first semester of enrollment. Previously, tracking began when students had completed 89 credit hours.

SACSCOC Quality Enhancement Plan (QEP)
R.E.A.L. Inquiry

The SASCOC reaffirmation process requires each institution to develop a "Quality Enhancement Plan." The QEP Longwood has developed is titled "R.E.A.L. Inquiry: Research Experience for Aspiring Leaders."

Through an institution-wide process that began in 2009, undergraduate research was chosen as the focus topic for the QEP. The focus was chosen for its capacity to connect to the University's mission, reflect the priorities of the Academic Strategic Plan, respond to institutional assessments such as the National Survey of Student Engagement, and correspond to the competencies prized by employers and society as a whole.

The three goals of the plan are to improve student learning by:

1) promoting their discovery of new knowledge through research
2) facilitating student-faculty collaboration
3) advancing an understanding of the importance of disseminating research results.

The plan, including detailed timelines of implementation, was submitted to SACSCOC for review during the March visit of the SACSCOC On-Site Committee.

Longwood University

R.E.A.L. INQUIRY

Research Experience for Aspiring Leaders

QUALITY ENHANCEMENT PLAN
LONGWOOD UNIVERSITY

Submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

February 3, 2014

Longwood University

R.E.A.L. INQUIRY

Research Experience for Aspiring Leaders

Longwood University
March 18-20, 2014

W. Taylor Reveley IV
President

Ken Perkins
Provost and Vice President for Academic Affairs
SACSCOC Liaison

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I. SUMMARY

R.E.A.L. Inquiry: Research Experience for Aspiring Leaders, the undergraduate research initiative Longwood University has developed as its Quality Enhancement Plan (QEP), uses the development of research skills and the practice of research as a vehicle for improving students' critical thinking, information literacy, and communication skills.

Chosen as the QEP topic in an institution-wide process, student research is a key issue at Longwood University. It embodies the University's mission, advances institutional priorities reflected in the Academic Strategic Plan, responds to institutional assessment represented by the National Survey of Student Engagement and core competency testing, and corresponds to the competencies employers prize and our society needs.

The R.E.A.L. Inquiry initiative has three overarching goals; specific actions, consonant with the literature and sound practices in the field, will be implemented to promote each goal, as follows:

Goal 1.To improve students' learning by promoting their discovery of new knowledge through research.

> 1.1. Identify or develop courses to be enhanced for research skills development and prepare faculty through development grants and workshops to offer these courses
>
> 1.2. Make available a faculty-guided summer undergraduate research program in all disciplines

Goal 2. To improve students' learning by facilitating student-faculty collaboration in research.

> 2.1. Establish Office of Student Research (OSR)
>
> 2.2. Establish competitive funding for recognizing excellence in faculty mentoring of undergraduate research
>
> 2.3. Use electronic portal, the "student research portal," to draw attention to possibilities for student research and completed student research, to track students' research skills development, and to assess core competencies addressed in the QEP

Goal 3. To improve students' learning by advancing an understanding of the importance of disseminating the results of research in academic and civic communities.

> 3.1. Link undergraduate research and community engagement
>
> 3.2. Provide grants for undergraduate research and/or presentations at conferences
>
> 3.3. Organize annual student research showcase day for Longwood students
>
> 3.4. Highlight senior honors research program and other student research on the student research portal

Resources in the form of funding, personnel, and space will be provided in support of the plan.

The initiative identifies both student learning outcomes and outcomes related to the environment for student learning that will be assessed over the course of the five-year plan.

II. PROCESS USED TO DEVELOP THE QEP

In developing its QEP, Longwood University initiated and completed an institutional process for identifying key issues emerging from institutional assessment. The development of the plan included the broad-based involvement of institutional constituencies.

The timeline in Figure 1 below summarizes key dates in the process. Elements of the process are described in the subsequent narrative.

Figure 1. Process Used to Develop the QEP

Process	Timeline
QEP Topic Selection Process	
Presentation to Faculty Senate of SACSCOC standards related to the QEP	Fall 2010
Invitation to faculty and staff to participate in QEP process	Spring 2011
Appointment of QEP Topic Selection Committee	August 2011
Review of institutional assessment data	Fall 2011
Meetings with constituencies	Fall 2011
Survey 1: QEP Ideas	November 2011
Survey 2: Evaluating Ideas	January 2012
Meetings, focus groups, newsletter and newspaper articles presenting four topic proposals	March and April 2012
Survey 3: QEP Topic Proposals	April 2012
Announcement of QEP topic	July 2012
QEP Planning Process	
Designation of QEP Working Group members	October 2012
Review of literature and best practices	Fall 2012 and Spring 2013
Investigation of ongoing undergraduate research activities	Fall 2012 and Spring 2013
Hosting of consultant and receipt of report	March and April 2013
Survey 4: Current Situation and Future Possibilities	March 2013
Drafting of QEP	Summer 2013
Posting of Student Research Initiative draft	August 2013
Meetings, focus groups, internal and external review, revising drafts, student naming contest, announcement of name	Fall 2013
Submission of QEP to SACSCOC and publicity campaign	Spring 2014

QEP Topic Selection Process

The development of Longwood University's QEP began in the fall of 2009, when the President appointed a QEP Director and a Director of SACSCOC Compliance for the Certification for reaffirmation. Following online reviews of processes and timelines QEP at other SACSCOC accredited institutions and meetings with the President, the Provost, and the SACSCOC Compliance Director, the QEP Director introduced the concept and SACSCOC expectations for a QEP to the Faculty Senate in November 2010. In the spring of 2011, the SACSCOC Compliance Director and the QEP Director sent out a joint email to faculty and staff detailing elements of compliance certification and developing the QEP. A survey asking for expressions of interest in various elements of the process accompanied the email. Based on responses to this survey and a commitment to include members from a broad range of university constituencies, the President appointed members of the QEP Topic Selection Committee in

August 2011. The committee included faculty members from different disciplines, staff members from various areas, and a student selected after consultation with the president of the Student Government Association (SGA). Several of the faculty and staff members were also alumni (Appendix C). The committee was charged with recommending at least two topics to the SACS Leadership Team, composed of the President, Provost, the Director of SACSCOC Compliance Certification, the Director of QEP, and a faculty member.

At its first meeting, in September 2011, the QEP Topic Selection Committee resolved to engage in a dual process: (1) reviewing institutional practices, assessment data, and aspirations to identify key student learning issues at Longwood and, simultaneously, (2) canvassing the Longwood University stakeholders to find out the needs of the community and to promote participation in the topic selection process. Both aspects of the process are detailed below.

Review of institutional assessment

An important part of the QEP topic selection process was to review university assessment data relating to "learning outcomes and/or the environment supporting student learning." The committee considered recent results from:

- testing of State Council of Higher Education for Virginia (SCHEV) competencies in critical thinking, communication, quantitative and scientific reasoning, and information literacy;
- the National Survey of Student Engagement (NSSE);
- the Cooperative Institutional Research Program (CIRP) freshman survey;
- Longwood's senior survey;
- a diversity survey conducted among students by the University Diversity Council; and
- Longwood's alumni survey.

The committee also received information on:

- the First-Year Experience, including: Summer Orientation and Registration, "The 1839 Experience" (an opportunity for incoming students and their Peer Mentor to communicate during the summer prior to their first semester at Longwood), First-Year Reading Experience, New Lancer Days, and Longwood Seminar;
- the "Care Team" (representatives from Academic Affairs and Student Affairs who meet regularly to discuss and develop interventions for individual student behavior); and
- the PLUS program for conditional admission students.

In introducing the series of presentations from different offices and programs on campus, the QEP Director pointed out the section of the *SACSCOC Handbook for Institutions Seeking Reaffirmation* called "Sources of Inspiration," which states that "an exploration of the institution's culture, strategic planning, goals, mission, and assessment results is a good place to begin the search for an appropriate topic, one that links to the institution's mission/vision and fits into the institution's strategic plan. Tapping into issues centered on student learning where shared interests, concerns, and aspirations have already surfaced or where data have already been collected and analyzed may prove fruitful. The topic for the QEP need not be a brand new idea" (p. 43).

The following two presentations to the Topic Selection Committee led to further investigation of assessment data and contributed to the identification of the QEP topic:

- The Assistant Vice President for Student Affairs presented results of the NSSE for 2011. Benchmark mean-score comparisons were included in the categories of Level of Academic Challenge, Active and Collaborative Learning, Enriching Educational Experiences, Student-Faculty Interaction, and Supportive Campus Environments. First-year and senior students were asked to respond. **Results indicated a decrease over time in the level of student-faculty interaction reported by first-year students.**

- The Assessment Coordinator reported on Competency Assessment, evaluating the six core competencies adopted by Longwood in conjunction with the SCHEV. They are: written communication (WCC), quantitative reasoning (QRC), scientific reasoning (SRC), critical thinking (CTC), information literacy (ILC), and oral communication (OCC). The methods of assessment vary among the competencies, but all involve randomly selected students. Raters of the assessment come from multiple disciplines.

A detailed description of these assessment data and of their use in identifying the topic of the QEP follows in Section III, Identification of the Topic.

Institutional participation in the topic selection process

From the beginning of the process, the Topic Selection Committee discussed ways in which stakeholders could be reached in an effort to inform those concerned of exactly what the QEP is, what the University would be working towards, that the topic selection was currently taking place, and how to elicit suggestions on what the plan should entail. Committee members signed up to attend meetings around campus to inform as many people as possible that the process for determining the topic of the QEP had commenced and that they would be asked for ideas (Appendix D).

The committee also discussed how best to communicate with stakeholders and how to ensure that proposals from various constituencies reached the Topic Selection Committee members. Based on these discussions, the committee determined that outreach and presentations to various constituency groups were to be completed by the end of October so ideas for topics could be invited by November or December. An online invitation distributed by email to faculty, staff members, students, and alumni asking them to propose a broad area for Longwood's QEP was determined to be the best way to encourage constituents to send in ideas. To leave the field open to all suggestions, the invitation was to be brief and ask a broad question, such as "What is the most important thing the University can do in the next four years?" In the spring, once the committee members had received the suggestions, they would work to narrow them to four or five focused topics and then draw up proposals based on assessment data and research on sound practices for the QEP. Next, the committee would need to disseminate the proposals, which might consist of about three to five pages each, to the stakeholders and find ways to solicit feedback on what ideas were most appropriate for Longwood's QEP topic.

Besides the broadly representative members of the Topic Selection Committee and the people from offices related to student learning who came and spoke to the committee, all students, administrative and support staff members, recent alumni, and members of the Board of Visitors were invited to participate in identifying the topic for Longwood's QEP. During the fall semester of 2011, members of the Topic Selection Committee made presentations at many faculty, staff, SGA, and other meetings to describe what a QEP is and the process Longwood would follow for selecting a topic. Informational updates appeared on the SACSCOC Reaffirmation website and in the monthly faculty and staff electronic newsletter (Appendix D).

Survey 1: QEP Ideas

Near the end of the semester, on November 29, 2011, the President sent all students, faculty, staff, and alumni from the Classes of 2000–2011 an email re-explaining the QEP and inviting them to submit their best idea for Longwood's QEP topic through a SurveyMonkey Survey link. The link was also posted on the SACSCOC Reaffirmation website. The goal was for the survey to be brief and to elicit an immediate response of what the QEP topic should be. The survey included only five items:

1. What is your role at Longwood? (students, faculty, staff, alumni, otherwise affiliated persons)
2. The area of student learning and/or the environment for student learning that Longwood's QEP should address is...
3. Why?
4. Your name (optional)
5. Email address (optional)

Group Categorization of Responses to QEP Ideas Survey—In January 2012, the Topic Selection Committee noted the distribution among the groups that responded: 91 students (40%), 50 faculty members (22%), 26 staff members (11%), 61 alumni, (27%) and 2 others. The committee members divided themselves into three groups, each of which independently reviewed the 230 responses and drew up a list of 6–10 categories reflecting the areas of student learning represented in the responses.

Reconciliation of Lists—From the three lists, the committee as a whole identified the following areas of student learning as the top ten QEP Topic possibilities that resulted from the survey:

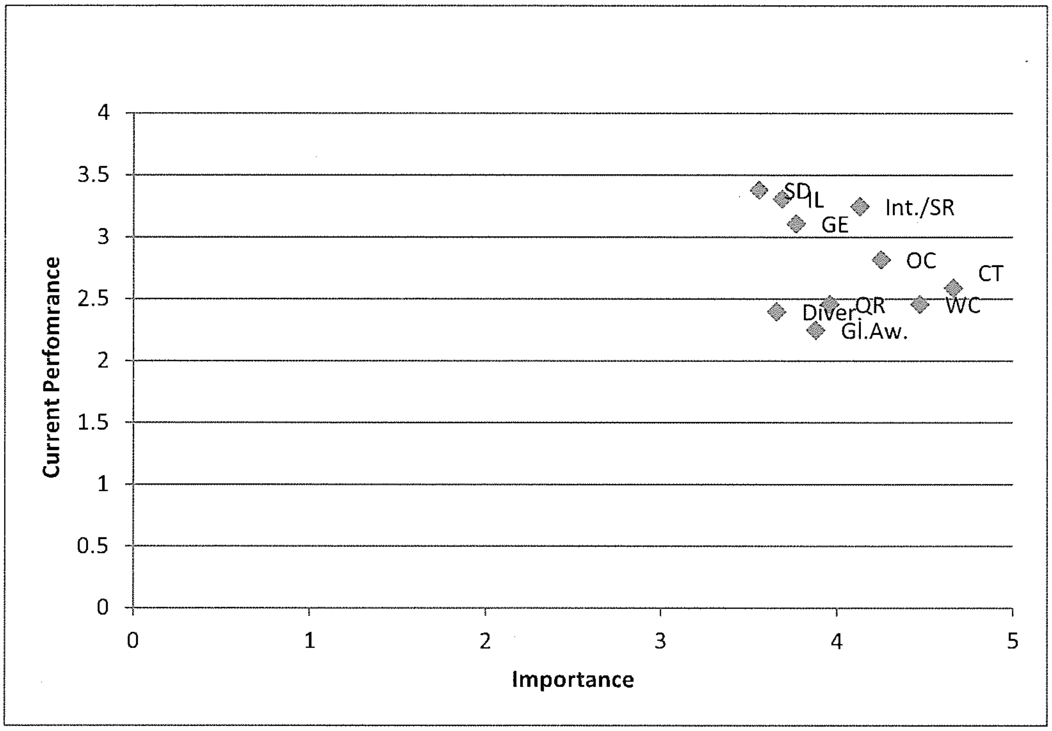
- Critical Thinking
- Diversity (intercultural competence)
- General Education
- Global Awareness
- Information Literacy
- Internships/Experiential Learning/Student Research
- Oral Communication
- Quantitative Reasoning
- Student Development (academic, personal, life skills, spirituality)
- Written Communication

Survey 2: Evaluating Ideas

The committee decided next to conduct a survey asking faculty and staff members, student representatives to SGA, and current and former Alumni Board members from the Classes of 2000–2011 to rank on a scale of 1–5 the ten areas above on two criteria: their relative importance (from not important to very important) and the relative effectiveness of what Longwood now does in those areas (from not effective to very effective).

Figure 2 lays out the results of this survey, averaged among the 146 responses. The current level of effectiveness is shown on the vertical axis; the importance is shown on the horizontal axis. As shown, areas ranked highest in importance were critical thinking, written communication, oral communication, internships/experiential learning/student research, and quantitative reasoning. Of those five areas considered most important, three—written communication, quantitative reasoning, and critical thinking—were among the lowest five in the current level of performance.

Figure 2. Evaluating Areas of Student Learning



Area of Student Learning	Importance	Current Level of Performance
Critical thinking (CT)	4.66	2.59
Written communication (WC)	4.47	2.46
Oral communication (OC)	4.25	2.82
Internships/Experiential learning/Student research (Int./SR)	4.13	3.25
Quantitative reasoning (QR)	3.96	2.46
Global awareness (Gl. Aw.)	3.88	2.25
General education (GE)	3.77	3.11
Information literacy (IL)	3.69	3.31
Diversity/Intercultural competence (Diver.)	3.66	2.40
Student development (SD)	3.56	3.38

NOTE: Importance ranked on a scale of 1–5, from not important to very important; level of performance ranked on a scale of 1–5 from not effective to very effective.

Working with the ten areas of student learning described above, and bearing in mind the desired focus on core competencies, the Topic Selection Committee identified four possible topics for Longwood's QEP and divided themselves into teams charged with developing a preliminary topic proposal for each: "Developing the Citizen Leader Through Global Diversity," "Making Internships Work for Students," "Creating Knowledge in the 21st Century: A Focus on Student Research," and "Active Citizen Leadership in a Culturally Diverse World." These teams developed the preliminary proposals, consulting others at Longwood with expertise in the particular areas of student learning as needed.

The four topic proposals were announced in March 2012 in Longwood's faculty and staff electronic newsletter and were posted to Longwood's SACSCOC Reaffirmation website.

In March and April 2012, committee members presented and discussed the topic proposals at the general faculty meeting, a Board of Visitors meeting, an SGA meeting, an Executive Council meeting, and a Staff Advisory Committee meeting. Three articles ran in the student newspaper, the *Rotunda*, and three focus groups were conducted, to which all faculty, staff, and students were invited (Appendix D).

Survey 3: Topic Proposal
Near the end of the semester, all faculty, staff, members of the Board of Visitors, student representatives to SGA, and current and former Alumni Board members in the Classes of 2000–2011 received the Topic Proposal survey asking for their responses to questions on the four topic possibilities (Appendix E). A total of 267 people responded, including 112 students (42%), 87 faculty members (33%), 65 staff members (24%), and three others.

The committee asked survey recipients to evaluate the four preliminary topic proposals by the same set of criteria (listed below) that the committee had identified as relevant to its own choice of topics to recommend to the SACSCOC Leadership Team, which had the final responsibility for choosing Longwood's QEP topic. Respondents judged each topic according to whether the topic:

- was a key issue at Longwood;
- was directly related to Longwood's mission;
- lent itself to definable and measurable student learning outcomes;
- would generate active support among students, faculty and staff members, and alumni;
- represented a wise expenditure of university funds;
- would affect the learning of the most students;
- would most affect the learning of particular students;
- was an area needing improvement or an area of strength susceptible to enhancement;
- would increase students' learning at Longwood and lends itself to a focus on improving core competencies such as writing and critical thinking;
- would help prepare students for life after Longwood;
- was one they would like to be involved in.

Survey respondents chose the topic of student research most often in these categories:

- will generate active support among faculty and staff members;
- will most affect the learning of particular students;
- is an area needing improvement;
- will increase students' learning at Longwood;
- lends itself to a focus on improving core competencies such as writing and critical thinking.

At the end of the survey, respondents identified the topic that would be their first choice for Longwood's QEP. A Focus on Student Research was the first choice of Longwood faculty members and was the second choice of students and staff members, as shown in Figure 3:

Figure 3. First and Second Choice QEP Topics Selected by Longwood Faculty, Staff, and Students

	Percentage of Respondents					
	Faculty		Staff		Students	
Topic	1st	2nd	1st	2nd	1st	2nd
Developing the Citizen Leader Through Global Diversity	20.5	21.1	14.5	21.8	19.0	11.1
Making Internships Work for Students	16.7	30.3	60.0	18.2	44.4	25.4
Creating Knowledge in the 21st Century: A Focus on Student Research	**44.9**	27.6	10.9	**41.8**	23.8	**36.5**
Active Citizen Leadership in a Culturally Diverse World	17.9	21.1	14.5	18.2	12.7	27.0

Based on its consideration of this input, the Topic Selection Committee recommended three proposals to the Leadership Team for review: the Internships proposal, the Student Research proposal, and a Culturally Diverse World proposal that included some elements of the Global Diversity proposal. The committee also recommended consideration of a topic that would merge internships and student research.

The Leadership Team noted that identification of possible topics for Longwood's QEP for SACSCOC reaffirmation of accreditation had involved the entire university community and recognized especially the work of the QEP Topic Selection Committee.

After considering the potential for making a significant difference in students' learning at multiple points in their time at Longwood, the likelihood of successfully involving relevant constituencies in the development and implementation of a plan, and the results of the university-wide survey on the QEP topic proposals, the Leadership Team selected student research, or academic inquiry, as Longwood's topic, with an explicit focus on core competencies such as critical thinking, written communication, and information literacy. As noted above, this topic was the first or second choice of a majority of the students, faculty, and staff who responded to the survey. And as one survey respondent commented, "Students who do research directly contribute to the most basic mission of any university: to produce knowledge."

In July 2012, the SACSCOC Leadership Team announced the selection of a topic for Longwood's QEP.

Lessons learned

Through the simultaneous process of reviewing institutional assessment data and canvassing university constituents described above, the institution as a whole came to understand that the plan to be developed on the topic of undergraduate research should:

- advance Longwood's distinctive mission;
- seek to improve students' core competencies; and
- harness the enthusiasm of faculty, staff, and students.

QEP Planning Process

In the summer of 2012, the SACSCOC Leadership Team began forming a QEP Working Group to be assigned the responsibility for developing a plan and drafting a document for review. In October 2012, the composition of the group was announced in the faculty and staff electronic newsletter, the *Insider,* and faculty and staff members were invited to offer suggestions to the group. Members of the QEP Working Group, comprising faculty members, students, and administrators, began investigating possible actions to take in support of student learning in the area of research (Appendix F).

Throughout the year, the QEP Working Group deliberately conducted its own research project in developing the plan.

It **initiated an inquiry** by formulating a research question: How can we develop a plan related to undergraduate research that will improve student learning?

It **found, evaluated, and organized needed information** by:

- conducting a literature review;
- reviewing best practices at other institutions;
- gathering information on activities related to undergraduate research already going on at Longwood;
- hosting a visit by a consultant who is director of undergraduate research at a similar university and member of the executive committee of the Council on Undergraduate Research (the consultant met with members of the working group and others, including the President, Provost, and deans, and he made a presentation and participated in a forum for faculty, staff, and students); and
- asking faculty members to respond to Survey 4 on the current situation and future possibilities for student research at Longwood (see Section III, Identification of the Topic, for details about Survey 4).

It began to **synthesize, analyze, and apply the knowledge gained** in order to draft a plan. The working group identified actions in three broad areas related to undergraduate research that would help improve student learning in the areas of critical thinking, information literacy, and communication, including:

- enhancing research skills development in lower-level courses;
- supporting faculty-student collaboration in research; and
- providing opportunities for students to disseminate the results of their research, both on and off campus.

According to the "Research Skills Development Framework" developed at the University of Adelaide (Australia) in 2006, the final aspect of an inquiry is **communication**. In the summer of 2013, a small writing team drew on the materials prepared by the working group during the year and drafted an initial proposal for Longwood's QEP following the specialized format suggested by SACSCOC. Focused on a discrete set of actions meant to improve student learning, the document described in detail what actions will be implemented in each of the five years of the plan, who will accomplish those actions, what implementation of the plan will cost, and how the University will assess the QEP initiative and ensure the use of findings for improvement. Following review by the QEP Working Group and other readers in August, a revised draft was posted for review by the entire university community at the end of August.

Fall of 2013 was a period of inviting responses and reviewing, redrafting, refining, and editing the plan for its submission to the Commission. Through focus groups and meetings, the working group solicited feedback from faculty, staff, and students. An outside reader and members of the SACSCOC Leadership Team reviewed the plan and made suggestions. The draft was revised and reposted several times. Students organized and conducted a naming competition. The name R.E.A.L. Inquiry: Research Experience for Aspiring Leaders was announced to the SGA and Faculty Senate and in the faculty/staff electronic newsletter the first week of December, when a subsequent draft was posted.

In the spring of 2014, prior to and after the submission of the QEP to SACSCOC, a team from the QEP Working Group designed and led a publicity campaign meant to increase awareness and anticipation of the imminent implementation of R.E.A.L. Inquiry at Longwood.

III. IDENTIFICATION OF THE TOPIC

Introduction

Longwood University's QEP focuses on learning outcomes, the environment supporting student learning, and accomplishing the mission of the institution.

Undergraduate research is a key issue at Longwood University. This section will cover, in turn, how the student research initiative Longwood University has identified as its QEP topic clearly (1) promotes the mission of the University; (2) advances institutional priorities; (3) responds to institutional assessment data, represented notably by the NSSE and Longwood's own core competency testing; and (4) will give our graduates the proficiencies and experiences employers prize and society needs.

Mission

Longwood's mission statement proclaims: "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."

The development of citizen leaders has been Longwood's mission for over a decade. At the heart of citizen leadership is deliberate and systematic inquiry. As Jefferson wrote in Query XVII of his *Notes on the State of Virginia,* a foundational text for citizens of the commonwealth, "Reason and free enquiry [sic] are the only effectual agents against error." Such inquiry is the antidote to both the uncritical acceptance of received opinion and incurious ignorance. Student research—academic inquiry in action—is the topic of Longwood's QEP. **More precisely, the topic of Longwood's QEP is the process of research, a process that engages, exercises, and improves students' skills in critical thinking, information literacy, and communication.**

Consistent with the mission of producing citizen leaders, student research takes advantage of the expertise of the outstanding faculty at Longwood while allowing students to develop a deeper understanding of their disciplines; it helps "foster student learning, scholarship, and achievement," as the mission statement puts it. Research is the key to the development of knowledge, and students who are engaged in this process are at the cutting edge of their field. Student research will enhance the reputation of Longwood University when students present their research at regional and national conferences. And in addition to contributing to their scholarly communities through their research projects, students have the potential to make a positive impact on local, state, and national communities. Longwood graduates will be prepared for more than a career: they will be prepared to actively contribute to their communities as engaged, educated citizen leaders.

Academic and Institutional Priorities

Undergraduate research at Longwood University is currently practiced in a fragmented way at the department or at the college level. The majority of undergraduate research is conducted at the department level, often through an upper-level research course. For example, the Department of Psychology and the Department of Communication Studies each has courses that require students to conduct a senior research project that results in a public presentation to the Longwood Community. In addition, some other departments have a course in research methods, recognizing the value of research to the development of the field. At the college level, the Cook-Cole College of Arts and Sciences has developed a student journal, *Incite*, where students, under the guidance of faculty, publish their research. Additionally, the College of Arts and Sciences hosts an annual student showcase where exceptional undergraduate research projects are presented to the Longwood community.

The faculty and students of Longwood University clearly recognize the importance of student research. In Survey 1, the initial survey soliciting QEP ideas (November 2011), many members of the community mentioned student research as a key issue. Despite the efforts mentioned above, the state of student research at Longwood needs improvement. This is reflected in faculty responses to Survey 4 (March 2012) on the current situation for student research, where:

- 16% agreed or agreed strongly that "possibilities for Longwood students to do mentored research are systematic;"
- 2% agreed or agreed strongly that "possibilities for Longwood students to do mentored research are coordinated across campus;"
- 17% agreed or agreed strongly that "possibilities for Longwood students to do mentored research are plentiful;"
- 9% agreed or agreed strongly that "Longwood's curriculum develops out students' research skills in a systematic way;"
- 5% agreed or agreed strongly that "when students get to their third or fourth year at Longwood, they are well prepared to engage in independent research;" and
- 9% agreed or agreed strongly that "support services (funding, resources, equipment) for students engaged in mentored research are adequate."

Undergraduate research can serve as a major component for achieving the goals of the Academic Strategic Plan, formulated through a campus-wide effort in 2010–12. Student research relates most specifically to these strategic goals:

1. ***Provide a distinctive student experience through a focus on academic excellence and the development of 21st century citizen leaders.*** All disciplines in the academy are research based. Rigorous research is a key to helping students understand their discipline. A true indicator of competence in a discipline is the ability to engage in a field of study as a creator of new knowledge, not merely a consumer of ideas. Providing students resources to further their understanding of the research process in discipline-specific courses as well as allowing students to conduct research that furthers their understanding of their discipline is important for encouraging academic excellence and developing 21st century citizen leaders.
2. ***Gain national recognition for the expertise of our faculty and staff in scholarship, pedagogy, and student research.*** Undergraduate research should be a major component of the QEP. Educating students on the research process within their discipline and allowing faculty and students to work together to develop knowledge in the field will enhance the reputation of the University.
3. ***Support and promote academic programs that engage a wide range of diverse communities.*** Seeking out and promoting research opportunities for diverse groups on campus should be a key focus of the QEP. Additionally, research that engages the greater Farmville, Prince Edward County, and Southside Virginia areas will prove beneficial to these communities, while empowering students to serve as research partners in improving those areas.

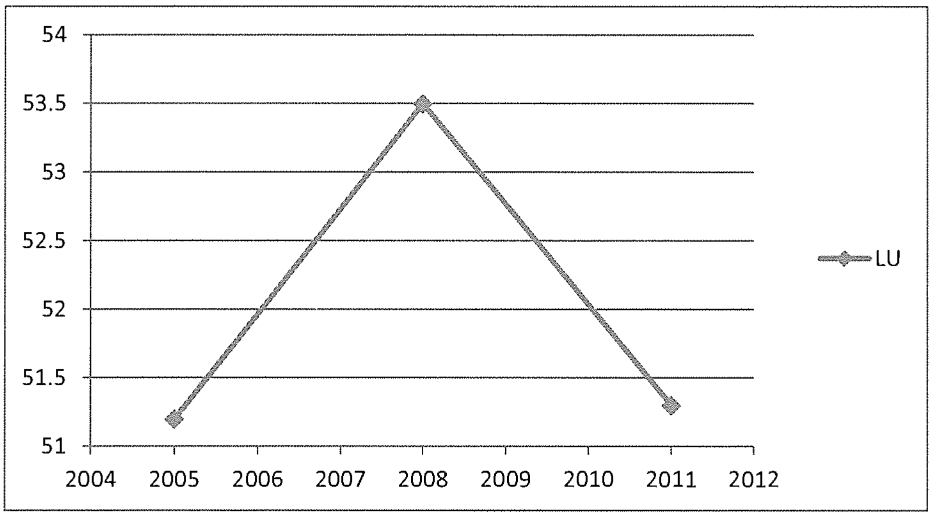
Institutional Assessment

The topic of student research/academic inquiry responds to institutional assessment.

National Survey for Student Engagement

Through its administration of the NSSE, Longwood tracks students' levels of interaction with faculty members. Student-faculty interaction scores for Longwood seniors on the 2011 NSSE compared favorably with those of other Southeastern public universities and all NSSE institutions; however, as shown in Figure 4, Longwood benchmark scores in 2011 are lower than 2008 and only slightly higher than 2005.

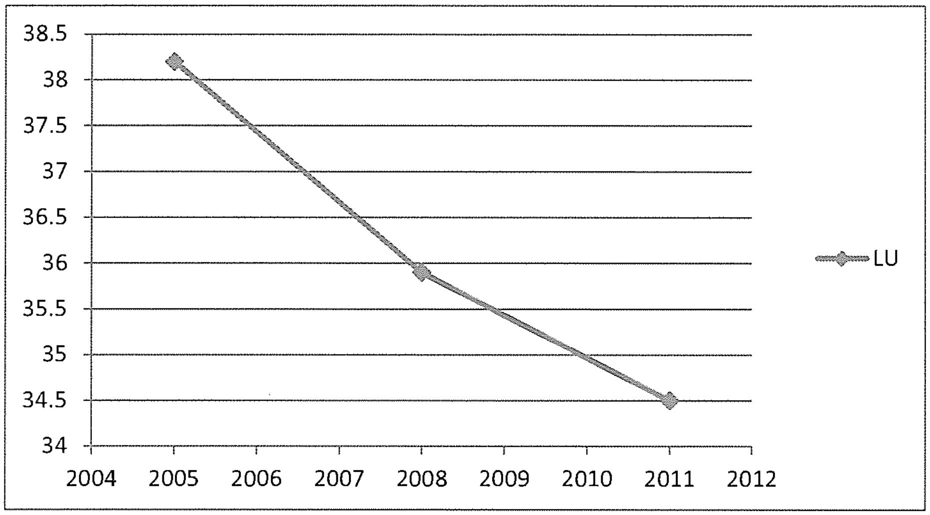
Figure 4. NSSE Student-Faculty Interaction—Seniors, 2005–2011



Source: NSSE 2011 Multi-Year Benchmark Report, Detailed Statistics, p. 7. NSSE describes "benchmark" scores as "the weighted average of the students' scores." Thus, a benchmark score of zero would mean that every student chose the lowest response option for every item in the benchmark, while 100 would mean that every student chose the highest response to every item.

Student-faculty interaction scores for Longwood first-year students are currently undistinguished compared to other institutions' but, as seen in Figure 5, have fallen significantly from 2005.

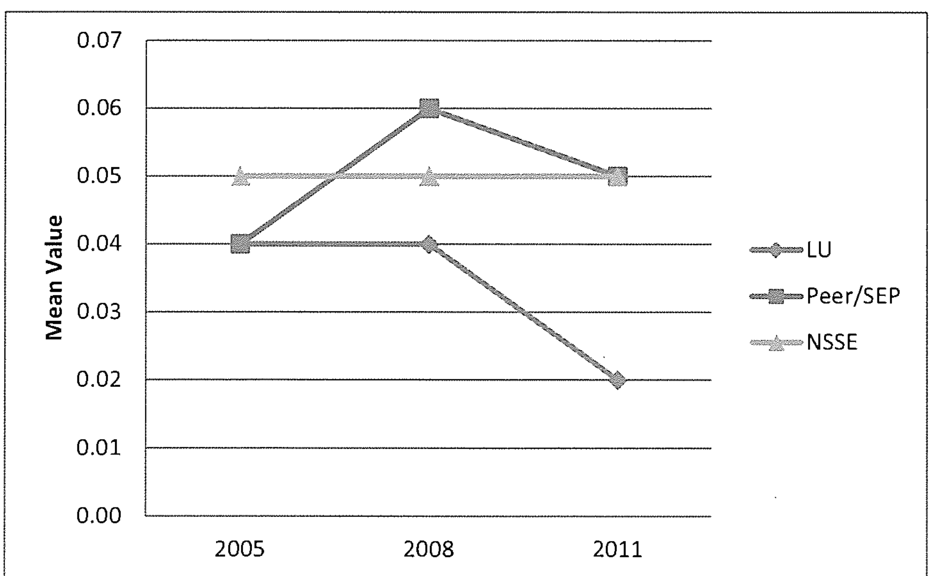
Figure 5. NSSE Student-Faculty Interaction—First-Year Students, 2005–2011



Source: NSSE 2011 Multi-Year Benchmark Report, Detailed Statistics, p. 5. NSSE describes "benchmark" scores as "the weighted average of the students' scores." Thus, a benchmark score of zero would mean that every student chose the lowest response option for every item in the benchmark, while 100 would mean that every student chose the highest response to every item.

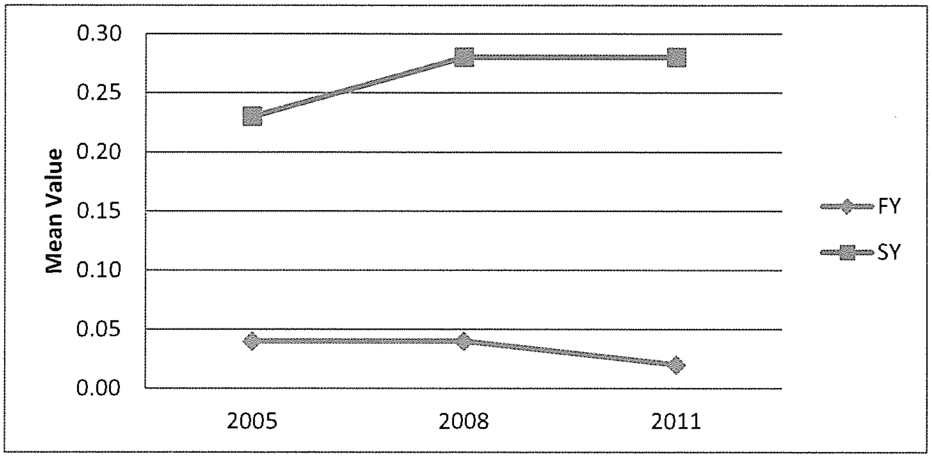
Responses to the specific question related most closely to undergraduate research paint an even starker picture. Question number 7 on the NSSE asks students: "Which of the following have you done or do you plan to do before you graduate from your institution?" For the option "Work on a research project with a faculty member outside of course or program requirements," the mean response of Longwood first-year students has declined precipitously over time and has also diverged more from the mean response of peer or Southeastern public institutions and overall NSSE institutions, as Figure 6 shows.

Figure 6. Institutional First-Year Mean Comparisons, 2005–2011



At Longwood, the variance between how first-year students view the possibility of working on research with a faculty member and the actual experience of seniors has widened over time, as shown in Figure 7.

Figure 7. Longwood First-Year and Senior Mean Comparison, 2005–2011



The institutional assessment reflected in these graphs underscores the importance of introducing first-year students to the possibility, practice, and importance of research and supports the selection of student research as the topic of Longwood's QEP.

Research and core competencies

The literature review reveals that the practice of undergraduate research and academic inquiry is related to improved student learning in critical thinking, information literacy, and communication. For example, in "Undergraduate Research as a Catalyst for Liberal Learning," David Lopatto reports results of qualitative and quantitative research showing that "students reported gains in a variety of skills, including design and hypothesis formation, data collection and interpretation, information literacy, communication, and computer work" (*Peer Review* [Winter 2006], p. 23). The "Research Skills Development Framework" formulated at the University of Adelaide in 2006 analyzes the six steps of the research process or six "facets of inquiry" that are applicable to inquiries ranging from a freshman's English Composition research paper to a rising senior's summer research project to a music major's senior recital. One of the three core competencies—critical thinking, information literacy, or communication—clearly underlies each of the six steps, as Figure 8 illustrates:

Figure 8. Steps in the Research Process Related to Core Competencies

Step in the Research Process*	Core Competency
1. Students embark on inquiry and so determine a need for knowledge/understanding.	Critical Thinking
2. Students find/generate needed information/data using appropriate methodology.	Information Literacy
3. Students critically evaluate information/data and the process to find/generate this information/data.	
4. Students organize information collected/generated and manage the research process.	Critical Thinking
5. Students synthesize and analyze and apply new knowledge.	
6. Students communicate knowledge and the processes used to generate it, with an awareness of ethical, social, and cultural issues.	Written and Oral Communication

*Based on the Facets of Inquiry from the Research Skills Development Framework (University of Adelaide, 2006)

Critical thinking, oral and written communication, and information literacy are competencies the Commonwealth of Virginia and Longwood University have identified as core competencies for our students. Over the past several years, faculty teams have defined the desired student learning outcomes associated with these competencies, have developed assessment plans that have been approved by the SCHEV, and have begun the implementation of assessment. Improved learning in these areas is an institutional priority that this QEP will address.

Core competency assessment

Following are results of the assessment of the core competencies; this assessment informed the identification of Longwood University's QEP topic and the subsequent development of the plan. **Results in critical thinking and written communication are consistently below 3 (on a scale of 1–4 measuring increasing levels of proficiency, from low to high), thereby confirming the opinion of survey respondents that performance in these two areas of student learning are deficient even though they are among the five areas of student learning ranked highest in importance.** (For the survey results, see Survey 2 in Section II, Process Used to Develop the QEP; for the methodology of the competency testing, see Section X, Assessment.)

Written Communication Competency (WCC)

Longwood University defines "competent writing" as writing that provides "evidence of suitable content, effective organization and reasoning, appropriate rhetoric, and compliance with standard conventions of writing and documentation."

Students demonstrate competency in written communication by fulfilling four basic outcomes. Students should be able to:

- identify and summarize the topic/problem and relevant questions and issues that inform the assignment;
- organize ideas into paragraphs that cohere and support the main argument through appropriate transitions, explanations, and engaging examples;
- develop ideas with rhetorically appropriate examples and explanations; and
- demonstrate proficiency in conventional use of grammar, spelling, and documentation.

These outcomes both reflect Longwood's philosophy of general education and correspond to commonly accepted academic norms. These outcomes and the rubric used to assess them were influenced by the *Writing Program Administrators Outcomes Statement for First-Year Composition* adopted by the Council of Writing Program Administrators in April 2000.

Recent WCC assessment results are summarized in Figure 9, which provides the average point score on four criteria, ranked on a scale of 1–4 measuring increasing levels of proficiency.

Figure 9. WCC Assessment Results, Average Point Score, 2011 and 2012

Criteria	Spring 2011 (52 papers)	Spring 2012 (104 papers)
Analysis	2.79 out of 4	2.77 out of 4
Organization	2.86 out of 4	2.80 out of 4
Audience (2011)/Style (2012)	2.88 out of 4	2.80 out of 4
Mechanics	2.56 out of 4	2.59 out of 4
Overall Average	**2.77**	**2.74**

Critical Thinking Competency (CTC)

Longwood University's outcomes for critical thinking reflect both institutional standards and common external norms. For the purpose of this competency testing, Longwood University defined critical thinking as "the ability to present, explain, and evaluate arguments in support of a position."

Students who possess critical thinking skills should be able to:

- identify the main issue and take a position on it;
- present and explain the argument; and
- evaluate assumptions, evidence, and inferences.

The definition above, and the outcomes derived from it, both reflect Longwood's philosophy of general education and correspond to commonly accepted academic norms. In determining its definition of critical thinking and the associated educational outcomes and rubric, Longwood University has been influenced by the definition and rubrics offered by the Association of American Colleges and Universities (AAC&U). The AAC&U defines critical thinking as "a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion." The AAC&U's VALUE Critical Thinking rubric (http://www.aacu.org/value/rubrics/CriticalThinking.cfm) served as the initial template from which Longwood's current CTC rubric was produced (Association of American Colleges and Universities, 2010).

The critical thinking competency rubric used for the 2011 pilot also was adapted from the VALUE rubrics developed by the AA&U. These rubrics were developed by educators from many colleges and universities representing diverse disciplines, and they have been widely adopted and used. The reliability of the VALUE rubrics is considered in Finley (2011–12).

Recent CTC assessment results are summarized in Figure 10, which provides the average point score on five criteria, ranked on a scale of 1–4 measuring increasing levels of proficiency.

Figure 10. CTC Assessment Results, Average Point Score, 2011 and 2012

Criteria	2011 (90 papers)	2012 (106 papers)
Main Issue	2.66 out of 4	2.31 out of 4
Stakeholder and Context (not used in 2012)	2.39 out of 4	N/A
Presents/Explains	2.36 out of 4	2.45 out of 4
Evaluates	2.31 out of 4	1.80 out of 4
Point of View (not used in 2012)	2.07 out of 4	N/A
Overall Average	**2.36**	**2.19**

Information Literacy Competency (ILC)

Longwood University defines information literacy as "the ability to recognize when information is needed and effectively locate, evaluate, and use the needed information."

Students demonstrate that they possess competency in information literacy by fulfilling five basic outcomes. Students should be able to:

- determine the extent of information needed;
- evaluate information and its sources critically;
- incorporate selected information into one's knowledge base;
- use information effectively to accomplish a specific purpose; and
- understand the legal and social issues surrounding the use of information and access and use information ethically and legally.

The definition above, and the outcomes derived from it, both reflect Longwood's philosophy of general education and correspond to commonly accepted academic norms. In setting these outcomes, Longwood was influenced by the definition of information literacy proffered by the American Library Association's Presidential Committee on Information Literacy.

Recent ILC assessment results are summarized in Figure 11, which provides the average point score on nine criteria, ranked on a various scales measuring increasing levels of proficiency.

Figure 11. ILC Assessment Results, Average Point Score, 2011 and 2012

Criteria	2011	2012
Information Use Relevancy	2.3 out of 3	2.4 out of 3
Presentation of Source Content	2.18 out of 3	2.2 out of 3
Student or Source	1.43 out of 2	1.6 out of 2
End/Footnotes, Parenthetical	0.62 out of 1	0.74 out of 1
Correspondence to Bibliography	0.79 out of 1	0.76 out of 1
Bibliography Source Types (revised in 2012)	2.19 out of 3	6.2 out of 8
Citation (revised in 2012)	1.97 out of 3	5.2 out of 8
Number of Sources	1.57 out of 2	1.5 out of 2
Currency	1.58 out of 2	1.4 out of 2
Overall Average	**14.63 out of 20 (73%)**	**22.1 out of 30 (74%)**

Oral Communication Competency (OCC)

Longwood University defines oral communication as "the ability to speak logically, clearly, and knowledgeably in an organized fashion, the ability to actively listen and respond to oral communication from others, and the ability to use these skills effectively for professional and personal oral expression of ideas, concerns, beliefs, and needs."

Students demonstrate that they possess competency in oral communication by fulfilling four basic outcomes. Students should be able to:

- deliver a presentation with a clear, compelling, strongly supported central message;
- organize ideas into a presentation that support the main argument through appropriate transitions, explanations, and engaging examples;
- make language choices that enhance the effectiveness of the presentation and are appropriate to the audience; and
- use delivery techniques that make the presentation compelling and effectively use supporting materials to enhance the effectiveness of the presentation.

These outcomes both reflect Longwood's philosophy of general education and correspond to commonly accepted academic norms. In setting these outcomes, Longwood was influenced by the Oral Communication VALUE Rubric developed by the AAC&U, which is employed by many universities for the purposes of assessment.

Recent OCC assessment results are summarized in Figure 12, which provides the average point score on five criteria, ranked on a scale of 1–4 measuring increasing levels of proficiency.

Figure 12. OCC Assessment Results, Average Point Score, 2012

Criteria	Spring 2012 (81 presentations)
Organization	2.60 out of 4
Language	2.56 out of 4
Delivery	2.35 out of 4
Supporting Material	2.66 out of 4
Central Message	2.47 out of 4
Overall Average	**2.53**

Importance of the Topic

The importance of Longwood's QEP topic, including its relationship to core competencies, is confirmed in a recent survey of employers, conducted for the AAC&U. Entitled *It takes more than a major: Employer priorities for college learning and student success*, the report of the survey results notes the following:

> **Employers recognize capacities that cut across majors as critical to a candidate's potential for career success, and they view these skills as more important than a student's choice of undergraduate major.**
>
> - Nearly all those surveyed (93%) agree, "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major."
> - More than nine in ten of those surveyed say it is important that those they hire demonstrate ethical judgment and integrity; intercultural skills; and the capacity for continued new learning.
> - More than three in four employers say they want colleges to place *more emphasis* on helping students develop five key learning outcomes, including: critical thinking, complex problem-solving, written and oral communication, and applied knowledge in real-world settings.
> - Employers endorse several educational practices as potentially helpful in preparing college students for workplace success. These include practices that require students to a) conduct research and use evidence-based analysis; b) gain in-depth knowledge in the major and analytic, problem solving, and communication skills; and c) apply their learning in real-world settings. (p. 1)

The triadic capacity referred to above—"demonstrated capacity to think critically, communicate clearly, and solve complex problems"—relates directly to the critical thinking and written communication competencies that institutional assessment has shown to be less than optimal among Longwood undergraduate students.

When survey respondents answered a question about the "degree to which various new approaches to learning have potential to help students succeed," the development of research skills received the highest rating, one of 83% (p. 10).

Conclusion

The student research initiative Longwood University has identified as its QEP topic clearly promotes the University's mission and institutional priorities; responds to institutional assessment, including NSSE and core competency testing; and promises to give Longwood graduates the proficiencies and experiences employers prize and society needs.

IV. DESIRED STUDENT LEARNING OUTCOMES

Core Competencies and Student Learning Outcomes

The SACSCOC Leadership Team wrote in its email announcing the choice of a QEP topic that it had considered among other things "the potential for making a significant difference in students' learning at multiple points in their time at Longwood" (July 17, 2013 email from President). In formulating the specific student learning outcomes the plan would address, the QEP Working Group consulted the Research Skills Development Framework developed by the University of Adelaide. The working group identified the core competency most closely linked to each of the six steps in the research process, as derived from the Research Skills Development Framework, and then formulated three student learning outcomes that render explicit the relationships, as demonstrated in Figure 13.

Figure 13. Steps in the Research Process Related to Core Competencies and Student Learning Outcomes

Step in the Research Process*	Core Competency	Student Learning Outcomes
1. Students **embark** on inquiry and so **determine a need** for knowledge/understanding.	Critical Thinking	Students will exercise critical thinking in setting a problem and conducting an inquiry (SLO-A).
2. Students **find/generate** needed information/data using appropriate methodology. 3. Students critically **evaluate** information/data and the process to find/generate this information/data.	Information Literacy	Students will demonstrate information literacy in finding, evaluating, and using sources and considering evidence (SLO-B).
4. Students **organize** information collected/generated and manage the research process. 5. Students **synthesize** and **analyze** and **apply** new knowledge.	Critical Thinking	Students will exercise critical thinking in setting a problem and conducting an inquiry (SLO-A).
6. Students **communicate** knowledge and the processes used to generate it, with an awareness of ethical, social, and cultural issues.	Oral and Written Communication	Students will communicate effectively in expressing results (SLO-C).

*Based on the Facets of Inquiry from the Research Skill Development Framework (University of Adelaide, 2006)

Figure 13 above links student actions (that is, steps in the research process) to the core competencies the QEP is designed to improve and to measureable student learning outcomes. Students will undertake these actions in several contexts, including: 1) individually as parts of assignments within the revised curriculum designed to teach aspects of research to students during their first one to three years (e.g., any of the steps 2–5 in the research process can be part of an assignment in a lower-level class in a discipline) and 2) collectively as part of a sustained undergraduate research project.

Communication of student knowledge (research step 6) will have several outlets, starting with, but not limited to, sharing within the class. Perhaps more importantly, students will also have the opportunity to communicate and disseminate through the student research portal, as well as on a special day devoted to showcasing student research at the University, or through attendance at undergraduate or professional conferences.

Environmental Outcomes

In addition to improving student learning outcomes, the QEP will affect the institution at the department, college, and community levels. Below is a list of the measurable environmental outcomes from the QEP:

- Number of students presenting undergraduate research to academic and civic communities will increase (EO-A).
- Opportunities for student participation in research and creative activities on and off campus will expand (EO-B).
- Capacity of faculty members to mentor students and encourage their creativity will be enhanced (EO-C).
- The curriculum will provide a scaffolded approach to student research skills development (EO-D).
- Faculty will have the skills and abilities needed for integrating research in instruction gained through participation in faculty development (EO-E).
- Undergraduate research and scholarly activities will be appropriately recognized in faculty evaluation and workloads (EO-F).

Figure 14 below summarizes all of the goals, actions, and outcomes of the QEP. It provides an overall framework that shows how the actions are tied to the goals and which outcomes are expected from each, both for students and the program. Further, the actions are categorized as direct or indirect measures.

Figure 14. Longwood University Student Research Initiative: Topic and Conceptual Framework—Goals, Actions, Environmental and Student Learning Outcomes

Goals *The purpose of Longwood's QEP is:*	Actions	Environmental Outcomes: A. Number of students presenting undergraduate research to academic and civic communities will increase.	Environmental Outcomes: B. Opportunities for student participation in research and creative activities on and off campus will expand.	Environmental Outcomes: C. Capacity of faculty members to mentor students and encourage their creativity will be enhanced.	Environmental Outcomes: D. The curriculum will provide a scaffolded approach to student research skills development.	Environmental Outcomes: E. Faculty will have the skills and abilities needed for integrating research in instruction gained through participation in faculty development.	Environmental Outcomes: F. Undergraduate research and scholarly activities will be appropriately recognized in faculty evaluation and workloads.	Student Learning Outcomes: A. Students will exercise critical thinking in setting problems and conducting an inquiry.	Student Learning Outcomes: B. Students will demonstrate information literacy in finding, evaluating, and using sources and considering evidence.	Student Learning Outcomes: C. Students will communicate effectively in expressing results.
Goal 1. To improve students' learning by promoting their discovery of new knowledge through research.	1.1. Identify or develop courses to be enhanced for research skills development and prepare faculty through development grants and workshops to offer these courses		□	□	■	■		■	■	■
	1.2. Make available a faculty-guided summer undergraduate research program in all disciplines	□	■	■				■	■	■
Goal 2. To improve students' learning by facilitating student-faculty collaboration in research.	2.1. Establish Office of Student Research		■	■						
	2.2. Establish competitive funding for recognizing excellence in faculty mentoring of undergraduate research		■	■			■			
	2.3. Use electronic portal, the "student research portal," to draw attention to possibilities for student research and completed student research, to track students' research skills development, and to assess core competencies addressed in the QEP	■						□	□	□
Goal 3. To improve students' learning by advancing an understanding of the importance of disseminating the results of research in academic and civic communities.	3.1. Link undergraduate research and community engagement	■		■				■	■	■
	3.2. Provide grants for undergraduate research and/or presentations at conferences	■	■					□	□	□
	3.3. Organize annual student research showcase day for Longwood students		■	□						■
	3.4. Highlight senior honors research program and other student research on the student research portal	□	■					□	□	□

■ = promotes directly; □ = promotes indirectly

V. LITERATURE REVIEW AND BEST PRACTICES

The focus of Longwood University's QEP is the development of research skills and the practice of research as a vehicle for improving student competency in critical thinking, information literacy, and communication. For this reason, considerable attention is given to these three topics, especially critical thinking. Critical thinking involves not just skills but also attitudes and habits that extend to the areas of both information literacy and communication. Furthermore, it is important to emphasize that current research on best teaching practices indicates that undergraduate research is an ideal method for improving student competencies in all three of these areas.

This section will first present the Boyer Commission's finding: that undergraduate research is key to making needed changes in undergraduate education so that it better serves society. It presents Longwood's definition of research and evidence of the benefits of undergraduate research for students, faculty, departments, and Longwood University as a whole. After linking undergraduate research to the three core competencies that the QEP will improve (critical thinking, information literacy, and communication), it describes how a focus on undergraduate research promotes the personal development and community engagement that are hallmarks of citizen leadership. Next, it presents the characteristics of excellence in undergraduate research (COEUR) and links that list to the elements of Longwood's QEP. Finally, it lists the best practices that Longwood University has followed in developing the QEP.

The Importance of Research in Undergraduate Education

The Boyer Commission report, *Reinventing Undergraduate Education*, (1998) argues that undergraduate education needs radical changes in order to better serve the needs of society. One basic problem is the large divide that exists between research and teaching. On one side, undergraduates are treated as passive recipients of knowledge that is to be transmitted to them by teaching professors, while on the other, research professors and graduate students generate new discoveries and conduct investigations. Teaching is not valued in research institutions, and researchers are not trained to teach. The negative result of this is a severe fragmentation of what should be a holistic community devoted to inquiry, investigation, and discovery (pp. 9–10).

One key element of the solution to this problem is the development and promotion of undergraduate research. By involving undergraduates in research right from the start of their first year, students become involved in education not merely as passive learners, but as active investigators. As they progress through their college education, they can experience learning as an inquiry-based, investigative, and creative process, rather than as a passive rote learning of a closed, pre-determined list of facts. In doing so, they will better develop their information literacy as well as their critical thinking and communication skills.

The Council on Undergraduate Research (CUR) was founded in 1978 by a group of chemists from private liberal arts colleges who wanted to provide information about research that was being conducted at liberal arts colleges by faculty, often in collaboration with students. Since that time, CUR has grown to include all disciplines and all types of institutions. Today, members include nearly 10,000 individuals and more than 650 colleges and universities (Council on Undergraduate Research, 2009).

Definition of Research

According to CUR, undergraduate research is "an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline" (Council on Undergraduate Research, 2009).

In order to accommodate research and academic inquiry as practiced in the sciences, the humanities, and the arts, as well as to address the desired student learning outcomes, Longwood University has adapted the above definition as follows:

> ***Research***—*a deliberate process that involves setting a problem and conducting an inquiry (critical thinking), identifying, evaluating, and using sources and considering evidence (information literacy), and expressing results (communication) that make an intellectual or creative contribution*

The Benefits of Undergraduate Research

According to CUR, undergraduate research has many benefits; it:

- enhances student learning through mentoring relationships with faculty;
- increases retention;
- increases enrollment in graduate education and provides effective career preparation;
- develops critical thinking, creativity, problem solving, and intellectual independence;
- develops an understanding of research methodology; and
- promotes an innovation-oriented culture.

These benefits closely match the goals of Longwood's student research initiative, those of improving students' learning by:

- promoting the discovery of new knowledge through research (Goal 1);
- facilitating student-faculty collaboration in research (Goal 2); and
- advancing an understanding of the importance of disseminating the results of research in academic and civic communities (Goal 3).

Benefits for students

Many studies have shown that undergraduate research better prepares students for both career goals and advanced study (Association of American Colleges and Universities, 2007; Chapman, 2003; Crowe, 2007; Felder, 2010; Hart Research Associates, 2010; Healey and Jenkins, 2009; Hu et al., 2008; Hunter, Laursen, and Seymour, 2007; Lei and Chuange, 2009; Levenson, 2010; Osborn and Karukstis, 2009).

Osborn and Karukstis (2009) summarize these benefits, which correspond with Longwood University's QEP student learning outcomes:

- Increased creativity and critical thinking (SLO-A)
- Enhanced problem solving skills (SLO-A)
- Enhanced communication skills, both oral and written (SLO-C)
- Greater gains in mastering both content and contextual knowledge
- Enhanced ability to put classroom knowledge into practice
- Greater understanding of the intersections of disciplines
- Greater increase in course grades
- Greater persistence in the major
- Higher graduation rates (p. 43)

The Hart Research Associates (2010) report points out that employers see a positive benefit from educational programs that foster active learning and research skills, and employers are more positive about the value of practices that enable students to develop the ability to conduct research and evidence-based analysis (p. 7).

In addition, the greater student-faculty interaction promoted by faculty mentoring of undergraduate research has been shown to benefit undergraduate students' cognitive and affective development (Hakim, 2000; Osborn and Karukstis, 2009).

Undergraduate research also has been shown to improve students' writing and communication skills (Boyd and Wesemann, 2009; Hu, Kuh, and Gayles, 2007; Hu et al., 2008).

Benefits for faculty

Faculty mentors report that undergraduates can bring new perspectives to research that have significant value in highlighting areas that may have been overlooked (Boyer Commission, 1998; Hu et al., 2008; Merkel and Baker, 2002).

Studies have shown that faculty mentoring of undergraduate research can improve faculty development and teaching in several ways (Chopin, 2002; Hu et al., 2008; Russell, 2006; Boyer Commission, 1998; Burks and Chumchal, 2009). These studies emphasize that good teaching requires successful research; that everyone, both professor and student, is both a teacher and researcher; that the educational process is not just knowledge transmission, but a process of discovery; and that communication is an essential part of the process.

Finally, given that faculty mentors value the chance to be role models for students, undergraduate research provides motivation for them to identify with and participate in the university community as a whole, rather than see themselves as isolated workers (Lei and Chuang, 2009; Osborn and Karukstis, 2009).

Benefits for departments and the institution

It is worth repeating the last three benefits of Osborn and Karukstis (2009) that go beyond the individual student and faculty level:

- Greater increase in course grades
- Greater persistence in the major
- Higher graduation rates (p. 43)

Furthermore, undergraduate research allows for self-assessment that can result in curricular changes to improve lower-level preparatory courses (Chapman, 2003).

Undergraduate Research and the Core Competencies

The literature underlines the ways undergraduate research relates to the core competencies targeted in Longwood's student research initiative.

The main conclusion argued for in the Boyer Report, *Reinventing Undergraduate Education*, is that undergraduate research improves student learning, and this conclusion led to the formation of the CUR, as noted earlier. R.E.A.L. Inquiry further specifies the kinds of learning that Longwood University especially wants to improve among its undergraduate students: critical thinking, information literacy, and communication. The next three sections will discuss each of these competencies in detail, starting with critical thinking. This first section is longer than the next two because critical thinking is both an independently desired outcome as well as an integral part of information literacy and communication. Thus, much of what is noted here about critical thinking, especially its improvement through undergraduate research, applies to information literacy and communication as well.

Undergraduate research improves critical thinking

The definition of critical thinking comes in large part from work in philosophy and psychology, although education has made its own contribution (Lewis and Smith, 1993; Sternberg, 1986).

Although areas of disagreement exist among the disciplines, there are also areas of agreement that collectively provide a good idea of what is meant by critical thinking.

According to the American Philosophical Association, a critical thinker is one who is inquisitive, open-minded, flexible, and fair-minded; one who wants to be well informed and to understand diverse viewpoints (Facione, 1990). Note that this characterization is presented in terms of character traits. On the other hand, psychologists tend to focus on particular skills or procedures, characterizing a critical thinker as one who uses cognitive skills or strategies such as analysis, interpretation, and synthesis (Lai, 2011). The most influential work coming from education is that of Benjamin Bloom (1956). His taxonomy of information processing skills puts analysis, synthesis, and evaluation at the highest level, which represents critical thinking (Kennedy et al., 1991).

According to Lai (2011), the areas of agreement among the three disciplines of philosophy, psychology, and education include the kinds of abilities and dispositions that are required for critical thinking, as well as the importance of background knowledge. The dispositions are important for two reasons. First, thinkers can have the ability to think critically but fail to exercise it due to lack of interest or laziness or some other reason. Second, critical thinking cannot be reduced to its constituent skills because it is possible to fulfill those and yet fail to think critically (Facione, 1990; Van Gelder, 2005; Bailin, 2002). Thus, proper dispositions are necessary in addition to the component skills. The key abilities and dispositions of critical thinking are summarized in Figure 15.

Figure 15. Critical Thinking Abilities and Dispositions

Abilities	Dispositions
Analyzing arguments, claims, and evidence	Being open-minded
Making inferences using inductive or deductive reasoning	Being fair minded
Judging and evaluating	The propensity to seek reasons
Making decisions and solving problems	Inquisitiveness
Asking and answering questions for clarification	The desire to be well-informed
Defining terms	Flexibility
Identifying assumptions	Respect for others' viewpoints
Interpreting and explaining	
Reasoning verbally (thinking "out loud")	
Seeing both sides of an issue	

The importance of background knowledge cannot be underestimated. While critical thinking is in some sense general and cross-disciplinary, nevertheless it is impossible to fully achieve without knowing a fair amount about the discipline within which one is working. Furthermore, the knowledge of the discipline itself requires critical thinking—it is not just a heap of facts that needs no analysis itself: "Too much of value is lost if critical thinking is conceived of *simply* as a list of logical operations and domain-specific knowledge is conceived of *simply* as an aggregation of information" (Facione, 1990; emphasis added).

In addition to these areas of general agreement about critical thinking, there are some other important aspects to consider. Although experts disagree about how critical these additional aspects are, it is clear that they are closely related to critical thinking, and that, ideally, they would be improved during college. These aspects are:

- ***Transferability***—the extent to which critical thinking skills and dispositions can be transferred from one area of expertise to a new context

- The relationship of critical thinking to three other important concepts, metacognition, motivation, and creativity:
  - ***Metacognition***—"thinking about thinking" (Lai, 2011), or perhaps more helpfully, the attempt to regulate one's cognitive processes (Hennessey, 1999) or the monitoring and control of thought (Martinez, 2006). Kuhn (1999) characterizes critical thinking as a form of metacognition whereas Van Gelder (2005) sees metacognition as a part of critical thinking.
  - ***Motivation***—This is where disposition comes into play—the traits of effort, persistence, and desire to work hard to solve problems are all considered essential to critical thinking (Facione, 2000; Halpern, 1998).
  - ***Creativity***—interestingly, critical thinking is closely connected to creativity because critical thinking without creativity is often overly skeptical and negative, whereas creativity without critical thinking suffers from too much emphasis on novelty for its own sake (Bailin, 2002; Bonk and Smith, 1998; Paul and Elder, 2006; Thayer-Bacon, 2000).

These important concepts are difficult to teach. According to Lai (2011), "instructional programs aimed at improving students' metacognitive skills have demonstrated more successful transfer than training programs for basic cognitive processes, such as observing, measuring, and classifying. Moreover, stand-alone approaches to instruction in general critical thinking appear to be less successful than approaches in which critical thinking instruction is infused into discipline-specific courses alongside traditional academic content" (p. 16).

Similarly, some motivation research suggests that difficult or challenging tasks, particularly those emphasizing higher-order thinking skills, may be more motivating to students than easy tasks that can be solved through the rote application of a pre-determined algorithm (Lai, 2001; Turner, 1995).

It is evident that critical thinking is a complicated undertaking involving many difficult skills, as well as the proper disposition and background knowledge. It is perhaps no surprise then, that research shows that even educated adults are quite poor at critical thinking (Halpern, 1998; Kennedy et al., 1991; Van Gelder, 2005). For example, the general public often finds personal experience more compelling than scientific studies (Lai, 2011).

Educational practices are blamed for part of this deficiency, because they tend to encourage rote learning rather than the higher-order skills that compose critical thinking, and thus students memorizing material without understanding the logic behind it is typical (Paul, 1992). However, though typical educational practices are unhelpful, **research shows that proper educational practices, such as those encouraged by a well-run undergraduate research program, produce significant gains in critical thinking** (Osborn and Karukstis, 2009).

According to Kuhn (1999), people can be ranked at one of three stages as far as critical thinking goes. The first stage is the simplest, the Absolutist position. People at this stage believe that all truths can be known (at least potentially) either through personal experience or the opinions of experts. This stage characterizes most young people as they enter high school. By the time they enter college, though, many students have progressed to the second stage, which is almost polar opposite, the Subjectivist stage. Here, people realize that even experts with all the information available to them still disagree. Unfortunately, at this stage people go further and tend to conflate uncertainty in some areas with complete uncertainty; they are so respectful of the fact that everyone has a right to her or his own opinion that they go further and think that all opinions are equally valid, that there is no truth. Many, if not most, college students never leave this stage. In fact, few people progress to the third, most sophisticated stage. In this stage the critical thinker is aware that there are areas of disagreement among experts and respects the opinions of diverse views, but also realizes that some opinions have little worth and that even when there is permanent disagreement, that does not mean that some positions are not better than others. It is the critical thinking skills that propel thinkers to this final position, because it requires (among other things) evaluation of the evidence that supports the conflicting claims.

This has important implications for teaching critical thinking. In general, critical thinking emphasis of any sort can be beneficial, but some ways have been found to be more effective than others (Abrami et al., 2008). Researchers have compared four approaches to the teaching of critical thinking:

1. ***The general approach***—This is characterized by the "stand-alone" critical thinking course, often taught through Philosophy or English departments and often designed to satisfy a core curriculum critical thinking component. These courses typically teach general informal logic and practical thinking principles, while requiring the students to practice their thinking skills on problems drawn from real life. For instance, students might be required to keep a journal of news clippings to analyze using critical thinking skills. In such a course, the critical thinking skills are generalized, designed to be applicable across all disciplines and in non-academic "real" life as well.
2. ***The infusion approach***—This approach mixes explicit instruction on critical thinking in a discipline with extensive teaching of the background material of that subject matter.
3. ***The immersion approach***—In this approach, students are not given specific instruction on critical thinking in the discipline. Instead, the students are given instruction on the subject matter and are expected to absorb the critical thinking component through careful modeling by the instructor and as exhibited in the readings and practices of the discipline. This approach is probably the most common approach used in upper-level discipline-specific courses.
4. ***The mixed approach***—A combination of the general and infusion approaches, this approach is explicit about critical thinking in general, but also specifically with respect to the discipline itself.

While all of these approaches are effective to some degree, a meta-analysis of 117 studies on these approaches shows that the immersion approach has the smallest effect, while the mixed approach has the largest (Abrami et al., 2008). This suggests that instructors need to be explicit about the critical thinking skills that they employ in their discipline and that these skills are best taught both separately and integrated into the discipline. The authors also found that the largest learning effect occurred when the instructors had previously undergone specific training in teaching critical thinking, which suggests that the professional development component of the Longwood QEP is a key part of the overall student research initiative.

In order to successfully teach transferable critical thinking, Kennedy et al. (1991) suggest that students need to be given plenty of opportunities to apply their skills across a wide range of contexts and that students need to be taught metacognitive skills such as goal-setting, planning, and monitoring progress towards a goal. Again, these metacognitive skills are necessary in successfully executing an undergraduate research project, so undergraduate research provides an appropriate context for teaching transferability (provided, of course, that students are given specific instruction in these metacognitive skills).

Undergraduate research requires the exercise of metacognition, judgment, and analysis, plus it starts with a loosely defined problem that the student herself must help to refine. All of these tasks have been shown to elicit critical thinking to a far greater degree than rote learning (Fischer et al., 2009).

Another instructional method that has been promoted by several researchers is collaborative learning (Abrami et al., 2008; Bailin et al., 1999; Bonk and Smith, 1998). While these studies focus primarily on student-student collaboration, one model is of more experienced students mentoring and sharing with less experienced students, which is certainly applicable to faculty-student collaboration.

Constructivist instruction is another technique that is recommended by researchers (Bonk and Smith, 1998; Paul, 1992). It is "less structured than traditional instruction, amplifying students' roles in their own learning and de-emphasizing the role of the teacher. Educators should model critical thinking in their own instruction by making their reasoning visible to students" (Lai, 2011). Again, this kind of instruction is easily accomplished within the framework of student-teacher collaborations that we envision for Longwood University's student research initiative.

To summarize Lai's (2011) suggestions for critical thinking instruction:

> Educators are urged to use open-ended problem types and to consider learning activities and assessment tasks that make use of authentic, real-world problem contexts. In addition, critical thinking assessments should use ill-structured problems that require students to go beyond recalling or restating learned information and also require students to manipulate the information in new or novel contexts. Such ill-structured problems should also have more than one defensible solution and should provide adequate collateral materials to support multiple perspectives. Stimulus materials should attempt to embed contradictions or inconsistencies that are likely to activate critical thinking. Finally, such assessment tasks should make student reasoning visible by requiring students to provide evidence or logical arguments in support of judgments, choices, claims, or assertions. (p. 44)

All of these suggestions are incorporated into R.E.A.L. Inquiry. First, students will receive discipline-specific critical thinking training in lower-level courses early in their undergraduate careers. This will constitute the "scaffolding" upon which at least some students will be able to build their undergraduate research projects, and those who do so will have to work on "ill-structured" problems—they will have to manipulate information in new contexts, and they will collaborate with faculty, will use constructivist learning techniques, and will certainly be at the center of the learning process.

Undergraduate research improves information literacy

A Presidential Committee of the American Library Association has defined Information literacy as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989).

And, according to the Association of College and Research Libraries (2000):

Information literacy is:

- acquiring concepts that enable a person to use information effectively, regardless of format;
- applying these concepts to all information needs; and
- using critical thinking and problem-solving skills.

Information literacy is NOT:

- technical skill in using a computer;
- understanding a particular program, software, or database;
- simply finding information/articles on a specific topic; or
- knowing how to search the Web.

An information literate person is one who can:

- determine the extent of information needed;
- access the needed information effectively and efficiently;
- evaluate information and its sources critically;
- incorporate selected information into his/her knowledge base;
- use information effectively to accomplish a specific purpose;
- understand the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally;
- understand a particular program, software, or database;
- find information/articles on a specific topic; and
- know how to search the Web.

In addition, according to the Presidential Committee on Information Literacy of the American Library Association, "Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand" (American Library Association, 1989).

It is clear from the above that information literacy is closely linked to critical thinking, in that the latter is a requirement for the former. This is no surprise, since an important part of information literacy is the ability to evaluate sources, and evaluation is one of the skills required for critical thinking. Information literacy is required for undergraduate research projects because research usually begins with a literature review, which requires information literacy skills to complete. Thus, it is clear that the QEP focusing on undergraduate research is an ideal way to improve information literacy skills as well as critical thinking.

The Boyer Commission Report, *Reinventing Undergraduate Education*, recommends strategies that require the student to engage actively in "framing of a significant question or set of questions, the research or creative exploration to find answers, and the communications skills to convey the results." Courses structured around such strategies create student-centered learning environments where inquiry is the norm, problem solving becomes the focus, and thinking critically is part of the process. Such learning environments require information literacy competencies (Association of College and Research Libraries, 2000).

Undergraduate research improves communication

Research without communication is incomplete. Communication, both written and oral, is necessary to complete the process:

> Every university graduate should understand that no idea is fully formed until it can be communicated, and that the organization required for writing and speaking is part of the thought process that enables one to understand material fully. Dissemination of results is an essential and integral part of the research process, which means that training in research cannot be considered complete without training in effective communication. Skills of analysis, clear explanation of complicated materials, brevity, and lucidity should be the hallmarks of communication in every course. (Boyer Commission, 1998, p. 24)

Good communication skills are also a necessity for students who want jobs. Of the top skills found to be important in surveys of employers by Microsoft, the BBC, and others, both oral and written communication were in the top ten, and oral was listed as the most important overall skill (http://www.kent.ac.uk/careers/sk/top-ten-skills.htm). This is not news. The importance of communication has always been recognized.

But as the Boyer report points out, while all universities pay lip service to communication, in many it is just that. Written communication skills are sometimes taught in depth only in English classes, and professors of other disciplines often do not reinforce those skills and are content to blame the English professors for students' lack of writing skill (Boyer Commission, 1998, p. 24). The same can likely be said of oral communication skills and classes in communication studies. In effect, other disciplines often view communication as something separate from their own discipline, and therefore not their concern.

Furthermore, most student communication is done for professors, who naturally have a far greater expertise in the area than the student. Thus, students "write up" or "speak up" to their professors—that is, they are required to communicate mastery of a subject to experts who know far more than they do. But this is the opposite of what students will need to do once they are out in the real world. There, the graduates will be the experts and will need to "write down" or "speak down" to their audiences, who will almost always know far less about the topic than the authors do (Boyer Commission, 1998, p. 24).

Therefore, the Boyer report makes a number of recommendations for teaching communication, many of which go hand in hand with undergraduate research and all of which are part of Longwood University's QEP. First, and most important, communication skills should be taught alongside discipline-specific material in every course, from freshman seminar to senior capstone. The Boyer report suggests that this be accomplished as follows:

- All student grades should reflect both mastery of content and ability to convey content. Both expectations should be made clear to students.
- Writing courses need to emphasize writing "down" to an audience which needs information, to prepare students directly for professional work.
- Courses throughout the curriculum should reinforce communication skills by routinely asking for written and oral exercises. (Boyer Commission, 1998, p. 25)

Longwood's QEP ensures that the experiences students have as part of the student research initiative—whether in the freshman writing courses or the disciplinary research-focused courses or the summer research and individual mentored research—address these communication skills through the written or oral dissemination of the research results. Once again, it is clear that undergraduate research is an excellent vehicle for improving student competencies.

Undergraduate research promotes personal development and community engagement

According to CUR, undergraduate research, while improving a wide range of important skills and abilities in college students, also has another important effect, fostering personal growth, which relates to Longwood's mission of developing citizen leadership:

> Personal development, including the growth of self-confidence, independence, tolerance for obstacles, interest in the discipline, and sense of accomplishment, centers on the increasing understanding of one's self and one's capabilities. Undergraduate researchers reported gains on these dimensions and, when asked to indicate which benefits of undergraduate research were most important, included personal gains among those benefits. Personal development grows with professional development but may contradict it. A student reaching a new level of independence and self-confidence may have the insight that he or she will not be fulfilled by continuing on the career path taken thus far. Personal development has a humanistic quality, providing general benefits regardless of the career path the student takes. By fostering personal growth, undergraduate research experiences realize the goals of liberal education. (Lopatto, 2006, p. 23)

Another way Longwood University's QEP promotes citizen leadership is to link undergraduate research and community engagement. Students involved in community-based research will perceive the importance of research for the good of society. Osborn and Karukstis (2009) summarize the literature that has developed on this subject:

> Community-based research—research developed and conducted in service of unmet community-identified needs—is an increasingly popular experiential opportunity for undergraduates that can have beneficial outcomes both inside and beyond institutional walls (Paul, 2003, 2008).
>
> The collaborative nature of community-based research ensures that all participants—each with different perspectives and complementary skills—contribute to and benefit from the experience (Nyden, 2003; Paul, 2003; Karukstis, 2005). Non-profit community organizations often are understaffed, have insufficient financial resources, or lack access to the skills and expertise necessary to conduct the critical research necessary to meet a particular need. In exchange for the desired technical assistance and resources, community partners contribute extensive professional and "life based" expertise and experience to the project (Paul, 2003). For faculty members, community-based research provides a connection to the local community and an opportunity to become involved and invested in the community in which they reside (Karukstis, 2005). New research avenues, additional funding sources, and new outlets for publication and dissemination are often additional tangible outcomes. Furthermore, faculty members find a powerful active-learning experience often absent in traditional curricula. Students, too, see the practical value of their work and gain significant satisfaction from making a meaningful contribution to their community (Karukstis, 2005). Experiencing the human dimension of a research question can be a motivating force that brings deeper understanding of social issues (Nyden, 2003). (pp. 49–50)

The authors note that by linking undergraduate research to community projects, students will gain "life" experience as well as professional expertise from the community. In return, undergraduate research will help the community; this shows the importance of research to society and how conducting research can make the students aware of social issues. Perhaps most importantly, community-based research can show students the practical value of their work, which provides a high level of community engagement that works to motivate students, one of the key elements of successful instruction in critical thinking.

The Council on Undergraduate Research and COEUR

Recently, the Council on Undergraduate Research published a report, *Characteristics of Excellence in Undergraduate Research (COEUR)*, that is "based on the collective experience, over many years, of CUR members who have engaged undergraduate students in research, developed undergraduate research programs, mentored new faculty to include undergraduate research in their teaching repertoire, and coached universities in the development of undergraduate research programs" (Hensel, 2012). In the report, CUR identifies twelve characteristics of excellence in undergraduate research; Figure 16 shows elements of Longwood's QEP that relate to each of these characteristics.

Figure 16. CUR's Twelve Characteristics of Excellence in Undergraduate Research Related to Elements of Longwood's R.E.A.L. Inquiry Plan

Characteristic of Excellence in Undergraduate Research	Element of R.E.A.L. Inquiry Plan
1. Campus mission and culture	• QEP
2. Administrative support	• Office of Student Research • Faculty reassigned time • Student travel grants
3. Research infrastructure	• Resources
4. Faculty professional development opportunities	• Faculty development workshops • Graduate student assistants
5. Recognition	• Awards for excellence in mentoring
6. External funding	• Resources
7. Dissemination	• Student travel grants • Annual student research showcase day • Online student research portal
8. Student-centered issues	• Scaffolded curriculum
9. Curriculum	• Scaffolded curriculum
10. Summer research program	• Summer research program
11. Assessment activities	• Assessment
12. Strategic planning	• Organizational structure

Best Practices

The QEP Working Group has taken several steps to study established best practices for developing an undergraduate research program. In addition to the review of relevant literature described above, these steps include reviewing websites and QEP documents from other institutions that focus on undergraduate research, attending pertinent conferences, visiting schools with exemplary undergraduate research programs, and consulting suitable experts, as summarized in Figure 17.

Figure 17. Development Related to QEP and Best Practices

Means	People	Area of Focus
Attendance at SACSCOC Summer Institutes, Annual Meetings, and Reaffirmation Orientation at various times in 2009, 2010, 2011, 2012, 2013	Various, including Mc Amoss, Jennifer Capaldo, David Locascio, Jake Milne, Chuck Ross, Cathy Roy, Susan Stinson	• Meaningful learning experiences • Assessment • QEP evaluation • Critical thinking • Transformative QEPs • Engaging faculty
Visit of consultant, director of undergraduate research at a similar university, 2013	QEP Working Group members	• Summer research program • Competitive funding for students and faculty • Office of Student Research • Annual student research showcase day
National Conference on Undergraduate Research 2013	Shelby Waugh	• Dissemination of student research results
Visit to Furman University 2013	Chuck Ross	• Summer research program • Annual student research showcase day

Means	People	Area of Focus
George Mason University QEP	QEP Working Group members	• Scaffolded curriculum • Office of Student Research • Web portal • Input of outside reviewer of Longwood QEP
Abilene Christian University QEP	QEP Working Group members	• Faculty reassigned time for mentoring • Sequential mentored research • Office of Student Research
Milligan College QEP	QEP Working Group members	• Student perceptions of undergraduate research survey
University of Houston QEP	QEP Working Group members	• Transformative power of QEP • Undergraduate research as related to core competencies

VI. ACTIONS TO BE IMPLEMENTED

This section explains the actions that will be implemented in support of each goal, detailing associated strategies and the timing of their implementation.

» *Goal 1: To improve students' learning by promoting their discovery of new knowledge through research.*

Action 1.1. Identify or develop courses to be enhanced for research skills development and prepare faculty through development grants and workshops to offer these courses

Premise

As noted earlier, the Boyer Commission report, *Reinventing Undergraduate Education*, (1998) identifies a large divide between research and teaching, and one key element of the solution to this problem is the development and promotion of student inquiry, investigation, and discovery (see Section V, Literature Review and Best Practices). Many studies have been conducted in response to the Boyer Report and have shown that undergraduate research better prepares students for both career goals and advanced study (Association of American Colleges and Universities, 2007; Chapman, 2003; Crowe, 2007; Felder, 2010; Hart Research Associates, 2010; Healey and Jenkins, 2009; Hu et al., 2008; Hunter, Laursen, and Seymour, 2007; Lei and Chuange, 2009: Levenson, 2010; Osborn and Karukstis, 2009).

Given the recommendations of the Boyer Report, which suggest that students need to be explicitly introduced to research and academic inquiry early in their academic career and progress to a more sophisticated stage involving problem solving and thinking critically using research and inquiry-based activities, the R.E.A.L. Inquiry plan will employ a scaffolded approach, providing students with significant research and academic inquiry opportunities at the beginning, middle, and end of their college career. This will involve exposing students early on to the idea of scholarly research and inquiry; later, providing them with opportunities to participate in research and creative activities both on and off campus; and finally, for those students seeking an advanced experience, enabling faculty and students to work one-on-one in an independent fashion to create new knowledge via their scholarship and/or academic inquiry.

Specifically, R.E.A.L. Inquiry will achieve this by implementing three strategies: emphasizing academic inquiry skills development in English 150 (Strategy 1.1.1); identifying, enhancing, and/or developing a series of twelve disciplinary research-focused courses that focus on discipline-specific research and academic skills development (Strategy 1.1.2); and using the upper-level, QEP-associated disciplinary courses designated as 490, 498, 499, and CHEM/PHYS 496 as a means of enabling top-tier undergraduate scholars to participate in and produce new contributions within their disciplines (Strategy 1.1.3).

Course sections designated as "enhanced for research skills development" must show how they help students improve their SCHEV competencies in the context of research. They should require at a minimum that students:

- set a problem (research question or thesis) and conduct an inquiry (**critical thinking**);
- find, evaluate, and use sources and consider evidence, for example by producing an annotated bibliography (**information literacy**); and
- communicate results, for example through a paper, poster, abstract, artist statement, program notes, lab report, or case study (**oral and written communication**).

To ensure success of the overarching purpose of the QEP, in which students across the disciplines will understand the value of active scholarship, it is critical that Longwood University give busy faculty a sense of the QEP landscape, including the goals and expected outcomes, and offer principles that guide planning for enhancing the curriculum. Therefore, Longwood will be committed to offering faculty development programs to promote active learning in a nurturing environment while building confidence and competence in areas of undergraduate research and academic inquiry. The resources devoted to curriculum and faculty development will be made available through both annual and summer initiatives.

Strategy 1.1.1 English 150

English 150 is a course required as part of the general education program and is the introduction to writing in the academy for many, though not all, incoming undergraduates. The number of students taking English 150 each semester allows Longwood to reach a targeted percentage of its students as they begin their academic career.

In Year 0 (2013–14), a pilot course will run to improve research and academic inquiry enhancements to English 150 to fit within the R.E.A.L. Inquiry framework. For example, students will be introduced to the research methods, evidentiary standards, and argumentative techniques of five different disciplines (broadly defined): the natural sciences, business and economics, the social sciences (including education and religious studies), history, and literature. In each unit, students will study the academic conventions and methodology of the discipline and read examples of writing in the discipline. At the end of each unit, each student will write and present a brief reflection summing up the methods of research, types of evidence, and argumentative strategies accepted in this discipline. Longwood will compensate the pilot course faculty member with a $3,500 stipend to enhance and teach his/her English150 sections and the Composition Coordinator $3,500 yearly to oversee the introduction of the enhancement and the continued growth of QEP enhancements to the freshmen composition curriculum.

In Year 1 (2014–15), Longwood will provide a stipend to three faculty members to make R.E.A.L. Inquiry-associated research and inquiry enhancements to three English 150 sections. Again, as an incentive to generate faculty participation, we will offer the selected faculty members a $3,500 stipend to enhance their sections to include the aforementioned methodologies of academic research and inquiry in various disciplines.

In Years 2–5 (2015–19), in consultation with the Composition Coordinator and based on the results of the pilot and three enhanced sections, selected enhancements will be made to the English 150 course curriculum in order to accommodate QEP expansion at this introductory level.

Strategy 1.1.2 Disciplinary research-focused courses

In Year 0 (2013–14), the QEP Working Group will solicit one faculty member from each of the three colleges to develop and offer (in Year 1) an enhanced version of a course that focuses on discipline-based research and inquiry skills development. To reward faculty time and effort for this endeavor, Longwood will offer the selected faculty members a $3,500 stipend to enhance and teach their disciplinary research-focused courses.

In Year 1 (2014–15), those three faculty selected in Year 0 will offer their enhanced courses. The Director of Student Research will work with the three selected faculty members to ensure the assessment of these courses is formalized at the beginning and end of each semester.

The Director of Student Research also will work to assist interested faculty members in identifying, enhancing, and/or developing courses that focus on discipline-based research and inquiry skills development. It should be noted that “interdisciplinary” courses can also be enhanced as part of this group of specified research-focused courses. In the selection process, the director will consult the college deans, department chairs, and program coordinators across the colleges to compile a complete list of existing courses that focus on developing research and academic inquiry skills. Additionally, a second list will be generated identifying the programs within departments that do not currently have research-focused courses in order to track participation over the five-year implementation. An invitation will be issued to faculty to apply for the opportunity to offer an enhanced version of a course that would be intentionally tied into the QEP framework. Out of the submissions, the director will select three faculty/courses to incorporate into the QEP. To reward faculty time and effort for this endeavor, Longwood will offer the three faculty members chosen a $3,500 stipend to enhance and teach their disciplinary research-focused courses.

After notifying the college deans and department chairs, the director will contact program coordinators whose programs do not have research methods/skills or student-inquiry courses and provide mentoring and support for individual faculty members in those programs who are interested in enhancing or developing a course and applying for QEP participation. As an example, the director will make available templates from other accepted research-skills development courses. The director will also issue an invitation to apply to attend the First Annual Summer Faculty Development session (see Action 1.2 below). Participants will write a brief statement, based on that session's offering, explaining why they wish to attend and articulating the type of research-focused course they would plan on teaching. Selected participants will be provided with a $250 stipend for attending.

In Years 2–5 (2015–19), the director will annually notify the college deans and department chairs of his or her intention to contact program coordinators of all programs in order to solicit faculty applications for participation in the QEP. The director will also assure that programs without research methods/skills or student-inquiry courses are provided mentoring and support for individuals in those programs who are interested in developing a course and applying for QEP participation. Each year, out of the submissions received, the director will select three faculty members/courses to assimilate into the QEP. As an incentive to generate faculty participation, Longwood will continue to offer the three faculty members selected to participate a $3,500 stipend to enhance or develop and teach the research-focused courses. The director will work with the three selected faculty members to ensure that assessment of these courses is formalized at the beginning and end of each semester.

Strategy 1.1.3 Individual mentored research course offerings

Using upper-level disciplinary courses designated as 490, 498, 499, and CHEM/PHYS 496, faculty will be encouraged to work one-on-one with top-tier student scholars in an independent fashion to produce or create new contributions and knowledge. As it currently exists in the Longwood University catalog, each discipline already has a research-based course designated as 490, 498, and/or 499. Courses designated as 490 consist of a directed reading, research project, research program, or independent study administered by qualified specialists in the department; courses designated as 498/499 consist of students conducting research in their discipline under the direction of a faculty member and the Senior Honors Research Committee. The R.E.A.L. Inquiry plan will draw on these existing courses by allowing faculty to enhance those specific disciplinary courses to fit within the QEP framework. By modifying existing courses rather than establishing new courses, we will eliminate the curricular process of creating a new course, hopefully making it easier for interested faculty members to participate. Based on the increased exposure to research/academic inquiry in English 150 and disciplinary research-focused courses, we anticipate a growth in the number of students seeking to participate in an advanced research and/or academic inquiry experience within their discipline or in an interdisciplinary manner. It should be noted that courses designated as 490, 498, 499, and

CHEM/PHYS 496 satisfy Longwood University's General Education Goal 14: The application of knowledge and skills developed in the student's course of study through completion of an internship, guided field experience, or directed research.

Beginning during Year 0 (2013–14), and continuing throughout the QEP implementation, regular announcements will be made to the faculty regarding the option of participating in R.E.A.L. Inquiry on a one-on-one basis with students via courses designated 490, 498, and/or 499.

During Years 1–5 (2014–19), faculty members will be invited to submit an application. The offering of the enhanced disciplinary courses designated as 490, 498, and/or 499 by the selected faculty members will begin in Year 2. Expanding on the QEP-associated 490, 498, and/or 499 course offerings will be the primary goal during Years 3–5. (Please refer to Section VII, Timeline.)

R.E.A.L. Inquiry-associated 490, 498, and/or 499 disciplinary courses will be further developed as directed research/academic inquiry courses. Individual course syllabi will be required and approved by the Director of QEP to ensure that they align with QEP student outcomes. The Director of QEP will work with the selected faculty members to ensure the assessment of these courses is formalized. Faculty will identify the methodologies and outcomes used in the courses to ensure alignment with QEP student outcomes. Tracking the assessment figures and recording student development over a series of years (during the QEP implementation and evaluation) will be coordinated by the director.

Faculty will be paid according to the normal per-student, per-credit formula applied to 490, 498, and/or 499 courses across the colleges (assuming those payments are the same) or provided with incentives. In addition to the per course, per credit, and per attendant funds needed, appropriate levels of funding will be made available (perhaps capped) for students and faculty members interested in presenting at conferences such as CUR or BIG SUR in relation to work conducted as part of the QEP. (Those faculty and students who wish to obtain such funds but are not part of an English 150, QEP-associated disciplinary research-focused course, or QEP-associated 490, 498, and/or 499 course would be ineligible for this particular funding pool.)

Outreach in support of Action 1.1

Naturally, it will be imperative to work with the primary stakeholders (faculty members and students) to promote the understanding of and participation in R.E.A.L. Inquiry for the strategies associated with Action 1.1 to be successful. Thus, ongoing discussions among college deans and department chairs will be beneficial in identifying, recruiting, and supporting faculty to enhance and/or develop course offerings with a foundation in student research and academic inquiry. In order to inform and remind the faculty of the opportunities, including incentives, being made available to them via the QEP, regular announcements will be made at the various levels (e.g., General Faculty Meeting, College- and Department-wide meetings); email reminders will be sent; and printed brochures, website/online postings, and other social networking forums will be used as vehicles to reach the faculty. These materials will be developed and updated on a semi-annual basis to promote offerings and disseminate outcomes related to the QEP.

In addition to the aforementioned strategies, we will also engage in the following:

In Years 3 and 4 (2016–18), we will develop a strategy for enhancing incentives to engage departments and programs not currently participating in the QEP.

In Year 5 (2018–19), we will catalog and assess current courses participating in the QEP, and we will document reasons why certain programs are not interested in being represented.

Professional development in support of Action 1.1

Longwood University will be committed to offering programs that include interactive professional development workshops for faculty interested in developing or enhancing courses with a focus on research and academic-inquiry skills at any one of the three levels described above. Thus, in addition to the aforementioned strategies, we will encourage the development of a robust faculty learning community by establishing an ongoing series of roundtable sessions and offering summer faculty development workshops.

Ongoing series of roundtable sessions
In Year 0 (2013–14), Longwood will plan for an ongoing series of roundtable sessions to support the establishment of a stable faculty learning community that will have both an online and in-person presence.

In Year 1 (2014–15), we will implement a pilot series of roundtable sessions, to be held once a semester in Year 1, with the goal of initiating discussions on best practices for creating and enhancing courses focused on research and academic inquiry, including discussions of outcomes assessment, issues, and challenges associated with offering such courses.

In Years 2–5 (2015–19), we will expand our ongoing series of roundtables to at least twice a semester in order to establish a stable faculty learning community that will have both an online and in-person presence. The roundtable series will include topics such as, but not limited to, teaching grant writing, curriculum and course development, and finding sources of research funding.

Summer faculty development workshops and course assessments
In Year 0 (2013–14), Longwood will plan for an initial summer faculty development workshop by identifying a topic and soliciting plenary speakers. In Summer 2014, Longwood will provide a specialized pilot workshop, in collaboration with other stakeholders, consisting of a small number of faculty members interested in teaching student research and/or student-inquiry methods. Interested faculty members will apply to participate, and those who are selected to participate will receive a $250 stipend for attending.

The Director and Composition Coordinator will also use the summer months to review the assessments of the effectiveness of the initial English 150 enhancements, and reports will be provided to participating faculty.

In Year 1 (2014–15), we will identify themes and plenary speakers for each of the following four years of summer workshops. In summer 2015, the Longwood Teaching and Learning Institute will focus on teaching student research and/or student-inquiry methods. Again,interested faculty members will apply to participate, and those who are selected to participate will receive a $250 stipend for attending.

The assessments of the four courses that are part of the QEP in Year 1 (English 150 and the initial three disciplinary research-focused course offerings) will be reviewed over the summer months, and reports will be provided to participating faculty.

In summers 2016–18, between Years 2 through 5, we will hold the annual summer faculty development workshops on teaching and producing student research and/or student inquiry. Again, there will be an application and selection process for interested faculty, who will, in turn, be paid a stipend of $250 for attending.

The assessments of the courses that are part of the QEP, (English 150, the disciplinary research-focused course offerings, and individual mentored research courses designated as 490, 498, and/or 499 course sections), will be reviewed over the summer months and reports will be generated for participating faculty.

In summer 2019, all of the work from the previous 6 years will be culminated with a festival featuring poster sessions to highlight effective research models in departments at Longwood.

Summary of Action 1.1

The scaffolded approach to implementing the research and academic inquiry QEP initiative outlined above (Strategies 1.1.1, 1.1.2, and 1.1.3) will continue during years 3, 4, and 5. At the end of QEP implementation, we will have the English 150 curriculum enhanced for research skills development, twelve QEP-associated disciplinary research-focused courses, and QEP-associated individually mentored research courses designated as 490, 498, and/or 499.

Action 1.2. Make available faculty-guided summer undergraduate research program in all disciplines

Recently, in an effort to increase participation in productive research by both faculty and undergraduates, Longwood University developed a summer research program, Longwood University Perspectives on Research in Science and Mathematics (LU-PRISM). The objectives of the LU-PRISM program are to:

- increase the number of undergraduates conducting meaningful research;
- provide opportunities outside of the classroom for students to engage in experiential learning of skills that will benefit them after leaving Longwood; and
- financially support faculty research during the summer, when faculty have the most time to dedicate to projects.

In Year 0 (2013–14), the LU-PRISM pilot ran for eight weeks during the 2013 Summer Session and included eleven faculty and fourteen undergraduates from the Biological and Environmental Sciences, Chemistry and Physics, and Mathematics and Computer Sciences departments. Each participating faculty member worked directly with one or two students for 40 hours per week on projects designed by the faculty member. To foster a supportive group dynamic and scholarly communication, all participants in the LU-PRISM program met semi-regularly during the summer to discuss progress, troubleshoot issues, and learn new techniques. Several specific deliverables were required as well. At the end of the second week of the program, students gave an initial oral presentation to the LU-PRISM group, to ensure that all participants were progressing appropriately. At the end of the program, students discussed their summer's work via poster presentation and submitted a formal research paper that summarized their findings.

R.E.A.L. Inquiry will expand the student summer research program such that faculty and students from all disciplines are invited to participate. This process will be undertaken in three major steps, as follows:

1. Demonstrate the value of such a program through the LU-PRISM pilots.
2. Write an expanded version of the program, called the Longwood University Summer Research Fund (LU-SRF), to be implemented within the QEP framework, thus allowing specific funds to be directed to this program.
3. Expand participation to include 28 faculty and 28 students by 2019.

In Years 1 and 2 (2014–16), additional pilots of the LU-PRISM program will be run (Summer 2014 and Summer 2015), and the QEP Working Group members will work with LU-PRISM organizers to assess the program and write an expanded version of the program (LU-SRF) for implementation in Years 3–5. The collaboration between these groups will ensure that the successful aspects of the LU-PRISM program are advanced within the framework of QEP goals.

In Years 3–5 (2016–19), the full LU-SRF program will be implemented each summer.

More specifically, beginning in 2014 (Year 1) for LU-PRISM and 2016 (Year 3) for LU-SRF, Longwood faculty and students will be invited to participate in the summer research program through a competitive application process. Faculty will be notified of their acceptance into the program prior to the start of the Spring Semester and will receive a stipend of $6,000 for their participation. All continuing Longwood students will be invited to apply. Participating faculty will then select students that are best suited to assist on their research project. Students will be notified of their acceptance into the program prior to Spring Break and will receive a stipend of $3,500, boarding in a dormitory room, and meal-plan fees. Students not requiring on-campus housing will receive a stipend to cover their living expenses.

Impact of Goal 1

Figure 18 shows the projected number of students affected by the curricular initiatives and the summer research program that are the actions in support of Goal 1:

Figure 18. Projected Number of Students Affected by Goal 1 Actions

Year 0 (2013–14)	Year 1 (2014–15)	Year 2 (2015–16)	Year 3 (2016–17)	Year 4 (2017–18)	Year 5 (2018–19)	Totals for Goal 1
ACTION 1.1. Identify or develop courses to be enhanced for research skills development and prepare faculty through development grants and workshops to offer these courses						
1.1.1. English 150 (18 students per section)						
2 sections in spring semester = 36 students	8 sections each semester = 288 students	8 sections each semester = 288 students	8 sections each semester = 288 students	8 sections each semester = 288 students	8 sections each semester = 288 students	**1,476 students**
1.1.2. Other courses (assumes 20 students per section)						
	3 sections = 60 students	6 sections = 120 students	9 sections = 180 students	12 sections = 240 students	12 sections = 240 students	**840 students**
1.1.3. Senior Honors Research Program and Individual Mentored Research						
	18 students	24 students	30 students	36 students	36 students	**144 students**
ACTION 1.2. Make available faculty-guided summer undergraduate research program in all disciplines						
14 students in PRISM	14 students in PRISM	14 students in PRISM	28 students in LU-SRF	28 students in LU-SRF	28 students in LU-SRF	**126 students**
YEARLY SUBTOTALS						
50 students	**380 students**	**446 students**	**526 students**	**592 students**	**592 students**	**2,576 students**

» *Goal 2: To improve students' learning by facilitating student-faculty collaboration in research.*

Premise

Engaging students in research and creative activities is a proven and powerful practice for enhancing educational outcomes and expanding student learning. At Longwood University, the value of this high-impact practice as an important activity for student learning and professional development is evidenced in the current opportunities for student participation in research and inquiry.

Longwood students have a variety of curricular and co-curricular opportunities to engage in research and inquiry. The most common approach is through a capstone or required upper-division course or senior honors project. Other programs include research methods courses, advanced seminars, directed independent study, internships, and field work or practica (See 1.1.2 and 1.1.3 above).

While opportunities exist for students to participate in research and inquiry, a coordinated approach is needed to expand participation and create access for a greater number of students.

One of the most effective ways to cultivate student interest and participation in research and inquiry is to establish a designated student research office to coordinate efforts and increase awareness about existing opportunities. Providing administrative support and recognition to faculty mentors is also important, as is fostering a culture of research through effective communication and dissemination of research opportunities and outcomes.

Action 2.1. Establish Office of Student Research

Integral to the implementation and sustainability of the QEP will be a centrally located, formally designated Office of Student Research (OSR). The establishment of a designated office for student research clearly signifies the importance of and the institutional commitment to R.E.A.L. Inquiry. The purpose of the office will be to increase campus-wide awareness of and participation in student research and inquiry activities across disciplines and to facilitate student-faculty collaborations. The Provost has committed to housing the OSR in the new Student Success Center, a building that, once completed in Spring 2016, will be easily accessible to both students and faculty. The OSR will be responsible for providing campus-wide oversight of student research activities, coordinating current undergraduate and graduate programs as well as developing and managing new programs, facilitating the development of research-related skills training, and providing professional development and peer-mentoring support for students and faculty. In addition, the OSR will be responsible for coordinating and promoting the annual Longwood University Student Research Showcase Day.

The OSR staff will include a full-time director and two graduate assistants. The director will have undergraduate student mentoring and assessment experience in order to effectively perform his or her assigned duties (Appendix G). Faculty support and campus-wide participation will be imperative to the success of the QEP. Therefore, the director will work closely with faculty, university administration, and the community to build support and provide resources to facilitate faculty engagement. Managerial and day-to-day operations also will be the responsibility of the full-time Director of Student Research. A Student Research Advisory Council composed of faculty, staff, students, and community members will: 1) provide guidance and recommendations to the director; 2) assist with the review of applications for programs, grants, and faculty development support; 3) promote research activities and opportunities for external funding; and 4) support the assessment of OSR-related programs and activities.

Strategy 2.1.1 Space and infrastructure

Establishing an Office of Student Research (OSR) will create an infrastructure that minimizes bureaucracy, coordinates activities, and facilitates faculty-student interactions. Well-intentioned positioning of the office in the hub of student services and programs will increase the visibility and accessibility of the program for students and faculty. The planned placement for the OSR is within the future Student Success Center, which is slated for completion in early 2016 and intentionally co-locates student support and administrative services, providing close proximity to important campus partners. The OSR will provide a physical space for faculty and students to obtain and share information. Office facilities will include space for hosting workshops, group/team meeting areas, and general workspace.

Strategy 2.1.2 Office activities

The OSR will serve to increase communication and awareness of undergraduate and graduate research and inquiry opportunities among students and faculty, and it will facilitate student-faculty collaborations. OSR services and activities will be prominently featured on an informative and easy-to-navigate website. The OSR staff will have access to and control over this website in order to ensure it is easily updated and adapted to reflect current OSR activities. Topical content will include current and forthcoming opportunities for undergraduate research and inquiry, fellowships, workshops, grant deadlines, and direct links to existing campus-wide research and inquiry initiatives and honors programs. Additional web-based resources will include a database of faculty research interests and opportunities for student research assistantships.

The OSR will also coordinate with Longwood's service learning and community services program to cultivate community partnership opportunities and to support students and faculty who seek to work collaboratively with local organizations to develop projects that address community-identified needs.

Strategy 2.1.3 Alignment with campus resources

The OSR will collaborate and coordinate on a continuous basis with units such as the Office of Assessment and Institutional Research, the Center for Academic Success, the Writing Center, the College of Graduate and Professional Studies, and Greenwood Library. The OSR will also partner with non-academic units such as Development, Alumni Relations, Admissions, and Public Relations as well as with external and governmental organizations.

The director will work with the Center for Academic Faculty Enrichment (CAFÉ) and the Senior Honors Research Committee to organize, publicize, and implement faculty development workshops and training.

Action 2.2. Establish competitive funding for recognizing excellence in faculty mentoring of undergraduate research

Two of CUR's characteristics of excellence in undergraduate research are administrative support and recognition (2012). To promote student-faculty collaboration in research, R.E.A.L. Inquiry provides funding for reassigned time, awards, and research grants.

Strategy 2.2.1 Reassigned Time

Mentoring student scholarly endeavors requires extensive time from a faculty member. Thus, the QEP budget includes funds for facilitating reassigned time for those faculty members with significant undergraduate and/or graduate research obligations (see Section IX, Resources).

Strategy 2.2.2 Excellence in Mentoring Awards

The QEP budget includes funds to provide an increasing number of $1,000 Excellence in Mentoring awards each year to faculty who have shown excellence in mentoring students in research activities. Incremental increases over the five years are planned, with the budget allotting for three awards in Year 1, five awards in Year 2, seven awards in Year 3, eight awards in Year 4, and ten awards in Year 5.

Strategy 2.2.3 Undergraduate Research Grants

Undergraduate research grants provide incentives to faculty for engaging in faculty-student research collaborations. Faculty members apply for these grants in January. The QEP budget includes funding to support up to $10,000 in undergraduate research grants for each year of the five-year QEP plan. With a typical grant of $500, this would allow up to 20 grants each year.

Action 2.3. Use electronic portal, the "student research portal," to draw attention to possibilities for student research and completed student research, to track students' research skills development, and to assess core competencies addressed in the QEP

The Office of Student Research (OSR) will foster a culture of research within the University and create an awareness of ongoing faculty and student accomplishments via an effective and flexible website devoted to communication, origination, and dissemination of research announcements and opportunities. This approach is based on a survey of similar programs at peer and aspirant institutions. In order for the OSR website to be effective, it must:

- state the mission and purpose of the OSR;
- organize and publicize grants and other funding opportunities for student and faculty research (for example, BIG SUR and CUR);
- organize and highlight opportunities for student and faculty presentations at conferences;
- organize submission of content for the annual Longwood University Student Research Showcase Day;
- organize important research-related due dates and deadlines;
- provide and profile up-to-date news on research-related activity happening within the University and involving alumni;
- highlight the senior honors research program;
- provide links to the Digital Commons institutional repository as well as individual department websites;
- provide contact and profile information for a student research advisory committee; and
- provide examples of effective grant proposals that students can use as models for their research endeavors.

The website for the OSR will be designed by the Department of Theatre, Art, and Graphic Design's "Design Lab." Design Lab's mission is to create professionally designed and well-produced print, web, and interactive products. The work produced by Design Lab is an example of applied student research and, thus, is a fitting way to build the new OSR website. Since Design Lab does not charge for their services, the design and construction of the OSR website will not require additional funding. The cost of hosting the site will depend on the type of service used, which will be discussed with Design Lab and university administration at the appropriate time. Additional funding may be required for staffing within the OSR to continually maintain and organize content on the website, which will serve as the main interface between the university community and the OSR.

In Year 0 (2013-14), the Design Lab will be commissioned to create a website with easily updateable content.

In Years 1–2 (2014–16), OSR will input all appropriate information, assess the website's functionality, and work with the Design Lab as needed to streamline and improve the site.

In Year 3 (2016–17), OSR will assess university-wide satisfaction with the website and its effectiveness in disseminating research information.

In Years 4–5 (2017–19), OSR, in consultation with the Design Lab, will continue to assess the effectiveness of the website and make improvements to address concerns raised.

» *Goal 3: To improve students' learning by advancing an understanding of the importance of disseminating the results of research in academic and civic communities.*

Action 3.1. Link undergraduate research and community engagement

Research has shown that students who actively engage in their communities will attain an experiential dimension to their education as they test classroom learning firsthand, feel better connected to their academic and social communities, and receive valuable preparation for their future educational and professional careers (Nyden, 2003; Karukstis 2005). Therefore, the R.E.A.L. Inquiry initiative will provide another avenue for Longwood University to promote community engagement in which students directly connect their academic interests and skills to projects that positively impact their communities. Longwood University maintains a strong belief in the potential for communities and universities to work together in a scholarly manner to make a tangible difference in the effectiveness of the civil society sector, the quality of university education and research, and the lives of local people. The QEP initiative will support the following goals:

- Ensure the knowledge base of the University is accessible to its local community.
- Develop a collaborative community of faculty involved in community-based scholarship.
- Help faculty and students create publishable scholarship from community-based research.

The OSR will serve as the intersection of student learning, faculty research and creative activity, and community engagement by partnering with community organizations on several community outreach projects. These outreach projects facilitate collaboration among faculty, community members, and students, allowing them to work together to address important issues in the community. Longwood currently has organizational units that provide targeted outreach programs serving the community. Selected examples of outreach activities conducted by Longwood University organizational units include: Hull Springs Farm; Institute for Teaching through Technology and Innovative Practices; Longwood Center for the Visual Arts; Speech, Hearing, and Learning Services (formerly the Longwood Center for Communication, Literacy, and Learning); Longwood Small Business Development Center; and the SNVC Institute for Leadership and Innovation. In addition to these university programs, Longwood University works with many local organizations that serve the public (e.g., Clean Virginia Waterways, Robert Russa Moton Museum) and provide support for local schools. R.E.A.L. Inquiry will draw on these existing outreach programs and community partnerships, as well as create new ones, to link undergraduate research initiatives with community outreach efforts that align with the QEP framework.

The OSR will offer incentives for faculty and students to become involved with community engaged learning and research at Longwood, including several different funding opportunities, such as awards, mini-grants, and tuition waivers. Additionally, the new OSR website will include a "welcoming" page for community partners and for anyone interested in Longwood's community ourtreach activities. The web page will provide ideas and information about Longwood's faculty, academic courses, and current community outreach projects. It will also invite community partners to engage with Longwood University and find ways to connect with faculty and students to help meet needs in the community. For example, the website will provide an avenue for community members to list their ideas for new projects, post information about ongoing research, pose questions, and provide program evaluation outcomes.

Action 3.2. Provide grants for undergraduate research and/or presentations at conferences

In order to mitigate the financial barriers that might discourage student participation in scholarly work, the Office of Student Research will offer a limited number of grants to support research and travel. Grants will be awarded on a competitive basis and typically made in amounts up to $500.

Strategy 3.2.1 Research grants

Research grants will be awarded by the Director of the Office of Student Research in consultation with the dean of the college of the applying student-mentor team. Monies awarded are to be used to defray costs associated with conducting research. (Note: Equipment and software purchased with research grant funds become the property of Longwood University.) Examples of applicable research expenses include:

- laboratory equipment;
- media equipment;
- equipment for work in the field;
- art supplies;
- software;
- photocopying, printing, and film processing;
- communication costs (postage, phone, etc.); and
- travel to support the investigative phase of the student's work, such as travel to field sites, museums, archives, or libraries. (Travel support to attend conferences should typically come from travel grants, as outlined below).

Strategy 3.2.2 Travel grants

Travel grants will be awarded by the Director of the Office of Student Research in consultation with the Provost/Vice President for Academic Affairs (or his/her designee). These grants are to be used to support student travel to conferences or professional meetings to disseminate the results of their scholarship. Examples of applicable travel expenses include:

- airfare and mileage,
- lodging,
- conference registration,
- food, and
- materials for posters or other displays.

Students who receive travel grants will be expected to be active participants in the conference or meeting they attend. Active participation includes making oral presentations, presenting posters, participating in a panel discussion, or performing or exhibiting artistic work.

In addition to presenting their work at the conference or meeting to which they travel, students who receive research or travel grants will be expected to share their work in a Longwood University venue, such as the Digital Commons and/or the annual Longwood University Student Research Showcase Day.

Action 3.3. Organize annual student research showcase day for Longwood students

The annual Longwood University Student Research Showcase Day (LUSRSD) will provide an opportunity for students to share their research with the campus community. This research day will benefit the University by allowing students to develop an awareness of research methodologies and results of creative inquiry, providing opportunities for faculty across disciplines to collaborate on research efforts and design, and giving students practice in communicating about their research to a public audience. The LUSRSD will showcase the research, scholarship, and artistic endeavors completed by Longwood University students as part of a course, internship, or the summer research program.

Currently the Cook-Cole College of Arts and Sciences (C-CCAS) hosts an annual student showcase. This is a very successful long-standing event for the Longwood community and, thus, will serve as an appropriate model for the new LUSRSD. In order to expand the research day event such that faculty and students from all disciplines are involved, the following plan will be implemented:

In Year 0 (2013–14), to promote and develop interest in the future LUSRSD among faculty from all academic disciplines, the QEP Co-Director invited interested faculty to attend the C-CCAS Student Showcase in November 2013.

In Year 1 (2014-15), the QEP Working Group members assigned to the LUSRSD Committee will work with the organizers of the C-CCAS Student Showcase to create an expanded version of the event that includes academic disciplines outside of the C-CCAS. To recruit participants for the LUSRSD, the committee will contact faculty who are currently teaching or have recently taught research methods classes in their departments. These faculty members will be a strong source of potential student presentations, as their courses directly involve students in research. Further planning for the first of the campus-wide LUSRSD events will begin early in Spring 2015. Email reminders will be sent out and other social networking forums will be used to disseminate information about the event. Faculty members who express interest in participating will be contacted, and by the end of February, deadlines will be posted for student submissions.

For Years 2–5 (2015–19), it will be critical to work with both administration and faculty to promote additional representation and participation in LUSRSD. LUSRSD Committee members will conduct personal meetings with the deans and department chairs to encourage, identify, recruit, and support faculty to become involved in undergraduate research and, ultimately, the LUSRSD. In addition, the committee will continue to disseminate information about the LUSRSD to all members of the university community via email reminders, website postings, other social networking forums, and announcements made at the university, college, and department levels. Methods for engaging student participation will include presentations at student organization meetings and at certain university scholarship and study programs (e.g., the Senior Honors Research program). By Year 5 (2018–19), the goal is to have all interested departments represented at the LUSRSD.

With regard to the development and promotion of LUSRSD, an important order of business is to secure the proper materials, rooms, and space for the event. The choice of venue is critically important as the location can have serious effects on attendance. The C-CCAS Student Showcase has been held in various locations throughout the years; however, it has been most successful when held in Longwood's centrally located Dorrill Dining Hall, as this is an area that can support poster presentations, presentations of artwork, traditional "talk" presentations, and small performances. Therefore, we will plan to hold the LUSRSD in the Dining Hall. Requests to secure the needed spaces via the Office of Conferences and Scheduling and the Dining Hall building manager will be made one semester in advance of the showcase each year. Arrangements for additional logistical considerations (e.g., technology, easels) will also be made at this time.

Action 3.4. Highlight senior honors research program and other student research on the student research portal

The Office of Student Research will capitalize on the opportunity the Web provides to showcase and share exemplary student work with the world. An effective program for disseminating successful student work will:

- raise enthusiasm for undergraduate research among a broad range of campus constituents,
- elevate Longwood's profile as an institution for academic excellence, and
- secure a broad audience for high-quality research and creative work.

In order to facilitate Longwood's contributions to scholarly communication online, the University is in the process of implementing the Digital Commons @ Longwood, a digital repository that enables scholars to share their academic and creative work in a professional-looking, online environment that is well-organized, easy to access, and searchable. The Digital Commons @ Longwood boasts several features that make it ideal for showcasing student research projects, including:

- ***Flexibility***—The Digital Commons @ Longwood allows scholars to display their work in a variety of formats, not just text. The repository supports embedded slide shows, picture galleries, and streaming audio and video. It also allows content creators to include supplemental files that users can download from the repository. Examples include this photo gallery from Pacific University Oregon (http://commons.pacificu.edu/todayg1/) and this online lecture from Utah State University (http://digitalcommons.usu.edu/ub_biochem/1/).
- ***Searchability***—Content in the Digital Commons @ Longwood is searchable by Google and other search engines, making high-quality student work accessible on a global scale.
- ***Persistent Links***—Each entry in the Digital Commons includes a persistent link that can be used to direct readers to student research via Facebook and other social media, blogs, websites, etc. This feature allows students, faculty, and administrators to link directly to student work in a variety of contexts. Figure 19 shows some of the possible channels that can be used to showcase student work in the Digital Commons @ Longwood.

Figure 19. Repository, Channel, and Audience for Student Research

Repository	Channel	Audience	
Papers and exhibits in Digital Commons @ Longwood (digitalcommons.longwood.edu)	Office of Student Research web page	• Students • Faculty	• Administrators • Potential Donors
	Departmental web pages	• Students • Faculty	• Administrators • Community
	Student eportfolios (eportfolios.longwood.edu)	• Family	• Potential Employers
	Social media	• Students • Faculty • Administrators	• Community • Potential Donors
	Google and other search engines	• Researchers • Community	• Students

VII. TIMELINE

Figure 20 offers an overview of the projected timeline for implementation of the various R.E.A.L. Inquiry components.

Figure 20. Implementation Timeline

Goal, Activity, and Task	Persons Responsible
YEAR 0: 2013-14	
GOAL 1. To improve students' learning by promoting their discovery of new knowledge through research.	
1.1. Identify or develop courses to be enhanced for research skills development and prepare faculty through development grants and workshops to offer these courses	
• Pilot an enhanced section of English 150 • Invite and select 3 faculty to enhance/develop existing discipline-specific research courses to fit within the QEP framework • Explore best practices for offering series of roundtable discussions to support curriculum and faculty development • Investigate conduits for promoting R.E.A.L. Inquiry	OSR Director; Composition Coordinator; selected faculty members teaching QEP-associated courses; QEP working groups
1.2. Make available a faculty-guided summer undergraduate research program in all disciplines	
• Invite faculty to apply to attend the first summer faculty development session • Initiate collaboration between LU-PRISM and QEP Working Groups	OSR Director; LU-PRISM Director; LU-SRF Director; CAFÉ Director
GOAL 2. To improve students' learning by facilitating student-faculty collaboration in research.	
2.1. Establish Office of Student Research	
• Appoint OSR Director, coordinator, student assistant, advisory team	Provost; OSR Director; Facilities Management; Information Technology Unit; directors of relevant programs (e.g., CAFÉ) and non-academic units
2.2. Establish competitive funding for recognizing excellence in faculty mentoring of undergraduate research	
• Determine reassigned time	Provost; OSR Director; Student Research Advisory Council
2.3. Use electronic portal, the "student research portal," to draw attention to possibilities for student research and completed student research, to track students' research skills development, and to assess core competencies addressed in the QEP.	
• Design and construct OSR website, employing Design Lab • Develop surveys to track students' research skills development	OSR Director; Information Technology Unit; Department of Theatre, Art and Graphic Design; Office of Assessment and Institutional Research
GOAL 3. To improve students' learning by advancing their understanding of the importance of disseminating the results of research in academic and civic communities.	
3.3. Organize annual student research showcase day for Longwood students	
• Invite faculty members to attend the College of Arts and Sciences Research Day in November 2013	QEP Co-Director

Goal, Activity, and Task	Persons Responsible
YEAR 1: 2014-15	
GOAL 1	
1.1. Identify or develop courses to be enhanced for research skills development and prepare faculty through development grants and workshops to offer these courses	
• Enhance/teach 3 sections of English 150 • Offer the 3 disciplinary research-focused courses • Invite and select an additional 3 faculty to enhance/develop existing disciplinary research-focused courses • Offer 1 roundtable per semester to establish an annual initiative for curriculum/faculty development • Establish online and in-person presence to promote R.E.A.L. Inquiry	OSR Director; Composition Coordinator; selected faculty members teaching QEP-associated courses; QEP Working Group
1.2. Make available a faculty-guided summer undergraduate research program in all disciplines	
• Invite faculty to apply/attend the second summer faculty development session • Advance LU-PRISM to fit within the QEP framework	OSR Director; LU-PRISM Director; LU-SRF Director; CAFÉ Director
GOAL 2	
2.1. Establish Office of Student Research (OSR)	
• Work with relevant constituencies to build the Student Success Center • Establish website featuring OSR services/activities • Develop alignment with campus resources	Provost; OSR Director; Facilities Management; Information Technology Unit; directors of relevant programs (e.g., CAFÉ) and non-academic units
2.2. Establish competitive funding for recognizing excellence in faculty mentoring of undergraduate research	
• Implement reassigned time • Establish annual Excellence in Mentoring Awards • Create and determine funding for undergraduate research and travel grants	Provost; OSR Director; Student Research Advisory Council
2.3. Use electronic portal, the "student research portal," to draw attention to possibilities for student research and completed student research, to track students' research skills development, and to assess core competencies addressed in the QEP	
• Streamline and make improvements to OSR website • Implement surveys to track students' research skills development • Collect baseline metrics, analyze results, and implement regular reporting	OSR Director; Information Technology Unit; Department of Theatre, Art and Graphic Design; Office of Assessment and Institutional Research
GOAL 3	
3.1. Link undergraduate research and community engagement	
• Appoint a Community Engagement Advisor (CEA) • Develop website for community partners • Investigate funding opportunities	OSR Director; Community representative on Student Research Advisory Council
3.2. Provide grants for undergraduate research and/or presentations at conferences	
• Establish and provide student travel funds/grants • Establish and provide faculty travel/equipment grants	Provost; OSR Director
3.3. Organize annual student research showcase day for Longwood students	
• Invite faculty members to apply to the first Longwood University Student Research Showcase Day (LUSRSD) to be held in Spring 2015 • Secure needed spaces and technology	OSR Director; LUSRSD Director and Planning Committee
3.4. Highlight senior honors research program and other student research on the student research portal	
• Showcase student research online by implementing Digital Commons @ Longwood	OSR Director; Information Literacy Team; directors of relevant programs

Goal, Activity, and Task	Persons Responsible
YEAR 2: 2015–16	
GOAL 1	
1.1. Identify or develop courses to be enhanced for research skills development and prepare faculty through development grants and workshops to offer these courses	
• Expand on enhancements to be made to the English 150 curriculum • Offer the 6 disciplinary research-focused courses • Invite and select an additional 3 faculty to enhance/develop existing disciplinary research-focused courses • Solicit/expand on QEP-associated individually mentored research courses • Offer 1–2 roundtables per semester to sustain curriculum/faculty development • Develop strategies for enhancing incentives for departments and programs not participating in the QEP • Review/assess the QEP-associated courses at all levels	OSR Director; Composition Coordinator; selected faculty members teaching QEP-associated courses; QEP working groups; Office of Assessment and Institutional Research
1.2. Make available a faculty-guided summer undergraduate research program in all disciplines	
• Invite faculty to apply/attend the summer faculty development session • Offer expanded program, to be called Longwood University Summer Research Fund (LU-SRF)	OSR Director; LU-PRISM Director; LU-SRF Director; CAFÉ Director
GOAL 2	
2.1. Establish Office of Student Research (OSR)	
• Complete the Student Success Center in Spring 2016 • Continually update website featuring OSR services/activities • Expand on alignment with campus resources	Provost; OSR Director; Facilities Management; Information Technology Unit; directors of relevant programs (e.g., CAFÉ) and non-academic units
2.2. Establish competitive funding for recognizing excellence in faculty mentoring of undergraduate research	
• Assess/modify reassigned time • Provide annual Excellence in Mentoring Awards • Continue to offer funding for undergraduate research and travel grants	Provost; OSR Director; Student Research Advisory Council
2.3. Use electronic, the "student research portal," portal to draw attention to possibilities for student research and completed student research, to track students' research skills development, and to assess core competencies addressed in the QEP	
• Enhance OSR website • Implement surveys to track students' research skills development • Collect baseline metrics, analyze and report results regularly	OSR Director; Information Technology Unit; Department of Art and Graphic Design; Office of Assessment and Institutional Research
GOAL 3	
3.1. Link undergraduate research and community engagement	
• Enhance website for community partners • Implement and expand on funding opportunities • Continue to explore additional avenues for promoting community engagement in a scholarly manner	OSR Director; Community representative on Student Research Advisory Council
3.2. Provide grants for undergraduate research and/or presentations at conferences	
• Provide student travel funds/grants and faculty travel/equipment grants	Provost; OSR Director
3.3. Organize annual student research showcase day for Longwood students	
• Expand participation in LUSRSD, with focus on non-participating colleges • Secure needed spaces and technology	OSR Director; LUSRSD Director and Planning Committee
3.4. Highlight senior honors research program and other student research on the student research portal	
• Showcase student research online by implementing Digital Commons @ Longwood	OSR Director; Information Literacy Team; directors of relevant programs

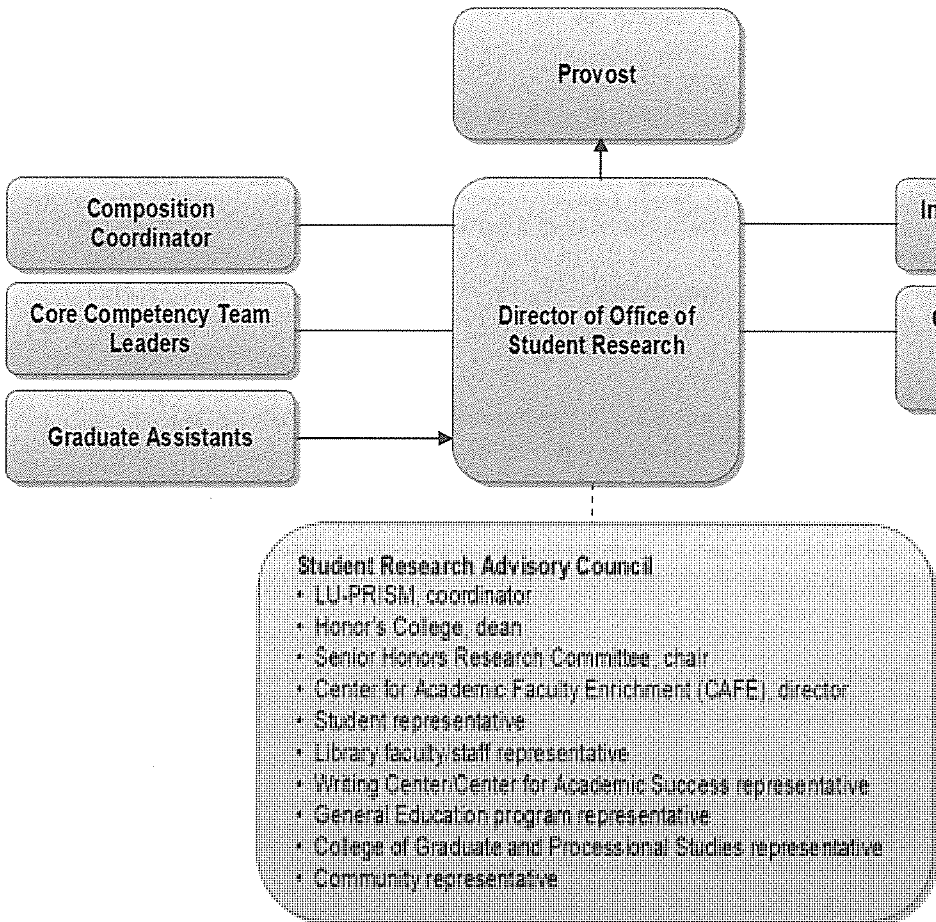
Goal, Activity, and Task	Persons Responsible
YEARS 3 and 4: 2016–18	
GOAL 1	
1.1. Identify or develop courses to be enhanced for research skills development and prepare faculty through development grants and workshops to offer these courses	
• Expand on enhancements to be made to the English 150 curriculum • Offer the 9 (Yr 3) and 12 (Yr 4) disciplinary research-focused courses • Invite and select an additional 3 faculty each year to enhance/develop existing disciplinary research-focused courses • Solicit/expand on QEP-associated individually mentored research courses • Offer 1–2 roundtables per semester to sustain curriculum/faculty development • Develop strategies for enhancing incentives for departments and programs not participating in the QEP • Review/assess the QEP-associated courses at all levels	OSR Director; Composition Coordinator; selected faculty members teaching QEP-associated courses; QEP working groups; Office of Assessment and Institutional Research
1.2. Make available a faculty-guided summer undergraduate research program in all disciplines	
• Invite faculty to apply to attend the summer faculty development session • Continue to expand participation in LU-SRF	OSR Director; LU-PRISM Director; LU-SRF Director; CAFÉ Director
GOAL 2	
2.1. Establish Office of Student Research (OSR)	
• Continually update website featuring OSR services/activities • Expand on alignment with campus resources	Provost; OSR Director; Facilities Management; Information Technology Unit; directors of relevant programs (e.g., CAFÉ) and non-academic units
2.2. Establish competitive funding for recognizing excellence in faculty mentoring of undergraduate research	
• Assess/modify reassigned time • Provide annual Excellence in Mentoring Awards • Continue to offer funding for undergraduate research and travel grants	Provost; OSR Director; Student Research Advisory Council
2.3. Use electronic portal, the "student research portal," to draw attention to possibilities for student research and completed student research, to track students' research skills development, and to assess core competencies addressed in the QEP	
• Assess and revise OSR website based on university-wide satisfaction • Establish baseline metrics in Yr 3 (Spring 2017) • Analyze results and continue to report	OSR Director; Information Technology Unit; Department of Theatre, Art and Graphic Design; Office of Assessment and Institutional Research
GOAL 3	
3.1. Link undergraduate research and community engagement	
• Enhance website for community partners • Expand on funding opportunities • Continue to explore additional avenues for promoting community engagement in a scholarly manner	OSR Director; Community representative on Student Research Advisory Council
3.2. Provide grants for undergraduate research and/or presentations at conferences	
• Provide student travel funds/grants and faculty travel/equipment grants	Provost; OSR Director
3.3. Organize annual student research showcase day for Longwood students	
• Expand participation in LUSRSD, with focus on non-participating departments and programs • Secure needed spaces and technology	OSR Director; LUSRSD Director and Planning Committee
3.4. Highlight senior honors research program and other student research on the student research portal	
• Showcase student research online by implementing Digital Commons @ Longwood	OSR Director; Information Literacy Team; directors of relevant programs

Goal, Activity, and Task	Persons Responsible
YEAR 5: 2018–19	
GOAL 1	
1.1. Identify or develop courses to be enhanced for research skills development and prepare faculty through development grants and workshops to offer these courses	
• Continue to expand enhancements to English 150 curriculum • Offer the 15 enhanced disciplinary research-focused courses • Expand on QEP-associated individually mentored research courses • Assess and catalog the effectiveness of QEP	OSR Director; Composition Coordinator; selected faculty members teaching QEP-associated courses; Office of Assessment and Institutional Research
1.2. Make available a faculty-guided summer undergraduate research program in all disciplines	
• Prepare for and implement Summer 2019 poster sessions to highlight effective research models in departments at Longwood University	OSR Director; LU-PRISM Director; LU-SRF Director; CAFÉ Director
GOAL 2	
2.1. Establish Office of Student Research (OSR)	
• Continually update website featuring OSR services/activities • Expand on alignment with campus resources	Provost; OSR Director; Facilities Management; Information Technology Unit; Directors of relevant programs (e.g., CAFÉ) and non-academic units
2.2. Establish competitive funding for recognizing excellence in faculty mentoring of undergraduate research	
• Assess and catalog reassigned time • Provide annual Excellence in Mentoring Awards • Continue to offer funding for undergraduate research and travel grants	Provost; OSR Director; Student Research Advisory Council
2.3. Use electronic portal, the "student research portal," to draw attention to possibilities for undergraduate research and completed student research, to track students' research skills development, and to assess core competencies addressed in the QEP	
• Maintain OSR website • Analyze results and continue to report	OSR Director; Information Technology Unit; Department of Theatre, Art and Graphic Design; Office of Assessment and Institutional Research
GOAL 3	
3.1. Link undergraduate research and community engagement	
• Maintain website for community partners • Expand on funding opportunities • Continue to explore additional avenues for promoting community engagement in a scholarly manner	OSR Director; Community representative on Student Research Advisory Council
3.2. Provide grants for undergraduate research and/or presentations at conferences	
• Provide student travel funds/grants and faculty travel/equipment grants	Provost; OSR Director
3.3. Organize annual student research showcase day for Longwood students	
• Expand participation in LUSRSD, with focus on non-participating departments and programs • Secure needed spaces and technology	OSR Director; LUSRSD Director and Planning Committee
3.4. Highlight senior honors research program and other student research on the student research portal	
• Showcase student research online by implementing Digital Commons @ Longwood	OSR Director; Information Literacy Team; directors of relevant programs

VIII. ORGANIZATIONAL STRUCTURE

Figure 21, the QEP organizational chart, reflects the system we will put in place to ensure appropriate reporting, monitoring, and supervision. The arrows represent a direct reporting line, while the solid lines represent coordination across all of the different units. The dotted line represents the advisory role of the Student Research Advisory Council.

Figure 21. QEP Organizational Chart



As seen in the chart above, the Director of the Office of Student Research, also serving as the Director of the QEP, will report to the Provost. The OSR, created with the intention to support the QEP, will fall under the Provost's portfolio in his role as Chief Academic Officer, and thus not under any specific academic unit. The director will work closely with faculty, university administration, and the community to build support and provide resources to facilitate faculty engagement. Another key duty of the director is intentionally to inform prospective students of R.E.A.L. Inquiry at student orientations, admissions activities, open houses, etc., in order to set the research and academic inquiry expectations of potential future students. Reporting to the Director of OSR will be the two graduate assistants; collaborating with the Director of OSR will be a member of the Information Technology Unit, a member of the Office of Assessment and Institutional Research, and the Core Competency Team Leaders. The roles of these collaborators are outlined in Figure 22 below. Additionally, a Student Research Advisory Council for the student research and academic inquiry initiative will be assigned to work in partnership with the Director of OSR in providing resources to support the development and enhancement of the QEP, as well as in collecting and analyzing data about the activities included in the QEP.

Figure 22. Student Research Initiative Collaborators

R.E.A.L. Inquiry Collaborators	Role
Composition Coordinator	Develop English 150 courses supporting QEP; ensure formalized assessment of the enhanced English 150 courses
Graduate Assistants	Assist the director in managerial and day-to-day operations of the OSR; assist in providing resources to facilitate faculty and student engagement
Information Technology Unit	Provide Design Lab and Digital Commons @ Longwood technology and support for OSR website; provide additional technology resources and support for student research projects and showcasing and sharing exemplary student work
Office of Assessment and Institutional Research	Provide data and collaborate on assessment
Core Competency Team Leaders	Collaborate on QEP student learning outcomes in distributed academic courses; advise on research/academic-inquiry courses based on annual assessments

R.E.A.L. Inquiry will be counseled by the Student Research Advisory Council, composed of nine members and chaired by the Director of OSR. This team will be tasked with the following: 1) provide guidance, feedback, and recommendations to the director on general issues; 2) assist with the review of applications for programs, grants, and faculty development support offered; 3) promote research activities and opportunities for external funding for participants; and 4) support the assessment of programs supported by OSR.

Additional tasks of the Student Research Advisory Council will include, but not be limited to: 1) supporting changes and enhancements to existing programs related to the QEP (e.g., LU-SRF, LUSRSD); 2) encouraging the creation of programs that fall within the QEP framework (e.g., roundtable series, Summer Faculty Development sessions); 3) providing the resources to assist faculty to create or enhance academic programming around general education and student research/ academic inquiry-based courses that support the QEP; 4) providing expertise to academic and non-academic units within the Longwood community in implementing the goals, actions, and environmental/student learning outcomes of the QEP; and 5) supporting publicity for disseminating successful student research and academic inquiry projects.

The OSR will be associated with the aforementioned collaborators and advisory team in organizational and leadership structure throughout the implementation of the QEP. Initially, these committees will be organized around promoting student discovery of new knowledge through research-skills-development courses, supporting faculty development through grants and workshops, and facilitating student-faculty collaboration through research and academic inquiry. However, reorganization of the committees may be needed as the R.E.A.L. Inquiry initiative and programming grow. These committees may also bring in ad hoc members with relevant experience as needed.

IX. RESOURCES

The implementation of Longwood's QEP will rely in part on collaboration with existing programs and offices, will build on funding already in place for related efforts, and will require additional funding to facilitate expanded and enhanced undergraduate research activities. Provisions for these additional funds have been made in the University's budget, pending SACSCOC approval of the QEP.

Collaboration with Existing Programs and Offices

Writing Center—Peer consultants help students handle their writing challenges.

Center for Academic Success—The Center for Academic Success offers an opportunity for scholars across the Longwood campus to supplement their learning and integrate it into their in- and out-of-classroom experiences. The center provides a range of services to meet diverse learning processes and an environment of sensitive and responsive support. In addition, the center provides a forum through which faculty may delve into and share ideas about alternate instructional methods. Through all of its activities, the center encourages all individuals to explore the learning process.

Greenwood Library—The Greenwood Library supports Longwood's mission of developing citizen leaders through a comprehensive array of services and resources. It is a learning-centered environment that fosters intellectual exchange, scholarly communication, cultural enrichment, lifelong information literacy, and creative expression.

Office of Sponsored Programs and Research—While the Office of Sponsored Programs and Research is primarily designed to work directly with faculty and staff, their services in researching and helping with grant applications play a role in some student research projects.

Office of Assessment and Institutional Research—The Office of Assessment and Institutional Research analyzes institutional data and coordinates assessment activities across campus.

Office of Leadership and Service Learning—The Office of Leadership and Service Learning strives to provide meaningful service and leadership opportunities for individuals and groups of students in the surrounding community and on campus.

Funding Already in Place

Cook-Cole Undergraduate Research Fund—The Cook-Cole College of Arts and Sciences allots approximately $20,000 each year in a fund to facilitate undergraduate scholarly endeavors. This funding is typically used for equipment and supplies and for helping students travel to professional disciplinary conferences where they can present their work.

Cook and Cole Awards—These $1,000 awards are given each August to a junior and a senior faculty member who have exhibited excellence in mentoring undergraduate research.

Higher Education Equipment Trust Fund—These funds are available for purchase of equipment costing more than $500 and are instrumental in providing the necessary tools for undergraduate research in several disciplines.

PRISM Summer Research Program—A funding allocation for STEM activities from the Commonwealth of Virginia to Longwood has made possible a summer research program in science and mathematics called PRISM. In the summer of 2013, 14 students engaged in projects with 11 STEM faculty members. Students received a $3,500 stipend plus room and board for the eight-week program. Faculty members received a $6,000 stipend for the program.

Funding for New Resources

Enhanced Professional Development—The QEP budget provides funding for additional money in the Center for Academic Faculty Enrichment (CAFÉ) budget specifically dedicated to providing increased and enhanced opportunities for faculty to develop their abilities in incorporating research skills development in courses and in mentoring undergraduate research, primarily through summer workshops and academic-year roundtable sessions.

Reassigned Time—Mentoring student scholarly endeavors requires extensive time from a faculty member and thus the QEP budget includes funds for facilitating reassigned time or stipends for those faculty members with significant undergraduate research obligations.

Office of Student Research—The QEP budget includes funds for operations and staffing an Office of Student Research. This office will coordinate the undergraduate research experience across the campus.

Excellence in Mentoring Awards—The QEP budget includes funds to provide ten $1,000 Excellence in Mentoring awards each year to faculty who have shown excellence in mentoring student scholarly activities.

Longwood Student Research Showcase Day—The QEP budget includes funds to support a campus-wide day of celebrating student research efforts. The day will include multiple venues for presentations and exhibits as well as award ceremonies.

LU-SRF (Expanded Summer Research Program)—In order to make the current summer research experience available to all disciplines, the QEP budget includes funding for doubling the size of the current summer program. This expanded program will allow any undergraduate student the opportunity to apply to the program.

Travel—In order to facilitate more students traveling to present research results and engage in scholarly work, the QEP budget includes funding for expanded travel opportunities.

Undergraduate Research Grants—These grants provide funding for equipment or travel for faculty-student collaborations. Faculty members apply for these grants in January. The QEP budget includes funding to support up to $10,000 in undergraduate research grants for each year of the five-year QEP plan. With a typical grant of $500, this would allow up to 20 grants each year.

Figure 23 shows the year-by-year allocation of new funds for R.E.A.L. Inquiry.

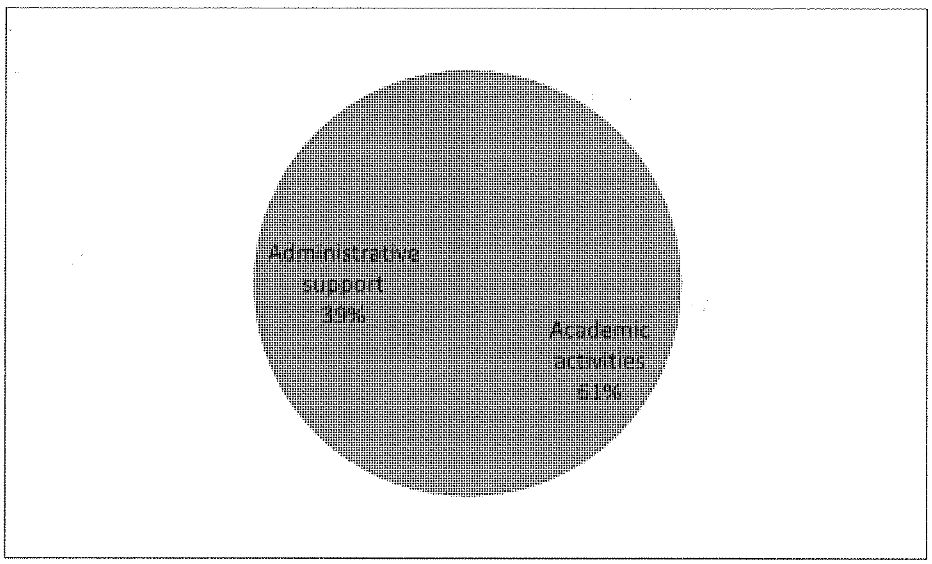
Figure 23. New Funding for QEP

Strategy	Year 1 (2014–15)	Year 2 (2015–16)	Year 3 (2016–17)	Year 4 (2017–18)	Year 5 (2018–19)	Totals
GOAL 1: To improve students' learning by promoting their discovery of new knowledge through research.						
Summer workshop/teaching institute	$4,500	$20,000	$4,500	$4,500	$4,500	$38,000
Roundtables	$1,000	$1,000	$1,000	$1,000	$1,000	$5,000
English 150 enhancement	$14,000	$3,500	$3,500	$3,500	$3,500	$28,000
Disciplinary research-focused course enhancement	$10,500	$10,500	$10,500	$10,500	$0	$42,000
Expanded summer research program	$0	$0	$175,000	$175,000	$175,000	$525,000
Subtotal	**$30,000**	**$35,000**	**$194,500**	**$194,500**	**$184,000**	**$638,000**

Strategy	Year 1 (2014–15)	Year 2 (2015–16)	Year 3 (2016–17)	Year 4 (2017–18)	Year 5 (2018–19)	Totals
GOAL 2: To improve students' learning by facilitating student-faculty collaboration in research						
Student research director	$80,000	$80,000	$80,000	$80,000	$80,000	$400,000
Graduate assistants	$28,000	$28,000	$28,000	$28,000	$28,000	$140,000
CUR institutional membership	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
Student research office budget	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Reassigned time or stipends	$18,000	$24,000	$30,000	$36,000	$36,000	$144,000
Mentoring awards	$3,000	$5,000	$7,000	$8,000	$10,000	$33,000
Research grants	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Subtotal	**$151,000**	**$159,000**	**$167,000**	**$174,000**	**$176,000**	**$827,000**
GOAL 3: To improve students' learning by advancing an understanding of the importance of disseminating research to academic and civic communities.						
Student travel	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Annual student research showcase day	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
Subtotal	**$15,000**	**$15,000**	**$15,000**	**$15,000**	**$15,000**	**$75,000**
Assessment support						
Syllabus review and additional NSSE administration	$0	$1,000	$1,000	$1,000	$6,000	**$9,000**
Yearly Totals	**$196,000**	**$210,000**	**$377,500**	**$384,500**	**$381,000**	**$1,549,000**

Figure 24 illustrates the allocation of new funds for the student research initiative over the course of the five-year plan.

Figure 24. Distribution of New Funds



Key: Academic activities = summer workshops and teaching institute, roundtables, course enhancement, expanded summer research program, reassigned time and stipends, mentoring awards, research grants, student travel, annual research day; Administrative support = student research director, graduate assistants, CUR institutional membership, student research office budget, additional assessment support.

Figure 25 shows the year-by-year allocation of funding already in place that supports the activities of R.E.A.L. Inquiry.

Figure 25. Continuing Funding for QEP Activities

Activity	Year 1 (2014–15)	Year 2 (2015–16)	Year 3 (2016–17)	Year 4 (2017–18)	Year 5 (2018–19)	Totals
C-CCAS Undergraduate Research Fund	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
C-CCAS Faculty Awards	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
PRISM summer research program	$175,000	$175,000	$175,000	$175,000	$175,000	$875,000
Assessment support (competency testing and NSSE administration)	$12,000	$7,000	$12,000	$7,000	$7,000	$45,000
Totals	**$209,000**	**$204,000**	**$209,000**	**$204,000**	**$204,000**	**$1,030,000**

X. ASSESSMENT

From Goals and Actions to Outcomes

Longwood University is committed to assessing the effectiveness of its QEP and using the results for continuous improvement. Just as the plan itself grew from the University's mission, academic priorities, and institutional assessment, assessment of the QEP will build on and enhance ongoing assessment of student learning outcomes and will initiate assessment of specific QEP environmental outcomes.

A key to implementing this QEP successfully is the ability to assess students' development of research skills, their participation in the research process, and the improvement of their core competencies. Providing a comprehensive program that is assessable will enable us to understand how well students are performing and also to identify areas where improvement might be made.

Longwood University's QEP has established three broad goals and associated actions (see Section I, Summary). The results of actions taken are further categorized as "student learning outcomes" and "environmental outcomes." This section describes the assessment of these outcomes.

Assessment of Student Learning Outcomes

R.E.A.L. Inquiry identifies three student learning outcomes (SLO). They are:

> ***SLO-A. Students will exercise critical thinking in setting problems and conducting an inquiry.***
> ***SLO-B. Students will demonstrate information literacy in finding, evaluating, and using sources and considering evidence.***
> ***SLO-C. Students will communicate effectively in expressing results.***

These student learning outcomes are derived from aligning the facets of research inquiry defined in the Research Skill Development Framework (University of Adelaide, 2006) with core competencies that are required by the State Council of Higher Education for Virginia. The identification of these learning outcomes is also guided by the definitions developed by AAC&U ("Essential Learning Outcomes" in Association of American Colleges and Universities, 2009) and the standards set by SACSCOC (see Comprehensive Standard 3.5.1) as well as by various specialized professional organizations.

Method for measuring student learning outcomes

The method used for measuring student learning for this QEP is summarized below:

- Two groups of students, students with or without QEP-enhanced instruction, will be identified for tracking data and student progress.
- A set of direct and indirect measures will be used in SLO assessment.
- As a direct measure of the competencies in four areas—critical thinking, information literacy, written communication, and oral communication—a sample of written papers and recorded oral presentations from writing- and speaking-intensive courses will be selected by the Office of Assessment and Institutional Research to represent students with/without QEP instruction.
- Inspired by the VALUE rubrics developed by AAC&U, four rubrics that specifically target the four competencies (mentioned above) were developed by a team of Longwood faculty members. For this QEP, these four rubrics will be used as the instruments for directly measuring student learning outcomes (Appendices I–L).

- Four separate teams of faculty raters will evaluate the selected papers/presentations for each of the four competencies. To ensure the inter-rater reliability, prior to evaluating the sample, these faculty will participate in a norming session on interpreting and applying the rubric in a consistent manner. Specifically:
  - Prior to the scoring day, the Assessment Coordinator from the Office of Assessment and Institutional Research will select 3 anchor papers from the sample papers representative of various disciplines and make the copies available to the team leaders. The team leaders will be responsible for conducting the norming session with the group of faculty raters to ensure a reasonable level of consistency among the team members when the scoring takes place.
  - On the day of scoring, the faculty leader will distribute the first anchor paper, a score sheet, and the rubric to each faculty rater. Each discrete element of the rubric will be explained and questions from faculty will be addressed. After scoring the first paper, a follow-up discussion will focus on types of difficulties that arise as well as further clarification needed by the raters. This discussion will be followed by the group exercise of scoring a second anchor paper. If ratings are consistently no more than 1 point difference, the team will begin the assessment process. Otherwise, the norming process will continue with the third anchor paper until the intended consistency is achieved.
- Upon the completion of the norming session, faculty will rate each of the four discrete elements in the rubric. Each element will receive a score on the rubric's 4-point scale. Each paper/oral presentation from the sample will be rated by two faculty raters; the average between their scores determines the rating for each discrete element. If there is a difference of 2 points or more on the 4-point scale between the two raters' scores, a third rater will score the paper. The two closer faculty ratings will then be averaged to determine scores. An overall average will be obtained from the averages for each discrete element.
- Observations of the process and feedback from faculty will be documented by the four faculty competency leaders and discussed in a debriefing meeting with the Assessment Coordinator from the Office of Assessment and Institutional Research.
- As indirect measures, students' responses to questions from the National Survey of Student Engagement (NSSE) and Longwood's Office of Student Research Student Survey will be analyzed.
  - The three selected NSSE questions (NSSE, 2013 ed.) for analysis are:
    - Question 17.a, "Writing clearly and effectively"
    - Question 17.b, "Speaking clearly and effectively"
    - Question 17.c, "Thinking critically and analytically"
  - According to the agreement reached with NSSE, beginning from 2013, the agency will provide Longwood with two special reports on student self-reported "experiences with writing and information literacy." We anticipate that this information, if received, will further enhance our assessment of student learning outcomes from student perspectives.
  - Longwood's Office of Student Research Student Survey will be developed to measure the changes in student attitudes and perceptions of their learning experiences. The survey will be administrated to the students as a pre and post measure for QEP enhanced courses. The survey results will be used in planning actions for curriculum and faculty development improvement.
  - Based on the data collected from direct and indirect measures, a comparison of the group (students with/without QEP instruction) mean values and the level of the statistical significance of the group difference will be analyzed and reported.

SLO competency definitions and criteria

At Longwood, the development of the definitions and criteria for each competency is guided by the University's mission statement, SACSCOC Comprehensive Standard 3.5.1, and the standards set by professional associations such as AAC&U. At the core of our mission is to develop "well-informed citizen leaders who are prepared to make significant contributions to the good of society." Longwood's general education program serves as the foundation that enables students to be successful. In full compliance with SACSCOC *Principles of Accreditation*, Longwood's process of assessing student learning outcomes is led by faculty members who possess expertise in a discipline related to the competency, and it is coordinated by the professional staff from the Office of Assessment and Institutional Research. The following section details the definitions, criteria, and measurements for the core competencies associated with each student learning outcome.

For SLO A, the competency to be measured is "critical thinking."
A citizen leader must be able to apply critical thinking to contemporary situations and problems for the common good. In this regard, critical thinking is defined as "the ability to present, explain, and evaluate arguments in support of a position." As found in Longwood's Undergraduate catalog, "The purpose of Longwood's General Education program is the development of disciplined, informed, creative minds," and students are to demonstrate the "ability to use critical thinking and analysis in all aspects of student life, and preparation for assuming the role of citizen leader working for the common good." General Education courses are designed to, "teach a disciplinary mode of inquiry...and provide students with practice in applying their disciplinary mode of inquiry, critical thinking, or problem solving strategies" (Longwood 2013–14 Undergraduate Catalog, p. 55)

To achieve this competency, Longwood students must demonstrate the ability to:

- identify the main issue and take a position on it;
- present and explain the argument; and
- evaluate assumptions, evidence, and inferences.

For a draft of the Critical Thinking Competency assessment rubric, see Appendix I.

For SLO B, the competency to be measured is "information literacy."
At Longwood, Information literacy is defined as "the ability to recognize when information is needed and effectively locate, evaluate, and use the needed information." This definition is endorsed by the American Library Association's *Presidential Committee on Information Literacy: Final Report*. Additionally, our commitment to information literacy is reflected in the University's mission statement of graduating "lifelong learners who stay connected to what is new in the world" and the General Education course criteria. It states that the goal of the program is "to provide opportunities for students to increase information literacy through contemporary techniques of gathering, manipulating, and analyzing information and data" and "develop the ability to acquire, organize, present, and document information and ideas."

To achieve this competency, students must demonstrate the ability to:

- determine the extent of information needed;
- evaluate information critically;
- use information effectively to accomplish a specific purpose; and
- understand the legal and social issues surrounding the use of information and access and use information ethically and legally.

Specific criteria are included in the information literacy rubric (Appendix J).

For SLO C, the competencies to be measured include two areas, "written communication" and "oral communication."

At Longwood, we believe that a citizen leader must be able to communicate with others effectively. The skills for conducting effective written communication and oral communication are essential to achieve this goal. According to the Longwood *Faculty Policies and Procedures Manual*, competent writing should provide evidence of suitable content, effective organization and reasoning, appropriate rhetoric, and compliance with standard conventions of writing and documentation (p.25). With the QEP-enhanced instruction, Longwood students will develop their competency in the written communication area by demonstrating the ability to:

- identify and summarize the topic/problem and relevant questions and issues that inform the assignment;
- organize ideas into paragraphs that cohere and support the main argument through appropriate transitions, explanations, and engaging examples;
- develop ideas with rhetorically appropriate examples and explanations; and
- demonstrate proficiency in conventional use of grammar, spelling, and documentation.

For the criteria used in assessing written communication competency, see the written communication rubric (Appendix K).

With the QEP-enhanced instruction, Longwood students will also develop their competency in oral communication by demonstrating the ability to speak logically, clearly, and knowledgeably, and in an organized fashion. Specifically, students are to demonstrate the ability to:

- deliver a presentation with a clear, compelling, strongly supported central message;
- organize ideas into a presentation that support the main argument through appropriate transitions, explanations, and engaging examples;
- make language choices that enhance the effectiveness of the presentation and are appropriate to the audience; and
- use appropriate delivery techniques that make the presentation compelling and supporting materials that enhance the effectiveness of the presentation.

For the criteria used in assessing oral communication competency, see the oral communication competency rubric (Appendix L).

Figure 26 highlights the three student learning outcomes, the assessment measures, the implementation timeline, the target performance criteria, and the offices responsible for conducting assessment.

Figure 26. Student Learning Outcomes Assessment

Outcome and Assessment Measures	Implementation	Target	Office Responsible for Assessment	Reported to
SLO-A: Students will exercise critical thinking in setting problems and conducting an inquiry.				
Direct: SCHEV Competency Assessment: Critical Thinking	Testing each spring beginning in Year 3; results evaluated each fall	"QEP students" will have results higher than "All students"	Office of Assessment and Institutional Research	OSR Director, Student Research Advisory Council, and Provost
Indirect:				
NSSE questions	NSSE administered in 2014, 2016, 2018			
OSR Student Survey	Pre and post surveys administered in QEP-enhanced courses			

Outcome and Assessment Measures	Implementation	Target	Office Responsible for Assessment	Reported to
SLO-B: Students will demonstrate information literacy in finding, evaluating, and using sources and considering evidence.				
Direct: SCHEV Competency Assessment: Information Literacy	Testing each spring beginning in Year 3; results evaluated each fall	"QEP students" will have results higher than "All students"	Office of Assessment and Institutional Research	OSR Director, Student Research Advisory Council, and Provost
Indirect:				
NSSE questions	NSSE administered in 2014, 2016, 2018			
OSR Student Survey	Pre and post surveys administered in QEP-enhanced courses			
SLO-C: Students will communicate effectively in expressing results.				
Direct: SCHEV Competency Testing: Written Communication; Oral Communication	Testing each spring beginning in Year 3; results evaluated each fall	"QEP students" will have results higher than "All students"	Office of Assessment and Institutional Research	OSR Director, Student Research Advisory Council, and Provost
Indirect:				
NSSE questions	NSSE administered in 2014, 2016, 2018			
OSR Student Survey	Pre and post surveys administered in QEP-enhanced courses			

NOTE: SCHEV = State Council of Higher Education for Virginia; NSSE = National Survey of Student Engagement; OSR = Office of Student Research

Assessment of Environmental Outcomes

Six outcomes related to the environment for student learning were identified. Through faculty development and course enhancement, students will have opportunities to develop their research skills and to disseminate the research they produce. With each of the outcomes, multiple measures will be used.

Environmental Outcome A. The number of students presenting undergraduate research to academic and civic communities will increase.

Measures:

- Number of students making proposals to present for the annual Longwood University Student Research Showcase Day
- Number of students receiving QEP research grants for research or travel to conferences

Environmental Outcome B. Opportunities for student participation in research and creative activities on and off campus will expand.

Measures:

- Number of students receiving QEP grants for research, completing an upper-tier research course, or participating in the summer research program
- Number of student posters/presentations accepted by conferences
- Number of student publications resulting from undergraduate research

Environmental Outcome C. Capacity of faculty members to mentor students and encourage their creativity will be enhanced.

Measures:

- Number of faculty members who received stipends/reassigned time attributable to faculty members' mentoring undergraduate research
- Number of faculty workshops and roundtable sessions
- Number of faculty participating in faculty development
- Participants' self-reported learning via pre- and post-workshop surveys

Environmental Outcome D. The curriculum will provide a scaffolded approach to student research skills development.

Measures:

- Faculty working group will identify the key elements of student research skills.
- Faculty working group will conduct systematic review of syllabi of courses enhanced for research skills development to ensure the scaffolding of instruction and learning in this area.
- The Director of OSR will work with faculty to review syllabi of courses.

Environmental Outcome E. Faculty will have the skills and abilities needed for integrating research in instruction gained through participation in faculty development.

Measures:

- Number of faculty workshops and roundtable sessions
- Number of faculty members participating in faculty development
- Participants self-reported learning via pre- and post-workshop surveys
- Faculty working group will conduct systematic review of syllabi of courses enhanced for research skills development to ensure the scaffolding of instruction and learning in this area.

Environmental Outcome F. Undergraduate research and scholarly activities will be appropriately recognized in faculty evaluation and workloads.

Measures:

- Annual report of the amount of funding for stipends
- Annual report of the amount of reassigned time attributable to faculty members' mentoring undergraduate research
- Number of faculty members receiving awards for mentoring undergraduate research projects

Performance targets will be established after a review of baseline results obtained during the first year of implementing the QEP in 2014–15.

Figure 27 highlights the six environmental outcomes, the assessment measures, implementation procedures, target performance criteria, and the persons or offices responsible for conducting assessment.

Figure 27. Environmental Outcomes Assessment

Environmental Outcome and Assessment Measures	Implementation	Target	Person or Office Responsible for Assessment	Reported to
EO-A: Number of students presenting undergraduate research to the academic and civic communities will increase.				
Number of students who receive funding for travel to present their research and number of students who apply and who present on the Longwood University Student Research Showcase Day	OSR will create a database to track this information.	To be determined following baseline data collection in 2014–15	OSR Director	Student Research Advisory Council and Provost
EO-B: Opportunities for student participation in research and creative activities on and off campus will expand.				
Number of students who receive a research grant or who participate in enhanced sections of English 150, mid-tier disciplinary courses, mentored research courses, or the summer research program	OSR will create a database that will track yearly participation in faculty-supported research projects.	For the summer research program: 2013–14: 14 students 2014–15: 14 students 2015–16: 14 students 2016–17: 28 students 2017–18: 28 students 2018–19: 28 students	OSR Director	Student Research Advisory Council and Provost
EO-C: Capacity of faculty members to mentor students and encourage their creativity will be enhanced.				
Number of CAFÉ- and OSR-sponsored research workshops Number of faculty members participating in CAFÉ- and OSR-sponsored research workshops and faculty responses to pre- and post-workshop surveys Amount of funding (stipends and reassigned time) attributable to faculty members' mentoring of student research	OSR will create a database to track the number of faculty who participate in CAFÉ- and OSR-sponsored research workshops and will formulate pre- and post-workshop surveys.	To be determined following baseline data collection in 2014–15	OSR Director and CAFÉ Director	Student Research Advisory Council and Provost
EO-D: The curriculum will provide a scaffolded approach to student research skills development.				
Syllabi of courses enhanced for research skills development reviewed to ensure a scaffolded approach to instruction and learning in research/academic inquiry	The OSR Director will work with faculty to review syllabi annually.	Three instructors" sections of English 150 and three other courses will be appropriately enhanced in 2014–15; three additional courses will be appropriately enhanced in each of the three subsequent years (2015–16, 2016–17, and 2017–18)	OSR Director	Student Research Advisory Council and Provost

Environmental Outcome and Assessment Measures	Implementation	Target	Person or Office Responsible for Assessment	Reported to
EO-E: Faculty will have the skills and abilities needed for integrating research in instruction gained through participation in faculty development.				
Number of faculty members participating in research skills development workshops and faculty responses to post-workshop surveys. Syllabi of courses enhanced for research skills development reviewed to ensure a scaffolded approach to instruction and learning in research/academic inquiry	The OSR Director will create a database to track faculty participation in workshops and will evaluate post-workshop survey responses. The OSR Director also will work with faculty to review syllabi annually.	To be determined following baseline data collection in 2014–15	OSR Director	Student Research Advisory Council and Provost
EO-F: Undergraduate research and scholarly activities will be appropriately recognized in faculty evaluation and workloads.				
Amount of funding for stipends or reassigned time attributable to faculty members' mentoring student research. Number of faculty members receiving awards for mentoring undergraduate research projects.	The OSR Director will create a database to track this information and will analyze the data for breadth of participation in areas such as academic discipline.	To be determined following baseline data collection in 2014–15	OSR Director	Student Research Advisory Council and Provost

Dissemination of Findings

In keeping with institutional assessment practice, the QEP assessment report will be produced annually by the Office of Student Research with collaboration from the staff of the Office of Assessment and Institutional Research and leaders of the four competency teams. This report will be disseminated among members of the four core competency teams, the Committee on General Education, the Student Research Advisory Council, and academic officers. Upon its dissemination, a campus wide discussion on using the QEP assessment data for continuous improvement will be organized via the Longwood Assessment Conference. (This annual conference has been in place since 2010). The focus of the discussion will include, but not be limited to:

- summarizing the results;
- identifying areas in need of improvement;
- developing strategies for improvement; and
- determining the assessment strategy for future years.

XI. APPENDICES

Appendix A. Bibliography of Works Cited

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Appendix B. Table of Figures

Appendix C. Members of QEP Topic Selection Committee

Name	Title (at time of appointment)	Unit
Cheryl Adkins*	Professor of Management	College of Business and Economics
McRae Amoss	QEP Director and Professor of French	Cook-Cole College of Arts and Sciences
Brenda Atkins*	Executive Assistant to the President for Governmental Affairs and Special Projects	President's Office
Jennifer Capaldo	Assistant Professor of Music	Cook-Cole College of Arts and Sciences
Jackie Hall	Associate Professor of Mathematics	Cook-Cole College of Arts and Sciences
David Locascio	Associate Professor of Education	College of Education and Human Services
Jake Milne*	Assistant Professor of Sociology	Cook-Cole College of Arts and Sciences
Tracy Nelson*	Assistant Vice President for Financial Operations	Administration and Finance
Jamie Riley	Director for Diversity and Inclusion	Student Affairs
Cathy Roy	Associate Professor of Exercise Science	College of Education and Human Services
Mary Meade Saunders*	Director of the Academic and Career Advising Center	Academic Affairs
Nancy Shelton*	Director of Alumni Relations	University Advancement
Susan Stinson	Lecturer in English	Cook-Cole College of Arts and Sciences
Billy Tucker	Instructional Design and Development Specialist	Information and Instructional Technology Services
Benjamin Tyree	Student	Student Government Association
Ling Whitworth (ex officio)	Director of Assessment and Institutional Research	Academic Affairs

*Alumni

Appendix D. List of QEP Communications for Outreach and Input

Means	Date	Presenter
Faculty Senate	Nov. 11, 2010 Nov. 10, 2011	Mc Amoss, Jackie Hall
President's Welcome	Aug. 12, 2011	Mc Amoss
Opening Faculty Meeting	Aug. 19, 2011	Mc Amoss
Academic and Career Advising Center	Sept. 21, 2011	Mary Meade Saunders
Art Department	Nov. 1, 2011	Jennifer Capaldo
Athletics	Nov. 8, 2011	Cathy Roy
Biology and Environmental Science Department	Nov. 1, 2011	Mc Amoss
College of Business and Economics	Sept. 20, 2011	Cheryl Adkins
Communication Studies and Theatre	Oct. 25, 2011	Jennifer Capaldo
Education and Special Education	Oct. 4, 2011	David Locascio
English and Modern Languages	Oct. 4, 2011	Susan Stinson
Health, Recreation, and Kinesiology	Oct. 4, 2011	Cathy Roy
Information and Instructional Technology	video	Billy Tucker (video)
Library	Nov. 10, 2011	Jennifer Capaldo
Mathematics and Computer Science	Oct. 4, 2011	Jackie Hall
Music	Oct. 4, 2011	Jennifer Capaldo
Nursing	Oct. 19, 2011	Cathy Roy
Social Work and Communication Science Disorders	Oct. 4, 2011	Susan Stinson
Sociology, Anthropology, and Criminal Justice Studies	Nov. 17, 2011	Jake Milne
Student Government Association	Sept. 13, 2011, Oct. 3, 2011	Benjamin Tyree, Jamie Riley, Jake Milne
University Advancement	Oct. 25, 2011	Nancy Shelton
Staff Advisory Committee	Oct. 20, 2011	Tracy Nelson
Board of Visitors	Dec. 3, 2011	Patrick Finnegan
Alumni Association Board	Sept. 17, 2011	Nancy Shelton
Student Affairs Directors	Sept. 22, 2011	Mary Meade Saunders
Longwood University Foundation	Sept. 30, 2011	Ken Perkins, Jackie Hall
Admin. and Finance Directors	Oct. 11, 2011	Tracy Nelson
Intercollegiate Athletic Council	Nov. 1, 2011	Jake Milne
Email to faculty and staff to present proposals	March 9, 2012	Mc Amoss via Teresa Irish
Email to students to present proposals	March 19, 2012	Mc Amoss via Tim Pierson
Student Government Association Meetings	March 20, 2012 April 3, 2012	Brandon Fry Mc Amoss, Cathy Roy, Jake Milne
Focus Group for students, faculty, and staff	March 20 at 8:15	QEP Topic Selection Committee members
Focus Group for students, faculty, and staff	March 20, 2012 at 3:30	QEP Topic Selection Committee members

Means	Date	Presenter
Focus Group for students, faculty, and staff	March 21, 2012 at 12:00	QEP Topic Selection Committee members
Article in Rotunda (student newspaper): "Quality Enhancement Plan Focuses on Longwood's Future with Student Help	March 28, 2012	Sarah Adams
General Faculty Meeting	March 29, 2012	QEP Topic Selection Committee members
Board of Visitors Meeting	March 30, 2012	Mc Amoss
Executive Council Meeting	April 4, 2012	Mc Amoss
Student Affairs Professionals Meeting, including Directors	April 5, 2012	Mary Meade Saunders
Email to Staff Advisory Committee	April 3, 2012	Brenda Atkins via Keary Mariannino
Email to IITS staff	April 4, 2012	Frank Moore
Article in Rotunda: "SGA Approves Budget"	April 4, 2012	Becca Lundberg
The Link (faculty and staff electronic newsletter)	February, 2012 March, 2012 April, 2012	Mc Amoss
Article in Rotunda: "Longwood's QEP to be Determined"	April 11, 2012	Becca Lundberg
Email to faculty and staff inviting survey participation	April 11, 2012	Mc Amoss via Teresa Irish
Email to students inviting survey participation	April 11, 2012	Mc Amoss via Tim Pierson
Email to alumni groups inviting survey participation	April 11, 2012	Mc Amoss via Nancy Shelton
Email to Board of Visitors members inviting survey participation	April 11, 2012	Mc Amoss via Patrick Finnegan and Jeanne Hayden
Email to faculty and staff reminding of survey	April 17, 2012	Mc Amoss via Teresa Irish
Meetings with various department chairs and others, including Alix Fink, Wade Znosco, Adam Franssen, Chris Gulgas, Jake Milne, Regina Maldve, Mike Mergen, Adam Paulek, and department chairs Eric Laws, Bennie Waller, David Coles, David Shoenthal, Brian Bates, Charlie Kinzer, Pat Lust, Naomi Johnson, Melody Eaton	various	Mc Amoss
Article in "Insider" (faculty/staff online newsletter): "QEP Working Group Invites Suggestions"	October 18, 2012	Mc Amoss
Article in "Insider": "The QEP: Garnering the Benefits of Student Research, Part 1"	January 28, 2013	Mc Amoss
Article in Rotunda (student newspaper): "Longwood's Quality Enhancement Plan Aims to Improve Student Research"	February 6, 2013	Becca Lundberg
Article in "Insider": "The QEP: Garnering the Benefits of Student Research, Part 2"	February 18, 2013	Mc Amoss
Article in "Insider": "The QEP: Garnering the Benefits of Student Research, Part 3"	March 11, 2013	Mc Amoss
Consultant meets with members of QEP Working Group and others, including and Bryan Rowland, Courtney Hodges, Leigh Lunsford, Amorette Barber	March 20, 2013	consultant
Open forum for faculty, staff, and students	March 20, 2013	consultant
Article in Rotunda: "Development of the Quality Enhancement Plan Continues"	March 27, 2013	Becca Lundberg

Means	Date	Presenter
Presentation at general faculty meeting	March 27, 2013	Mc Amoss
Survey on current situation and future possibilities for student research at Longwood sent to all faculty members	March 28, 2013	Mc Amoss via Teresa Irish
Article in "Insider": "QEP: Year in Review and What's Ahead"	May 9, 2013	Mc Amoss
President's Welcome	August 16, 2013	Taylor Reveley
History, Political Science, and Philosophy	August 20, 2013	Eric Moore
Student Research Initiative QEP blog with draft posted	August 23, 2013	Mc Amoss and Carol Anderson
General Faculty Meeting	August 23, 2013	Cathy Roy
Email to faculty and staff announcing QEP blog and containing link	August 27, 2013	Cathy Roy via Teresa Irish
Health, Athletic Training, Recreation and Kinesiology	September 3, 2013	Cathy Roy
English and Modern Languages	September 3, 2013	Susan Stinson
Forums for faculty, staff, students	September 10, 2013 September 11, 2013	Cathy Roy, Susan Stinson Cathy Roy
Student Affairs Assessment Team	September 19, 2013	Linda Townsend
Staff Advisory Committee	September 19, 2013	Linda Townsend
College of Business and Economics	October 1, 2013	Bennie Waller
Social Work and Communication Sciences and Disorders	October 1, 2013	Susan Stinson
Nursing	October 1, 2013	Cathy Roy
Student Affairs	October 3, 2013	Linda Townsend and Cathy Roy
Student Government Association	October 18, 2013	Jake Milne
Article in Insider: "Name That QEP"	October 25, 2013	Cathy Roy
Math and Computer Science	November 4, 2013	Eric Moore
Education and Special Education	November 5, 2013	Regina Maldve
Student Government Association	November 5, 2013	Joe Gills
Communication Studies	November 11, 2013	Jake Milne
Staff Advisory Committee	October	Linda Townsend
Academic Affairs Council (chairs)	November 12, 2013	Cathy Roy
Article in Insider: "QEP Endeavor Endorses CAS Student Showcase"	November 19, 2013	Cathy Roy
Student Government Association	December 3, 2013	Jake Milne and Joe Gills
Faculty Senate	December 5, 2013	Jake Milne and Ken Perkins
Article in Insider: "R.E.A.L. Inquiry: Research Experience for Aspiring Leaders"	December 5, 2013	Cathy Roy
Meetings with selected faculty, staff, and students	January 27, 2014 January 28, 2014	Cathy Roy and SACSCOC Leadership Team

Appendix E. QEP Topic Proposal Survey

QEP Topic Proposals

Identify

*** 1. I am...**

Rate

The QEP Topic Selection Committee has developed four topic proposals based on the suggestions you offered the first week of December and on our review of institutional practices, aspirations, and assessment. The four topics are listed below. You may read the summaries or use the hyperlinks to view the full proposals:

- Developing the Citizen Leader Through Global Diversity

A focus on global diversity as part of a collegiate experience has been shown to improve students' critical thinking and life skills. This QEP proposal is a collection of various ways that the traditional and international student population interactions and services can be improved or adjusted to meet the needs identified by our research. These include increased diversification and offerings of Goal 8 - Global Diversity course offerings and improvements in Faculty Support Services as well as in Student Support Services to further Longwood University's goal of increased focus on Global Diversity in Education.

- Making Internships Work for Students

This proposal addresses the key issue of providing consistent practices to guide all students during the internship search, set up and completion processes. Also proposed is that a standardized system be implemented for assessing and reporting on student learning outcomes.

- Creating Knowledge in the 21st Century: A Focus on Student Research

The student research QEP is designed to support and assess students at all stages of the research process, from introductory methodologies to senior capstone projects. The University would provide institutional support in the form of funding for student research development and conference travel as well as the development of a Student Research Center that would provide resources for students engaged in the research process.

- Active Citizen Leadership in a Culturally Diverse World

Research indicates that curricular diversity aids in retention efforts and that participation in racial and cultural awareness experiences leads to measurable gains in critical thinking skills for students at the end of their first year of college. The Active Citizen Leadership in a Culturally Diverse World QEP uses writing assignments and reading selections (academic critical thinking experiences) associated with topics related to cultural diversity to enhance existing Goal courses [1: LSEM 100 and 13: ENG 400 / GNED 400] and co-curricular programming initiatives to enrich the understanding Longwood students have of life in a culturally diverse world.

Click "Next" below when you are ready to proceed.

Rate

Please rate the proposals based on the criteria below.

Page 1

QEP Topic Proposals

*** 2. Check one or more proposals for each statement.**

	Developing the Citizen Leader Through Global Diversity	Making Internships Work for Students	Creating Knowledge in the 21st Century: A Focus on Student Research	Active Citizen Leadership in a Culturally Diverse World
This topic is a key issue at Longwood.	☐	☐	☐	☐
This topic is directly related to Longwood's mission.	☐	☐	☐	☐
This topic lends itself to definable and measurable student learning outcomes.	☐	☐	☐	☐
This topic will generate active support among students.	☐	☐	☐	☐
This topic will generate active support among faculty and staff members.	☐	☐	☐	☐
This topic will generate active support among alumni.	☐	☐	☐	☐
This topic represents a wise expenditure of university funds.	☐	☐	☐	☐

Rate

Please rate the proposals based on the criteria below.

Page 2

QEP Topic Proposals

*** 3. Check one or more proposals for each statement.**

	Developing the Citizen Leader Through Global Diversity	Making Internships Work for Students	Creating Knowledge in the 21st Century: A Focus on Student Research	Active Citizen Leadership in a Culturally Diverse World
This topic will affect the learning of the most students.	☐	☐	☐	☐
This topic will most affect the learning of particular students.	☐	☐	☐	☐
This topic is an area needing improvement.	☐	☐	☐	☐
This topic is an area of strength but susceptible to enhancement.	☐	☐	☐	☐
This topic will increase students' learning at Longwood.	☐	☐	☐	☐
This topic lends itself to a focus on improving core competencies such as writing and critical thinking.	☐	☐	☐	☐
This topic will help prepare Longwood students for life after Longwood.	☐	☐	☐	☐
This topic is the one I personally would most like to be involved with.	☐	☐	☐	☐

Rank

4. Based on your answers above, please let us know what topic proposals you think the Topic Selection Committee should recommend.

	Developing the Citizen Leader Through Global Diversity	Making Internships Work for Students	Creating Knowledge in the 21st Century: A Focus on Student Research	Active Citizen Leadership in a Culturally Diverse World
My First Choice	○	○	○	○
My Second Choice	○	○	○	○
My Third Choice	○	○	○	○
My Fourth Choice	○	○	○	○

Comment

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Appendix F. Members of QEP Working Group

Name	Title (at time of joining)	Unit
McRae Amoss	Professor of French and QEP Director	Cook-Cole College of Arts and Sciences
Adam Franssen	Assistant Professor of Biology	Cook-Cole College of Arts and Sciences
Connor Freeland (beginning fall 2013)	student	Student Government Association
Joseph Gills	student	Cormier Honors College, Student Government Association
Mark Lenker (beginning spring 2013)	Associate Professor and Reference Services Librarian	Greenwood Library
Heather Lettner-Rust (through spring 2013)	Assistant Professor of English and Coordinator of Composition	Cook-Cole College of Arts and Sciences
Regina Maldve	Director of Sponsored Programs and Grants	Academic Affairs
Jason Milne	Assistant Professor of Sociology	Cook-Cole College of Arts and Sciences
Eric Moore	Associate Professor of Philosophy	Cook-Cole College of Arts and Sciences
Adam Paulek (through spring 2013)	Assistant Professor of Art	Cook-Cole College of Arts and Sciences
Carson Reeher (beginning fall 2013)	student	Longwood Ambassadors
Jen Rentschler (through fall 2012)	Assistant Director of Leadership and Civic Engagement	Student Affairs
Charles Ross	Professor of Physics and Dean	Cook-Cole College of Arts and Sciences
Cathy Roy	Associate Professor of Exercise Science and QEP Co-Director (beginning Summer 2013)	College of Education and Human Services
Susan Stinson	Senior Lecturer in English	Cook-Cole College of Arts and Sciences
Linda Townsend (beginning Fall 2013)	Assessment Coordinator	Academic Affairs
Bennie Waller	Professor of Finance and Real Estate and Chair	College of Business and Economics
Shelby Waugh (through summer 2013)	student	Cormier Honors College

With additional consultations in:

- Budget: Tracy Nelson (Assistant Vice President for Financial Operations)
- Assessment: Ling Whitworth (Director of the Office of Assessment and Institutional Research)
- Faculty Development: Pam Tracy (Director of Center for Academic Faculty Enrichment)
- Public Relations: Sabrina Brown (Associate Vice President for Marketing and Communications)

Appendix G. Position Description for Director of Student Research

Responsibilities of the Director of the Office of Student Research:

- Develop and oversee programs aimed at recruiting faculty and students to undergraduate research activities.
- Coordinate and expand the LU-PRISM – Longwood University Perspectives on Research in Science and Mathematics program.
- Implement LU-SRF – Longwood University Summer Research Fund.
- Plan and oversee the annual Longwood University Student Research Showcase Day.
- Work with Undergraduate Admissions to present information to prospective students and parents regarding undergraduate research.
- Work with Associate Deans to coordinate applications and data gathering for fellowships, scholarships and awards related to undergraduate research.
- Collaborate with Office of Sponsored Programs to host workshops for faculty to inform about potential external funding of undergraduate research.
- Coordinate with Center for Academic Faculty Excellence to host workshops for faculty to develop undergraduate research programs and include research in the curriculum.
- Facilitate the development of relationships between Longwood University and the local community based on common interests in undergraduate research.
- Work with the office of Leadership and Service Learning to facilitate research projects that incorporate both undergraduate research and community service.
- Working with IT to build and maintain a ORS website detailing departmental programs and funding possibilities
- Invite a yearly Faculty-In-Residence to help Longwood University faculty develop plans and then incorporate undergraduate research into their curriculum.
- Develop suitable newsletters, media, publicity events, and web content.
- Work with faculty, academic units and students to facilitate and monitor undergraduate research experiences.
- Coordinate the efforts of the Office of Student Research with other units on campus as appropriate.
- Monitor and report on program participation and results.
- Plan, monitor and control budget and expenditures.
- Support and promote undergraduate opportunities to engage in mentored research experiences.
- Collaborate with faculty and administration to obtain external funding to support undergraduate research programs, including those targeted to underrepresented students.
- Serve on committees relevant to the University's research infrastructure.
- Present classroom lectures on undergraduate research opportunities, grant writing, and related topics when requested.
- Perform other duties as assigned.

Appendix H. Proposed Pre- and Post-Workshop Faculty Survey

Faculty workshop/roundtable survey questions

Questions for faculty to self-assess prior to and at the end of the workshop/roundtable session (depending upon professional development focus):

How would you describe your knowledge of the research process as defined in Longwood's QEP?

No knowledge   Some knowledge   Much knowledge   Extensive knowledge

How well prepared do you feel for developing students' research skills?

Not at all prepared   Moderately prepared   Very prepared   Extremely prepared

How would you describe your knowledge of the core competencies related to the research process?

No knowledge   Some knowledge   Much knowledge   Extensive knowledge

How well prepared do you feel for developing and improving students' core competencies (critical thinking, written communication, oral communication, information literacy) ?

Not at all prepared   Moderately prepared   Very prepared   Extremely prepared

Pre-survey: Do the research courses you teach incorporate the core competencies?

If Yes, describe

No

Post-survey: How might you incorporate core competencies in your course in the future?

Pre-survey: How frequently do you engage in the following teaching practices?

Never   1-2 times a year   Monthly   Weekly   Daily

Post-survey: How frequently might you engage in the following teaching practices? (listing of relative teaching practices)

Never   1-2 times a year   Monthly   Weekly   Daily

How comfortable do you feel with the following teaching practices? (listing of relative teaching practices)

Not at all comfortable   Moderately comfortable   Very comfortable   Extremely comfortable

How would you describe your knowledge of curriculum development?

No knowledge   Some knowledge   Much knowledge   Extensive knowledge

How well prepared do you feel for creating and/or enhancing courses for teaching student research and/or student-inquiry methods?

Not at all prepared   Moderately prepared   Very prepared   Extremely prepared

Faculty development: Additional questions for survey at end of workshop/roundtable

1. The design of the workshop/roundtable facilitated exchange of expertise among participants.
2. The workshop/roundtable engaged me in active learning related to its goals.
3. The sessions were well facilitated.
4. What aspects of the workshop/roundtable were the most valuable for you? And why? Least valuable and why?
5. How has this workshop/roundtable changed your thinking about teaching? (what you teach; how you teach)

Appendix I. Draft Critical Thinking Competency Rubric

		4	3	2	1
Problem	**(A)** *Identifies and explains the main issue*	Clearly identifies and summarizes the main issue and successfully explains why/how it is a problem or question; considering contextual factors, identifying embedded or implicit issues, addressing their relationships to each other.	Successfully identifies and summarizes the main issue, considering contextual factors, but does not explain why/how it is a problem or creates questions.	Identifies main issue but does not summarize or explain it clearly or sufficiently. May lack a contextual frame.	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.
			OR		
	Identifies topic and background	Concisely identifies a focused and manageable topic. Synthesizes in-depth information from relevant sources. States a hypothesis or thesis if applicable.	Identifies a manageable topic and presents in-depth information from relevant sources.	Identifies a topic; but topic may be too narrow or too broad. Limited information from relevant sources.	Fails to identify a topic, or topic is far too narrow or far too broad. Presents information from insufficient or irrelevant sources.

		4	3	2	1
Process	**(B)** *Presents and explains the argument*	Identifies all the major premises, provides strong evidence for their truth, provides definitions or explanations of any important technical terms, and adequately demonstrates the logical connection between the premises and the conclusion.	Identifies most of the major premises and gives some plausible explanations to support them and their logical connection to the conclusion. May partially define or explain some technical terms and concepts.	Identifies some of the premises but provides little justification for either their truth or the logical connections between them. Generally doesn't define or explain important technical terms or concepts.	Fails to identify the major premises of the main arguments or fails to show how they are intended to support the conclusion.
			OR		
	Demonstrates design and analysis	All elements of the methodology or theoretical framework are skillfully developed and succinctly described. Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Critical elements of the methodology or theoretical framework are appropriately developed and described; however, more subtle elements are ignored or unaccounted for. Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework. Lists evidence, but it is not organized and/or is unrelated to focus.

		4	3	2	1
Conclusions	**(C)** *Evaluates assumptions, evidence, and inferences*	Evaluates key assumptions, evidence and inferences, and considers important or obvious potential objections or varying perspectives. Provides full and plausible responses to the objections or perspectives.	Evaluates key assumptions, evidence, and inferences, and considers important or obvious potential objections or varying perspectives. However, the response may be limited or implausible.	Evaluates most of the assumptions, evidence, and inferences, but doesn't consider or respond to important or obvious potential objections or varying perspectives.	Fails to evaluate most of the assumptions, evidence, or inferences. Doesn't consider any potential objections or varying perspectives.
			OR		
	Draws conclusions or assertions and assesses limitations and/or implications	States conclusions or assertions that are logical extrapolations from the inquiry findings. Insightfully discusses relevant limitations and/or supported implications.	States conclusions or assertions focused solely on the inquiry findings. Discusses relevant limitations and/or supported implications.	States a general conclusion or assertion that, because it is so general, also applies beyond the scope of the inquiry findings. Relevant limitations and/or supported implications may be absent.	States ambiguous, illogical, or unsupportable conclusions or assertions from inquiry findings.

Adapted from AAC&U Critical Thinking and Inquiry and Analysis VALUE Rubrics

Appendix J. Draft Information Literacy Competency Rubric

	Citation 1	Citation 2
(A) Relevance (0-3 pts.)		
(B) Presentation of Source Content (0-3 pts.)		
(C) Student or Source? (0-2 pts.)		
(D) Endnotes/Footnotes or Parenthetical Citation (0-1 pt.)		
(D) Correspondence with Bibliography (0-1 pt.)		
(A-D) Information Use Total Points		

	Bibliography
(A) Types of Sources (0-8 pts.)	
(B) Number of Sources (0-8 pts.)	
(C) Currency (0-2 pts.)	
(D) Correct Citation (0-2 pts.)	
(A-D) Bibliography Total Points	

Appendix K. Draft Written Communication Competency Rubric

	4	3	2	1
(A) Analysis	Identifies, summarizes, and analyzes the topic/problem with significant clarity and addresses all relevant questions and issues.	Identifies, summarizes, and analyzes most key aspects of the topic/problem and the relevant questions and issues.	Identifies, summarizes, and analyzes the topic/problem and the relevant questions and issues only in a partial or inconsistent manner.	Does not clearly state the topic/problem or address relevant questions and issues.
(B) Organization	Organizes paragraphs coherently to support the main argument with consistent and skillful use of appropriate, clear transitions and well-developed explanations.	Organizes paragraphs coherently to support the main argument with consistent use of appropriate, clear transitions and explanations.	Does not organize paragraphs consistently to support the main argument, and does not use transitions or explanations in several parts of the paper.	Does not organize paragraphs or provide transitions and explanations.
(C) Style	Demonstrates precision and control over language, examples, and concepts that are appropriate to the topic and/or rhetorical situation.	Demonstrates language, examples, and concepts that reflect moderate control and are appropriate to the topic and/or rhetorical situation.	Demonstrates language, examples, and concepts in several instances inappropriate to the topic and/or rhetorical situation.	Uses language, explanations, examples, and concepts that frequently demonstrate little control and are often inappropriate to the topic and/or rhetorical situation.

Appendix L. Draft Oral Communication Competency Rubric

	4	3	2	1
(A) Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
(B) Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
(C) Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
(D) Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
(D) Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Appendix M. Student Survey Pre- and Post-Specific Courses

Pre- and post-course student survey

1. To what extent do you think there are opportunities for undergraduate students to participate in research (outside of regular course assignments) at Longwood?

Many Some Few None Not Sure

2. Students participate in undergraduate research for a variety of reasons. What would be a motivation for you to do independent research? Check all that apply.

- ☐ Working with a specific faculty mentor
- ☐ Working on a specific project of interest
- ☐ Gaining experience for career or graduate school
- ☐ Receiving compensation or pay
- ☐ Being excited by or loving the work
- ☐ Being required by my major or degree
- ☐ Meeting peers who have similar interests/goals
- ☐ Working on a project that might contribute to individual or community well-being
- ☐ Other _____
- ☐ Nothing would motivate me to participate

Attitudes and opinions about research and creative activities

Please rate your level of agreement with each of the following statements using this scale:

4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree

1. I enjoy learning about people and experiences that are different from my own
2. Laws and policy decisions should be based on research findings
3. Advances in research can solve real-life problems
4. Most research focuses on problems that are too insignificant to really mean anything
5. Learning about proper research methods and techniques is a valuable use of time
6. Participating in the creation or discovery of new knowledge is personally rewarding
7. Helping a professor with her or his research would be a waste of my time
8. Learning about research or creative works makes me more curious about the world
9. It is fun to work on problems that cannot be easily solved, or that take a long time to solve
10. I take pleasure in learning about a subject in-depth
11. Participating in research or creative activities improves the academic experience
12. Being involved in research or creative activities can help me become a better professional in my field
13. Professors who do their own research or creative work make better teachers

Learning

Please rate your level of agreement with each of the following statements using this scale.

4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree, 0 = none/not applicable

I am able to:

1. Understand current issues in my major or field of study
2. Judge the quality of research studies or creative works

3. Explain the advantages and limitations of different methods to approaching a question or problem in my field
4. Understand how to add to a scholarly or professional conversation through research and writing
5. Understand the research or creative process in my field
6. Understand the difference between personal beliefs and evidence in supporting a position or drawing conclusions
7. Understand how research is relevant to what I am learning in my classes
8. Understand terminology specific to my field
9. Match a scholarly question to the appropriate theories and methods
10. Deal with obstacles faced in the research or creative process
11. Analyze data or information relevant to the project
12. Write clearly and effectively
13. Evaluate scholars' positions or statements to determine how well-supported by evidence they are
14. Communicate well orally in a presentation, performance, or discussion of my work
15. Articulate the broad implications or "big picture" of what I have learned in a course project
16. Create new ideas, solutions, or creative works based on what I have learned

Personal development

Please rate your level of agreement with each of the following statements using this scale.

4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree, 0 = none/not applicable

1. I am confident in my ability to do well in future courses in my major.
2. I can be patient with the pace of research or creative discovery.
3. I can manage time effectively.
4. I am able to maintain an enquiring attitude.

Ravitch Volcker State Budget Task Force: Virginia Report

As the Board has often discussed one key issue for public higher education is the strength of state budgets. The following research analysis is included for informational purposes for the Board's long-term deliberations.

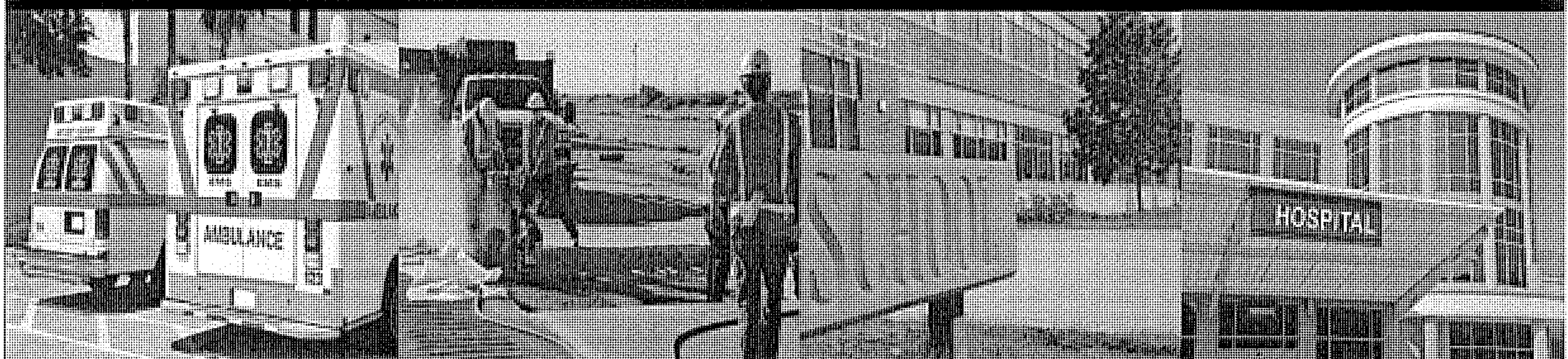
In the wake of the 2008 financial crisis a task force under the leadership of former New York Lt. Governor Richard Ravitch and former Federal Reserve Board Chair Paul Volcker was created to assess the long term fiscal sustainability of the states and persistent structural state budget imbalances.

The portion of the task force's work focused on Virginia, issued in December, 2012, concluded Virginia is in a stronger financial position than many other states, but nonetheless threatened by cost problems related to pensions, health care, and transportation and other infrastructure.

Report of the

State Budget Crisis Task Force

VIRGINIA REPORT



State Budget Crisis Task Force

This is a report of the State Budget Crisis Task Force, prepared by Task Force member Carol O'Cleireacain in cooperation with the Task Force's partners in Virginia — The Centers on the Public Service of George Mason University's Department of Public and International Affairs, including Paul Posner, Frank Shafroth, James J. Regimbal, and Terrence L. Hackley.

More information is available at

www.statebudgetcrisis.org

State Budget Crisis Task Force, December 2012

Table of Contents

Paul A. Volcker and Richard Ravitch introduced the July 2012 Full Report of the State Budget Crisis Task Force with the following statement:

State Budget Crisis Task Force

A Statement From the Task Force Co-Chairs

July 17, 2012

CHAIRS:
Richard Ravitch
Paul A. Volcker

MEMBERS:
Nicholas F. Brady
Joseph A. Califano, Jr.
Phillip L. Clay
David Crane
Peter Goldmark
Richard P. Nathan
Alice M. Rivlin
Marc V. Shaw
George P. Shultz

Our purpose in assembling the State Budget Crisis Task Force has been to understand the extent of the fiscal problems faced by the states of this nation in the aftermath of the global financial crisis. While the extent of the challenge varies significantly state by state, there can be no doubt that the magnitude of the problem is great and extends beyond the impact of the financial crisis and the lingering recession. The ability of the states to meet their obligations to public employees, to creditors and most critically to the education and well-being of their citizens is threatened.

The United States Constitution leaves to states the responsibility for most domestic governmental functions: states and their localities largely finance and build public infrastructure, educate our children, maintain public safety, and implement the social safety net. State and local governments spend $2.5 trillion annually and employ over 19 million workers—15 percent of the national total and 6 times as many workers as the federal government. State governments are coping with unprecedented challenges in attempting to provide established levels of service with uncertain and constrained resources.

Within the limits of time and resources, we have examined the financial condition of six heavily populated states—California, Illinois, New Jersey, New York, Texas and Virginia. While each state varies in detail, a common thread runs through the analysis, supported by information available for states generally.

What we found will not be surprising to many knowledgeable observers, but the facts have never been assembled in a way that reflects the totality of the problems.

Certain large expenditures are growing at rates that exceed reasonable expectations for revenues:

- Medicaid programs are growing rapidly because of increasing enrollments, escalating health care costs and difficulty in implementing cost reduction proposals. At recent rates of growth, state Medicaid costs will outstrip revenue growth by a wide margin, and the gap will continue to expand.

- Pension funds for state and local government workers are underfunded by approximately a trillion dollars according to their actuaries and by as much as $3 trillion or more if more conservative investment assumptions are used.

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State Budget Crisis Task Force

- Unfunded liabilities for health care benefits for state and local government retirees amount to more than $1 trillion.

The capacity to raise revenues is increasingly impaired:

- Untaxed transactions are eroding the sales tax base. Gasoline taxes are eroding as well, making it more difficult for states to finance roads, highways, and bridges.

- Income taxes have become increasingly volatile, particularly during and after the recent economic crisis.

The federal budget crisis will have serious spillover effects on state and local governments, and state actions will have spillover effects on local governments:

- Cuts in federal grant dollars, lower spending on federal installations, procurement, and infrastructure, and potential changes to the federal tax code all threaten states' fiscal stability.

- Pressures on local governments, caused by the weak economy and cuts in state aid, are constraining education spending, law enforcement, aid to the needy, and the institutions that make up the culture of our cities. Local government cuts pose a significant risk to the overall economic and social fabric of states.

State budget practices make achieving fiscal stability and sustainability difficult:

- While almost all states have constitutional or statutory balanced budget requirements, "revenue" and "expenditure" are not defined terms. The use of borrowed funds, off-budget agencies, and the proceeds of asset sales are not uncommon practices, often rendering balanced budgets illusory.

- The lack of financial transparency makes it more difficult for the public to understand the critical nature of problems such as pensions and other payment obligations. Temporary "one-shot" measures to avoid or delay hard fiscal decisions mask these underlying problems.

- Opaque and untimely reporting, coupled with nonexistent multiyear planning, severely hampers efforts to address these problems in a serious manner.

The Task Force is not in a position to propose changes in programmatic priorities, tax rates or structures to deal with budgetary problems. Such decisions are properly subject to the values and politics of a democratic society. Our essential goal is to inform the public of the gravity of the issues and the consequences of continuing to postpone actions to achieve structural balance. We do, however, believe that certain basic procedural approaches should be introduced and followed by all states and urge that prompt attention be given to financial relationships among all levels of government.

- The public needs transparent, accountable government. Individual states, existing associations of states, and advisory and standard-setting bodies should develop and adopt best practices to improve the quality and utility of financial reporting.

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State Budget
Crisis Task Force

- Multiyear planning and budgeting approaches should be a normal part of fiscal planning.
- States need better tools for managing over the business cycle. A priority for states should be better use of their existing counter-cyclical tools, including "rainy day" funds and repayment of debts in prosperous periods.
- Pension plans need to account clearly for the obligations they assume and disclose the potential shortfalls and risks they face. Legislators, administrators, and beneficiaries alike need to develop and adopt rules for the responsible management of pension plans and mechanisms to ensure that required contributions are paid. States should recognize and account for post-employment benefits, such as healthcare, that they intend to continue.
- Prompt attention is needed to the effects that federal deficit reduction and major changes in the federal tax system will have on states and localities.
- States that do not have suitable mechanisms to monitor and assist local governments experiencing fiscal distress should develop them.
- Looking ahead more broadly, the recurrent problems of state finances and the growing state fiscal imbalance suggest that more fundamental approaches require attention. Tax reform at the state level may be needed to achieve revenue systems that are adequate and predictable and that minimize volatility.
- The apparent growing gap between states' spending obligations and their available financial resources points toward a need to reexamine the relationship between the federal government and the states.

The threats and risks vary considerably from state to state, but the storm warnings are very serious. Only an informed public can demand that the political systems, federal, state and local, recognize these problems and take effective action. The costs, whether in service reductions or higher revenues, will be large. Deferring action can only make the ultimate costs even greater.

The conclusion of the Task Force is unambiguous. The existing trajectory of state spending, taxation, and administrative practices cannot be sustained. The basic problem is not cyclical. It is structural.
The time to act is now.

Respectfully submitted,

Richard Ravitch **Paul Volcker**

Chairmen

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Foreword

Former New York Lieutenant Governor Richard Ravitch and former Federal Reserve Board Chair Paul Volcker created the State Budget Crisis Task Force because of their growing concern about the long-term fiscal sustainability of the states and the persistent structural imbalance in state budgets, which was accelerated by the financial collapse of 2008.

After extensive planning and fundraising in 2010 and early 2011, Messrs. Ravitch and Volcker recruited a board of individuals with extensive and varied careers in public service and public policy. The Task Force was officially launched in April 2011.

In addition to the co-chairs, the board of the State Budget Crisis Task Force includes these members:

Nicholas F. Brady

Joseph A. Califano, Jr.

Phillip L. Clay

David Crane

Peter Goldmark

Richard P. Nathan

Alice M. Rivlin

Marc V. Shaw

George P. Shultz

The executive director of the Task Force is Donald Boyd, on leave from his responsibilities as senior fellow at the Rockefeller Institute of Government. Ravitch and Boyd worked together to assemble a core team of experts with budget and financial planning experience at the national, state, and local levels and practical experience derived from the management of previous fiscal crises. The names of the full project team can be found on the Acknowledgements page at the end of this report.

The Task Force decided to focus on the major threats to states' fiscal sustainability. Since it was not feasible to study each of the fifty states in depth, we decided to target six states — California, Illinois, New Jersey, New York, Texas, and Virginia — for in-depth, onsite analysis. In each state, the core team worked closely with experts who were deeply familiar with the substance, structure, procedures, documents, and politics of the state's budget. The names of budget experts consulted in each state can be found on the Acknowledgements page at the end of this report. The core team and state experts conducted detailed inquiries into major issue areas including Medicaid, pensions, tax revenues, debt, the fiscal problems of local governments, and state budgeting and planning procedures. In doing so, the core team and state experts reviewed budget documents and data from the respective states and interviewed key budget officials.

The Task Force released its main report in July 2012, focusing on issues that cut across the six states. The Task Force also is preparing reports on individual states, including this report on Virginia.

Summary

The problems that threaten other states the Task Force studied also threaten Virginia; but, most of the problems are less worrisome thanks to the state's sound financial management and good fortune. The two exceptions are potential cuts in federal spending and chronically unmet transportation needs.

It is Virginia's good fortune to border the nation's capital. Federal spending cushioned it through the last two downturns and helped foster longer run growth: from 2000 to 2010, gross state product grew by 60 percent, pushed by federal spending growth of 107 percent. This advantage carries with it great risk: Virginia is more dependent on federal spending than any other state. If $1 trillion in defense cuts currently under consideration were implemented in proportion to current defense spending, Virginia could lose 122,800 jobs and $7.3 billion in wages.

Virginia's Medicaid program is limited to the federal minimum requirement for eligibility. The state ranks forty-eighth in the nation in per capita Medicaid spending. Only 11 percent of the state's population is enrolled, versus 20 percent nationally. The aging population and rising health care costs will place continued upward pressure on Medicaid spending. If Virginia expands Medicaid eligibility under the Affordable Care Act, Medicaid costs will rise further but the uninsured population will fall.

The fiscal strain to fund pensions and other retiree benefits is greater for local governments, which pay about three quarters of contributions, than for the state. While Virginia's funding ratios are slightly worse than the national average, the lower pension benefits and more conservative investment assumptions result in lower budgetary risks to the state than in many other states. The state enacted recent reforms which commit it to begin paying its full actuarial contribution by 2018, increase employee contributions, and lower pension benefits for new hires. Health benefits for Virginia's retirees are less expensive and better funded than those in most states.

Virginia takes the lead among the Task Force study states in assessing, monitoring, and planning infrastructure, but the state has failed to address a transportation funding crisis for more than two decades. Forty-four percent of Virginia's bridges are structurally deficient or functionally obsolete, 74 percent of highway miles are below "good" condition, and 20.5 percent of interstate roads are deficient. While these huge needs are clear, maintenance has taken precedence over the past decade. The real costs from the lack of capital investment in transportation are: shipping and travel delays, congestion, pollution, and diminished economic growth. Without a revenue source to fund transportation infrastructure, these costs will mount. The state has been unable to agree on new or increased transportation revenue. As a result, it relies greatly on the volatile income tax and has deprived itself of opportunities to fund infrastructure using its AAA bond rating. The poster child of this problem is the gasoline tax — Virginia's main revenue for transportation — which has not been increased for 24 years and whose buying power has declined by 45 percent. Only Alaska has gone longer without raising the gas tax rate.

Local governments face fiscal stress. They have used up reserves, reduced benefits, frozen salaries, deferred capital and equipment purchases, and made deep cuts, even to K-12 education. The recession accelerated the decline in state aid as a share of the state budget and that aid is not likely to be restored quickly — if ever — to the prerecession share. Local governments have difficulty increasing the property tax, their largest local revenue source, given the continuing real estate sluggishness. Reduced state aid takes the greatest toll on poorer areas outside the "urban crescent," whose weak local tax

bases make it difficult to maintain quality schools, improve infrastructure, and attract business. This may not pose a fiscal risk to the state, but it presents major policy challenges for state and local officials.

Public education has been critical to Virginia's economic development, but the state has reduced its support for K-12 education significantly since the recession. Virginia ranks thirty-first in the nation in average teacher pay, and local governments will have difficulty raising pay to attract quality teachers given cuts in state aid and stress on property taxes. The state has sharply curtailed its support for higher education. As a result, in 2010 Virginia ranked fortieth in state support per full-time-equivalent student but nineteenth for its tuition and fees. The *de facto* privatization of flagship public universities has become a statewide issue of great concern. For Virginia to continue to be a world class business destination, it needs to finance a world class education system.

Virginia's fiscal management and institutions are stronger than most. The state regularly prepares six-year financial plans and capital improvement plans, although its capital planning processes are not fully coordinated. Virginia's overall strong fiscal management contributes to its AAA credit rating. The state usually balances its budget with minimal nonrecurring revenues. It saves in good times and stabilizes revenues automatically in recessions via its constitutionally set rainy day fund, which voters strengthened after the Great Recession by raising the cap on its savings. Like all states the Task Force studied, Virginia has used gimmicks and nonrecurring resources, but to a lesser extent than other states and usually only when the economy is struggling.

Virginia manages its debt carefully to meet its debt service and retain its AAA credit rating. The debt has been rising and there are some risks. Moody's has placed the state on its watch list with a "negative outlook" due to the effects from potential federal deficit reduction actions. The administration currently expects to borrow $4 billion for road construction and public-private partnerships. The plan counts on the partnerships to attract billions of dollars of toll-backed private investment to build projects the state could not afford otherwise.

Compared to other states in the Task Force study, Virginia does not have a structural budget problem. But, it faces fiscal challenges. Virginia's own projections show that general fund revenues will not be adequate to fund prior debt service and pension obligations, keep up with health care costs, restore cuts in local aid, improve health and education services, and maintain and improve transportation and other infrastructure.

The future has arrived. Virginia has the seventh highest per capita personal income in the nation; it also is a relatively low-tax state — ranked forty-third by the Tax Foundation. Will the state's leaders determine which crucial public investments must be made? Will they make the case to taxpayers for the need to raise revenues and use the golden AAA credit to leverage those revenues for tomorrow's infrastructure?

Introduction

Location is everything, and Virginia has fully benefited from its site on the Atlantic seaboard, at the southern end of the northeast population corridor, within easy reach of a large portion of American markets. Its ports are rarely closed in the winter; its marine products industry is the largest on the Atlantic coast and fourth largest in the nation.[1] Not by accident, the nation's capital — the seat of power and spending — is right next door.

Virginia's two largest urban areas are both highly dependent on the federal government. The largest and fastest growing is the Northern Virginia portion of the Washington, DC, metro area and is characterized by the large number of people employed in both civilian and military work with the federal government. For example, investments by the Defense Advanced Research Projects Agency (DARPA) — especially with its collaborative relationships with the National Science Foundation, Virginia Tech, and George Mason University — and its innovations, such as the Internet, have been a critical driver to the Northern Virginia economy. The state worked hard to retain the agency after a threatened move to Maryland during the last base closure process; most observers see the ends as having justified the costs of that decision. At the opposite end of the state is the Virginia Beach-Norfolk-Newport News metro area, spanning Hampton Roads, which has large military installations and major port facilities — combining its two locational prizes.[2]

Now, Virginia is at a pivot point. Not poor, it currently ranks seventh in the nation in per capita personal income. But, there are large regional differences. Northern Virginia has some of the wealthiest localities in the country: America's top three most affluent counties are Loudoun, Fairfax, and Arlington.[3] Southside and southwest Virginia and some of the older central cities are considerably poorer, requiring higher levels of state support, particularly for public education and health and human services.[4]

Cushioned during both recent downturns, Virginia's economy has grown significantly faster and maintained a lower rate of unemployment than the nation, driven largely by the growth in federal spending — particularly defense and homeland security in the aftermath of September 11, 2001.[5] Virginia received more federal procurement spending in fiscal year (FY) 2010 than any other state: 32 percent of Virginia's economy came from direct federal expenditures or obligations.[6] *Over the decade 2000 to 2010, the gross state product grew 60 percent, as it was pushed by federal spending in Virginia, growing 107 percent and federal Department of Defense (DOD) spending growing an even faster 137 percent.*[7]

But clouds loom on the horizon. In fiscal year 2011, Virginia's personal income grew at a slower pace than the U.S. *Virginia has the highest dependency on federal spending of any state in the nation.* Direct federal expenditures in Virginia, including retirement/disability payments, other direct aid to individuals, grants to government entities, procurement contracts, and federal salaries and wages, totaled $136.1 billion in FY 2010.[8] *If the proposed $1 trillion of DOD spending cuts were to be implemented over the next decade in proportion to current state defense expenditures, the loss to Virginia could be 122,800 jobs, $7.3 billion in wages, and $10.5 billion in annual gross state product.*[9] Global Insight, the state's economic consultant, expects that with federal downsizing the state's growth will underperform the nation over the next several years. This slowdown already seems to be occurring. Moody's placed the Commonwealth of Virginia on credit watch in the wake of the U.S. Budget Control Act, due to the significant footprint of federal government spending and employment.

Virginia has made enormous economic strides. Recently, it was ranked by *Education Week: Quality Counts* as having the fourth best system of K-12 public education in the nation. It has a well-respected system of higher education and ranks sixth in the nation in percent of those age twenty-five years and older with at least a bachelor's degree. It is viewed as a well-managed AAA-rated state. Most outside observers rank the business climate in the top tier of states.[10] This has not been by accident. In the 1960s, the state established and funded a community college system. In the 1970s, it brought in an income tax to fund improvements to K-12 public education as mandated by a new state constitution.[11] In 1986, a political coalition substantially increased funding for transportation. In 2004, the governor and the Virginia General Assembly modernized the tax code and raised some modest amounts of revenue.

Virginia has a history of a conservative population pushing its government to improve its efficiency and live within its existing revenues. It is very difficult to raise taxes, even though Virginia is a relatively low tax state.[12] Moreover, after doing the hard work of a $1.7 billion biennial tax increase in 2004 to better align revenues and spending, the state has engaged in successive policies that have more than neutralized the tax increase, leaving a weaker tax structure, generally.[13] In the face of mounting congestion costs, the gasoline tax, Virginia's main revenue for transportation, remains at 17.5 cents per gallon, which has not been changed for twenty-four years.

Which way will Virginia turn as its population ages, federal spending slows, traffic congestion worsens, and economic recovery remains weak? Will there be the leadership to make the tough choices? Will it strengthen its advantages in an era of government austerity?

The Rules and Politics of Budgeting

The Process

Virginia uses a biennial budget process with line-item appropriations for each year of the biennium. In every even-numbered year, a new budget is adopted in the spring for the two-year period beginning on July 1 of that year. Revisions, with new data, are made to the original biennial appropriation act each subsequent year. In reality, new budgets are adopted each year.

The technical aspects of Virginia's budget making process reflect an almost textbook concept of best practices and are fairly transparent. The record of budget responsibility is likely the result of a long-standing culture of fiscal responsibility, characterized by the longest held AAA credit rating in the nation. Many independent observers rate Virginia as one of the best managed states in the country.[14]

Two-year budget estimates are made of revenues and spending for budget development and projections over six years for long-range budget planning purposes, using econometric modeling and subject to professional review and adjustment, if necessary, by the Governor's Advisory Board of Economists and the Governor's Advisory Council on Revenue Estimates. The Department of Planning and Budget (DPB) coordinates the spending side of the budget plan, based on the state's strategic planning process (even-numbered years produce a six-year financial spending plan). Before inclusion in the budget, capital planning is coordinated and vetted by a Six-Year Capital Outlay Plan Advisory Committee composed of both executive and legislative branch members.

Budget adoption requires significant effort and compromise by both the governor and the General Assembly. Each house produces its own substitute for the governor's budget, which go to conference, usually producing a compromise after a couple of weeks. *Until 2012, a conference committee report on the budget had never been rejected in modern times.*[15] There has been only one instance in modern times when no budget was adopted. In 2001, the General Assembly failed to agree on a budget, clashing over the amount of appropriations to be made for the car tax relief program. However, the budget enacted in 2000 provided sufficient spending authority for fiscal year 2002. In the next year's session, the General Assembly used a "caboose" budget bill to adopt the spending actions made by the governor to keep the state budget in balance. With this one exception, a compromise has always been reached prior to July 1, therefore no disruptions to agency expenditures have ever occurred. The governor must sign the "enrolled" budget bill to become law. First, the governor may propose amendments or veto items in the budget bill. Amendments must be approved by a majority vote of each body. Vetoes must be rejected by two-thirds of each chamber's members or they will be sustained. The governor is given discretionary authority in Part §4-1.01 of the budget to reduce appropriations by up to 15 percent for any state agency or institution in the event of a revenue shortfall.

Most budget decisions are incremental in nature, but consensus decision-making becomes more difficult when the state faces major budget decisions or partisan politics. For example, in 2004 Governor Mark Warner persuaded the Virginia General Assembly to increase general fund taxes by about $800 million per year. Instead of enacting a budget by April, it took until June and required 17 members of the House of Delegates to break ranks with their party to vote for the tax measure. Recent transportation funding initiatives provide an example of where consensus has proven elusive. Several unsuccessful attempts were made in the last decade to increase ongoing transportation revenues. The last major transportation revenue increase in Virginia was 1987, excluding transfers from the general fund. Even when the governor and Senate agreed on new transportation revenues, they could not convince the house – with majorities of the same party in both chambers – to go along.

Virginia is the only state that will not allow a consecutive two-term governor. As a result, seniority-laden legislative money committees tend to have greater institutional budget power and leverage in policy making than might otherwise be the case. There has been much discussion as to whether the Commonwealth is a "strong governor" state. The governor has great appointment abilities and significant budget powers through forecasting and the development process, amendment and veto power, and in execution, since the obligation to balance the budget is on a cash basis over a two-year and six-month period, and the appropriations are considered, by law, to be maximum amounts. On the other hand, the governor is forced to implement priorities in short order. Newly elected, the governor enters office in the middle of a biennial budget cycle set by the predecessor, gets full control over presenting the next budget to set priorities, but can only try to impose them on the next governor. A one-term governor may be prone to "fix" a problem to the detriment of the next governor.[16] A single-term governor is more likely to be able to avoid "ownership" of a problem and pass it on to the successor, hindering implementation of the state's long-term plans.

Future Budget Outlook

Virginia is fortunate to produce a six-year financial plan. This uses a long-term trend-line forecast of real revenue growth while largely continuing spending policies in the governor's proposed budget for 2012-2014. It does not assess the impact from continuing these budget policies over the six-year period.[17] The state is assuming average *real* growth in general fund revenues of slightly less than 3 percent – near the historic average.[18] No tax increases or revenue enhancements are projected for either the general fund or transportation trust fund. There is no solution for the shortage in transportation trust fund revenues, as the plan assumes the governor's proposed transfer of 0.25 cents of the general fund sales tax to transportation, which failed in the 2012 General Assembly.

The recession caused agency budget cuts, and few restorations of those agency cuts have been made.[19] The state budget commits to make up for one-time actions used during the recession. Priority uses for available revenues are: formula-driven filling of the Revenue Stabilization Fund (about $150 million to $200 million per biennia); debt service; and returning to adequate funding of retirement contributions (teacher and state employee pension funds).[20] Most remaining available revenues are used for the state Medicaid program, expected to continue growing faster than overall general fund revenues. No assumptions are made about the potential additional general fund costs required from the new federal health care law scheduled to go into effect in FY 2014. While the federal government is expected to pick up the bulk of the cost of potentially 426,000 new Medicaid participants in Virginia, the state previously forecast an additional state cost of $1.5 billion to $2.2 billion annually through 2020. Due to the uncertainty about the new health care law's implementation, these potential added costs are not built into the six-year financial plan.[21]

Several risks are inherent in this financial plan. First, it assumes direct federal support will continue to increase, which none of the fiscal analysts project. Second, it does not assume any additional debt authorizations through FY 2018. This seems unlikely: many projects in the adopted six-year capital outlay plan do not have funding sources; the financial plan has no provision for capital appropriations. According to the December 2011 Report of the Debt Capacity Advisory Committee, $466.83 million in new debt could be authorized in each of FY 2012 and FY 2013 within the self-imposed 5 percent cap. Third, localities – especially K-12 public education – will need help: from FY 2002 to FY 2010 the state share of local programs declined from 33 percent to 29 percent and will not be able to continue on this trajectory.[22] Indeed, the 2012 General Assembly recognized this; it added $212 million to K-12 funding in 2012-2014 above the introduced budget, reduced in FY 2013 and FY 2014 the expected amount to be recouped from the previously enacted "clawbacks" in aid, allowed localities to phase in the pension contribution rate increases, and defeated two actions which would have cut local tax revenue.[23]

In sum, based on trend growth, general fund revenues likely will not be adequate to fund obligations from prior years (debt service and employee retirement liabilities); keep up with health care costs and improve health outcomes; maintain and modernize transportation and other infrastructure; and improve traditional services, such as K-12 and higher education. Although Virginia is a growing state, the financial plan assumes little investment in infrastructure. Local governments will face reducing service quality or raising local taxes significantly. College tuition and fees and health care fees and insurance premiums will continue to rise faster than growth in personal income.

Medicaid

Virginia's Medicaid program is limited to the federal minimum requirement for eligibility. The state ranks forty-eighth in the nation in Medicaid spending per capita and forty-eighth in the number of Medicaid recipients as a percentage of state population.

According to the Kaiser State Health Care Facts, only 11 percent of the population is enrolled in the program, compared to 20 percent nationwide. Virginia's income threshold for nonpregnant adults is very low – less than 30 percent of federal poverty. As a result, only 16 percent of the state's Medicaid population is low-income adults (compared to the national 26 percent).[24] Since Virginia provides coverage to relatively few nonpregnant adults, the result is that a high percentage of the adults it does cover in any given year have a hospitalization (a birth), generating high costs in that year. According to the most recently available Kaiser data (2009), Virginia's average cost per enrollee is 6 percent higher than the national average. However, when broken down by group, it is 20 percent lower for the aged and 4 percent lower for the disabled; it is 14 percent higher for children and 30 percent higher for those low-income adults.[25] Over all, the cost per enrollee was $5,758, a bit higher than the national average of $5,337.

The federal reimbursement rate is 50 percent. The bulk of the state funding share comes from the state's general fund, with the remainder from tobacco taxes, a portion of the Master Tobacco Settlement Agreement, and Medicaid recoveries from prior payments. In FY 2009, 2010, and 2011, the federal reimbursement rate was temporarily increased; depending on the quarter, the revised rate ranged from 56.9 percent to 61.6 percent, where the increase above 50 percent was funded by the federal American Recovery and Reinvestment Act (ARRA). In FY 2011, the last year in which ARRA funds were available, total spending for Virginia Medicaid was $7.2 billion, of which the federal government reimbursed the state $4.2 billion. In FY 2012, when the reimbursement rate reverted to the normal 50 percent, the state had to absorb not only the loss of ARRA funds but also the growth in program spending between FY 2009 and 2012 – about 7.9 percent, compared to the growth nationwide of 7.1 percent. The Medicaid share of the total annual general fund budget has grown from 15 percent in FY 2009 to 21 percent in FY 2012. Enrollment growth in Virginia appears to have been near normal for state programs over the recent decade.[26]

State Cost Containment Strategies

Compared to many other states, Virginia has not made major efforts at reducing rising costs by eliminating optional benefits or enacting provider assessments. It has implemented several provider cost saving policies and also managed care. During FY 2010 and FY 2011, Virginia's cost saving policies included freezing and/or reducing various components of provider payments for inpatient hospital care, nursing homes, residential psychiatric services, therapeutic day treatment rates, and pharmacy reimbursement rates.[27] The state estimates the value of reforms/savings at more than $27 million in FY 2012, rising to more than $80 million in FY 2014.[28]

Impact of Affordable Care Act (ACA) Implementation on State Medicaid Spending

Virginia, given the latitude provided to states in the Supreme Court decision, has not yet decided whether to expand its Medicaid eligibility. As indicated in the previous discussion of the Six-Year Financial Plan, the state projects that, if implemented, enrollment would increase by 270,000 to 425,000[29] between 2014 and 2022, and would increase annual state funding requirements by $1.5 billion to $2.2 billion.[30] The increased cost of expanded eligibility to the state is not insignificant.

Retirement Promises

Pensions[31]

Virginia has eighteen public pension systems, one of which – the Virginia Retirement System (VRS) – is administered at the state level, with the rest administered by local governments.[32] Local systems accounted for 17 percent of public retirement system assets in Virginia in 2010, which is about the same as for the nation as a whole.[33] About 60 percent of the assets of local systems are in Fairfax County, and most of the remainder is in systems in Arlington, Norfolk, and Newport News. Elsewhere in Virginia, most local governments contribute to the Virginia Retirement System. Because about 75 percent of pension contributions in Virginia are made by local governments, pension-related fiscal stress in Virginia has its largest direct impact on localities.[34] However, the state also is affected by and reacts to pension-related stress, and Virginia has underpaid its pension contributions substantially in recent years as one means of deferring costs.

The Virginia Retirement System was established in 1942, covering state employees, teachers, and school administration employees formerly enrolled in the Retired Teachers' Fund. It now consists of four separate systems: (1) the Virginia Retirement System for teachers, state employees, and employees of participating political subdivisions; (2) the State Police Officers' Retirement System (SPORS); (3) the Virginia Law Officers' Retirement System (VaLORS); and (4) the Judicial Retirement System (JRS).

Funded Status

The funded status of Virginia's public retirement systems is somewhat lower than the national average – 70 percent, compared to 74 percent.[35] The table below compares Virginia with the nation's 126 major state and local retirement plans and those in the six study states.[36] Although Virginia's percentage underfunding is worse than the national average, the unfunded liability per capita is slightly lower because public pension benefits in Virginia are lower, on average, than benefits in the nation as a whole.

In 2000, the Virginia Retirement System plans were fully funded as a whole, reflecting in part the strong stock market of the 1990s. However, their funding status has deteriorated over the past decade due to market downturns, a loose state funding policy, and adoption of more conservative actuarial assumptions through two reductions in the assumed earnings rate (from 8 percent to 7.5 percent in 2005 and 7.5 percent to 7.0 percent in 2010). By 2010, with liabilities discounted by 7 percent, the plans had reported a combined funded ratio of just 70 percent.

The movement to an assumed return of 7 percent in 2010 placed VRS among the lowest, and therefore most conservative, return assumption used by the 126 major plans in the Public Fund Survey, where it remains.[37] In addition, the VRS assumption of 2.5 percent inflation is also the lowest used by plans in the Public Fund Survey. These combined assumptions – nominal investment return of 7 percent and 2.5 percent inflation – gives VRS an assumed real rate of return of 4.5 percent, which puts it at the median real rate of return assumption for plans in the survey.

Table 1 | Funded Status of Major Retirement Systems Nationally and in Study States

State and Local Government Retirement System Funded Status					
Major State Plans and Local Plans					
	Amounts in $ billions				
Plan Name (Asset Value Year)	Actuarial Liabilities	Market Value of Assets	Unfunded Liability (Surplus) Using Market Value of Assets	Funded Ratio Using Market Value of Assets (%)	Unfunded Liability ($ per capita)
United States Totals, 126 Plans	$3,442.8	$2,551.2	$891.5	74.1%	$2,882.1
Totals for Six Study States	$1,542.2	$1,156.0	$386.2	75.0%	$3,459.2
California	$597.4	$461.6	$135.8	77.3%	$3,635.9
Illinois	$187.6	$95.0	$92.5	50.7%	$7,205.7
New Jersey	$120.2	$77.6	$42.6	64.6%	$4,838.6
New York	$348.0	$301.2	$46.8	86.6%	$2,411.8
Texas	$214.0	$167.7	$46.3	78.3%	$1,835.2
Virginia	$75.1	$52.9	$22.2	70.4%	$2,770.1

Source: Public Fund Survey (www.publicfundsurvey.org) for actuarial liabilities, accessed June 19, 2012; market value of assets provided by the National Association of State Retirement Administrators, June 19, 2012; unfunded liabilities and funded ratios calculated by Task Force.

In June 2012 the Governmental Accounting Standards Board adopted new reporting guidelines for public pension liabilities and expenses which require pension systems to calculate liabilities by discounting the "unfunded" portion using a high-grade municipal bond yield (typically lower than the earnings assumption currently used by most systems).[38] The Center for Retirement Research at Boston College estimated that funded ratios for the vast majority of plans would fall from 76 percent to 57 percent if the then-proposed rules had been in place in 2010, but VRS liabilities would not change from those that were reported.[39]

Contribution Requirements and History

Generally, shortfalls in investment income relative to assumed returns are the largest cause of underfunding. Virginia has compounded this problem by habitually failing to pay actuarially determined contributions. Since 2000, the statutory rate has averaged only about 80 percent of the actuarially required contribution (ARC) rate, and in recent years it has been lower still.

The general assembly has overridden recommendations from the VRS actuary, substituting its own assumptions to calculate a statutory contribution rate, which it then uses as the basis for contributions. As noted in a bond disclosure document in fiscal year 2012, "The General Assembly is again funding less than the rate determined by the actuary by extending the funding period for these groups from 20 years to 30 years, increasing the investment return assumption from 7.50% to 8.00% and increasing the inflation assumption from 2.50% to 3.00%." Further, in some cases reductions in contributions that would have benefited funds outside the general fund have instead been diverted to the general fund. During the recent fiscal crisis, such moves provided Virginia with cash savings of more than $1 billion — savings that will come at the expense of future budgets.

Current pension underfunding together with changes in actuarial assumptions are leading public pension funds around the country to increase their annual required contributions. According to analysis prepared for the Task Force by the Center for Retirement Research, annual contributions to VRS from the state and local governments will have risen by nearly 66 percent (approximately $981 million) from fiscal year 2011 to fiscal year 2013, and will rise by another $166 million by 2015. However, this falls short of actuarially required funding. To achieve full payment of the ARC, funding would have to rise by yet another 14 percent.[40]

Many analysts consider retirement systems' discount rates and earnings assumptions to be too optimistic, as discussed in the Task Force's July report.[41] Discounting liabilities at 5 percent, according to The Center for Retirement Research, would require contributions to the VRS state component to rise by nearly 65 percent.[42] While pension systems are unlikely to discount their liabilities at these rates, this demonstrates the risk being taken by assuming higher rates of return, which, if not achieved, eventually would require even higher contributions to provide promised benefits.

Recent Legislation

The Virginia legislature has passed several measures in recent years intended to control pension costs and ensure adequate funding.

Effective for VRS new hires as of July 2010, the normal retirement age was increased from sixty-five to the Social Security Normal Retirement Age, the early retirement age was increased from fifty-five to sixty, the final average salary calculation was increased from the highest thirty-six consecutive months of service to the highest sixty months, and the base cost-of-living adjustment (COLA) was decreased to the first 2 percent of the Consumer Price Index from the first 3 percent. Newly hired state employees were also required to make a 5 percent member contribution. Additionally, on June 25, 2011, members of the original plan were given a 5 percent salary increase and also required to make the 5 percent member contributions, which generally had been paid by employers.

In 2012 the state enacted more substantial changes, including a new hybrid plan for state and local employees hired on or after January 1, 2014. The hybrid plan combines a scaled back defined benefit plan with mandatory enrollment in a new defined contribution plan. The hybrid is expected to reduce employer contributions by about $3.6 billion over twenty years. Legislation enacted in 2012 also required all local government employees to pay a mandatory 5 percent member contribution by 2016, similar to the previously enacted legislation that applied primarily to state employees. That legislation also commits the General Assembly to contribute an increasing portion of the ARC actuarially determined by the VRS board, until reaching 100 percent by July 1, 2018. Assuming the General Assembly complies with this requirement, it no longer would be able to set its own assumptions and thereby pay less than the VRS board requested; however, the appropriation act can override all other statutes.[43]

Outlook and Risks

Since 2000, Virginia has underfunded its pension contributions. The failure of the financial markets to generate the assumed returns on invested assets and the recessions also have resulted in unfunded pension liabilities and generated increases in required contributions, which the state has chosen to avoid and defer. While the increase required to get on a path to full funding is not as large relative to the budget as it is in some states, it represents a necessary claim on revenues. And, if investment returns fall short of even the lowered assumptions, contributions will have to rise by much more.

Other Post-Employment Benefits[44]

Pensions are one form of deferred compensation that employers provide for their employees. Governments also provide "other post-employment benefits" (OPEB) such as health care to retirees and their dependents. Virginia offers health insurance to retirees who are eligible for and receiving an annuity from VRS or a benefit from an Optional Retirement Plan, provided they meet certain other requirements. The state employee health insurance plan is only available to state retirees (local retirees and public school retirees may or may not be covered by their respective employers' health insurance plans).[45]

Most governments fund these benefits on a pay-as-you-go basis rather than saving in advance through a funded plan. In recent years, they compute an ARC and report it in their financial statements, but they simply annually budget and pay the costs of the actual benefits for current retirees. Virginia is an important exception. It has a partially funded plan and until recently contributed the ARC.[46] A combination of relatively low benefits and some effort at advance funding means that Virginia's OPEB plans are relatively well funded. In 2012, Virginia had a lower unfunded OPEB liability, at $213 per capita, than all but twelve other states.[47]

Retirement Funding Conclusions

The Task Force noted in its July 2012 report:

> Pension systems and states need to account clearly for the risks they assume and more fully disclose the potential shortfalls they face. States and retirement systems should develop and adopt rules for responsible management of these systems and mechanisms to ensure that required contributions are paid. States should begin to use dedicated systems of reserves to save for the ongoing health benefits they expect to provide to retirees and should monitor the ability of their local jurisdictions to do the same.[48]

Virginia, in an effort to balance its budgets in tough times, has failed to fund fully the actuarially required pension contributions. As a result, it is currently stressed by underfunded pension liabilities and rising pension contributions. Retiree health care costs have been a lesser issue.

Revenue Erosion and Volatility

About two-thirds of total general fund revenue ($16 billion to $17 billion per year) is from the income tax. The sales and use tax accounts for about one-fifth; the corporate tax raises about 5 percent of the revenues; insurance, recordation, and other excises round out the remainder.

Volatility

Recession-driven declines in individual income tax receipts and accompanying spending pressures (SCHIP, Medicaid enrollees) generated historic budget shortfalls – more than $11 billion – between FY 2009 and FY 2012.[49] *For the first time in recorded history, Virginia experienced back-to-back declines in general fund revenues (FY 2009 and FY 2010).* The decline in revenue in FY 2009 (9.2 percent) was more than double the declines of the previous recession.[50]

Erosion

The *sales and use tax* has not kept up with the times. The economy is now services-based, with a growing share of goods purchased via the Internet or outside the geographic boundaries, so the existing tax base looks increasingly less like the modern economy.[51] Compared to most other states, Virginia's sales tax has a relatively narrow base, although there are additional communications sales and use and admissions taxes. In 2010, the national median state sales tax base represented roughly 34 percent of personal income, compared to a bit less than 27 percent in Virginia.[52] Nationwide, sales tax bases have shrunk in relation to the economy; by 2010, the coverage of Virginia's sales tax base was roughly one-third lower than its median coverage during the period 1970 to 2010.[53] Consensus estimates indicate that expanding the base to personal (but not professional) services and amusements would yield about $110 million to $125 million annually and might be possible.[54]

The *corporate income tax,* while volatile, is small at 6 percent of the general fund, and the share of total tax revenue paid by corporations has declined by half since the 1970s.[55] In FY 2006, 87 percent was collected from multistate corporations, giving the state increasingly less control over the base.[56] By 2008, more than 60 percent of corporate tax filers had zero corporate income tax liability.[57]

Tax Expenditures

Virginia does not collect an estimated $2 billion in revenues (240 percent of total state corporate tax revenues) due to credits, deductions, exemptions, etc.[58] These provisions of the tax code are not subject to the legislative authorization and appropriation process nor listed as specific expenditures in the state budget; but, like an entitlement program, they are a large and growing drain on state revenues. The General Assembly has passed or changed 60 tax expenditures since 1990.[59] In its most recent session, it passed 20 tax expenditure bills, either creating new or renewing or expanding existing credits or deductions – from wine production to spaceport activities to teleworking, long-term care insurance, and clean fuel vehicle job creation.[60] Little analysis is available to the General Assembly or transparency for taxpayers.[61] The state is moving toward a more comprehensive approach to analysis and transparency on tax expenditures. In 2012 Virginia enacted a requirement for sunset provisions on tax credit bills; it now requires tax writing committees to hold public hearings following the release of evaluations of tax expenditures.[62]

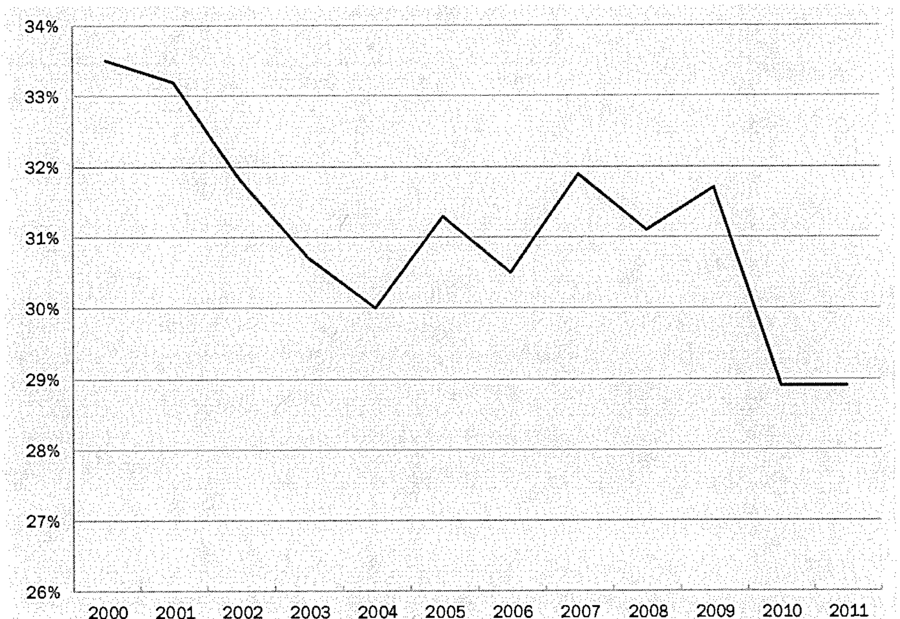
The *gasoline tax*, Virginia's main revenue for transportation, is levied at 17.5 cents per gallon, which *has not been changed for 24 years*. Only Alaska has gone longer than Virginia (and Oklahoma) without raising the gas tax rate. The buying power of Virginia's gas tax revenue has declined 45 percent in this period; it would take a 14.5 cent increase to restore the *real* value of the gas tax revenue — $580.3 million annually.[63] The inability to agree upon new or increased revenues for transportation has two pernicious effects on the state's revenue stability. It imposes greater general fund reliance on the income tax (and its volatility). And, it deprives Virginia of taking complete advantage of its AAA-credit rating, resulting in less investment and greater dependence on outsourcing (public-private partnerships), where the costs of capital are higher.

Local Government

Local government is comprised of ninety-five counties, thirty-nine incorporated cities, and thirty-six incorporated towns. Cities and counties traditionally provide all services not provided by the Commonwealth. Uniquely, Virginia's cities and counties are independent and their land areas do not overlap. Each city and county levies and collects its own taxes and provides its own services. Towns, on the other hand, are parts of counties and levy and collect taxes for town purposes; their residents are also subject to county taxes. The largest expenditures for local governments are public education; generally, each county and city constitutes a separate school district. Counties, cities, and towns typically provide police and fire protection, water and sewer services, and recreational facilities.[64]

The recent deep recession accelerated the relative decline in state aid for local programs. As a result of the continuing real estate recession, local governments, dependent on real property tax revenues for over 50 percent of their local revenues, find it difficult to make up for declining state aid. They have used up reserves; reduced benefits; frozen salaries; deferred capital and equipment purchases; and made deep cuts to local programs, including K-12 public education.

Figure 1 | State Categorical Aid as Percent of Local Expenditures



Source: APA Comparative Reports on Local Revenues and Expenditures, Fiscal Years 2000-2011.

State aid for locally administered programs is not expected to be quickly restored to prerecession levels — *if ever* — as a percent of the Commonwealth's budget. The state introduced clawbacks of general aid during the recession which will be worth $50 million in FY 2013 and $45 million in FY 2014, a reduction from the introduced budget and the current biennium. It will take several biennia for the state to restore funding to local governments; state aid will still remain below fiscal year 2009 levels, particularly as a percent of the total general fund budget.[65] The reduced level of state aid to localities particularly affects poorer areas with weak local tax bases — outside the "urban crescent" (which runs from Northern Virginia down I-95 to the Richmond region and traveling east to Hampton Roads) — making it difficult to maintain quality schools, improve infrastructure, and attract business.

The Use of Nonrecurring Actions in Budgeting

Virginia generally balances its budget during good times with minimal use of nonrecurring revenues. It saves in good times and stabilizes its revenues in recession – automatically, through the constitutional Revenue Stabilization Fund (RSF), its rainy day fund.[66] The *RSF is a targeted budget stabilizer, linked to the economy.* Deposits occur any year when revenue growth exceeds the average during the previous six years and continue at a rate of half the difference in the growth rates until the fund reaches 15 percent of the average annual collections of the previous three years. *It is permanent;* withdrawals equal 50 percent of the existing balance, so the balance can never fall to zero. As a result of recent experience, the Legislature proposed and the voters agreed, in November 2010, to raise the cap from 10 percent to 15 percent.[67] The RSF is a rules-driven system, which has proved to be a reliable mechanism for generating and using reserves.

The recent recessions hit the state hard: the cumulative total of budget shortfalls was at least $12 billion. The largest (in biennium 2008-2010) was about $5.8 billion. The 2010 General Assembly faced a budget shortfall of nearly $4.5 billion in balancing the 2010-2012 biennium budgets, some of which was because not all of the actions taken to balance the FY 2010 budget resulted in *ongoing base budget reductions*, so the 2010-2012 base operating budget exceeded available revenues by about $1.6 billion.

During 2002 to 2012, Virginia permanently cut spending and raised taxes. The 2004 legislative session enacted a $1.5 billion tax increase because by the 2004 session, the governor and General Assembly were still facing an ongoing imbalance between revenues and current services spending for the 2004-2006 biennium. These tax increases and the strength of the economy eliminated the need for nonrecurring budget actions in Virginia until 2009.[68]

In response to the recessions, the state passed down its pain by cutting education aid and imposing "temporary" clawbacks of aid to localities.[69] Virginia also relied on a number of nonrecurring actions. The largest was the appropriation of $2.8 billion of federal stimulus funds. The RSF provided $1.6 billion over three biennia: 2000-2002; 2002-2004; and 2008-2010. It reached its highest balance, $1.2 billion, in 2007. Since FY 2008, withdrawals have been approximately $1.13 billion (about 15 percent of the estimated budget gaps for FY 2008-2010).

Another large source of one-time actions involved suppression of payments for employee costs. The most important was simply lowering the actuarial rate for pension contribution by legislative fiat; also the state suspended, lowered, or moved to the next fiscal year pension contributions or insurance payments.[70]

Virginia sped up sales tax collections and accelerated other revenues by changing payment dates, pushing tax audits forward, and offering several tax amnesties. It substituted debt for the more traditional pay-go financing on capital projects and for some fund balances to capture the cash. Also, it transferred funds in and out of the general fund in order to ensure cash was available for balance.

Planning, Budgeting and Reporting: Managing Over the Business Cycle

Process

The technical aspects of Virginia's budget making process reflect best practices. There are two-year budget estimates and projections over six years for long-range budget planning purposes.[71] The Department of Planning and Budget (DPB) coordinates the spending side of the budget plan and the Department of Taxation prepares the revenue forecasts. The Office of the Secretary of Finance reviews both.[72] The governor is required to submit to the General Assembly a Six-Year Financial Plan prior to every even-number year and a six-year Capital Improvement Plan (CIP) in every odd-numbered year.[73] The CIP details the ongoing and emerging infrastructure needs of the state, alternative methods of financing, performance indicators on capital project completion, and high-priority capital projects for the period. The capital planning process is threefold: capital outlays undergo budget development; legislative review; and, finally, execution. However, the plan does not guarantee project funding.

Rules

General fund budgets must be balanced on a *cash* basis over a biennial, not annual basis. Virginia's Comprehensive Annual Financial Report, or CAFR, provides audited results using accrual based generally accepted accounting practices (GAAP).[74] To illustrate the differences between the two methods of accounting, in fiscal year 2010 Virginia had a general fund cash net surplus of $47.4 million. On a GAAP basis, this cash basis surplus turned into a $674.3 million deficit, primarily due to accrued but unpaid tax refunds, Medicaid claims, and other items payable.[75]

(See *the Nonrecurring Actions section for discussion of the rules-based Revenue Stabilization Fund.*)

Issues for Concern

The Six-Year Improvement Program (SYIP) is the Commonwealth Transportation Board's primary program to allocate future spending.[76] Historically, the Commonwealth Transportation Board (CTB) is responsible for transportation decision-making, but its role is diminished under the 1995 Public-Private Transportation Act (PPTA), whose projects do not require CTB approval. As a result, PPTA projects have been initiated before proposals have been included in the SYIP; PPTA projects may have little or no relation to the fiscally constrained SYIP;[77] even using traditional state funding, PPTA projects have leapfrogged other projects in the SYIP. Transportation planning experts fear that the PPTA has moved the capital planning process from one that considers the best financing and build alternatives before decisions are made to one that advances the public-private partnership alternative first.

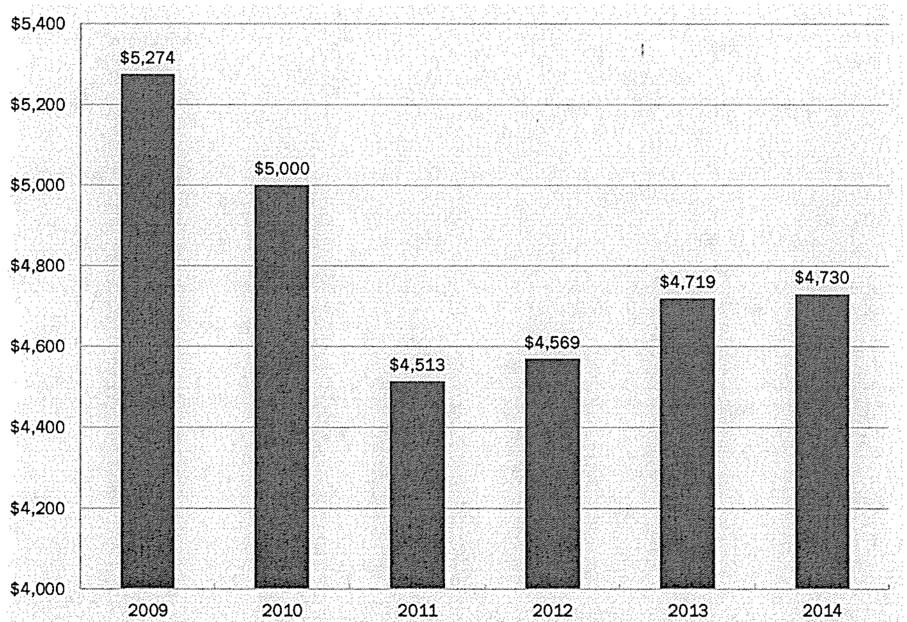
The main challenges facing Virginia's public budget are driven by demographics — a growing and aging population, urbanization, and regional disparities. Some of the consequences have been addressed in this paper — for example, the rising demands of Medicaid and employee pensions and health benefits. Below are three others: education, transportation infrastructure, and public debt.

Education

Providing aid to public education, particularly K-12 education, is an important role for state government and it will continue to be. Yet the funding is under stress. A large and sustained reduction in property tax revenues, due to a weak economy or legal limits placed on local taxes, could put pressure on states to replace the localities' lost revenues supporting K-12 education. At the same time, continued growth in relatively uncontrollable spending items, such as Medicaid, pension contributions, and OPEB payments, could continue to crowd out "normal" state funding for both K-12 and higher education.

The overriding question for K-12 education in Virginia is whether continued progress can be achieved with fewer resources available. Virginia has significantly reduced its support for public education since the recession. Figure 2 illustrates the decline in state support per pupil since FY 2009. Localities already provide school divisions $3.1 billion more than their required local effort to meet the state's minimum required standards of quality. Analysts within Virginia indicate that it is unlikely that localities will be able to provide much additional assistance to schools given the stress on property tax revenues resulting from lower real estate valuations and the continued reduction in state resources made available to local governments — a conclusion echoed nationally in the Full Report of the State Budget Crisis Task Force.

Figure 2 | State Per Pupil Funding Projections (All Funds)



Source: James J. Regimbal, "Virginia's Challenges in the Next Decade," unpublished paper, April 2012.

Study after study confirms that the most important controllable factor in K-12 education is the quality of the teacher. Virginia does not pay its teachers particularly well: it ranks thirty-first in average teacher pay, according to National Education Association rankings, even as the state ranks seventh in per capita personal income. The state has not incorporated a pay raise for teachers in its budget since FY 2008 and the six-year financial plan does not anticipate a state-funded raise for teachers until FY 2016 (2.0 percent). So, local governments are on the hook to try to attract quality teachers as they are still dealing with the effects of a real estate recession. They are unlikely to be able to increase pay significantly to attract higher quality teachers.

The State of the State's K-12 Education

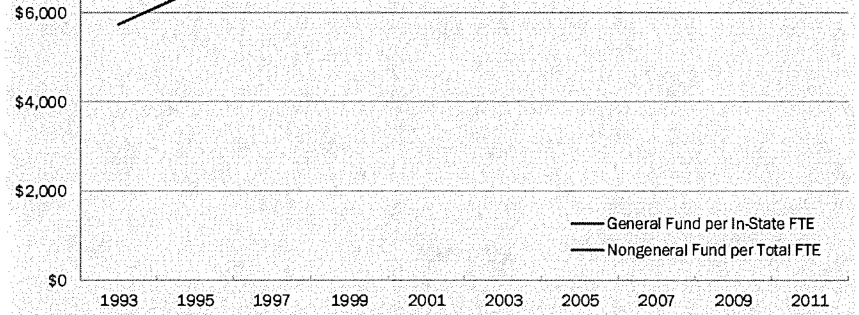
Virginia was recently given an overall grade of "B" (ranking it fourth best in the country) by *Education Week*'s Quality Counts 2012 Report.[78] This ranking is based on the performance of states in six broad areas: the role of education in promoting success at various stages of life; K-12 student achievement; rigor and quality of academic standards, assessments and accountability systems; teacher preparation, licensure, and evaluation; school finance; and alignment of state policies related to school, college, and workforce readiness. Virginia's highest category grade was an A for the Commonwealth's Standards of Learning, assessment, and accountability program. The lowest category grade was a C for K-12 achievement, up from a C- in 2011. Grades for achievement were based largely on the performance of students on national tests and progress toward closing achievement gaps. Virginia tends to do well in advanced placement testing, but has a high poverty gap in achievement results.[79]

A gap shows up in graduation statistics as well. Virginia had an on-time graduation rate of 86.6 percent and an overall cohort completion rate of 89.9 percent for the twelfth grade Class of 2011.[80] On-time graduation rates varied from 94.7 percent for Asian students and 89.7 percent for white students, to 80.3 percent for black students and 79.1 percent for Hispanic students. The 2012 Quality Counts report ranked Virginia twenty-eighth in high school graduation rates and near the bottom (forty-eighth) in the change in graduation rates between the classes of 2000 and 2008. A high school diploma is essential for further education and success in the increasingly competitive global economy.

Higher Education

The State Council on Higher Education, in its 2011-12 report on "Tuition and Fees at Virginia's State-Supported Colleges and Universities," noted that "The Virginia Higher Education Opportunity Act of 2011 calls for more college graduates so that the Commonwealth will be in a better position to compete successfully in the marketplace of the future.... Will the Commonwealth have the resources and the will to become a full partner in this endeavor or will the de-facto privatization of our public system of higher education continue?"

Figure 3 | Average Funding Per FTE Student at Four-Year Institutions (Constant Dollars)



Source: State Council of Higher Education for Virginia.

Figure 3 illustrates that the declining state general fund support received by higher education institutions in Virginia has been replaced by steep increases in tuition and fees. This trend is echoed nationally as illustrated in the Full Report of the State Budget Crisis Task Force.

In FY 2010 Virginia ranked fortieth in state support per full-time equivalent (FTE) student and nineteenth in tuition and fee revenue per student, while at the same time ranking seventh in per capita personal income. Whether Virginia will sustain the excellent reputation its higher education institutions currently enjoy without increasing state resources is a matter for public policy: whether Virginia's electorate determines it can afford to provide more support to higher education. Elite flagship public universities are already on the road to *de facto* privatization, and recent concerns over the future direction of the University of Virginia indicate that this is an issue of widespread engagement throughout the state — both inside and outside the university community.

Looking to the Future

Education is critical to Virginia's future economic development, and affordability has become a key issue. Higher education is seen as the key to better jobs, higher incomes, and a growing economy. Enrollment in Virginia's four-year institutions of higher education grew 21 percent from FY 2000 to 2010, double the 10 percent overall growth in population.[81] However, affordability is now a key issue. In FY 2010, state appropriations provided $5,065 per FTE student, while tuition and fee revenue provided $5,894 in higher education funding. By contrast, North Carolina provided $8,413, while tuition and fee revenue provided $2,010 in funding.[82]

As the Task Force report indicated, community colleges and local universities will continue to depend heavily on state and local support. Two-year community colleges are a crucial component to train young people, immigrants, and workers returning to the labor force for jobs and to prepare them to succeed at four-year universities. These institutions face rising cyclical demand when the economy is bad and also face an ongoing demand from immigrants seeking language and other skills.[83] Affordability is now an issue for community colleges in Virginia. State support per FTE students at Virginia community colleges declined 32.3 percent from FY 1992 to FY 2012, while tuition increased by 57.5 percent in constant dollars.[84]

The Council on Virginia's Future (an official advisory board to the governor and the General Assembly supporting a "roadmap" for Virginia's future) has documented the huge differences in median income between high school dropouts and college graduates and cited the state's K-12 and higher education systems as contributors for Virginia's business success. It determined that "the relationship between education and economic prosperity has strengthened ... as technology and innovation play increasingly important roles in competitiveness and growth. The strong relationship between educational attainment at an individual level ... is mirrored at the state level: A higher level of educational attainment generally means a higher level of statewide per capita income. Virginia's future economic prosperity and well-being depend directly on its ability to increase educational attainment and workforce skills across the Commonwealth."[85] For Virginia to continue to be a world class business destination, it will need to continue to finance a world class education system.

Funding Transportation Infrastructure[86]

Among the states in this study, Virginia takes the lead in assessing, monitoring, and planning infrastructure. However, the state clearly has a transportation funding crisis that it has been unsuccessful in addressing for more than two decades.

Virginia has the nation's third largest system of state-maintained highways, after North Carolina[87] and Texas, because it owns the rural roads.[88] An aggressive bridge inspection and safety program, tracking the inventory and conditions, goes beyond federal requirements. But recording an inventory does not guarantee that assets are in a state of good repair. According to the Federal Highway Administration (FHWA), 44 percent of Virginia's bridges are structurally deficient or functionally obsolete and 74 percent of all highway roads are below good condition. State assessments in 2008 identified as deficient 20.5 percent of interstate roads and 29 percent of secondary roads.[89]

What are the Needs?

Generally, funding needs may be defined as the gaps between available funding and estimated future costs: The larger the gaps, the greater the needs. Virginia's needs assessment are contained in its long-range plan, updated every five years.

Highways and Bridges

According to the 2011 Virginia Department of Transportation (VDOT) annual report, the capital needs for surface transportation (roads and bridges only) for FY 2013-2014 is estimated to be $2.38 billion for maintenance and operation and reconstruction.[90] Bridges will require a total of $1.2 billion for FY 2013 and FY 2014.[91] According to the state's *long-term* transportation plan (*VTRANS2035*), current interstate and primary systems do not meet the target and have shown no improvement. "The anticipated cost to repair deficient pavements is estimated to be $278 to $389 million annually."[92] The prior report, *VTRANS2025,* placed the total cost at $74.2 billion.[93]

Public Mass Transit

According to VDOT, capital investment needs between 2010 and 2035 total $8.7 billion simply to achieve a state of good repair at current levels of service.[94] Estimated capital needs for 2005-2025 vary depending on assumptions of ridership growth and system expansion, with estimates from various scenarios ranging from $7.7 billion to $23.9 billion in total needs, with operating costs ranging from $16.8 billion to $26.0 billion.[95] Transit maintenance needs are growing, too: the "investment backlog is currently estimated to be approximately $290 million, increasing to $3.7 billion by 2035."[96]

Inadequacies of the Present Financing System

Inadequate funding has proved chronic and resulted in the substitution of capital funds for operations and maintenance and a growing dependence on federal funds.

The state's transportation systems are funded through a variety of dedicated funds encompassed in the overarching Commonwealth Transportation Fund (CTF).[97] The funding sources include dedicated state taxes and fees and federal funds. The uses are allocated among the Highway Maintenance and Operating Fund (HMOF), the Transportation Trust Fund (TTF), and the Priority Transportation Fund (PTF) for debt service (Federal Highway Reimbursement Anticipation Notes and the new Commonwealth of Virginia Transportation Capital Projects Bonds). Federal revenues are allocated to construction or transit.

The HMOF, established in 1987, is the primary source of upkeep and safety for the roads. A major source of its funds is the fixed-rate gasoline tax (15 cents of the 17.5 cents per gallon), which was last adjusted 24 years ago and would require a 14.5 cent per gallon tax increase to restore the purchasing power of the previous adjustment. It also receives 2 percentage points of the 3 percent motor vehicle sales and use tax and $26 of the $40.75 annual vehicle license fee, as well as some miscellaneous revenues. These revenues do not keep pace with the economy and, beginning in 2002, the HMOF moved from transferring surplus revenues to construction funds to requiring transfers from them in order to meet maintenance needs. *"For the cumulative period from FY2002 through FY2012, more than $3 billion in state transportation funds originally intended for construction have been diverted to maintenance purposes. An additional $1.1 billion in federal funds that could have been used for construction have been diverted to maintenance."*[98]

The Transportation Trust Fund (TTF), established in 1987, finances construction of all types (highways, bridges, mass transit, ports, aviation) and is in no better shape. Revenue sources, in addition to federal aid, are one-half cent of the (4 cent) retail sales and use tax, 1 percent additional tax on motor vehicle sales, 2.5 cents from the 17.5 cent per gallon gas tax, $3 of the $40.75 vehicle registration fee, bonds, and some "others." Except for an increase in the vehicle license fee and bonds, the rates on the other state taxes and fees are the same as they were in 1987. The revenues are distributed by formula to the Construction Fund, the Mass Transit Fund, the Airport Fund, and the Port Fund.[99]

VDOT submits a CTF budget report which identifies the estimated revenues and the distribution of the revenues to the related transportation agencies and programs based on the most recent official state revenue forecast and estimated federal funding. After two years of decline, total general fund revenue grew 5.8 percent in FY 2011 to $15.0 billion. Virginia expects below-trend growth for the next three years: 4.6 percent in FY 2012, 3.3 percent in FY 2013, and 4.5 percent in FY 2014.[100]

The SYIP, created and updated annually, provides a longer-term guide to fund allocations across modes of transportation and other programs for the immediate fiscal year. The SYIP for FY 2012 to 2017, adopted by the Commonwealth Transportation Board in June 2011 and signed into law earlier that year, consists of a construction program totaling $10.4 billion, including more than 900 projects recommended for funding through the governor's transportation legislation. It is not clear where the resources will come from.

The inability of state resources to meet transportation needs is generating ongoing political, economic, and regional tension.[101] The fight over the size of anticipated tolls to pay for the Silver Line transit to Dulles Airport is a classic example of the regional claims, conflicts between roads and transit, and heightened claims for federal (and further state) financial help.[102] As public transit ridership continues to grow, the state share of total transit funding (currently 17 percent of total operating costs) is falling.[103] Local funds and fares already pay for more than 50 percent of transit costs statewide and almost two-thirds in Northern Virginia.[104] Although, in 2011, the General Assembly created the Intercity Passenger Rail Operation and Capital Fund, it did not provide a dedicated funding source.[105]

Virginia has not managed to adopt a permanent funding source to meet its growing transportation needs. Governor McDonnell's $3.3 billion Omnibus Transportation Funding Bill jump-started the projects, but effectiveness diminishes, and "unless the governor is able to make good on his pledge to find new sustainable revenue by FY2017, construction funding levels will be less than in FY2011."[106]

What are the Funding Options?

The state continues to rely on some limited alternatives. These include increased use of public-private partnerships (P3) and tolling. These will not do the job; they are widely recognized as partial and inadequate solutions. Even strong supporters of P3 recognize they serve in a limited space – large scale projects that can generate strong revenues, typically toll roads and bridges. Further, P3s are subject to changing market conditions, such as bank lending and credit assistance, not to mention assessments of financial, construction, and political risk and changing public attitudes towards tolls. Since the 1995 initial legislation, P3s' promises, and limitations, have become better known in Virginia. For example, Hampton Road's $1.2 billion Downtown/Mid-town Tunnel/MLK Extension required $395 million in state supported bonds.[107] The new Infrastructure Bank represents another partial solution. In essence, this will act as a revolving loan fund for smaller projects. The goal is $1 billion in capitalization, which began with less than $300 million in an initial authorization in 2011.

As Bob Chase, president of the Northern Virginia Transportation Alliance, put it, "for nearly a quarter of a century Virginians have been paying less than what it actually costs to maintain and improve their transportation network, and it shows in poorly maintained and congested roads."[108] He puts the *funding requirement at a "minimum of $600 million per year to restore stability to the HMOF and an additional $500 million to $1 billion per year to ensure a robust construction program...."*[109]

The options for the required amount of increased state revenues for transportation are well known, as ways in which to raise a large amount of money are limited. Some are more likely to be politically acceptable than others. They have been avoided so far. Chase summarized the most obvious ones:[110]

Increase the Gas Tax

- 1 cent per gallon = $51.7 million in FY 2013, rising to $54.2 million in FY 2016
- Restoring to 1987 purchasing power (18 cents per gallon) = $1 billion per year
- 10 cents per gallon = $500 million per year (enough to stop TTF transfer from construction to maintenance)

Instead of raising the rate, the tax could be levied as a percent of value rather than as cents per gallon at whatever percentage rate would raise the required revenue. Alternatively, the retail sales tax could be applied to gasoline sales, too.

Increase the State Sales and Use Tax

In 1987 the state raised an additional half a percentage point on the 3 percent rate and dedicated it to the TTF. The entire tax today is 4 percent to the state and a local 1 percent. The dedicated portion to the TTF remains 0.5 percent. One percentage point would raise about $835 million in FY 2013, growing to more than $1 billion in FY 2016. Proposals to dedicate more of the existing tax take or a portion of the growth to the TTF have been criticized as robbing the general fund and other types of spending.

Increase the Motor Vehicle Sales and Use Tax

The tax on new or used cars is 3 percent. This is less than the retail sales tax of 4 percent on other consumer goods; it is also less than applicable taxes in bordering states, with the exception of North Carolina. An additional 1 percentage point would generate an average of about $150 million per year from FY 2013 to FY 2016, hardly an adequate amount. Raising the required amount would involve a very significant change in the size and impact of this tax, which might create both political and enforcement issues.

Increase the Individual Income Tax

While many may agree with Chase's view that this is the least politically likely, it does represent the most broadly based of these funding options as well as offering strong equity and efficiency arguments. A 10 percent surcharge on the existing income tax would generate annually about $1 billion and would bring future revenue growth to match the economy. The estimated impact on the average taxpayer would be about $250 per year (about $1 per workday), before federal deductibility. Exempting those with low incomes would still yield substantial revenue.

As Chase points out, no one wants to pay higher taxes; but, the costs of not raising the required revenue to make necessary infrastructure investments are very high. "Time is money and ... once lost can never be regained. The single highest most onerous transportation tax currently paid by Virginians is congestion cost."[111] Realistically, there are no quick fixes, as major transportation projects are long term.

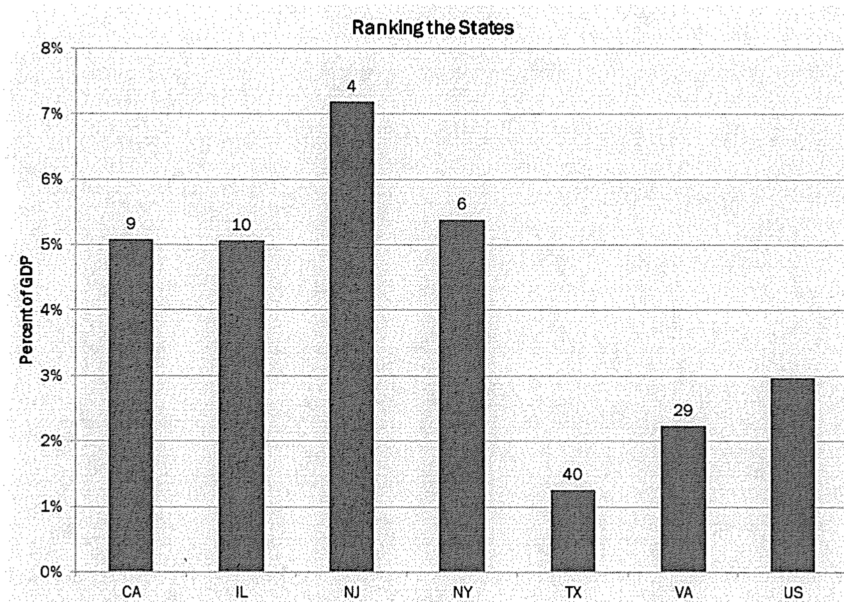
Debt

Virginia has a moderate to low debt burden, particularly with respect to debt issued by entities in the name of the state. As shown in Figure 4, the net tax supported debt for Virginia is below average compared to all states and is significantly below all the other study states except Texas (which relies heavily on localities in the issuance of debt).

Virginia relies heavily on nongeneral obligation tax supported debt — about 78 percent of tax supported debt is not general obligation debt.[112] Only New York State (at over 94 percent) comes close to this limited use of the general obligation pledge. On June 30, 2011, 5.1 percent of the total debt obligations of Virginia carried a general obligation pledge.

Virginia has no outstanding short-term debt. The Commonwealth uses long-term variable rate debt and interest rate swaps as tools to manage its overall debt.

Figure 4 | Net Tax Supported Debt as a Percentage of State GDP, 2011



Source: Moody's Investor Service, 2012 State Debt Medians Report and U.S. Bureau of Economic Analysis data (GDP).

Table 2 provides a breakdown of the state's long-term debt and other obligations.

Tax-supported debt is 36 percent of outstanding debt/obligations. By the end of FY 2011, the Commonwealth had outstanding $12.2 billion in tax-supported debt, of which more than $2.2 billion was for transportation. Tax-supported debt is debt on which payments are made, or pledged to be made, from funds derived from tax revenues or general government funds, including individual or corporate income taxes, sales and use taxes, tax-derived Transportation Trust Fund revenues, and insurance premium tax authorized for transportation.

According to the Senate Finance Committee, the amount of tax-supported debt outstanding doubled from FY 2005 to FY 2011.[113] As a result, the required annual debt service payment is now the sixth largest general fund program. Debt service and Medicaid were the only programs in Virginia to have grown during the recession.

According to Virginia law (§2.2-1509) an appropriation that is large enough to cover all pledged primary revenues on any debt service payment is required to be included with the governor's budget each year. Only the General Assembly can authorize debt obligations, whereas the executive branch is responsible for the issuance of debt.

Table 2 | State Debt/Obligations Tax-Supported and Nontax Supported As of June 30, 2011

$ thousands	Total	Percent of Total
Tax-Supported Debt/Obligations		
General Obligation Bonds		
Public Facilities Bonds	$914,574	2.7%
Parking Facilities Bonds	$19,445	0.1%
Transportation Facilities Bonds	$26,355	0.1%
Higher Education Bonds	$765,280	2.3%
Total General Obligation Bonds	*$1,725,654*	*5.1%*
Other Tax-Supported Debt/Obligations		
Transportation	$2,008,601	6.0%
Virginia Port Authority	$186,011	0.6%
Virginia Public Building Authority	$2,418,513	7.2%
Innovation & Entrepreneurship Investment Authority	$3,465	0.0%
Virginia College Building Authority	$1,909,586	5.7%
Long-Term Capital Lease Payable	$206,738	0.6%
Compensated Absences Obligations	$559,672	1.7%
Pension Liability Obligations	$2,050,195	6.1%
OPEB Liability Obligations	$643,837	1.9%
Virginia Biotechnology Research Partnership Authority	$39,955	0.1%
Regional Jail Construction	$4,617	0.0%
Installment Purchase	$219,291	0.7%
Other Long-Term Debt/Obligations	$185,202	0.5%
Total Other Tax-Supported Debt/Obligations	*$10,435,683*	*31.0%*
Total Tax-Supported Debt/Obligations	$12,161,337	36.1%
Nontax-Supported Debt/Obligations		
Higher Education	$1,450,714	4.3%
Virginia Housing Development Authority	$6,438,200	19.1%
Virginia Public School Authority	$3,215,448	9.5%
Virginia Resources Authority	$2,744,403	8.1%
Other Long-Term Debt/Obligations	$7,703,200	22.8%
Total Nontax-Supported Debt/Obligations	$21,551,965	63.9%
Total Commonwealth Debt/Obligations	$33,713,302	100.0%

Source: Manju S. Ganeriwala, State Treasurer, "Overview of the Commonwealth's Debt and Capacity," January 18, 2012, p. 18.

Due to declining general fund revenues, and the absence of any long-term funding solution for transportation, the General Assembly has increasingly authorized the use of tax-supported debt to fund items traditionally funded with cash. The last major general fund capital program Virginia funded with cash was authorized in 2006; however, much of that has been replaced with tax-supported debt. Indeed, *the four largest tax-supported debt authorizations in the history of the Commonwealth have occurred since 2007.* In 2010, the issuance of $1.3 billion in debt was delayed until 2011 due to the self-imposed 5 percent cap from the Virginia Debt Capacity Model.[114] The Commonwealth's ability to issue additional tax-supported debt is also restricted by the availability of revenues for payment of debt service. According to the state treasurer, general fund debt service on current issues, as well as authorized but not yet issued debt, will likely be more than $600 million by FY 2015.[115]

Nontax supported debt makes up 63.9 percent of all debt in the Commonwealth and was $21.6 billion at the end of FY 2011. The majority of this debt is issued by various authorities that are created under state law to issue bonds to finance programs considered to provide a benefit to the public. The largest of these authorities is the Virginia Housing Development Authority, which has $6.4 billion in debt outstanding, secured by various mortgages. Other issuers include the Virginia Public School Authority and the Virginia Resources Authority. Colleges and teaching hospitals also issue bonds secured by fees paid for services. These bonds do not use state taxes to pay principal and interest. In each case, the debt of these authorities is secured only by the revenues of the issuing body. No tax revenues are used to support this debt and it is not considered a legal obligation of the Commonwealth. However, $684.0 million of the total carries a "moral obligation" promise by the Commonwealth to consider funding any deficiencies in debt service reserves from tax revenues.[116] To date, no such deficiencies have occurred.

In the education arena, bond or note debt service payments are made from the state Literary Fund. The Literary Fund is a permanent and perpetual school fund established in the constitution of Virginia. A shortfall can occur if there is not enough money in the Literary Fund to cover the debt services due on the pledged primary revenues. Revenues to the Literary Fund are derived primarily from criminal fines, fees, and forfeitures; unclaimed and escheated property; unclaimed lottery winnings; and repayments of prior Literary Fund loans. The Literary Fund provides low-interest loans for school construction, grants under the interest rate subsidy program, debt service for technology funding, and support for the state's share of teacher retirement required by the state's standards of quality.

Future Risks

As indicated previously, debt service on tax supported debt is expected to continue to increase in future fiscal years. Virginia manages its debt capacity very carefully in order to meet its debt service while retaining its long-standing AAA credit rating. Virginia, one of the few states with top credit ratings, has maintained its AAA credit rating since 1938, longer than any other state.[117]

However, there are several risks to the credit rating and to Virginia's ability to borrow to meet its growing capital needs.

To retain the state's credit rating is a top priority of fiscal management. The bond rating agencies are known to take a close look at a state's ability to control debt when assessing the overall quality of credit. Factors taken into account to determine the credit rating include, but are not limited to, economic outlook and diversity, efficiency of government, and fiscal responsibility.[118]

Debt capacity management was introduced formally in 1990, in a report issued by the secretary of finance entitled "An Assessment of Debt Management in Virginia." The Debt Capacity Model[119] is used to calculate the affordability of tax-supported debt. The model takes into account bonds that have already been authorized and revenue estimates that are presented with the introduction of every state budget. It calculates the total amount of additional debt that can be taken on, projecting out to as long as ten years, subject, of course, to the common risks associated with long-term forecasting. As a parameter, the model suggests that tax-supported debt payments should never exceed 5 percent of general tax revenues in a given year. This 5 percent ratio was endorsed by the Commonwealth in 1991 and has been used as a standard ever since.

In the wake of the Standard and Poor's downgrade of the United States in August of 2011, the Commonwealth currently holds a higher credit rating than the U.S. government. However, Moody's has placed the Commonwealth, along with some other states, on its watch list with a "negative outlook" due to federal actions in the wake of the Budget Control Act of 2011 and a potential significant sequestration of federal defense spending.[120] As noted at the beginning of this report, DOD spending, especially for research and development, in the Commonwealth is so significant that a sequester would pose great risk to jobs, earnings, and economic activity in Virginia.

As indicated in the transportation infrastructure section in this report, concern is growing regarding the Commonwealth's failure to address important capital needs. Governor McDonnell has turned to debt as road construction funds are eroded by inflation and maintenance needs while revenues have stagnated. The administration expects to borrow $4 billion for road construction and P3s to fill the gap. The plan counts on the P3s to attract billions of dollars of toll-backed private investment to build projects the state could not afford otherwise. In December 2011 the state unveiled, together with private-sector partners, the $2.1 billion financing plan for the Midtown-Downtown Tunnel project to link Norfolk to Portsmouth (part of a much larger set of P3 projects) which is supported already with $395 million in state bonds.[121]

Conclusion

All the states in the Task Force study confront the same challenges facing the U.S. economy. These include the likely prolonged delay before the national economy returns to anything close to the trend growth path which predated the financial crisis. Another stems from the budgetary pressures exerted by national demographic forces – the greying of the population and its implications for funding health care for all citizens and pensions for public employees. In addition, states are the arena in which the growing competitive pressures exerted by globalization are played out, requiring a nimble, modern economy. States need to nurture a skilled, flexible labor force, possess up-to-date infrastructure, and maintain fiscal competitiveness. These three elements are the vital qualities needed for attracting foreign investment and retaining or creating good jobs at good wages. Like all states, Virginia will need to adapt to a reduction in the growth of federal spending, particularly defense and procurement cuts. Each state is situated differently and brings a different history, political culture, budget environment, and fiscal reality to these challenges.

Virginia has much going for it. It has a well-functioning government in which planning and budgeting reflect best practices. The governance and budgeting culture generally result in compromise and meet basic requirements. The state has the highest and longest standing strong credit rating of any state. Compared to the other five states in the Task Force study, Virginia does not have a structural budget problem. It generally balances its budget in good times with the minimal use of nonrecurring revenues. It has a "model" rainy day fund. When recessions required the use of significant one-time resources, such as not adequately paying its obligation to its pension plans, it committed to ending that behavior and has made a number of adjustments to assumptions and benefits going forward.

However, the state faces fiscal challenges. It is not possible to return to prerecession levels of funding and services without changes in tax policy and spending priorities. At the same time, the demographics and rising costs are driving up spending on health care, pensions, and transportation. The fiscal future is all about money. Will state and local officials have the resources necessary to maintain the fruits of a growing economy and quality of life both in the near and longer term?

Even the most efficient government cannot sustain a healthy state without a fiscal policy that provides the required resources and investments to meet commitments and future needs. Local governments face reducing service quality or raising local taxes significantly. The state's planning documents indicate that Virginia's general fund revenues will not be adequate to fund obligations from prior years (debt service and pensions), keep up with health care costs, restore recession slashes to local aid, improve health and education services, and maintain and improve transportation and other infrastructure.

Virginia is not poor. It currently ranks seventh in the nation in per capita personal income and is home to America's three most affluent counties – Loudoun, Fairfax, and Arlington. At the same time, the state limits its Medicaid program to the federal minimum requirement for eligibility, which ranks it close to the bottom (forty-eighth) nationally in Medicaid (spending and recipients) per capita. Affluence and major investments led to clear improvements in K-12 education, but quality results require quality teachers. Virginia does not pay its teachers particularly well. Enrollment in four-year institutions of higher education has grown at twice the pace of the population. But real state funding has been falling and tuition rising, making affordability now a key issue.

Virginians recognize there is a transportation crisis; congestion is choking the economy. But the state has not managed to adopt a permanent funding source to meet it. Even as ridership grows, the state's share of transit funding falls; local funds and fares pay for more than half of transit costs statewide and almost two-thirds in Northern Virginia. As for the highways, the state has diverted construction funds to cover maintenance for the past decade. The gas tax has not been raised for twenty-four years — inaction that starves the transportation system of resources.

Virginia is a relatively low tax state. The future has arrived. Will the state's leaders determine which crucial public investments must be made? And, on their watch, will they make the case to taxpayers for the need to raise revenues and use the golden AAA credit to leverage those revenues for tomorrow's infrastructure?

Endnotes

1 Commonwealth of Virginia, Official Statement for General Obligation Bond Issue ["OS"] October 13, 2010, p. C-15.

2 The economy is diverse. The Hampton Roads area also has a manufacturing and tourism economy. Richmond – the third largest urban area – houses the capital and the financial industry, including the Fifth District Federal Reserve Board. About one-third of the state's land is used for farming and agriculture. See Commonwealth of Virginia, Official Statement for General Obligation Bond Issue ["OS"] October 13, 2010, Appendix C, for further details.

3 Arlington, where about 40 percent of the households are single persons, leapfrogged from the fifth spot to the third in 2011. Carol Morello and Ted Mellnik, "Seven of nation's 10 most affluent counties are in Washington region," *The Washington Post*, September 20, 2012, http://www.washingtonpost.com/local/seven-of-nations-10-most-affluent-counties-are-in-washington-region/2012/09/19/f580bf30-028b-11e2-8102-ebee9c66e190_story.html.

4 Poverty has also been growing in Northern Virginia. See Carol Morello and Annie Gowen, "Poverty grows in high-income Washington suburbs," *The Washington Post*, September 21, 2012, http://www.washingtonpost.com/local/poverty-grows-in-high-income-washington-suburbs/2012/09/21/271af814-0406-11e2-8102-ebee9c66e190_story.html.

5 James J. Regimbal, Jr., "Virginia's Challenges in the Next Decade," unpublished paper, April 2012. Virginia's unemployment rate has averaged at least 1.5 percentage point less than that of the U.S., although the spread approached 3 percentage points at the height of the Great Recession. It was 2.7 percentage points in September 2011. See Stephen S. Fuller, Center for Regional Analysis, School of Public Policy, George Mason University, *The Impact of Potential Federal Spending Reductions on the Commonwealth of Virginia Economy*. Presentation at the Virginia House of Delegates House Appropriations Committee Annual Retreat, November 15, 2011, p. 6, http://hac.virginia.gov/committee/files/2011/11-15-11/VA_Federal_Spending_Impacts.pdf.

6 Census data provided by Regimbal, Jr., "Virginia's Challenges in the Next Decade." See also Stephen S. Fuller, *The Regional Economic Impact of Proposed Reductions in Defense Spending*. Testimony Before the House Armed Services Committee on the Economic Consequences of Defense Sequestration, October 26, 2011, http://www.aia-aerospace.org/assets/testimony_10262011_fuller.pdf.

7 Fuller, *The Impact of Potential Federal Spending Reductions on the Commonwealth of Virginia Economy.*

8 Regimbal, Jr., "Virginia's Challenges in the Next Decade," p. 3.

9 Fuller, *The Impact of Potential Federal Spending Reductions on the Commonwealth of Virginia Economy.*

10 In 2011, CNBC and *Forbes* ranked Virginia as number 1 or 2 in overall business climate in the United States, reflecting a good labor supply, a business-friendly regulatory environment (including being a Right-to-Work state), good quality of life, and relatively low business costs and taxes.

11 Richard G. Salmon, "The Evolution of Virginia Public School Finance: From the Beginnings to Today's Difficulties," *The Virginia News Letter* 86, 3, June 2010, http://www.coopercenter.org/sites/default/files/publications/Virginia%20News%20Letter%202010%20Vol.%2086%20No%202_0.pdf.

12 For 2009, the Federation of Tax Administrators ranked Virginia 43 in total state-local tax burden as a percent of personal income. See http://www.taxadmin.org/Fta/rate/09stl_pi.html.

13 James J. Regimbal, Jr., "Forecasting 2012-14 Finances for Virginia's Localities," VML Finance Forum, Richmond, December 1, 2011, http://www.vml.org/CONF/11FinanceForumPPTs/Regimbal.pptx.

14 *Richmond Times-Dispatch*, PolitiFact Virginia, April 2007, http://www.politifact.com/virginia/statements/2011/apr/07/tim-kaine/tim-kaine-says-virginia-named-best-managed-state-b/.

15 The first conference report was rejected.

16 For example, Governor McDonnell plugged a hole in the current six-year transportation plan using additional debt; when this debt financing runs out, *ceteris paribus*, the transportation financing problems in Virginia will be even more severe.

17 James J. Regimbal, Jr., "Evaluating the Multi-Year Projections of Virginia's Revenues and Expenditures," unpublished paper for the Task Force, February 2012.

18 Inflation is forecast to be less than two percent through FY 2018. Ibid.

19 No assumptions are provided about state government's employment levels, but from the generally flat agency expenditure plans, little additional net hiring is likely planned. Ibid.

20 The assumed contributions are likely to be too low as they are based on an 8 percent investment earnings assumption, while the Virginia Retirement System actuaries use 7 percent.

21 Department of Medical Assistance Services, *Analysis Federal Health Reform's Potential Impact on Virginia Medicaid*, presentation to the Senate Finance Committee Health and Human Resources Subcommittee, June 21, 2010, http://sfc.virginia.gov/pdf/health/2010%20Session/062110%20DMAS%20-%20Ford.pdf.

22 This plan implicitly assumes the downward trend continues — possibly to 25 percent by FY 2018. Localities' own revenues are 54 percent reliant on real property taxes; many have used up their reserves. They also have to increase employer retirement funding and will be considering tax/fee increases.

23 The General Assembly defeated the exemption of new equipment for three years from the machinery and tools tax, estimated at $900M/year, and a cap on the Business, Professional and Occupational License (BPOL), an estimated $650M/year. James J. Regimbal, Jr., *Virginia's Economic Trends and Impact on Local Budgets*, Fiscal Analytics, Ltd presentation, May 31, 2012, p. 17, http://www.vml.org/WNEW/12Docs/FiscalPortraitStateLocalGvtsVA2012.pdf.

24 For example, it is mandatory to cover caretaker adults, but the optional income methodology used by Virginia results in an eligibility level that is "very close to the minimum allowed." Department of Medical Assistance Services, *Medicaid 2012 Briefing*, presentation to Senate Finance Committee Subcommittee on Health & Human Resources, September 20, 2012, p. 5, http://sfc.virginia.gov/pdf/committee_meeting_presentations/2012%20Interim/092012_No2_DMAS.pdf.

25 Kaiser data as provided from Scott Crawford, deputy director of finance, Department of Medical Assistance Service, Commonwealth of Virginia, by email, August 14, 2012.

26 Total growth in enrollment between 2001 and 2011 was 68 percent according to the Department of Medical Assistance Services (DMAS), February 2012. The Kaiser State Health Facts shows a growth rate of 45 percent between 2000 and 2009, slightly less than the national growth rate of 48 percent in the same period.

27 The following site provides a quick overview of state Medicaid actions for FY 2011/12: The Kaiser State Health Facts, "Virginia: Medicaid Budget Actions," http://www.statehealthfacts.org/profileind.jsp?cat=4&sub=49&rgn=48. An in-depth analysis with explanations is contained in Vernon K. Smith et al., *Moving Ahead Amid Fiscal Challenges: A Look at Medicaid Spending, Coverage and Policy Trends: Results from a 50-State Medicaid Budget Survey for State Fiscal Years 2011 and 2012,* Appendix A-2, Kaiser Commission on Medicaid and the Uninsured, October 2011, http://www.kff.org/medicaid/8248.cfm.

28 These include expansions of managed care, cost containment for long-term care, audit recoveries, and other future actions. See Department of Medical Assistance Services, *Medicaid 2012 Briefing*, p. 17.

29 Depends on assumptions about the take-up of benefits by those newly eligible and those currently eligible.

30 This is somewhat higher than the estimate by the Kaiser Center for Medicaid and the Uninsured of $900 million or 3.1 percent in 2019. Some of the difference in the estimates is the increase in state costs in 2020-2022 as the federal share for newly eligible enrollees diminishes; some is the fact that the state does not include potential state savings from Department of Human Services reductions; some is that the state assumes a higher take-up rate than the Kaiser analysis. Regardless, as of September 2012, the Department of Medical Assistance Services is "re-estimating the impact of the now-optional expansion, but these estimates are not yet available." See Department of Medical Assistance Services, *Medicaid 2012 Briefing,* p. 22.

31 This section draws heavily on Keith Brainard, "Pensions and OPEB in Virginia, Prepared for the Task Force on the State Budget Crisis," November 30, 2011, and on analysis prepared for the Task Force by the Center for Retirement Research at Boston College.

32 Task Force analysis of data from the U.S. Bureau of the Census.

33 The State Budget Crisis Task Force, Full Report, July 2012, Table 9, p. 32, http://www.statebudgetcrisis.org/wpcms/wp-content/images/Report-of-the-State-Budget-Crisis-Task-Force-Full.pdf.

34 The local share of contributions is based on U.S. Bureau of the Census, *2010 Annual Survey of Public-Employee Retirement Systems*, Table 2a, http://www.census.gov/govs/retire/. The share of general fund spending is provided by Robert Schultze, executive director of the Virginia Retirement System, September 10, 2012.

35 There is near consensus in the economics profession that these methods use inappropriate discount rates which, under current market conditions, underestimate liabilities significantly. See the discussion of this issue in the Full Report of the State Budget Crisis Task Force, July 2012, and the brief discussion later in this document.

36 These plans account for approximately 85 to 90 percent of the assets of the nation's 3,400 systems.

37 According to Keith Brainard, executive director of the National Association of State Retirement Administrators, the Indiana Public Retirement System recently announced it will use a rate of 6.75 percent for its fiscal year 2012 valuation.

38 See Governmental Accounting Standards Board Statements 67 and 68, adopted June 25, 2012. Details can be found at www.GASB.org.

39 The impact would vary dramatically from plan to plan, depending on its specific circumstances and contribution behavior. For example, in California the funded ratio of CalSTRS was estimated to drop from 59.7 percent to 41.2 percent. Alicia H. Munnell et. al., *How Would GASB Proposals Affect State and Local Pension Reporting?* Working Paper (Boston, MA: Center for Retirement Research at Boston College, June 2012), http://crr.bc.edu/wp-content/uploads/2012/06/wp_2012-17.pdf.

40 Based upon comments provided by Robert Schultze, executive director of the Virginia Retirement System, September 26, 2012, and on analysis prepared for the Task Force by the Center for Retirement Research at Boston College.

41 Under current practice, the rate used to discount future benefit payments and the assumed investment earnings rate are one and the same, although in concept they need not be the same.

42 This is a smaller percentage increase than for most other plans, reflecting the Virginia Retirement System's current discount rate of 7 percent, which is lower than that of most other systems.

43 See Chapter 701 of the Laws of 2012, Virginia (http://lis.virginia.gov/cgi-bin/legp604.exe?121+ful+CHAP0701). Also, based in part on comments provided by Robert Schultze, executive director of the Virginia Retirement System, September 10, 2012. The law "commits" the General Assembly to future contributions, stating that "The General Assembly shall set contribution rates that are at least...." As a practical matter, however, the General Assembly could change the law.

44 This section relies heavily on Brainard, "Pensions and OPEB in Virginia."

45 For details see Richard C. Kearney et al., "At a Crossroads: The Financing and Future of Health Benefits for State and Local Government Retirees" (Washington, DC: Center for State & Local Government Excellence, July 2009), http://slge.org/wp-content/uploads/2011/12/At_a_Crossroads.pdf.

46 Virginia maintains five programs that have OPEB liabilities. Three of those (life insurance, health insurance credit, and disability insurance) are regularly funded annually at 80 to 90 percent of their respective ARCs. They have substantial assets in their respective trust funds. Two of the trusts (Line of Duty, and Pre-Medicare Retiree Health Insurance) are strictly pay as you go. The state made an attempt to place contributions into those trusts but abandoned the effort in 2010. No substantial assets are set aside for those two trusts. (Based on correspondence with Robert Schultze, executive director of the Virginia Retirement System, September 26, 2012.)

47 Joshua Franzel and Alexander Brown, "Understanding Finances and Changes in Retiree Health Care," *Government Finance Review* 28, 1 (February 2012), http://slge.org/wp-content/uploads/2012/03/Understanding_Finances_Franzel_Brown_Feb_2012.pdf.

48 State Budget Crisis Task Force, *Report of the State Budget Crisis Task Force: Full Report*, July 2012, p. 85, http://www.statebudgetcrisis.org/wpcms/wp-content/images/Report-of-the-State-Budget-Crisis-Task-Force-Full.pdf.

49 Sara C. Okos, "Richmond, We Have a Problem: Modernizing Virginia's Outdated Revenue System," *The Virginia News Letter*, Weldon Cooper Center for Public Service, 87, 9 (December 2011), http://www.coopercenter.org/sites/default/files/publications/Virginia%20News%20Letter%202011%20Vol.%2087%20No%209.pdf.

50 Secretary Brown, Joint Money Committee presentation, Governor's Advisory Council on Revenue Estimates Appendix, December 17, 2010.

51 In 2010, services made up over two-thirds of personal consumption expenditures.

52 John Mikesell, "The Disappearing American Retail Sales Tax," National Tax Association, November 2011, Table 2.

53 Ibid. While shrinkage was typical, most other states started and ended with broader sales tax bases than Virginia. Nationwide, the median sales tax coverage for states was 47 percent during the 1970-2010 period, ending at 34 percent in 2010.

54 In October 2003, James J. Regimbal, Jr., estimated $120 million, which he reported fits with two previous estimates, one by the state Department of Taxation ($110 million) and one by the Weldon Cooper Center ($125 million). Inflation will have increased that estimate a bit. In addition, one should note that Virginia levies taxes on a number of categories of economic activity, such as insurance premiums, public service gross receipts, and communications sales separate from the sales tax. See James J. Regimbal, Jr., *What is the Potential for Expanding Virginia's Sales Tax Base?* Fiscal Analytics, October 2003.

55 Okos, "Richmond, We Have a Problem."

56 Virginia Joint Legislative Audit and Review Commission, "Review of Virginia's Corporate Income Tax System," November 2010.

57 Virginia Department of Taxation, Annual Report, Fiscal Year 2010, http://www.tax.virginia.gov/documents/AnnualReportFY2010_04252011.pdf.

58 Senate Finance Committee, "2011 Session Budget Outlook," November 18-19, 2010, Staunton, Virginia, http://sfc.virginia.gov/pdf/retreat/2010_Retreat/2b_Budget_Outlook.pdf.

59 Ibid.

60 Okos, "Richmond, We Have a Problem."

61 As noted by James Bacon, a tax expenditure report should contain the intended purpose of each tax break, who benefits and how much they get, and an estimate of total cost. A solid tax expenditure report can shed light on underperforming programs or those that cost more than was anticipated when established, and highlight programs that are meeting or exceeding expectations and yield a high return on investment. See James Bacon, "A 21st Century Revenue System for Virginia," Bacon's Rebellion, December 21, 2011, http://www.baconsrebellion.com/2011/12/a-21st-century-revenue-system-for-virginia.html.

62 Virginia joins a number of states requiring evidence-based reviews of tax expenditures to gauge success and to create processes that encourage lawmakers to take the reviews seriously. See Institute on Taxation and Economic Policy, *Five Steps Toward a Better Tax Expenditure Debate,* October 2012, http://www.itep.org/pdf/fivesteps_1012.pdf.

63 "Building a Better Gas Tax: How to Fix One of State Government's Least Sustainable Revenue Sources," Institute on Taxation and Economic Policy, December 2011, http://www.itepnet.org/bettergastax/bettergastax.pdf.

64 Commonwealth of Virginia. Official Statement for General Obligation Bond Issue ["OS"] October 13, 2010, p. c-14.

65 The Six-Year Financial Plan projects it will be FY 2016 before general fund total dollar support for K-12 education is restored to FY 2009 levels, even with increasing student numbers. See http://dpb.virginia.gov/forms/20120206-1%5C2012_GFSix-YearPlan.pdf.

66 Established in 1992.

67 A 15 percent cap would have provided almost $600 million more in the last recession; if it had been in place in 2006, the state would have had thirty-nine days of general fund revenue compared to the twenty-five days through the 10 percent cap. See Michael Cassidy and Sarah Okos, *Building a Better Rainy Day Fund: Virginia's New 15-percent Cap on Reserves*, The Commonwealth Institute, February 2011, http://www.thecommonwealthinstitute.org/wp-content/uploads/2011/08/110203_building_better_rainy_day_fd_REPORT.pdf.

68 The tax increase consisted primarily of a one-half cent sales tax increase, a phased-in 30 cent tobacco tax increase, a 10 cent recordation tax increase, with a means test for the existing income tax age deduction, and the elimination of several corporate tax benefits, according to this legislative report: http://leg1.state.va.us/041/bud/FinalSum/Rev30.PDF.

69 The clawbacks are still in place, but apparently on a declining path. They amounted to $50 million per year for the 2008-2010 biennium and $60 million per year in the 2010-2012 biennium and will be $50 million in FY 2013 and $45 million in FY 2014.

70 A small savings came from a one day furlough of state employees.

71 These use econometric modeling and are subject to professional review and adjustment, if necessary, by the Governor's Advisory Board of Economists and the Governor's Advisory Council on Revenue Estimates.

72 Richard D. Brown, "Governor McDonnell's Proposed 2012-2014 Budget: Economic Outlook & Revenue Forecast – A Briefing for the Senate Finance, House Finance, and House Appropriations Committees, December 19, 2011, http://www.finance.virginia.gov/KeyDocuments/JMCMaterials/JMC-Dec2011.pdf.

73 §2.2-1503.1 of the Code of Virginia. http://dpb.virginia.gov/forms/forms.cfm?search=Six-Year%20General%20Fund%20Financial%20Plan%20Fiscal%20Years%202013%20to%202018. There are a number of other important institutions and advisory committees and considerable transparency in Virginia's multiyear planning process and output, including the Council on Virginia's Future, the Debt Capacity Advisory Committee, the Six-Year Capital Outlay Plan Advisory Committee, and the Commonwealth Transportation Board: http://lis.virginia.gov/cgi-bin/legp604.exe?121+ful+SB535+pdf.

74 Virginia Department of Accounts, 2010 Comparative Annual Financial Report, http://www.doa.virginia.gov/Financial_Reporting/CAFR/2010/2010_CAFR.cfm.

75 Virginia Financial Perspective for the Fiscal Year Ended June 30, 2010, December 15, 2010, pp. 8-10, http://www.doa.virginia.gov/Financial_Reporting/PAFR/2010_PAFR.pdf.

76 This covers funding for rail, public transportation, commuter assistance, bicycle, pedestrian, interstate and primary highway projects, and bridges and culverts. It allocates funds for the first year of the SYIP but only estimates for the remaining five years. The SYIP has always funded major interstate, public-private, and mass transit projects, and, for the first time in several years, it addresses needs on the primary, secondary, and urban systems: http://www.virginiadot.org/business/resources/local_assistance/Financial_changes_Cardinal.pdf.

77 James J. Regimbal. Jr., *An Analysis of the Evolution of the Public-Private Transportation Act of 1995*. Fiscal Analytics Ltd. December 2004, http://www.southernenvironment.org/uploads/publications/va_ppta_report_jan05.pdf.

78 *Education Week*: Quality Counts 2012 State Report Cards, http://www.edweek.org/ew/qc/2012/16src.h31.html?intc=EW-QC12-LFTNAV.

79 James J. Regimbal, Jr., "Virginia's Challenges in the Next Decade."

80 Ibid. Data accessed at http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml.

81 James J. Regimbal, Jr., "Virginia's Challenges in the Next Decade."

82 State Council of Higher Education for Virginia. *Agenda Book,* September 19-20, 2011, p. 19, http://www.schev.edu/SCHEV/AgendaBooks/2011Sept/AgendaBook0911.pdf.

83 States are expected to move from a K-12 system of education to a K-14 system as California has already done.

84 State Council of Higher Education for Virginia. *Agenda Book*, September 19-20, 2011, p. 17.

85 Council on Virginia's Future. *Educational Attainment in Virginia*. Issue Insight No. 5 (December 2009), p. 5, http://www.future.virginia.gov/docs/issueinsights/insight5-edattainmentva.pdf.

86 The Task Force Report on Infrastructure provides general indicators of the conditions of other major types of infrastructure (dams, drinking and waste water, schools, higher education, and other public structures); data on spending trends and estimated needs for improvement; and a comparison of Virginia with the study's other states.

87 Virginia, along with Delaware, North Carolina, and West Virginia, has county roads under the purview of the state department of transportation (DOT). See page 1 and figure 1 of http://www.virginiadot.org/business/resources/local_assistance/GMU_Devolution_Study_Final.pdf and http://ntl.bts.gov/lib/37000/37000/37019/98-r29.pdf for more history.

88 This amounts to 95 percent of the roads. In 1932 with the Byrd Road Act, counties had the option to give the state responsibilities for maintenance and construction for all local roads. Originally four counties opted out; today only Arlington and Henrico Counties remain out. Independent cities and towns were not included.

89 The VTrans2035 report states current performances on interstate and primary systems do not meet the target; trends have shown no improvement. See VTrans 2035, Virginia's Long-Range Multimodal Transportation Plan. VTrans2035, Report to the Governor and General Assembly, January 2010, http://vtrans.org/resources/VTrans_2035_Report.pdf.

90 Virginia Department of Transportation. VDOT Annual Report HB 1825 and SB 1005 (2011), last modified November 2011, http://www.virginiadot.org/projects/resources/annual_report_2011.pdf.

91 This is to maintain a performance target of no more than 8 percent rated structurally deficient in each district. Of this amount, $916.4 million is for replacement; the remaining $291.3 million covers maintenance ($88.4 million preventative, $188.2 corrective, $14.6 million rehabilitation).

92 VTrans2035, Virginia's Long-Range Multimodal Transportation Plan, p. 66.

93 Bob Chase, "Virginia's Transportation Funding Crisis," *The Virginia News Letter* 87, 8 (November 2011), p. 4.

94 VTrans 2035 Virginia's Long-Range Multimodal Transportation Plan.

95 These come from a planning study. See "Final Report: Rail, Public Transportation, and TDM Needs Assessment," prepared for Virginia Department of Rail and Public Transportation by Cambridge Systematics, Inc., June 2004, http://www.drpt.virginia.gov/activities/files/VA-Transit-Needs-Complete-06-2005.pdf.

96 VTrans 2035, Virginia's Long-Range Multimodal Transportation Plan, p. 47 and p. 69.

97 The CTF contains the revenues for the four major transportation agencies: Virginia Department of Transportation (VDOT), Virginia Department of Rail and Public Transportation (DRPT), Virginia Port Authority, and Virginia Department of Aviation.

98 Chase, "Virginia's Transportation Funding Crisis," p. 3.

99 The 78.7 percent distributed to the Construction Fund is managed by VDOT and allocated through formulas for construction. The 14.7 percent provided to the Mass Transit Fund supports transit operations, capital, and special programs and is managed by the DRPT. The Airport Fund's 4.2 percent is provided to the Aviation Board and 2.4 percent to the Port Fund is managed by the Virginia Port Authority.

100 Commonwealth of Virginia, 2012-2014 Biennial Budget, Revenue Forecast, http://dpb.virginia.gov/budget/buddoc12/pdf/parta/revenueforecast2012.pdf.

101 See Chase, "Virginia's Transportation Funding Crisis," Table 2, p. 4, for the daunting completion costs for the SYIP highway projects by regions.

102 There is currently no federal funding for Phase 2 of the Silver Line; the state is providing $150 million. Tolls are expected to cover 75 percent of the estimated $2.7 billion cost of Phase 2. The cost of a one-way full-toll is projected to rise in January 2013 to $2.75, increase to $4.50 in 2015, and increase by $2 every five years. Local residents want the tolls burden not to exceed 25 percent of the Phase 2 cost. The Metropolitan Washington Airports Authority is looking to a federal loan. A class action lawsuit argues that the agency does not have the right to toll drivers to pay for trains. See http://transportationnation.org/2012/09/18/breaking-federal-money-could-stave-off-dulles-toll-road-toll-hike-if-the-loan-comes-through/.

103 The state share is expected to fall further as important new transit service begins (e.g., the Tide in Norfolk, the Silver Line in the Dulles corridor, Mark-and BRAC-related service, Radford, AltaVista, and startups in other small communities). Insufficient operating funds in 2011 resulted in overcrowding, higher fares, reduced frequency of services, fewer routes served, and increased reliance on local funding and fares.

104 Northern Virginia Transportation Commission, "Funding Public Transit in Northern Virginia," January 18, 2005, slide 10, http://www.thinkoutsidethecar.org/pdfs/January%2018,%202005%20Draft%20Funding%20Public%20Transit%20in%20Northern%20Virginia.pdf.

105 Chase, "Virginia's Transportation Funding Crisis," p. 5.

106 Ibid, p. 6.

107 Ibid, p. 7 provides a fair discussion of the limitations of P3 and tolling.

108 Ibid, p. 10.

109 Ibid, p. 9.

110 Ibid, pp. 9-11.

111 For example, estimates are that time lost due to road congestion in 2010 cost $654 per car-commuting motorist in the Virginia Beach/Hampton Road region and $1,495 per commuting motorist in the Northern Virginia/metro DC region. See Ibid, p. 12, for further details and sourcing.

112 As calculated by Moody's Investor Services in its 2011 State Debt Medians Report, June 3, 2011, http://www.vermonttreasurer.gov/sites/treasurer/files/pdf/bonds/Moody's%20State%20Debt%20Medians%202011-corrected.pdf.

113 It grew by $5.7 billion, or 98 percent. Senate Finance Committee, "Overview of Virginia's Use of Debt," November 18, 2011, p. 15, http://sfc.virginia.gov/pdf/retreat/2011%20Retreat/Presentation_Final%20PDF%20for%20Website/8.Debt%20%28FINAL%29.pdf.

114 The Debt Capacity Model, administered by the Debt Capacity Advisory Committee (DCAC), is an estimate of the commonwealth's capacity to authorize and issue new tax-supported debt. The model is used to advise the governor and General Assembly on the amount of additional tax-supported debt that could be prudently authorized and issued in each of the next two years.

115 Manju S. Ganeriwala, State Treasurer, "Overview of the Commonwealth's Debt Capacity," January 18, 2012, p. 14.

116 A moral obligation bond is a type of revenue bond that is protected against future default through the use of reserves to support the bond if the issuing government is not able to fulfill the moral obligation. The moral obligation is not legally binding; however, if the bond were to default, the issuing body would likely receive a downgrade to its overall credit rating, making future borrowing more difficult and expensive. See www.msrb.org.

117 Credit ratings do change. For example, in December 2010 there were eight states with the highest ratings; there were ten in December 2011. (See Table 22 in Joint Legislative Audit and Review Commission, *Virginia Compared to the Other States*. The 2011 edition, comparing as of December 2010, is accessed at http://jlarc.state.va.us/reports/Rpt410.pdf; the 2012 edition, comparing as of December 2011, is accessed at http://jlarc.virginia.gov/reports/Rpt419.pdf.)

118 Rating agencies evaluate states on a standard ten-point scale that focuses on outstanding general obligation debt. See ibid.

119 "Report of the Debt Capacity Advisory Committee," December 18, 2009.

120 On December 7, 2011, Moody's revised South Carolina and Tennessee's ratings to stable, but reiterated that the "outlooks for Maryland, New Mexico, and Virginia remain negative due to the high concentrations of federal government employment and federal procurement." See Moody's Investors Services, *Outlook to Stable for Most Aaa-Rated Muni Credits Linked to U.S.*, December 7, 2011, http://www.moodys.com/research/Moodys-Outlook-to-Stable-for-Most-Aaa-Rated-Muni-Credits--PR_232892.

121 The plan proposes a public-private partnership under which the Elizabeth River Crossings (ERC) project will impose tolls of $1.59 for cars during off-peak hours and higher charges for trucks and cars during peak hours. In future years, the ERC will raise tolls at an annual rate of 3.5 percent or the Consumer Price Index, whichever is higher. The ERC will begin collecting tolls in 2012, five years before the project is complete and the public experiences any benefit from it. Those revenues will flow to the ERC for the next 58 years. See James A. Bacon, "Perfecting P3s Still Takes Work," Bacon's Rebellion, December 19, 2011, http://www.baconsrebellion.com/2011/12/perfecting-p3s-still-takes-work.html.

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Mission & Overview: Robert Russa Moton Museum

Located in the former R. R. Moton High School, scene of the 1952 student strike that marked the start of the modern civil rights movement, the Moton Museum honors that period and its important role in moving America from segregation toward integration. Moton's mission and overview are included in this tab.

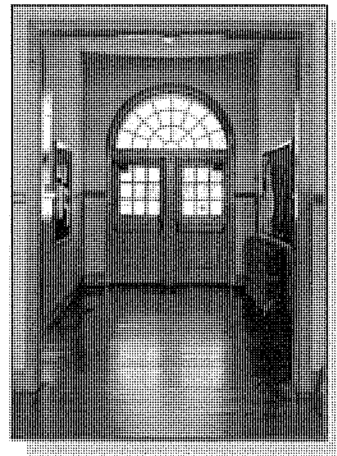
Longwood and Moton often collaborate on specific initiatives and events, and it is a propitious juncture to examine their future working relationship.

ROBERT RUSSA
MOTON MUSEUM A Center for the Study of Civil Rights in Education

This site [R. R. Moton High School] possesses National Significance in commemorating the history of the United States of America.

On this site in 1951 the student body walked out in protest of unequal educational facilities. The resulting school desegregation lawsuit was part of the 1954 U.S. Supreme Court decision Brown v. Board, which concluded that "in the field of public education the doctrine of 'separate but equal' has no place."

National Historic Landmark Plaque
August 31, 1998



Mission

The Robert Russa Moton Museum promotes positive discussion of integration and advances positions that ensure racial harmony.

Moton preserves and positively interprets the history of Civil Rights in Education, specifically as it relates to Prince Edward County and the role its citizens played in America's struggle to move from a segregated to an integrated society.

Function

The Robert Russa Moton Museum is a repository for historically significant materials that record Prince Edward County's thirteen-year struggle to achieve Civil Rights in Education.

Moton's exhibits document and reflect upon the period of transition from segregation to integration of public education, with particular attention to events occurring between 1951 and 1964.

Moton commemorates the students and families whose courage and personal sacrifices brought about change.

Moton serves future generations as:
- an education center that delivers the story,
- a policy center for the study of Civil Rights in Education, and
- a provider of community outreach services to support area citizens.

Biographical Overview

Stephen R. Portch, Ph.D.

Stephen R. Portch, Ph.D., is the Chancellor Emeritus of the University System of Georgia, consisting of 35 universities and colleges. He served as chancellor of this system from 1994-2001, a transformative period for Georgia higher education that included a highly successful strategic plan. During this period, Change magazine selected him as one of the "21 Most Influential Voices in the Academy."

Previously, Dr. Portch worked 18 years in the University of Wisconsin, culminating his tenure as Senior Vice-President for Academic Affairs. He also served as a professor of English, a campus dean and a chancellor in Wisconsin.

Since 2001, he has been a higher education policy adviser, consultant and speaker. He has focused on governance, strategic planning and presidential leadership and transitions in states (such as New Jersey, North Carolina, New York, Florida, Ohio, and North Dakota) and in both major public and independent institutions (such as the University of Texas at Austin, University of Houston, University of Illinois, Clark Atlanta University, Tennessee State University, University of South Florida, the University of Colorado, and Colorado State University). Dr. Portch has assisted a number of Virginia institutions, including the University of Virginia, Old Dominion University, and Randolph College. He helped both the University of Richmond and Virginia Commonwealth University with their Presidential searches and transitions. He has also collaborated with a number of organizations (such as ECS, SHEEO, ACE) and states (such as Arizona, Hawaii, and Ohio) on P-16 efforts.

Originally from England, Dr. Portch earned his undergraduate degree from the University of Reading and a master's and Ph.D. from Penn State, all with honors. He is most of all a catfish farmer in Alabama.