



***LONGWOOD UNIVERSITY
BOARD OF VISITORS***

– MEETING MATERIALS –

MARCH 25, 2022

Minutes

LONGWOOD UNIVERSITY

BOARD OF VISITORS

December 3, 2021

Minutes

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

Call to Order

The Longwood University Board of Visitors met on Friday, December 3 in Radcliff Hall. The meeting was called to order at 1 p.m. by Rector Pia Trigiani.

Members present:

Pia Trigiani
Larry Palmer
Polly Raible
Cookie Scott
Eileen Anderson
Fabiola Carter
Shawn Smith
Rhodes Ritenour
Katharine Bond

Also present:

President W. Taylor Reveley IV
Justin Pope, Vice President and Chief of Staff
Cameron O’Brion, University Counsel
Larissa Smith, Provost and Vice President for Academic Affairs
Tim Pierson, Vice President for Student Affairs
Louise Waller, Vice President for Administration and Finance
Victoria Kindon, Vice President for Strategic Operations
Cameron Patterson, Executive Director of the Moton Museum
Lee Bidwell, Faculty Representative
Anne Patterson, SGA President
Burt Hazlewood, Longwood University Foundation
John Daniel, Longwood Real Estate Foundation

Rector’s Welcome and Approval of Minutes and Consent Agenda

The Rector welcomed those in attendance, in particular Rhodes Ritenour on the occasion of his first Board meeting. She said October was a banner month for Longwood, with the opening of the Baliles Center and groundbreaking for the Joan Perry Brock Center. She thanked Joan Perry

Brock in particular for her visionary support of Longwood, and helping the University serve as a convener and provide new experiences. She summarized a list traits of Joan of Arc that can be a model for Longwood, including belief in mission, and leadership by example. She said we need to encourage others to follow that example, sharing the good news that Longwood is doing her best and reflecting the best in all of us.

The Rector asked President Reveley to introduce members of the Human Resources office, with thanks for their exceptional contributions to the University, these past years especially. He said HR staff have been “truly some of the heroes through these Covid years,” and also the labor-intensive transition to Cardinal software, and a wide array of challenges for faculty and staff from an employment standpoint in the pandemic. Louise Waller noted HR impacts all parts of the University, and expressed her gratitude for their exceptionally positive work ethic, uncomplaining in the face of change and challenge. She asked each member to stand and be named and recognized by HR Director Lisa Mooney: Reggie Marsh, Jeannie Hayden, Heather Staylor, Rhonda Golden, Becky Williams, Kim Witcher, and Frances Huddleston. There was a round of applause, and the Rector extended her personal thanks as well.

Victoria Kindon provided an introductory overview of the Longwood Black Alumni Association and its partnership with the University. She noted it has grown to more than 660 members, and it provides support to students. Since 2019 the group has raised more than \$47,000 for the Dr. Teresa Clark Scholarship Fund. Recently, it has worked with the University to develop an affiliation agreement, signed by the LBAA and University in September. She introduced Dr. Ericka Brown-Meredith '95, assistant professor of social work, who highlighted some of LBAA's activities and accomplishments. She noted the importance of supporting students of color in terms of retention and student success. The affiliation signifies the University's commitment to diversity and student success, she said, while paving the way for future mentorship, volunteer opportunities, social capital and other forms of support. She described recent Reunion activities, and a number of academic and social support efforts, as well as mentorship work, underway by the group. She thanked the Board for the opportunity to be acknowledged by the University and its work in partnership. Ms. Kindon added the work has been deeply rewarding for her and the University more broadly, and commended in particular LBAA President Dr. James Trent '91. She asked the Board to recognize and celebrate the work of the Longwood Black Alumni Association as well as its affiliation.

The Rector commended the work and partnership of the LBAA. She asked for a motion to commend the Longwood Black Alumni Association and to ratify their affiliation. Ms. Scott so moved, noting her pride in doing so as Longwood's first black alumna. Mr. Smith seconded, and the motion was approved unanimously.

The Rector spoke briefly about enrollment and admissions, saying the University has set an example for collaboration without tearing others down, and working with sister Virginia public universities. She said it is a period of challenging times for the nation and higher education, which highlights the value of Longwood's residential model in teaching people how to live together and to lead. She said the Board is highly focused on admissions, and commended Victoria's Kindon team on the analytical rigor and creativity of their work. She commended the

recent prospective student day that attracted more than 700 attendees. She also thanked the hard-working staff of the Admissions Office for their tireless efforts to help Longwood navigate a complex admissions environment profoundly impacted by Covid, as well as the significant changes in the use of standardized testing across higher education. She noted enrollment for the 15 public universities in the Commonwealth is down an average of 4.1 percent across the Virginia undergraduate system this year compared to 2019, the year before Covid. One close peer institution of Longwood lost 24.4 percent of enrollment, another lost 11.6 percent. Longwood, by contrast, has gained 3.2 percent over that period, which has provided relative stability, with graduate enrollment offsetting softness in undergraduate enrollment. She said the heart of Longwood is undergraduate enrollment and that she remains hopeful and positive, and encouraged by the increase in campus visitors, reflecting very hard work by the Admissions leadership team and staff. She acknowledged the hard work of faculty and the important role they play.

The Rector asked for a motion to approve the minutes from the last meeting. Mr. Palmer so moved, Ms. Bond seconded and the motion was approved unanimously.

Louise Waller addressed the proposed housing and dining rates. She said a tremendous amount of work has gone into developing the proposed rates. She noted there is substantial pressure from inflation, which stands at over 6 percent nationally, affecting contracts in major areas such as maintenance and food service. She pledged to continue to work to keep costs down, while continuing to work with students to improve housing services and be responsive to student requests. One recent example is student feedback requesting clearer information about the status of work orders, and a new app is being developed where students can track work orders. Regarding dining, she noted the goal has been to provide students with a broad range of options and price points, while not confusing them. This coming year, students who live in apartments expressed a wish for options for smaller meal plans; in response, the proposed cost for the main meal plan for apartment communities is smaller and declines by \$500 under proposed rates. However, the rates of some other plans have risen, due principally to increases in food and labor costs for Aramark.

Victoria Kindon described the housing scholarships offered by Financial Aid, to help students stay in Longwood-managed housing, and a new set of workshops implemented this fall for students to help them navigate housing options. She noted students typically do better academically in Longwood-managed housing. Tim Pierson said students often make housing decisions based on a range of factors, including camaraderie and friendships. He gave an overview of the efforts by a housing committee of staff and students to foster a culture and amenities that older students want in Longwood-managed housing. Anne Patterson noted SGA facilitated a housing town hall that President Reveley attended to answer questions. She noted a number of student-athletes and members of the Greek community had been frustrated by the announcement of the third-year housing requirement. She said the task force is focused particularly on working with Greek leaders and has a student-athlete representative, and is also making an effort to ensure a representative range of views of other student populations is taken into account. She noted the SGA is also working with the University on other student priorities,

including improvements to the FAB. Tim Pierson said the goal is to create communities with more autonomy and independence for upperclass students in University-managed housing. Ms. Raible suggested a financial-aid “deep dive” could be useful for a future meeting.

The Rector asked for a motion to approve the Consent Agenda. Ms. Anderson so moved, Ms. Roane seconded, and the Consent Agenda was approved unanimously.

President’s Report

President Reveley noted the world continues to navigate with uncertainty with regards to Covid. Budget-wise, he said the University is running close to projections on E&G, while running a few percentage points behind projections on auxiliary. He said the Board and University have a responsibility to spend prudently in the face of uncertainty, ensuring long-term strength and stability. Regarding admissions, he said he is encouraged by what he has seen this fall but that the landscape has been profoundly altered by Covid and the usual prediction models used by higher education are in flux. He said it will require hard work, ingenuity and cooperation across the University to bring in strong classes for the foreseeable future. Campus visits are extremely important, so it is encouraging many more students have visited campus this fall.

Justin Pope provided an update on Covid for the semester, saying he was pleased and relieved at how the semester had played out. There have been some cases, but thanks to high vaccination rates they have been almost entirely mild or asymptomatic. Moreover, while contact tracing continues, it is clear there has been little if any identifiable spread at Longwood. He said eventually Longwood, like all institutions, will need to determine a more long-term posture related to Covid as an endemic disease, while also giving close attention to the uncertainties surrounding the emergence of the omicron variant.

Michelle Meadows and Courtney Hodges provided an update on the success of the Jerome Kersey Classic weekend, both on the court and with the energy among those in attendance. Ms. Anderson expressed that the execution of the weekend events was “flawless.” The Rector also commended the efforts of the men’s and women’s basketball teams.

Civitae and Diversity, Equity and Inclusion Plan Updates

Larissa Smith introduced Prof. Heather Lettner-Rust, who gave a presentation on the background and progress of Civitae over recent years through to the implementation of the Symposium on the Common Good this year and the first graduating class of seniors to come entirely through the curriculum. Several Board members commended the work. President Reveley noted that he does not believe another university in America has woven into its student experience the emphasis on education for democracy as successfully as Civitae.

The President and VP for Academic Affairs introduced Director of Multicultural Affairs and Title VI coordinator Jonathan Page and JoEllen Pederson, chair of the Faculty Senate, to provide an overview of the proposed Five-Year Diversity Strategic Plan (2021-2026), with thanks for the hard work to lead its development. Jonathan Page gave an overview of the development process, including 25 focus groups and multiple town-hall meetings, literature reviews, and study of high-impact practices identified at other universities. He described the “Inclusive Excellence Model”

that has helped shape the plan, with its focus on ensuring the institution employs inclusive practices. JoEllen Pederson addressed the One Virginia Strategic Plan for Inclusive Excellence and its complementary goals, including recruiting and retaining a diverse workforce, and community engagement. She mapped out the overlapping goals between the Longwood objectives and those of One Virginia. They gave an overview of timelines and expectations for monitoring progress and accountability going forward. They thanked the full membership of the steering committee for their help, and thanked the Board for their time and involvement.

Ms. Raible commended the work of the committee and said many organizations have struggled to put diversity work into plans that can be acted upon and measured. Mr. Page said members have carefully considered questions of measurement and accountability, including the idea for a dashboard. Ms. Scott said in her experience the goal of managing conflict is an especially important one, and it's essential to help community members to conduct healthy conversations in such moments – disagreeing agreeably and educating with kindness. Jonathan Page said his office has been conducting workshops to model how to engage in civil discourse. Ms. Roane commended the plan as “audacious and ambitious” and expressed particular appreciation it resists the notion that diversity and inclusion are the responsibility of only one office on campus. Anne Patterson said she had attended one of the workshops related to the plan, and called it a very positive experience. The Rector said “It’s a plan that reflects who we are, it’s not just a checklist of tasks.” She asked for a motion to adopt the plan. Ms. Roane so moved, Eileen Anderson seconded, and the plan was approved unanimously.

Reports of Representatives of the Board

John Daniel expressed his continued appreciation to the Board and Longwood for the Baliles Center, and the continued work of the Real Estate Foundation. President Reveley also thanked the REF for being the driving force in the development of the new Andy Taylor Center.

Burt Hazlewood reported the MOU approved by Longwood’s Board has now been approved by the Longwood University Foundation Board. The search for a new executive director has been completed and an announcement is expected soon. He noted he had previously reported an endowment level of \$97 million; in fact the figure is \$101 million, as of June 30. A number of companies in investment portfolios went public in the most recent quarter, improving returns. Last year the Foundation delivered \$2.8 million to the University; the figure this year will be just over \$3 million, and next year will be about \$3.3 million. Financial aid distributions are expected to be \$2.3 million. Last year more than 99 percent of available scholarship funding was distributed, and the Foundation expects the same this year. They expect to distribute about \$2.5 million in scholarship funding next year. The Rector thanked him for his volunteer service as acting CEO of the Foundation for the past six months.

Anne Patterson thanked the Board and gave an overview of a busy semester of SGA activities, including town halls, academic initiatives, and initiatives related to diversity and inclusion. She said diversity and inclusion issues have been on students’ minds, with students paying close attention to divisive court decisions nationally in recent weeks. She said students embraced

traditions this fall and were grateful to be able to bring them back. A particular focus has been extra attention and funding for the current sophomore class to facilitate togetherness and activity.

Lee Bidwell said she felt some anxiety in developing her oral and written reports, and was eager to strike a balance in conveying faculty concerns regarding enrollment and stress regarding workload. She said she does not wish to be seen as criticizing colleagues, and noted her report includes a list of activities faculty are doing to be helpful. She said faculty are “willing partners” in admissions and retention, but the efforts require faculty effort and are not sustainable and will only contribute to faculty burnout. She said she recognizes the Board is looking carefully at admissions.

The Rector said “we may not be saying thank you enough to faculty, and the message I would want you to take back is that we recognize them for what they do for this community.” She said she was extremely impressed by the range and depth of offerings related to Civitae and appreciates faculty efforts to help admissions staff understand and market Civitae. She said she believes the demands on faculty are something the Board has recognized and understood throughout her seven-plus years of service, and will continue to be so. She said that unfortunately the challenges faced by higher education and the demands on faculty to be helpful with admissions were not going to disappear or change, as “we have to recognize the game of admissions is tougher than it was.” She encouraged the faculty to continue teaching quality courses that inspire young minds, and provide a distinctive educational experience for students. She said she hopes no faculty will hesitate to raise concerns they have, but also that everyone will contribute in a positive and productive way. Ms. Roane connected the conversation to the previous one regarding the diversity plan, noting its emphasis on diversity as everyone’s responsibility reinforced the notion everyone at the University is interconnected.

Dr. Smith said faculty have requested more engagement with prospective students, and gotten it. The question now is how to make those efforts as productive as possible. She said admissions continues to innovate its programs, and many of these efforts are new. She said she thinks constantly on faculty workload, and she is cognizant of the intensive efforts ongoing regarding retention, particularly in the face of the educational challenges incoming students have faced. She said, “It is our responsibility as deans and provost to work with faculty to provide the resources that they need,” and she pledged to do that. The Rector said faculty are multi-dimensional and carry so much work, and what is required is that we work together to accomplish what’s needed. Ms. Anderson said we are in the middle of a perfect storm, dealing with students who lost 18 months, which represents a major teaching challenge. That may improve, but demographics challenges are beyond our control and will persist. She said she is grateful for the admissions team and the innovation they have implemented, and we are in a much better place than years ago, thanks to the Common Application and other innovations, to face the challenges of the moment. “We’re not out of the woods yet, but I think we’ve got the pieces in place.” Ms. Raible said “the only reason I graduated from Longwood was the faculty.” She also noted that in almost every profession there is a heightened level of anxiety associated with the challenges of the moment. We all have to take care of ourselves. Dr. Pierson said in his

long experience, he is aware the relationship with faculty is the number one driver of student experience and satisfaction.

Dr. Smith and Ms. Waller gave a brief overview of the Andy Taylor Center, and its role in the broader statewide early childhood initiative. The new facility will be a better resource for Longwood's academic programs, and will also facilitate collaborative relationships with on-campus resources like the Center for Community Music. The related undergraduate curriculum centers on a B.S. degree in early childhood education, a 2+2 degree. Louise Waller gave an overview of the planning and design work of the new facility and the improvements it offers compared to the Center's "starter home" across town.

There being no further business, the Rector asked for a motion to adjourn. Mr. Ritenour so moved, Ms. Anderson seconded and the meeting was adjourned at 4:20 p.m. Members took a tour of the Andy Taylor Center, and a number attended the Holiday Dinner and Concert.

Consent Agenda

Admissions 6004

I. Purpose

The purpose of this policy is to establish a comprehensive undergraduate admissions policy.

II. Policy

The Admissions Office selectively admits (to reach each year's enrollment goals) applicants who are the most suited for Longwood University based on their qualifications and potential. Admissions decisions are complex and involve numerous variables and situations. Therefore, this broad policy is used in conjunction with more specific guidelines within the Admissions Office.

The Admissions Office is committed to enrolling the academically strongest class possible; enrolling the most diverse class possible; complying with the University's anti-discrimination policy; ~~and portraying the institution accurately and honestly; and utilizing the Faculty Admissions Committee for difficult cases.~~

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III. Procedure:

Freshman Admissions: Qualifications and potential are determined by a thorough review of the following areas:

- A. Primary:
 - 1. High school curriculum – level and types of courses
 - 2. Grades in core curriculum – (subject followed by number of units required) English – 4; Math (Algebra I, Geometry, Algebra II) – 3; Science (at least 2 laboratory courses) -3; Social Sciences – 3; Foreign Language or American Sign Language – 2; Fine or Practical Art - 1; and Health and PE - 2
 - 3. Cumulative GPA
 - 4. GED scores – if applicable
 - 5. Consistency and trends of grades
 - 6. Industry standard test scores (e.g. SAT, ACT, TOEFL or IELTS) ~~- if available~~
 - 7. Class rank – if available
- B. Secondary: (not in any particular order)
 - 1. Community service
 - 2. Co/extra-curricular activities
 - 3. Veterans
 - 4. Legacies
 - 5. Children of Longwood faculty and staff
 - 6. First generation
 - 7. Personal statements
 - 8. Recommendations

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9. Special talent (e.g. art, music, theatre, athletics, leadership, etc.)
10. Geographic origin – Southside Virginia, out-of-state, international
11. Underrepresented populations – gender, race, age
12. Unusual circumstances and/or hardships
13. Males interested in a female dominated major
14. Females interested in a male dominated major
15. Application date

Transfer Admissions: Qualifications and potential are determined by a thorough review of the following areas:

- A. Primary:
 1. Articulation Agreements
 2. Grades in college-level English, math, science and history/social science courses
 3. Cumulative college GPA
 4. High school curriculum – level and types of courses
 5. Grades in core curriculum
 6. Consistency and trends of grades
 7. GED scores - if applicable
 8. Industry standard test scores (e.g. SAT, ACT, TOEFL or IELTS) - if available
 9. Class rank – if available
- B. Secondary: same as Freshman secondary criteria.

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Nursing Admissions: The Nursing Admissions Committee selectively admits (to reach each year's enrollment goals) applicants who are the most suited for the Nursing Program at Longwood University based on their qualifications and potential.

Qualifications and potential are determined by a thorough review of the following areas:

- A. Primary:
 1. High school/college curriculum – level and types of courses
 2. Grades in core curriculum – (subject followed by number of units required) English – 4; Math (Algebra I, Geometry, Algebra II) – 3; Science (at least 2 laboratory courses) -3; Social Sciences – 3; Foreign Language or American Sign Language – 2
 3. Cumulative GPA (high school and/or college)
 4. Grades in and level of math and science courses
 5. Consistency and trends of grades
 6. Industry standard test scores (e.g. SAT, ACT, TOEFL or IELTS) - if available
 7. Class rank - if available
- B. Secondary: (not in any particular order)
 1. Nursing or related experiences
 2. Community service

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3. Personal statements
4. Geographic origin – Southside Virginia – Tobacco Commission Region
5. Underrepresented populations – gender, race

Appeals: An applicant denied admission may submit to the Admissions Office a written appeal with updated and/or additional information.

Fees: Each applicant for admission or readmission shall be assessed a non-refundable application fee or be granted a fee waiver.

Each newly admitted student shall be assessed an Admissions Deposit to indicate their intent to enroll.

Approved by the Board of Visitors, December 7, 2012.

ACADEMIC AFFAIRS

ORGANIZATIONAL CHANGE

Department Name Change

In accordance with SCHEV policy, the Board of Visitors must approve organizational changes before they are sent to SCHEV staff for approval.

The name of the Department of Health, Athletic Training, Recreation, and Kinesiology is being changed to the Department of Health, Recreation, and Kinesiology.

The closure of the Athletic Training program was approved in 2019. The last graduates of the program are scheduled to finish in May. As such, the phrase "Athletic Training" is no longer appropriate as part of the department name. The department faculty voted to change the name, and the Dean and Provost approved.

ACADEMIC AFFAIRS

ORGANIZATIONAL CHANGE

Closure of Off-Campus Instructional Sites

In accordance with the substantive change policy of SACSCOC as well as Longwood's Substantive Change Reporting Policy (1016), changes that are deemed substantive and which require approval by SACSCOC must first be approved by the Board of Visitors.

Program offerings at the locations below have decreased significantly, due in part to the pandemic.

Off-Campus Instructional Sites to Close:

Bedford Elementary School; Birdneck Elementary School; Central Virginia Community College - Bedford Center; Clarksville Lake Country District Education Center; Clover Hill High School; Colonial Heights High School; Crossroads Institute; Fluvanna County School Board Office; Glenkirk Elementary School; Hanover High School; Jouett Elementary School; Lee Hill Elementary School; Oak Knoll Middle School; Pearson's Corner Elementary School; Peninsula Workforce Development Center; Pocahontas Middle School; Price's Fork Elementary School; Prince Edward County High School; South Anna Elementary School; Southern Virginia Higher Education Center; Stafford County Public Schools Professional Development Center; Thomas Calhoun Walker Education Center; Victory Elementary School

The closure of these sites does not eliminate continued relationships or projects at these sites; they remain important regional partners. The closure does prevent Longwood offering more than 24% of the coursework in an educational program at that location without another action. This closure does not affect the operations of these sites, and coursework for professional endorsements could potentially be offered at these sites.

The Southern Virginia Higher Education Center was approved by SACSCOC to offer 50 percent or more of a program on July 19, 2006. Other locations were notified to SACSCOC throughout the last nine years. Because no programs are currently offered at this site, no students are affected by this closure, and no negative effect will occur for faculty or administrative/support staff.

ACADEMIC AFFAIRS

ORGANIZATIONAL CHANGE

Notification of Off-Campus Instructional Sites

In accordance with the substantive change policy of SACSCOC as well as Longwood's Substantive Change Reporting Policy (1016), the PVPAA must notify the Board about changes that are deemed substantive and which require notification to SACSCOC.

The following sites are planned to offer 25-49% of coursework in the M.Ed. in School Librarianship program:

Edward L. Kelly Leadership Center
Lord Botetourt High School

Vice Presidents' Reports



Academic Affairs
Larissa M. Smith, Provost & Vice President

**March 2022
Highlights**

- **The Longwood Center for the Visual Arts hosted its biennial Gala to support arts educational programming on March 5.**
- **Longwood faculty and staff win over \$2.6 million in grants this fiscal year.**
- **Moton Live: Day of Giving event slated for April 20.**
- **SACS-COC on-site visit set for March 18-21, 2024.**

Academic Affairs

In January 2022, Longwood submitted an application to shelter a chapter of Phi Beta Kappa. A faculty committee of Phi Beta Kappa (PBK) members, led by Dr. Wade Edwards, professor of French and associate dean in the Cook-Cole College of Arts and Sciences, and Matt McWilliams, assistant vice president for communications, compiled and authored a 223-page narrative application, plus supporting documentation. We will find out later this spring whether Phi Beta Kappa Committee on Qualifications is interested in making a site visit to Longwood in spring 2023. After the site visit, then the committee makes a recommendation to the PBK Governing Board, who then makes recommendations to the Triennial Council. The Triennial Council ultimately votes to accept new chapters in August 2024.

SACS-COC has informed us that our on-site visit by peer evaluators will occur March 18-21, 2024. As a lead up to this on-site visit, the compliance certification report and the initial Quality Enhancement Plan (QEP) are due in early September 2023, and an off-site report from peer evaluators with an opportunity for an institutional response is expected in November 2023.

The QEP Topic Recommendation Committee presented a more targeted list of potential QEP topics to faculty, staff, and students early this semester. All potential topics had to address retention in order to align with analysis of institutional data and strategic priorities. Using results from a campus-wide survey and feedback sessions, this committee presented the Reaffirmation Leadership Team (RLT) with five recommendations. The RLT plans to make its determination at its March meeting. Once the topic is determined, another committee of faculty and staff will develop an implementation plan to include appropriate research, strategies, and budget during next academic year.

As we move into yield season for the entering class for fall 2022, the college deans' offices continue to work with Admissions to facilitate departmental efforts to engage with prospective students. Faculty continue to be deeply involved in these activities. A very successful Education Immersion Day was held with over 70 potential education majors from across the state. Many students came from high school "Teach for Tomorrow" programs, reflecting the relationships Dr. David Locascio, CEHHS associate dean, has created with the teachers of these programs. The Director of the Office of Teacher Preparation Tara McDaniel provided an overview of Longwood's diverse education programs. Interim CEHHS Dean Dr. Lissa Power-deFur moderated a panel of three current students and three alumni who shared their enthusiasm for Longwood and its teacher preparation programs. Over 20 students and 10 faculty from education programs in CEHHS and CCCAS visited with potential students over lunch.

Brock Experiences

Students continue to enroll in summer 2022 Brock courses to Yellowstone, Alaska, Arizona, and San Francisco. The faculty of the Chesapeake Bay course have elected to forgo student travel this summer in favor of creating a faculty development institute that will travel to the Chesapeake with faculty members interested in developing new Brock courses in the future.

Brock Experiences continue to be integrated into other programs on campus. The Cormier Honors College recently changed one of its requirements from completion of a "study abroad" experience to completion of a "study away" experience, inclusive of both domestic and foreign travel. Brock Experiences are now an innovative way for Cormier citizen scholars to complete their study away requirement while also completing a Civitae-required course.

Civitae Core Curriculum

Dr. Heather Lettner-Rust, associate professor of English and director of Civitae, continues to facilitate marketing strategies reaching prospective students and families. Students and recent alumni are taking the lead in these marketing efforts, so that those developing the message are closest to the target audience. One of the Admissions counselors, an LU graduate of Design Lab, is working on a brochure to be used in conjunction with brief video interviews. A Communication Studies intern is helping to develop the videos, and an Economics major, who is minoring in Professional Writing, is the project manager. The first cut of videos with current students shows promise. Students are explaining the promise of Civitae: they are able to "meet a variety of students outside [their] major," "have a wide range of choice in [their] selection of classes," and develop a range of skills to complement their majors.

The second biannual Symposium Day will be held on campus Tuesday, April 19, with 385 students in attendance--the last of the first cohort of Civitae students. Students will engage audiences in discussion of their semester's work at a series of concurrent sessions using rooms and spaces in Upchurch University Center for a unified experience. This semester's Symposium themes are wide-ranging, from "Designing Sound for the Art of Listening" to "Women as Disruptive Agents of Change" to the latest volume of the Prince Edward Storytellers' magazine in "Seeing the Past." The keynote speaker for the day will again be The Honorable Megan Clark '05, Prince Edward County Commonwealth's Attorney. During the opening morning plenary

session, Ms. Clark will inspire students with their charge for the day, and at the closing plenary session, she will hold a town hall discussion with students. This dialogue is an opportunity for students to exercise the critical thinking and speaking skills they have practiced throughout Civitae.

Cook-Cole College of Arts and Sciences (CCCAS)

The Chemistry program has been awarded “Approval” status by the American Chemistry Society. This is the gold standard for chemistry nationwide, and includes both the concentration in Chemistry and in Biochemistry. This accolade marks the culmination of five years of work by the Chemistry faculty and staff, especially Dr. Sarah Porter who led the effort, and included hiring a specialist in biochemistry and ensuring that facilities and resources met ACS’s standards.

A full schedule of Music recitals and concerts is underway once again after a hiatus caused by the pandemic. The Richmond Symphony performed on campus in November, and the annual Holiday Dinner was held in December; both events were well attended by the Longwood and the greater Farmville community. Live theatre has also returned with three major performances and a forthcoming student-directed show. The Department of Theatre, Art, and Graphic and Animation Design has taken over the scheduling of Dance classes, making it possible to enhance offerings in support of the Musical Theatre minor, a cross-disciplinary venture involving theatre and music faculty.

A new minor in Applied Statistics joins the recently approved minor program in Geographic Information Systems (GIS) in providing important skills for students, particularly those in fields of Environmental Science, Political Science, Marketing, and a host of other programs. These skill-set minors can provide an essential add-on to a student’s major program that enables the graduate to land that all-important first job.

College of Business and Economics (CBE)

The MBA program, which now has over 550 students enrolled, is gaining a national reputation.

The MBA is currently ranked 137 of 328 online MBA programs by US News and World Report for 2022. <https://www.usnews.com/education/online-education/longwood-university-OBUS0332/mba>

The CBE’s Senior Banquet will be held Thursday, April 7 at 6:00 p.m. in Soza Ballroom. Dr. Cheryl Adkins, associate dean of the CBE and professor of Management, will be the keynote speaker.

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

In January, the Andy Taylor Center for Early Childhood Development moved into the newly renovated space in the first floor of Lankford, adding both an infant and toddler room. In addition to providing opportunities for Longwood students in education and other majors to

interact with young children, the ATC provides a valuable service to families – both from the Longwood and surrounding communities.

The CEHHS continues to promote cross-college collaboration around health-related professions. The College organized an information session for advisors and faculty of the diverse health-related programs offered in CEHHS and in CCCAS. This exchange enabled advisors from across the college and the Registrar's office to guide students into majors and minors that embrace their interests in working in health fields.

To get young students interested in health-related fields, the Institute for Teaching through Technology and Innovative Practice (ITTIP) and the Kinesiology program are hosting an event for 130 seventh graders from Nottoway Public schools on March 29 for National Biomechanics Day. Young students will be able to participate in activities in the brand new Biomechanics lab in Allen Hall.

Building on its strength in supporting diverse students at the undergraduate level through Collaborating with Lancers for Academic Success (CLASP) and the Call Me Mister (CMM) programs, CEHHS has turned its attention to supporting diverse graduate students. The graduate programs in CEHHS have been collaborating with the College of Graduate and Professional Studies (CGPS) in recruiting a more diverse graduate student body and in reaching out to graduate students of color. The CEHHS and CGPS Deans' offices initiated a committee of faculty and staff to provide support to Longwood's graduate students of color. This group has created a number of activities to engage these graduate students – both the on-campus and the off-campus students.

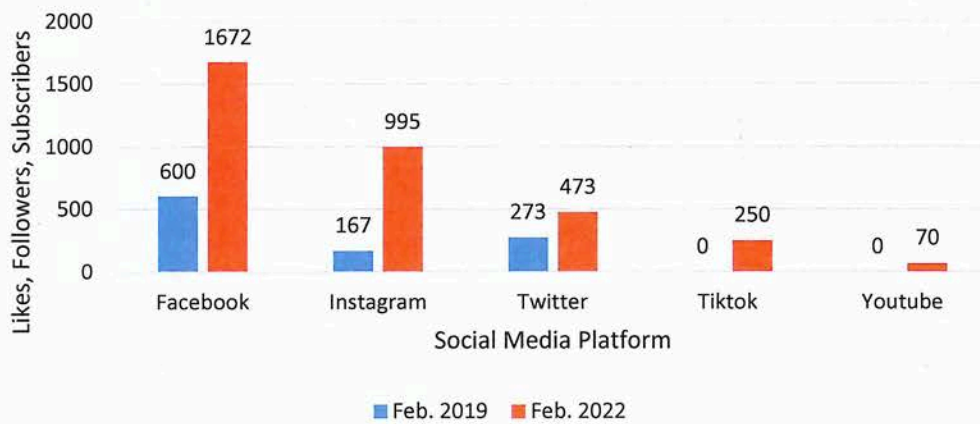
College of Graduate and Professional Studies (CGPS)

With the establishment and growth of a professional studies unit to provide revenue for a new marketing budget, the CGPS has built a strong marketing foundation focused on recruiting adult, post-baccalaureate learners. From 2020 to 2022, graduate and professional studies course enrollment grew 118%. While the growth of the MBA from 39 students in spring 2020 to 571 in spring 2022 accounts for a large portion of this increase, other programs are seeing increased enrollment as well. Through partnering with marketing companies, hiring a specialist in marketing dedicated to our student population, and working with Longwood's undergraduate marketing team and dedicated faculty, CGPS has achieved some initial marketing and recruitment goals:

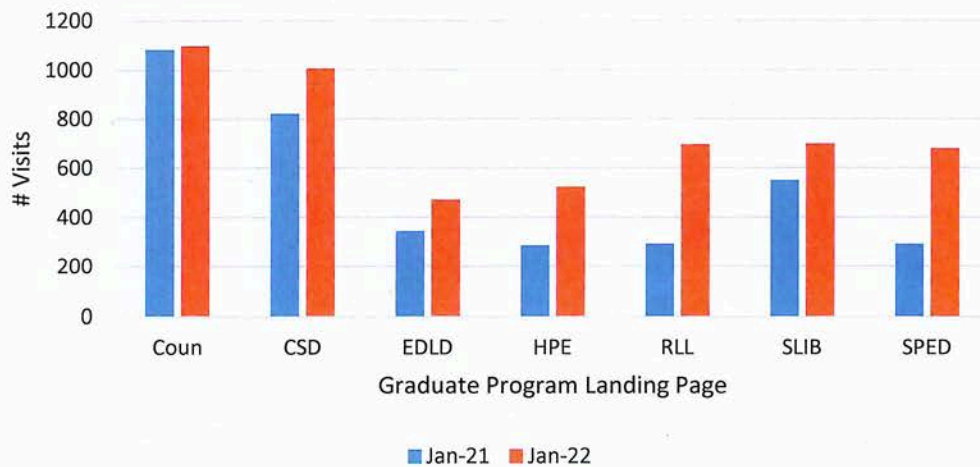
- Collaboratively design and use marketing plans with measurable goals for each program or major professional studies initiative.
- Redesign print and digital materials for all programs and initiatives and maintain regular review and updates.
- Increase the use of video and student/alumni success stories in marketing.
- Refine webpages.
- Ensure university brand alignment and professional, consistent branding for all programs and initiatives.

- Increase external awareness of all Longwood graduate programs and professional studies initiatives (two example graphs included below).
- Support graduate faculty, who have always been the primary marketing resource.
- Leverage Google and Facebook ads to support low enrolled programs, build new cohorts, and increase overall awareness.
- Implement fully a customer relationship management (CRM) tool in 2019, which now has over 85,000 active prospects and multiple, automated workflows that keep prospective students in contact with CGPS throughout the application process.
- Build a fully online admissions process with staff specifically dedicated to graduate admissions. Since implementation in summer 2018, Graduate Admissions have processed over 6,000 applications in this online system and decreased the time between application and admission from over a month to less than a week for many applicants, depending on the program.

Social Media Presence: Graduate & Professional Studies Accounts



Visits to Graduate Program Landing Page on Website



Cormier Honors College for Citizen Scholars (CHC)

The College's motto is "Cormier is where Cognition unites with Compassion to build Community."

The CHC's emphasis on cognition is reflected in students' applications and acceptances to graduate school. CHC seniors have received graduate school interviews and/or acceptances to the following graduate schools: American University School of Medicine, Dartmouth University, Elon University, Georgetown University, Marquette University, University of Alabama, University of Kentucky, University of Nebraska, University of Virginia, Vanderbilt University, Virginia Commonwealth University, Virginia Tech and Wake Forest University. In addition, one student is a semi-finalist for a Fulbright Scholarship.

The CHC is compassion-oriented. CHC students recently launched a "Spread the Love" event and have volunteered at the following places: FACES food bank, Tailwaggers SPCA Thrift Store, Heartland Horse Heroes, Brighteyes Alpaca Retreat and the public library.

The CHC focuses on strengthening and building community. The CHC's staff has made a concerted effort at increasing the size and quality of the Longwood community through its recruitment efforts for the prospective class of 2026. The Honors College has had a record year in applications, receiving 305 applications as of the end of February. Those applications include seven valedictorians and two salutatorians. One member of the class of 2026, to whom the CHC has awarded a full-ride scholarship, is Meredith Dabney, who is an aspiring filmmaker and actress. Her short film "Here Today" has won numerous awards at the IndieX Film Festival (2020), LA Independent Film Festival (2019), Melbourne Indie Film Festival (2020) and Top Shorts Film Festival (2019).

On February 19, the CHC held its annual Honors Preview Day. Working with the Digital Education Collaborative, CHC staff used [Gather Town](#) to introduce students to Wheeler and to give them opportunities to attend sample classes and to meet one another and make connections. Over 100 students and 250 total guests registered for the event. This event typically yields very high; last year, those students who attended the Preview Day had a 56% yield.

Greenwood Library

Greenwood Library has launched its programming for its "Well-Being in the Heart of Campus: Community Connections at Greenwood" grant. The grant is a partnership between Greenwood Library and Longwood Counseling and Psychological Services (CAPS) and is funded in part by an American Rescue Plan for Museums and Libraries grant from the Institute of Museum and Library Services (IMLS). The project aims to provide well-being programming and materials to library patrons including students, faculty, staff, and town of Farmville and Prince Edward Community members. Some programs engage participants in learning a lifelong skill (crocheting, journaling, gardening), while others connect participants with well-being experts and authors. These programs, which are accessible to persons of many ages, cultural backgrounds, and interests, promote mental health and a sense of belonging, and they address hesitancy associated with a return to in-person campus events.

Thanks to the generosity of two Longwood alumni, Greenwood Library is purchasing course materials (in digital format whenever possible), to ease the financial burden of textbooks for students. As a test case, librarians are working with instructors in Civitae Foundations (ENGL 165 and CTZN 110) and Symposium (CTZN 410) courses to identify affordable and accessible textbook options.

Greenwood Library continues its slate of in-person programming events:

- Fireside Chats with Longwood University Faculty: Continuing the series of interviews with Longwood faculty about their research interests, we will feature the following in spring semester: Dr. Mike Mucedola, associate professor of health and physical education, about his research on culture-based differentiated approaches to health education; Dr. Wade Edwards, professor of French, about intersections between language learning and disability; Dr. Kat Tracy, professor of English, about her latest research in medieval literature; and Dr. Matt Lucas, professor of health and physical education, about individualized education programs (IEPs) in physical education.
- The Roaring of the Twenties: Celebrating 100 Years of F. Scott Fitzgerald's *The Beautiful and Damned*: Greenwood Library owns a first-edition signed copy of Fitzgerald's 1922 novel. This celebration will include a display of the book by archivist Jamie Krogh, an academic discussion featuring Dr. David Magill, professor of English, and period music from Dr. Charlie Kinzer, professor of Music, and friends from the Department of Music. The event will be Wednesday, March 16, at 7:00 p.m. in Molnar Auditorium, Wygal Hall.
- The C.G. Gordon Moss Lecture: Co-sponsored by the Moton Museum, Office of Academic Affairs, Greenwood Library, and the Department of History, Political Science, and Philosophy, the annual Moss Lecture features historians who study democracy, social justice, and social activism in American history. This year's lecture will be delivered by Dr. Cassandra Newby-Alexander, professor of history and dean of the College of Liberal Arts at Norfolk State University. The event will be held Wednesday, March 23, at 7:00 p.m. in Blackwell Ballroom.

Office of Accreditation & Compliance, Assessment & Institutional Research

Longwood continues to examine compliance with the seventy-two standards as part of our decennial reaffirmation process for SACS-COC. Members of the compliance writing team (Mr. Russ Carmichael, Ms. Jen Fraley, Dr. Emily Heady, Dr. John Miller, Dr. Melissa Rhoten, Dr. Brent Roberts, Dr. David Shoenthal, Dr. Sarah Tanner-Anderson, Dr. Linda Townsend) have been active in trying to ensure that appropriate policies and procedures are both in place and being implemented as written. Several alterations to procedure have been proposed; a few items in the consent agenda are a result of this review.

The Reaffirmation Leadership Team (President Reveley, PVPAA Larissa Smith, VP Louise Waller, Dr. JoEllen Pederson, Dr. Shoenthal, Dr. Pam Tracy) have met four times and also attended the virtual SACSCOC annual meeting in December.

Center for Faculty Enrichment (CAFE)

In January, CAFE offered a pre-semester, Research Seminar Series. This two-day program included research-related topics such as publishing, copyright and intellectual property rights, the Scholarship of Teaching and Learning, using institutional data, and developing a research agenda and productive semester. Over 50 faculty and staff participated in the Series. The series will continue into the spring semester with a three-part Research Jumpstart Series beginning on February 23.

Continuing the focus on faculty well-being, CAFE hosts biweekly meditation sessions, offering workshops focusing on mindfulness and mentoring students, walking the High Bridge Trail, a “How to Spring Break” session, and weekly community work pomodoros.

Dr. Pam Tracy, director of CAFE, was a panelist in a Leading Improvements in Higher Education national podcast episode titled [A Conversation with Three Colleagues Representing the Learning Improvement Community](#). Throughout this podcast, Dr. Tracy highlighted Longwood’s Biology and Social Work programs’ curriculum and student learning improvement work.

Center for Global Engagement (CGE)

In addition to enhancing the diversity of our campus, international students also contribute to the institution’s academic excellence. As of May 2021, 96% of international students had a GPA above 3.00. Several international students have achieved the highest GPA for the College of Business and Economics over the last eight years. A transfer student from Taiwan has been invited to apply for a Foundation Board scholarship. Weiching Feng earned a 4.00, taking 19 credits in her first semester at Longwood.

International students also contribute to the academic strengths of our student-athletes. In 2021, more than a quarter of the student athletes on the President’s and Dean’s Lists were international student athletes. In spring 2021, the men’s and women’s tennis teams, which have the highest number of international student-athletes, recorded the highest GPAs for Athletics for a second consecutive semester. The tennis teams were instrumental in helping Athletics achieve a record-breaking GPA. Two international students are on the men’s basketball team, and two are on the women’s basketball team.

As the pandemic lifts, study abroad experiences are picking up momentum once again. Two business students successfully completed the fall semester abroad at exchange partner Sogang University in Seoul, South Korea. One biology minor excelled in her Foundations of Tropical Marine Systems coursework this winter through the School for Field Studies in Turks & Caicos. This summer, 35 students are planning on studying abroad, and six are planning to do so this coming fall term.

The Center for Global Engagement is now responsible for coordinating the International Studies minor, in conjunction with Dr. Roger Byrne, dean of Cook-Cole College of Arts and Sciences. Dr. Emily Kane, director of Study Abroad and associate director of the CGE, is co-coordinator of

the minor, along with Dr. Isabel Fay, assistant professor of communication studies. Dr. Kane is teaching the Introduction to International Studies course this semester with 21 students from 15 different majors. They will be interviewing professionals about international work and intercultural competence in myriad disciplines in the coming weeks, including employees at the NIH, Agence France-Presse in Hong Kong, Fairfax County Schools, and Swedish film production company Swixer.

Baliles Center at Hull Springs

All printed and virtual materials promoting the Gerald L. Baliles Center for Environmental Education at Hull Springs are being redesigned in light of the Oct. 6, 2021 dedication and name change. It is a great opportunity to refresh the brand and design new materials targeting a broader audience. In conjunction, improvements and additions are being made to the website, and a QR code has been developed to simplify the donation process.

A team comprised of the Northern Neck Planning District Commission, independent consultants, and Longwood staff successfully completed and submitted a grant application requesting nearly \$5 million to the US Economic Development Administration on January 31. The grant request was made to build a commercial kitchen/dining facility and a multi-purpose meeting/event space. Matching funds of approximately \$2.2 million are being pledged to construct student and faculty residential units on the site. Any type of residential construction is ineligible for funding under EDA guidelines, but meets match requirements. The source of the \$2.2 million investment comes from a combination of wetland credit sales (current and projected), fundraising efforts and in-kind contributions (Longwood staff salaries, donated materials, etc.).

A critical part of the grant was to demonstrate the project's impact on job creation. After meeting with a number of key businesses in the region, including the three biggest oyster harvesters, it is our intent to develop relationships with these businesses that may benefit from oyster research projects, while providing our students an opportunity for hands-on training as they seek solutions to real world environmental problems.

The Baliles Center has been selected as a test station for the 2022 Dominion Energy Envirothon, presented by the Northern Neck Soil and Water Conservation District. The event is scheduled for April 27 at the Baliles Center (with an April 28 rain date). The Envirothon is a team-based natural resources competition for high school students. Students who participate learn stewardship and management concepts and work to solve real world environmental problems. The program is field oriented and community based, and it gives students an opportunity to work with natural resource professionals.

Longwood Center for Visual Arts (LCVA)

LCVA hosted its eighth biennial winter gala on March 5, welcoming approximately 600 cultural enthusiasts to celebrate the impact of the arts in our community. Proceeds of the gala support LCVA's educational programming that reaches thousands of K-12 students in our region.

High Street Theatre (HST) continues to expand its slate of programs with the addition of a comedy series (Friday Night Laughs), a political science series (Cold War Paranoia), and the Global Lancers International Film Festival. An animation festival is also in the works. HST is also increasingly popular with student and community groups as a gathering place for private meetings and film screenings.

Current and Upcoming Exhibitions:

The Heart Isn't Heart-Shaped, at its core, is an exhibition about love. But it is also an exhibition about profound loss, connections between generations, and friendships. This exhibition includes objects from the LCVA's permanent collection, as well as art from several contemporary artists, all of which speak to the deep relationships and connections we share with other people.

Now Through April 10, 2022

Closing Reception: Friday, March 25, 2022, 5:30 p.m. - 8:00 p.m.

Point of Departure showcases the work of 2022 Longwood visual arts graduates and their senior portfolios. Working Artists complement this exhibition. This program is designed to provide studio artists a facility, mentoring, and additional support as they develop a new body of work at Longwood, while also increasing students' access and exposure to working artists. This exhibition is generously sponsored by Cook-Cole College of Arts & Sciences.

April 23 to May 18, 2022

Opening Reception: Saturday, April 23, 2022, 5:30 p.m. - 8:00 p.m.

Moton Museum

The Moton Museum ended the 2021 calendar year having engaged with 20,515 individuals through on-site, off-site, and digital engagement efforts. These efforts included 17 sponsored outreach programs, 27 lectures and public programs, 74 K-12 programs, and visitors to the museum from 26 states and the District of Columbia. During the fall 2021 semester Museum staff engaged with more than 30 Longwood University academic classes. These programs included on-site visits to the museum, off-site programs that connected us with Longwood's academic programs at the New College Institute, as well as excursions to the National Museum of African American History & Culture, Virginia Holocaust Museum, and the National Marine Corps Museum.

The Moton Museum is partnering with Prince Edward County High School and Fuqua School in the development of the Bridge Builders Scholars Program. The purpose of the Bridge Builders Scholars Program is to create a community of young scholars that seeks to cultivate unity, partner together in collaboration, and work to create a better tomorrow for our schools, our community, and our county. This program will bring together junior and senior students from Prince Edward County Public Schools and Fuqua School, with the Moton Museum as a unifying connecting point, as they work together to build stronger relationships, assist the Moton Museum in our outreach efforts, provide summer enrichment opportunities for our local community, create a student-led "legacy" project, and earn college scholarships. This spring, the first cohort of Bridge Builders scholars are being recruited and will take a course together in the fall 2022 focused on local civil rights history and civic engagement. That course will be team taught by

Moton staff and teachers from each of the schools on-site at the Moton Museum. The Prince Edward County School Board, Fuqua Board of Trustees and Moton Board of Trustees and Council have all approved this initiative.

Through collaboration with the Office of Institutional Advancement, Longwood and the Museum have received a gift that will enable the launch of the Dr. C.G Gordon Moss Scholars initiative. This program will allow the museum to recruit two or three Moss Scholars per academic year who will receive a scholarship for their work with the Museum. Moss Scholars will work with museum staff to create programming and engagement opportunities for other Longwood students. This will enable the Museum to deliver on the goal, first articulated by President Reveley in June 2020, and underscored by the Equity Action Task Force report in August 2020, to provide every Longwood student with a meaningful engagement experience prior to graduation.

The Moton Museum will be participating in two upcoming day-of-giving activities. The first is the Love Your Longwood Day of Giving held on March 24, 2022. This event allows Moton to engage with alumni and friends of Longwood University. The museum will also host the second annual Moton Live: Day of Giving effort on April 20, 2022. The theme this year is “Commemorate the Past, Seize the Moment, and Pledge to the Future.” In addition to raising support for our education and outreach efforts, Moton Live features dynamic programming throughout the day that seeks to elevate the Moton Museum and share the impact that individual support can make for the museum and the community.

The Moton Museum continues to make progress towards submitting a joint serial nomination for World Heritage status along with a number of other U.S. civil rights sites across the South. Work continues in partnering with local government and tourism to put together the final items that will support our inclusion in the nomination. In April, Cameron Patterson, executive director of the Moton Museum, and Dr. Larissa Smith, university liaison and resident scholar, will attend the U.S. Symposium of Civil Rights Sites in Atlanta to continue advancing Moton’s involvement in the World Heritage effort. During the Symposium, Cameron Patterson will join representatives from the International Civil Rights Museum in North Carolina and the WeGOJA Foundation in South Carolina for a panel on Creative Marketing Strategies for Civil Rights Movement sites.

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

The Office of Research, Grants, and Sponsored Projects has helped faculty and staff to win a total of \$2,614,000 in federal, state, and private foundation grants since the beginning of this fiscal year. An additional 12 grant projects totaling \$2,833,000 are under review currently. With support from our grants consulting firm Hanover Research, there are also two federal grant projects, totaling \$2.6 million, in the pipeline for resubmission later this year.

The tables below list projects funded in this fiscal year and the projects currently under review.

Projects funded after July 1, 2021

The award notification and/or grant start date is in the current fiscal year. These projects do not include institutional formula awards (e.g., HEERF, Andy Taylor allocations, GEER state funds, etc.) or awards that are made to associated entities (e.g., REF).

Faculty/Staff Principal Investigator	Grant Agency	Purpose of Grant	Amount
Kim Little	Centra	Sports physicals in local schools	\$5,000
Mark Fink	NSF	Summer research opportunities for future math and science teachers	\$200,000
Pam Randall	VDOE	Supports for teacher candidates working to pass exams for licensure	\$8,000
Pam Randall	New College Foundation	Supports for teacher candidates working to pass exams for licensure	\$41,000
Lieutenant Raybold	Virginia Department of Criminal Justice Services	New radio equipment for LUPD	\$19,000
Lissa Power-deFur	VCU subaward	Virginia Leadership Neurodevelopmental and Related Disabilities Program	\$18,000
Rachel Ivers	IMLS	Art storage	\$250,000
Natalie Browning	IMLS	Well-being programming	\$19,000
Andrew Yeagley	NSTA	Junior Science and Humanities Symposium	\$14,000
Cheryl Steele	SAMHSA (VCU sub)	Longwood Recovers	\$25,000
Elif Guler	VIVA	Open Educational Resources adoption	\$2,000
Rebecca Tillett	Women's Sports Foundation	Professional development and mentoring	\$17,000
Katie Register	Coastal Zone Management	Marine debris	\$170,000
Sarah Porter	US Army	Research experiences for high school students	\$13,000
Charlie Kinzer	VCA	Richmond Symphony	\$7,000
Maureen Walls-McKay	SAMHSA	Campus suicide prevention grant	\$306,000
Michelle Parry	NSF	LIFE STEM II	\$1,500,000
		Total Funds Awarded	\$2,614,000

Submissions in review (submitted after July 1, 2021)

Faculty/Staff Principal Investigator	Grant Agency	Purpose of Grant	Amount Requested
Sharon Emerson-Stonnell	VDOE	Graduate-level MATH credential for dual enrollment teachers; with GMU and other institutions	\$104,000
Paula Leach	VDOE	Statewide Math Hubs with six other VA universities	\$1,260,000
Kat Alves and Lissa Power-deFur	VDOE	Literacy program for Southside schools	\$416,000
Alix Fink	NSF	Planning grant focused on STEM transfer student success; VWCC, DCC, DSLCC are partners	\$99,000
Rhonda Brock-Servais	NEH	K-12 professional development institute focused on citizen leadership	\$137,000
Jennifer Beach	American Library Association	Suffrage programming	\$1,000
Steven Hoehner	Center for Undergraduate Research in Mathematics	Faculty research collaboration	\$5,000
Katie Register	Chesapeake Bay Restoration Fund	International Coastal Cleanup	\$6,000
Mark Fink	NSF	Research experiences for teachers	\$600,000
Kathy Gee	NSF	Engineering research initiation – rainwater harvesting	\$185,000
Sarah Reynolds	American Library Association	Southside Reads project	\$3,000
Shayla Betts	VIVA	Open Educational Resources development	\$17,000
		Total Funds Requested	\$2,833,000

Office of Student Research (OSR)

The OSR is looking forward to returning to a fully in-person event for the Spring 2022 Student Showcase for Research and Creative Inquiry on Wednesday, April 20. As part of the Spring Student Showcase, the OSR is working with the University Diversity Council to increase opportunities for students interested in conducting research in DEI topics. The Inclusive Excellence Research Symposium will launch as part of the Spring 2022 Student Showcase.

The OSR submitted an NSF Noyce Research Scholars grant to support the participation of science education majors in the summer PRISM research program. The OSR is pleased to announce that this grant was funded and will provide over \$200,000 in funding to support the participation of 10 science and math education students in the PRISM program in summer 2022 and 2023. This grant allows us to provide an immersive research experience and professional development for future teachers. This grant was submitted in collaboration with Dr. Mark Fink, associate professor of Biology and chair of the Department of Biology and Environmental Sciences; Dr. Paula Leech, director of ITTIP; Dr. Sarah Porter, professor of chemistry and director of PRISM; and Dr. Alix Fink, professor of biology and associate provost for research and academic initiatives who directs the Office of Research, Grants, and Sponsored Programs.

In fall 2021 and spring 2022, the OSR provided funding for student research through Student Research and Travel grants. The OSR provided funding to students for 28 different independent research projects and to support 31 students who were presenting their research and creative inquiry projects at state, regional, and national conferences.

In fall 2021, the OSR developed a new in-semester undergraduate research program called the Undergraduate Research Apprentice Program. This introductory program encourages undergraduate students to become involved in independent research and inquiry projects early during their time at Longwood (during their first, second, or third year) and also provides professional development training to help students develop research skills. In spring 2022, the OSR is running a pilot of this program with three student/faculty pairs in History, Mathematics, and Honors. The OSR is looking forward to continuing this program in the 2022-2023 academic year.



Administration & Finance
Louise Waller, Vice President

Highlights

- **The Andy Taylor Center moved into its new facility in Lankford Hall.**
- **Successfully transitioned campus to a new facility work order center.**
- **The NCAA Review by the Auditor of Public Accounts (APA) was successfully completed in January 2022.**
- **The Small Business Development Center's consulting and training programs have led to over \$7.8 million in new capital investments by their clients in 25 localities so far this fiscal year.**
- **Over \$1.1m in grant funds awarded to support the development of the SEED Innovation Center.**

Capital Design and Construction

Facilities Annex Building Renovation and Expansion

The Virginia budget bill for the 2020-2022 biennium appropriated design and construction funds for the renovation and expansion of the existing Facilities Annex Building (a former retail building located approximately three blocks from campus). The new building will replace the Bristow Building, the current location of the facilities operations and management organizations, and will provide space for:

- Offices for the departments of Facilities, Environmental Health and Safety, Capital Design and Construction, and Space Planning and Real Estate Services
- Maintenance and repair shops
- General and specialized storage
- State vehicle maintenance and parking
- Specialized support and repair equipment

The Working Drawings were submitted to the Virginia Division of Engineering and Buildings (DEB) on December 23, 2021. DEB review comments have been received, and revised drawings will be returned to DEB in late February 2022.

Wygat Hall Replacement Building

The Virginia FY 2020 budget bill authorized Longwood to expend non-general funds for pre-planning and detailed planning for a replacement of Wygat Hall – Longwood’s music instruction and performance building. Wygat Hall was completed in 1971 and has not been renovated since. Longwood’s campus master plan – *Place Matters* – recommended constructing a new music venue on the site of the Bristow Building. The new building’s 60,720 gross square feet will include:

- State-of-the-art teaching spaces and facilities
- Flexible rehearsal and performance spaces
- A 500 seat concert hall that will also support academic, student, and community events

The Preliminary Design documents were submitted to the Virginia Division of Engineering and Buildings (DEB) on September 30, 2021, and were approved by DEB on January 12, 2022.

Heating, Ventilation, and Air Conditioning (HVAC) System Controls and Equipment Replacement – COVID-19 Response

Longwood received a \$3.8 million FY 2022 capital appropriation for six sub-projects to replace HVAC controls and major equipment in multiple campus buildings. The necessity for this work emerged as a result of COVID-19 mitigation demands for increased system reliability and more precise control of air flow, temperature, and humidity in campus buildings. The six sub-projects are:

- Replace Campus building automation system (BAS) controls units in multiple campus buildings
- Replace Bedford HVAC controls
- Overhaul Maugans chiller
- Replace CSTAC chiller
- Replace McCorkle chiller and cooling tower
- Replace Hull variable air volume (VAV) boxes and controls

The construction phase of the Maugans chiller sub-project and the design phase of the Hull and McCorkle sub-projects have commenced.

Joan Perry Brock Center (a Longwood Real Estate Foundation project)

The largest gift in Longwood’s history – \$15 million from Joan Brock (’64) – will enable Longwood to construct a new campus events center. Construction commenced in May 2021, and completion is anticipated in summer 2023. The new structure will be constructed on the site of the Willett tennis courts (which have been replaced), and will feature:

- 3,000 seats
- Flexible space for university, community, and regional events and sports competition

Andy Taylor Center – Relocation to Lankford Hall (a Longwood Real Estate Foundation project)

The Andy Taylor Center for Early Childhood Development has been relocated from its previous off-campus location to the ground floor of Lankford Hall. This on-campus location allows for opportunities and synergy with existing campus resources and programming, such as the library. The new facility will provide three dedicated classrooms,

infant and toddler rooms, an art/music room, and a multipurpose classroom/conference room. The renovation project commenced in May 2021, and the Center opened in its new location on January 31, 2022.

The table and map on the following pages provide project status and locations.

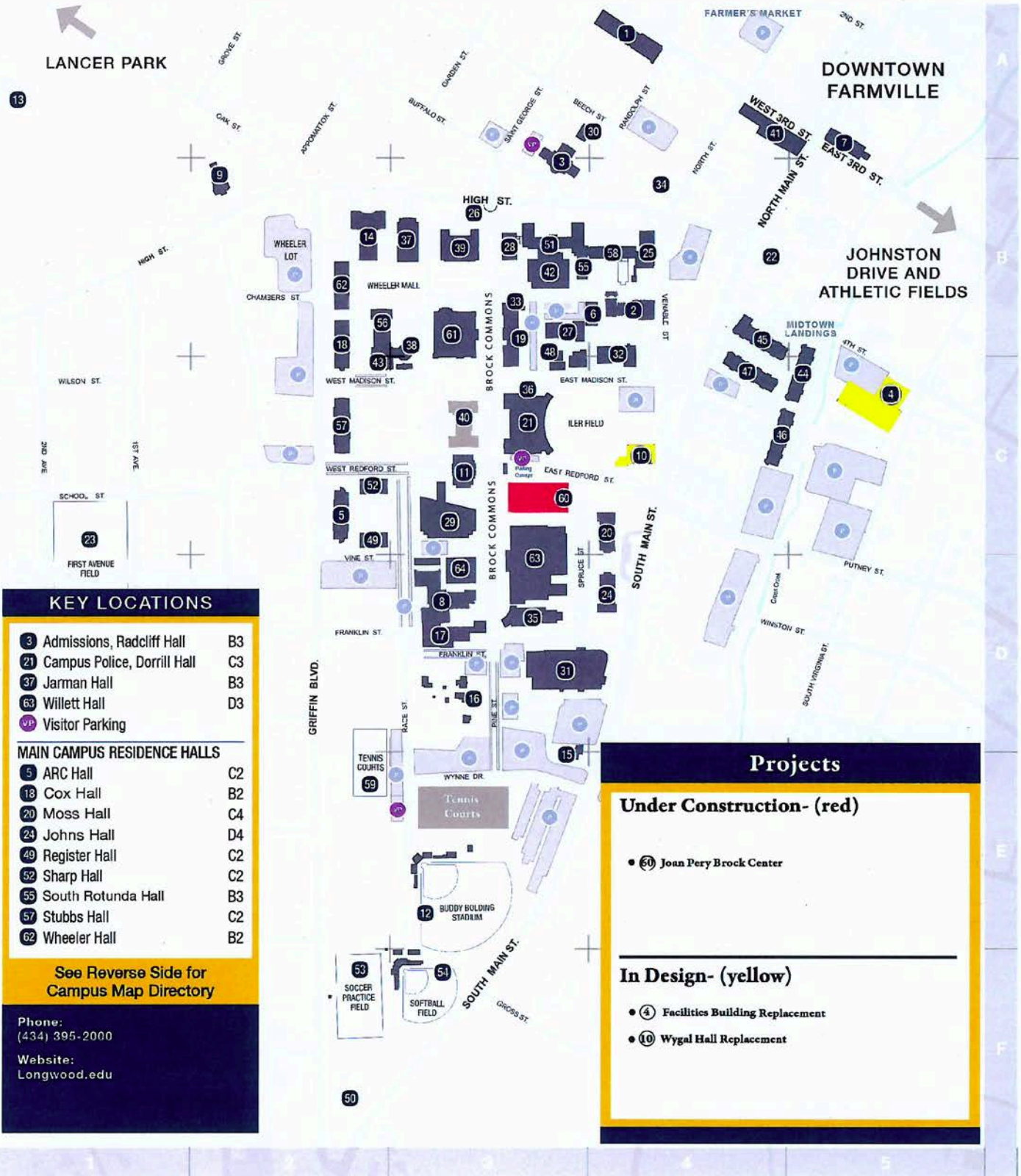
Projects In Design									
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Authorized Design Phase	Current Design Phase	Milestones
Facilities Annex Renovation and Expansion	19,209 GSF	24,624 GSF	\$20,210,500	\$20,210,500	\$0	\$1,450,364	Construction	Working Drawings	Working Drawings were submitted to the Division of Engineering and Buildings (DEB) on Dec. 23, 2021. DEB review comments have been received, and revised drawings will be submitted in late February. A funding request for furniture and equipment was submitted in September 2021 for an appropriation by the 2022 General Assembly.
Wygal Hall Replacement	60,720 GSF	0 GSF	\$2,896,000	\$0	\$2,896,000	\$2,751,122	Detailed Planning	Preliminary Drawings	Preliminary Design documents were submitted to DEB on September 30, 2021, and were approved on January 12, 2022. A funding request for Working Drawings and construction was submitted in September 2021 for an appropriation by the 2022 General Assembly.

Projects Under Construction									
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Construction Contract Amount	% Constructed	Construction Start Date / Completion Date
Joan Perry Brock Center (LUREF project)	72,300 GSF	0 GSF	\$44,700,000	\$0	\$44,700,000	\$44,502,891	\$40,557,626	39%	Construction commenced in May 2021 and is anticipated to be complete in summer 2023.
Andy Taylor Center Relocation (LUREF project)	0 GSF	7,500 GSF	\$1,413,106	\$0	\$1,413,106	\$1,369,204	\$1,140,289	100%	Construction is complete and the new site opened on January 31, 2022.

Project In Design and Construction Phases Simultaneously								
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Percent Expended and Encumbered	Sub-Project Phase and Status
HVAC System Controls and Equipment Replacement -- COVID-19 Response (Six Sub-Projects)	0 GSF	Equipment	\$3,773,000	\$3,715,000	\$58,000	\$188,920	5%	Maugans Chiller: Early Construction. Project order issued. McCorkle Chiller: Early Design. Project order issued. Hull VAV Boxes: Early Design. Project order issued.



Major Construction Projects



KEY LOCATIONS

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

MAIN CAMPUS RESIDENCE HALLS

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

See Reverse Side for Campus Map Directory

Phone:
(434) 395-2000

Website:
Longwood.edu

Projects

Under Construction- (red)

- 60 Joan Pery Brock Center

In Design- (yellow)

- 4 Facilities Building Replacement
- 10 Wygal Hall Replacement

Facilities

Campus was successfully transitioned to the new facilities work order center. It is creating significant efficiencies and allows for more productivity of the staff. Campus users can submit work orders electronically via a mobile application or an online platform. All trades use mobile devices to retrieve work orders as well as enter time in materials. Student workers played a major role in centralizing the stockroom and are delivering pieces and parts to the trade workers on site. The work order center is also used to track and manage the preventative maintenance program. Over 4,280 assets were imported into the system along with recommended maintenance activities that generate work orders for the staff. QR codes are in the process of being implemented to track equipment across campus and link them to work order center.

Facilities is working with Residential and Commuter Life to prepare for phase II of the summer renovation work at Lancer Park and Landings. This project upgrades finishes such as paint, flooring, and fixtures. It also replaces furnishings in the apartments to provide a fresh look. The upgrades will be fully complete after the summer of 2023.

Printing and Postal Services

Printing Services completed a detailed proposal that outlined the benefits and process for bundling centralizing printing into one contract and removing desk top printers. The goal is to implement the plan on or around July 1. It will allow for significant cost savings in the next fiscal year.

The department was excited to support Longwood Athletics by creating 30 x 30 posters for the basketball team and coaches. They also processed 152 print jobs in the month of January as well as completed outside work for Rice Fire department, FACES Food pantry, Letterpress Communications, Waterworks Players, Barnes & Noble, as well as Aramark.

Postal Services received 3,403 packages and processed 6,361 pieces of outgoing mail in January.

Space Planning and Real Estate Services

211 Fourth Street Acquisition –The University anticipates to close in mid-March on the property located at 211 Fourth Street in preparation for the renovation and expansion of the facilities annex building. To date, all legal and due diligence documents have been reviewed by the Department of General Services (DGS) and staff is responding to final feedback. This property will be acquired from the Longwood University Real Estate Foundation.

SoBro – The first phase of the South Brock transformation has commenced with the addition of Polywood tables with chairs, and Adirondack seating. Though just the first step in creating a vibrant atmosphere near the south end of Brock commons, the space has already received positive feedback with excitement and optimism for the dedicated space where students have already begun to gather.

Landscape and Grounds/Sports Turf/Housekeeping and Office of Sustainability

The department continues to improve landscaping and the overall aesthetic experience of campus. New trees and plantings around Moss, Johns, and Wheeler Mall are scheduled for installation in late March. Landscaping beds are currently being prepared for spring by removing organic materials and applying weed control. Staff are also trimming shrubbery and trees.

Four weekends of snow and ice in January created challenges for the Landscaping and Grounds / Sports Turf crews. These staff, with support of Facilities and Budd Group worked very hard to prepare campus for classes, sporting events, and open houses.

The Sustainability Committee continues to implement Governor's Executive Order EO77 for "Reducing Single use Plastic and Solid Waste". They met with Aramark, Barnes & Noble, and Budd Group to discuss their progress even though a vendor exemption is in place for the next year. A major challenge in the reduction of plastic is the availability of aluminum for drink packaging.

Materiel Management

The go-live date for the new eVA (state procurement platform) was pushed back from January 3rd to May 2nd 2022. The development of the transition to the new platform is ongoing.

Important dates are:

- o April 1st – User/Data Management Pause.
- o April 15th – Electronic responses for sourcing and contracting will be disabled.
- o -April 28th (noon) – Finalize all Quick Quotes (QQ) & VBO Buyer Solicitations.
- o -April 28th (noon) – Conversion/Cutover begins.
- o -May 2nd – New eVA Go Live.

SWaM – Longwood's FY2022 year-to-date spend vs goal is 7.15% off goal. We have a goal of 42% and are currently at 34.85%. This is primarily due to the lack of active state construction projects and inventory issues due to COVID.

A Request for Qualifications (RFQ) to prequalify construction contractors for the Renovate/Expand Environmental Health & Safety and Facility Annex Building project was issued. There were 11 responses and eight firms were prequalified to receive the Construction Invitation for Bids (IFB) when it is issued.

Financial Accounting & Reporting

The NCAA Review by the Auditor of Public Accounts (APA) was completed in January 2022 with no findings. This is a testament to the teamwork and collaborations between Financial Reporting and Athletics. The APA is now in the process of auditing fiscal year 2021 financials and operations. The APA kickoff meeting was held on January 10, 2022 and is anticipated to wrap up by late May. The IRS 1098-T and 1099 forms successfully produced by deadline of January 31, 2022.

General Accounting continues to work through accounting and reconciliation challenges with Cardinal HCM. Cardinal HCM is the state's new human resource and payroll system. General

Accounting is working with Human Resources on reconciling payroll to the financial system of record, Banner.

Human Resources, Payroll, and Budget Administration

On October 3, Longwood was part of the first group to implement the state's new payroll and human resource management system, Cardinal HCM. Human Resources has continued to work tirelessly to identify and resolve issues with the system. The remaining state agencies will go-live in April or October. Because many universities process their own payroll and don't rely on the state, this has a greater impact on Longwood than other schools.

Human Resources is also using other technology platforms to create efficiencies and advance Longwood. They are in the process of implementing DocFinity for single pay actions and state change request as well as annual reviews, which will make the process paperless. They are in the midst of the implementation process of Biz View to support budget forecasting and modeling. They also recently began utilizing Hirezon for the onboarding of student workers, which made the process paperless. In order to recruit more diverse applicant pools for positions, they are placing position advertisements in Diversejobs.net.

Human Resources is collecting and sharing data in order to improve operations. They developed a new monthly report that shares with Vice Presidents regarding staffing, as well as base and one-time salary savings. They are also in the process of revamping the faculty/staff exit survey.

Economic & Community Development

The Office of Community and Economic Development/Small Business Development Center is enhancing regional prosperity in many ways. Their consulting and training programs have led to over \$7.8 million in new capital investments by their clients in 25 localities in this fiscal year. They are also piloting grant funded entrepreneurship and innovation support programs across Go Virginia Region 3 in concert with local partnerships. They have launched a virtual business startup program, developed a youth entrepreneurship curriculum that 102 high school students are currently piloting, and helped develop a regional collegiate business pitch competition which runs from November 2021 to April 2022 and ends with a pitch to a panel of judges.

Longwood's own innovation hub, Project SEED, continues to move forward. Over \$1.1 million dollars in funding has already been awarded to the project from the Tobacco Commission and Go Virginia. An application was just submitted to the U.S. Economic Development Administration for \$1.9 million. Design work is being done on a parallel process so that when funding is ready working drawings will also be complete and the project is shovel ready to begin renovating the former bookstore space at Midtown Landings.

Local community relations and general support to the community on issues that impact economic development are also a vital part of their work effort. The Farmville/Prince Edward Housing Coalition met in December 2021 to discuss future housing opportunities for the region. The Coalition has decided to partner with Better Housing Coalition based in Richmond, VA to assist with planning and development on a future housing site. Pre-development work has started with the goal to have a mix of funding streams working to support buildout and occupancy within the next 5 years. Working collaboratively with the Farmville Downtown Partnership and the Town of

Farmville a wayfinding study was completed that provided guidance on parking, destination, and gateway signage for the community. Lastly, a brand new teacher recruitment/retention pilot program will begin for fall 2022. Partnering with the Jessi Znosko (Cormier Honors College) the aim of this pilot program is to encourage first-year teachers to stay in the Farmville area after graduation from Longwood University and to work at Prince Edward, Cumberland, Buckingham, or Nottoway County Public Schools. The cohort will enjoy benefits such as housing opportunities, monthly meetings with professional development topics, a Longwood mentor, and opportunities for professional and personal growth.

**Longwood University
Financial Overview
As of January 31, 2022**

FY2021-22 Budget Dashboard YTD

E&G	BOV Budget	Full Year Forecast	YTD Actual	Percent	PY Percent
<i>Revenues</i>					
Tuition	35,521,562	35,056,590	30,339,974	86.55%	76.54%
Fees	1,100,000	1,220,977	1,173,762	96.13%	95.73%
General Fund	35,600,305	35,959,987	20,054,865	55.77%	61.23%
Federal Workstudy	50,000	50,000	-	0.00%	0.00%
Other	374,000	449,230	335,587	74.70%	36.65%
Total Revenues	72,645,867	72,736,784	51,904,188	71.36%	69.78%
<i>Expenditures</i>					
Instruction	37,067,554	37,926,977	22,187,852	58.50%	58.12%
Public Service	583,302	603,308	341,954	56.68%	53.48%
Academic Support	7,200,003	7,731,209	4,471,307	57.83%	55.33%
Student Services	4,764,822	4,627,452	2,275,026	49.16%	53.14%
Institutional Support	12,666,301	13,560,718	8,455,516	62.35%	60.49%
Facilities Operations	7,670,846	7,474,546	4,892,223	65.45%	63.92%
Scholarships	3,693,039	3,693,039	4,978,149	134.80%	131.54%
Salary Savings	(1,000,000)	(2,000,000)	(1,171,910)		
Total Expenditures	72,645,867	73,617,249	46,430,118	63.88%	61.54%
TOTAL	-	(880,465)	5,474,070		

AUXILIARY

<i>Revenues</i>					
Housing	24,336,592	19,605,960	16,377,048	83.53%	66.94%
Dining	7,518,784	7,305,724	6,482,466	88.73%	82.12%
Comprehensive Fee/Other	28,526,563	27,839,711	19,468,722	69.93%	63.58%
Federal Workstudy	154,300	154,300	-	0.00%	0.00%
Total Revenues	60,536,239	54,905,695	42,328,236	77.09%	67.10%
<i>Expenditures</i>					
Housing	24,369,329	21,864,262	15,696,158	71.79%	61.38%
Dining	8,233,331	7,920,271	3,151,843	39.79%	94.82%
Athletics	9,542,746	10,151,046	6,777,797	66.77%	74.15%
Other Services	19,040,833	20,341,072	12,531,294	61.61%	70.84%
HEERF II Funds	-	-	(2,051,577)		
Salary Savings	(650,000)	(650,000)	(319,802)		
Total Expenditures	60,536,239	59,626,651	35,785,715	60.02%	69.48%
TOTAL	-	(4,720,956)	6,542,521		

Cash & Investment Assets

Longwood University

All Longwood Foundations

24,352,325

160,344,313

Based on 12/31/21 data for REF and LUF

(Includes preliminary 4th QTR results from Spider)

Working Paper prepared by management to estimate year end results



Institutional Advancement *Courtney Hodges, Vice President*

Highlights

- **Love Your Longwood Day set for March 24, 2022**
- **Scholarship donor events planned for April 8 & 9, 2022**
- **Preparations underway for 2022 summer conference season**

Development

Longwood Annual Giving:

Love Your Longwood Day: On March 24, 2022, Longwood will host its seventh annual day of giving with the theme: *What does it mean to be a Lancer?* Through meaningful gifts of any size; alumni, students, parents, and friends can make a difference in the lives of current and future Longwood students. This year includes 38 different child campaigns to support, thousands of dollars in matches and challenges, 150+ Love to the Max ambassadors, and on-campus events to engage faculty, staff, and students. Visit love.longwood.edu for more information!



Venmo Account: The Development Office's Venmo account is up and ready to receive gifts. The Venmo handle is @Longwoodgiving. On Love Your Longwood Day, the Venmo logo will be added to our social media marketing posts throughout the day in hopes of securing gifts from our young alumni constituent group, as well as other hard to reach groups.

Athletics Annual Giving:

- Athletics Annual Giving is currently preparing for "Lancer Giving Madness", the athletics giving campaign launched as a part of the University's day of giving on March 24, 2022. Each sports program has set a fundraising goal and specified items/initiatives that funds raised will support. Other areas of support will include athletics scholarships and the Student-Athlete Excellence Fund. We are also in the process of securing dollar-

for-dollar matches/challenges for as many athletic programs/areas as possible to incentivize giving throughout the day on March 24, 2022. It is our goal to raise a total of \$100,000 across all department areas over the course of the 24-hour giving day.

- *Men's and Women's Basketball* – Lancer Club members (athletics donors) were invited to attend “Champions Club” - an exclusive reception prior to the men's basketball game on February 10, 2022. Over 80 prospective donors attended the event. Athletics annual giving is poised to capitalize on the success of the men's and women's basketball teams.
- *Women's Golf Transformative Experience* - We've also seen an outpouring of philanthropic support from women's golf alumni, family, and friends as the team prepares to head to Sedona, AZ, for a transformative golf tournament experience at the Red Rocks Invitational scheduled for March 16 - 22, 2022.

Upcoming Events:

- All faculty/staff donors will be invited to attend a celebration to support Love Your Longwood Day. The event will be held in the Winn Room located in Maugans Alumni Center on March 24, 2022 from 4:00 – 6:00 p.m.
- One of the most impactful events of the year will take place April 8, 2022 – the 2022 Scholarship dinner, where scholarship donors and scholarship recipients have the pleasure of meeting one another and sharing each other's stories. The event will be held in Blackwell Ballroom at 6:00 p.m. with a reception prior to the event in the Mayo Gallery at 5:15 p.m. Students will join scholarship donors for dinner, conversation, and photos.
- Our Family of Scholarship campaign celebration will take place April 9, 2022 with a brunch at 10:00 a.m. The event will be held in Blackwell Ballroom with student recipients joining donors.

Stewardship:

- Stewardship for Love Your Longwood Day will consist of the following touches:
 - Acknowledgement thank you letter and receipt once gift is made via the GiveGab platform.
 - Donors giving over \$500 receive Longwood swag along with a thank you card specifically branded for Love Your Longwood Day.
 - Social media posts and a thank you message will appear on the GiveGab platform site.
 - Thank you email sent to all donors with specifically branded Love Your Longwood Day graphics.
 - Thank you email sent to all campus partners that had Love Your Longwood Day campaigns.
 - Specific stewardship for all Love to the Max ambassadors after day of giving.

- Faculty/Staff will receive a thank you message along with Longwood swag.

Leadership Giving:

Built to Win Initiative: We have secured over \$1M in support for the Built to Win (B2W) initiative. Of which, over \$400,000 is set to come in before the end of this fiscal year. This funding has allowed for the buildout of a 6,000 sq. ft. basketball performance center.

Built to Win (B2W) Partners is a volunteer leadership group investing in and advocating for the success of Longwood University's men's basketball program. The advocacy and philanthropy of this leadership group supports the vision and opportunity to maximize Longwood Basketball under Coach Griff Aldrich's leadership. B2W Partners hopes to raise the profile of not only the men's basketball program, but also the entire institution.

The B2W Partners serve as a team behind the team — helping to guide and shape the next phase of men's basketball at Longwood. The power of collegiate athletics is real, and nothing has the ability to raise the profile of an institution quite like it. This leadership group serves as a sounding board for the men's basketball program, helping us accelerate our success and elevate our profile.

Legacy Challenge: The Legacy Challenge continues to resonate with many constituents who are considering making a planned gift to Longwood. We have now deployed over \$169,000 in matching funds and have around \$113,000 in matching funds remaining. Thus far, the challenge has brought in 27 new planned giving commitments totaling just over \$3.6M with a planned gift average of \$148,000. An additional Legacy Challenge mailing is scheduled to go out in March.

Joan Perry Brock Center: To date we have raised a total of \$2.5 million for the Joan Perry Brock Center, over and above Mrs. Brock's historic \$15 million gift. Of that total, \$1.65 million comes from individual gifts, while \$850,000 has been committed through corporate partners. A smaller campaign with lower gift levels will be launched this spring, allowing donors to be honored on a donor wall in the center.

Recent Gifts to Celebrate:

- \$400,000 planned gift to endow Gordon Moss Scholars program with Moton Museum
- \$100,000 commitment for Longwood's Field Hockey program
- \$133,700 from Lettie Pate Whitehead Foundation for student scholarships
- \$75,000 gift of new lockers for Longwood's Baseball program
- \$50,000 scholarship for students studying math
- Multiple new gifts of \$25,000 in support of student scholarships
- 14 named spaces within the Joan Perry Brock Center

University Events and Ceremonies

The University Events and Ceremonies team continues to support all of the COVID -19 Task force and quarantine needs of our campus. In support of student activities, we have been creative in our designs with their signature events to offer safe, while still exciting events.

With the May 2022 Commencement just around the corner, our office is shadowing and paying special attention to the ceremony details in partnership with the President's Office. We are excited to share this responsibility as we endeavor to provide an elevated experience for all campus events and guests.

Conference season 2022 is proceeding at this time in a traditional manner. We look forward to welcoming back: InTRventions, Virginia Department of Forestry, Longwood Men's Basketball Camps, Longwood Women's Basketball Camps, American Legion Auxiliary Virginia Girls State, Longwood Softball Camps, Christian Family Conference, Call Me Mister, Summer Literacy Institute, and the Talented and Gifted (TAG) program.

Fundraising Report

As of January 31, 2022

TOTAL PHILANTHROPIC DOLLARS

Fiscal Year	Total Raised
2013	\$9.43M
2014	\$2.82M
2015	\$7.94M
2016	\$4.18M
2017	\$11.18M
2018	\$12.41M
2019	\$17.61M
2020	\$4.00M
2021	\$5.98M
2022 YTD	\$4.62M

TOTAL ANNUAL GIVING DOLLARS

Fiscal Year	Unrestricted	Annual Giving
2013 YTD	\$221,369	\$554,697
2014 YTD	\$224,929	\$565,992
2015 YTD	\$257,333	\$693,705
2016 YTD	\$263,330	\$821,868
2017 YTD	\$235,404	\$1,201,597
2018 YTD	\$230,639	\$1,428,126
2019 YTD	\$159,262	\$687,739
2020 YTD	\$153,548	\$602,389
2021 YTD	\$144,751	\$539,237
2022 YTD	\$173,472	\$748,806

ALUMNI PARTICIPATION

Fiscal Year	Total Alumni Donors	# of Undergraduate Alumni of Record	Alumni Participation
2015	2,976	27,197	10.94%
2016	3,126	27,894	11.21%
2017	2,890	28,691	10.07%
2018	2,813	29,522	9.53%
2019	2,303	30,286	7.60%
2020	1,773	31,074	6%
2021	2,257	31,803	7.10%
2022 YTD	1,233	32,458	3.80%

TOTAL DONORS

Fiscal Year	Total Donors
2013 YTD	2,884
2014 YTD	2,696
2015 YTD	2,965
2016 YTD	3,152
2017 YTD	2,590
2018 YTD	2,589
2019 YTD	1,784
2020 YTD	2,223
2021 YTD	2,137
2022 YTD	1,895

Fundraising Report

As of January 31, 2022



LOVE YOUR
LONGWOOD DAY

Year	Donor Goal	Total Donors	Total Dollars
2016	500	533	\$65,000
2017	1,839	1,405	\$126,000
2018	1,790	2,976	\$268,000
2019	2,500	2,700	\$325,000
2020	2,020	Cancelled due to Covid-19	
2021	1,839	1,863	Over \$390,000
2022	SAVE THE DATE: March 24, 2022		

FUNDRAISING INITIATIVES



LEGACY CHALLENGE

The Legacy Challenge program was launched in May 2021

Challenge Funds Deployed	\$169,270 (out of \$300,000)
Legacy Challenge Donors	27
# of Campus Programs Receiving Funds	22
Total Planned Gifts	\$3,667,907



Intercollegiate Athletics
Michelle Meadows, Director of Athletics

Highlights

- **Men's and Women's Basketball Historic Seasons, Advance to NCAA Tournament**
- **Season Outlook for Spring Sports**
- **Fall Academic Performance Exceeds 3.00 GPA**

Men's and Women's Basketball Historic Regular Seasons

The men's and women's basketball programs finished have celebrated historic seasons and national acclaim winning the Big South Tournament for the first time to advance to the NCAA Tournament. Women's basketball also defeated Mount St. Mary's on ESPN in the First Four game of the women's tournament for Longwood's first-ever NCAA Basketball Tournament victory. The combined programs had the most wins of any Division I athletic program in Virginia. The attention on Longwood through both programs was vast in scope – rivalling or exceeding the scale of the 2016 U.S. Vice Presidential Debate.

Among other highlights of the historic men's season was a 16-1 record in Willett Hall, in front of raucous crowds, establishing a true home-court advantage for Longwood basketball and lending tremendous momentum for both programs as they head into their final seasons in Willett before transitioning to the Joan Perry Brock Center in 2023.

The men's team, which finished 26-7 and 15-1 in the Big South regular season, was also ranked 20th in the CollegeInsider Mid-Major Poll that is voted on by coaches across the country, the first time the team has been ranked in the poll in team history. The men also received the program's first-ever vote in the AP Top 25 National Poll. The women's team also posted its best season since transitioning to the Division I ranks, finishing 22-12 overall and 15-3 in Big South play. Both win totals are program bests.

New Basketball Performance Center announced in February

In February, Longwood Athletics and Longwood basketball announced the addition of a state-of-the-art basketball performance center on the horizon to build on the historic momentum and success of the men's and women's programs. The Performance Center comes on the heels of a substantial commitment of a small, yet highly invested group of philanthropic supporters committed to the recently developed Built to Win initiative spearheaded by University

Advancement. The facility will serve as an elite training environment for student-athletes to harness their craft and develop speed, strength and agility, as well as serving as a recruiting tool to attract the best and brightest student-athletes in the future.

The Performance Center will also benefit Longwood's other twelve Division I programs by providing greater flexibility in scheduling and programming within the current weight room housed in Iler Gym.

With the Joan Perry Brock Center serving as home to basketball competition, Willett Hall as the future practice facility and now the Performance Center, Longwood basketball will lead the Big South in basketball facilities and be included in a select class of mid-major and high-major basketball programs throughout the country.

Season Outlook For Spring Sports

Longwood spring sports are officially underway. The Lancer softball program was picked to finish third in the Big South.

For the softball team, Sydney Backstrom was picked as the Big South Preseason Pitcher of the Year for a second straight season after being named the Big South Pitcher of the Year last spring. The team has put together a really tough non-conference schedule. Eleven of Longwood's opponents made it to the NCAA Tournament last season, and four advanced to the NCAA Super Regional while a pair went all the way to the Women's College World Series.

In early season action, Longwood won four games against teams either in the top 25 or receiving votes to be in the top 25.

The Lancer baseball program has new energy under first-year head coach Chad Oxendine. The team has a group of talented offensive players that have scored seven or more runs four times in seven games this season. The Lancers swept their season-opening series as well.

Lancer tennis is underway, and both teams won back-to-back games in the last full week of February. The Lancer men have a trio of wins already, and the women have added two more even as conference play has started up.

Longwood lacrosse is also underway, with the team beating Delaware State for an early-season road win. The team is in the midst of a four-game homestand that sees them host Old Dominion, VCU, Howard and Saint Francis.

Longwood men's golf has played one tournament this spring season, finishing a solid eighth of 16 teams. That comes on the heels of a strong fall season that saw the team post a pair of top-five finishes in five multi-day tournaments. The team earned either Big South Freshman or Player of the Week five times in the fall.

The women's golf team will open up their spring schedule this week after a fall that saw them set a variety of team records for low scores and placements. The team finished in the top five at the

Grandover Fall Classic while also posting one individual top-10 performance and three individual top-20 performances.

Student-athletes continue to excel in the classroom

Longwood student-athletes had another exceptional fall semester in the classroom combining for a 3.18 semester GPA across all sports. Ten of fourteen programs had above a 3.00 GPA led by men's tennis with a 3.86 while softball led all women's programs with a 3.52. No program finished below a 2.90 GPA, while three of the four programs below 3.00 finished just shy of that mark at a 2.97. This proved to be another strong performance as most student-athletes transitioned back to full in-person learning, including freshmen who many had spent the last 2-3 semesters in virtual learning while in high school.

NCAA members adopt a new Constitution at annual Convention

January proved to be an historic moment as the NCAA membership adopted a new constitution, the first major change since 1997. With the new constitution, each division (I, II and III) will have decentralized autonomy to reorganize and restructure to meet its ever-increasing demands in a vastly changing landscape. Student-athletes will now have more representation on the NCAA Board of Governors and on each division's leading governing body with the new changes while the new constitution underscores the significance of physical and mental health for student-athletes and diversity and equity and inclusion across the NCAA. Lastly, an emphasis was placed on prohibiting pay-for-play while embracing new benefits such as name, image and likeness, along with maintaining current revenue distribution allocations and championship access for each division at the national level.

Throughout the process of developing a new constitution, the Division I Board of Directors announced a Transformation Committee to begin work on addressing the most pressing issues in Division I and its student-athletes, present and future. The 21-member committee began its work in November and identified five critical areas for the future of Division I; membership, governance, student-athlete experience, regulatory structures, and impact of direct financial support to student-athletes. The committee is expected to conclude its work with recommendations presented to the Division I Board of Directors the summer of 2022.



Strategic Operations
Victoria Kinson, Vice President and CIO

Highlights

- Fall 2022 Admissions Update
- “5 Things Every Lancer Needs to Know” program contributes to student success
- Basketball Success Spurs Social Engagement Spike

Enrollment Management and Student Success (EMSS)

Undergraduate Admissions Update

We are only about one-fourth of the way through the fall 2022 deposit season, and things are looking strong. We are on pace to meet our enrollment goals, and most of the factors we watch to predict performance—especially visit data—paint a positive picture. Typically, more than half of the students who visit campus decide to make Longwood home, and nearly three-fourths of those who visit two or more times end up choosing Longwood. As of March, nearly 400 accepted students had visited or planned to visit one time, and another 800+ were engaged for a second visit. We are also seeing large numbers of juniors making their first or even second trips to Longwood, which suggests a strong start to the 2023 cycle.

We also pay close attention to whether students apply to Longwood through our own website, whether they send us their FAFSA, and whether they live in our major markets. Currently, we have an additional nearly 800 students who have not visited or planned to visit but who have multiple other indicators that suggest they want to come to Longwood.

Undeclared Becomes Exploratory

In the past six months, we have focused on new initiatives to help with the recruitment and support of students from a student success perspective, including a revamped program for undeclared students, and enhanced financial counseling and optimization for prospective students and their families.

The revamped program for undeclared students, which launched in January, is designed to meet our goals for increased enrollment and retention of undeclared students. The program is based on extensive research on the types of support and programming that undeclared students need. The advising team in the Registrar's Office worked closely with the marketing unit to ensure the program had a strong brand, an important component in achieving the program goals. We now welcome students who haven't finalized their selection of a major into one of six tracks of study, each of which is named "Exploratory Studies, Inquiry Into...." These tracks offer a combination of courses, many within Civitae, designed to provide an understanding of potential areas of study that assists students in selecting a major. These students are supported by professional advisors who begin to engage with them during the recruitment process to create a strong relationship before classes even begin. This relationship continues in the fall as part of students' coaching experience and regular advising, with the goal of helping the student make a successful transition to college and facilitating the exploration and ultimately the selection of a major.

New Focus on Financial Aid and Scholarship Outreach and Support

In mid-March, we welcome our first team member focused on offering financial outreach support to complement and expand on our admissions counselors' work in high schools and surrounding communities. The goal is to establish additional recruitment leads and brand recognition through a comprehensive outreach and engagement services program to help students and families successfully navigate financing a college education. One of our first initiatives geared toward providing enhanced engagement with students and families is offering them an opportunity to schedule a one-on-one conversation via Zoom to discuss their financial aid offer from Longwood. Within the first 24 hours the program was offered, 10 families had signed up. To complement these initiatives, we are partnering with an external company to optimize our financial aid grant and scholarship strategy to meet our enrollment goals. We have already begun partnering with the company, focusing our strategy on the entering class for fall 2023.

In addition to developing these new initiatives, we continued to track the results of our summer transition program "5 Things Every Lancer Needs to Know," which addresses the three pillars of student success: academic preparation, engagement on campus beyond joining student organizations, and the student's motivation for going to college. For freshman students completing all 5 modules, 80% were in good standing at the end of fall semester and 88% re-enrolled for the spring semester. For students not completing the program, just over half were in good academic standing at the end of fall, their average GPA was four-tenths of a point lower than those completing the program, and 79% persisted to spring. The program also was offered to incoming transfer students, and their results were comparable to those of freshmen. In addition to demonstrating the benefit of the program to students, these results provide us with another data point demonstrating that students who do not complete the program may need additional, different transition support.

Information Technology Services (ITS)

The Information Technology Strategic Plan 2022-27 serves as a high-level guide to help set goals and objectives supporting the academic and business needs of the campus community. The plan was developed with participation from the leadership team and staff of ITS, and with input and feedback from the Information Technology Governance Committee.

User Support Services

Approximately 35% of university-owned computers are Apple machines. Apple is making significant changes in their configurations that call for impactful change in the way we manage Apple machines across campus. For example, Apple is moving away from including onboard network ports on both laptop and desktop computers. To accommodate this, we are working on a solution to allow Apple users to securely connect to internal resources via wireless. Apple has also advised that future operating system releases will likely not support authentication via Microsoft Active Directory, the solution that we currently have in place. In response and after much research and testing, we have purchased and are in the process of implementing JAMFConnect for Apple authentication.

Data Security

Palo Alto Cortex XDR, a logging and monitoring system, has been purchased and is in the implementation stage. It already has improved end-point protection as well as logging and monitoring of systems on the network. Three of the older products have been replaced, and the other three are in the process of being phased out. High priority has been placed on server-based implementation with end-point device installation scheduled for April rollout.

Applications Development

ITS has formed a committee to explore Ellucian's cloud hosting options for Banner. Ellucian offers two options for cloud services, Managed Services and SaaS. Each option would provide enhanced disaster recovery services, server maintenance, and assistance in upgrades and functionality enhancements, as well as allow our IT staff time to focus on university strategic projects.

Office of Alumni and Career Services (OACS)

120+ Students Participate in Winter Work Shadow

More than 120 Lancers participated in this winter's Work Shadow program — a volunteer initiative for alumni and friends of the university that offers students a “day in the life”

shadowing opportunity in a career area. The program gives students the opportunity to discover more about the work world by exploring different types of organizations and career paths by interacting with professionals who guide the experience.

Lancer Learning Resources

Every Wednesday throughout the month of February dozens of students participated in Lancer Learning — a series of workshops that addressed topics about postgraduation life that aren't covered in the classroom. Designed to provide important information on how to “adult,” Lancer Learning brought industry experts to campus to share insight and knowledge, and to answer students' questions. From freshmen to graduate students, all were encouraged to attend these workshops to set themselves up for success. Topics included credit scores and why they're important, how to create a budget, filing taxes, and how to choose a good healthcare plan when starting a new job.

“Career Change Bootcamp” Service for Alumni

While recent years have been challenging, the OACS knows that for many they have been a time to reflect on career choices and goals, as well as to assess the potential for a career change. This spring the team is hosting a “Career Change Bootcamp” designed specifically for alumni. We will cover how to begin an initial skills assessment to see which careers are a good fit for current skills, how to create a resume and cover letter that focuses on transferable skills and abilities, use LinkedIn to tap the Longwood alumni network, and answer potential interview questions for a new industry. Registration is free to all alumni.

Longwood Black Alumni Association (LBAA) Kicks Off the Spring Semester with Multiple Opportunities to Engage with Minority Students

In February, LBAA partnered with the Office of Multicultural Affairs to both commemorate and celebrate Black History Month by hosting an event centered on networking, transformation, and embracing a bright and fulfilling future. In March, the executive board is hosting a weekend of engagement opportunities in Richmond.— Starting on Friday, March 18, they will host a prospective student event at Cristo Rey High School with the OACS and Admissions teams. Then on Saturday, in partnership with JCPenney, they will be hosting “College Suit Up”, a collaborative event with universities and colleges to provide students a special shopping experience for career wear.

University Analytics

Data Maturity on Campus

Several data projects are in the pipeline that will support Enrollment Management, Admissions and Assessment efforts on campus. The long-term data gathering and analyzing that these

projects entail make clear the need for continued effort in the areas of data governance and data integrity. We are encouraged by communications with other offices that demonstrate a desire to understand how changes in process can affect our data.

University Marketing, Communications and Engagement

Basketball Success Spurs Social Engagement Spike

The success of both men’s and women’s basketball has taken Longwood spirit and energy to an all-time high, and our strategic approach has helped translate that success into social engagement. While Longwood’s audience on primary social channels consists of many non-sports fans, seven of our top 10 most engaging Facebook posts since January 1 have been athletics-related. In fact, on Facebook, impressions (views) and engagements (likes/shares/etc.) are up nearly 40% over the same period last year. And on Twitter and Instagram, engagement is up ~135% and ~85%, respectively.

As you can see from this screenshot, our engagement is also outperforming competitors dramatically:

Name (Profile)	Likes ▾	Talking about
James Madison University	105,105	1,083
Longwood University	38,695	4,443
Radford University	37,024	328
University of Mary Washington	27,126	353

[Note: At the time of this report, men’s and women’s teams had just finished their regular season.]

New Advertising Arriving Soon at Richmond (RIC) Airport

In coordination with our partner firm, SPARK451, and on the heels of a robust digital ad campaign that will continue into the spring (including social, search, connected TV, and more), we will again run advertising at the Richmond Airport beginning in March and extending through early summer. The ads, which have a travel theme and will be seen in both the atrium and the TSA buckets, are designed to show our beautiful campus and enhance name recognition. Other out-of-home and traditional advertising this year has included ads at Top Golf and conference sponsorships, along with ads in *Virginia Living Magazine* and *Richmond Magazine*.



Student Affairs

Tim Pierson, Vice President

Highlights

- **Longwood Basketball elevates student spirit**
- **Black History Month Celebration**
- **National Pan-Hellenic Council Plot**
- **Impact of third year residency requirement**

The spirit of the Longwood student community has been set aflame by our men's and women's basketball team success. The students have whole-heartedly embraced the moment. Sell-out crowds have students showing up early to ensure themselves a seat in Willett Hall. Student organizations like the Student Government Association (SGA), Lancer Productions and Fraternity and Sorority Life (FSL) have helped ignite the student community. Visiting teams have recognized that a trip to Longwood has seemingly changed overnight! While the students continue their transition back to in-person activities the games provided the perfect venue to enjoy large group gatherings.

Black History Month is an opportunity to reflect upon and celebrate the history, achievements, contributions, culture, and legacy of African Americans. It serves as a reminder that African American history is American history and that the narratives of African Americans are integral to the story of America. Beginning with an inspiring keynote address by Dr. Stacey Pearson-Wharton about *When Intent Doesn't Equal Impact* to events like the open forum to discuss critical issues facing the African American community, the Harlem Nights cultural gala co-sponsored by Community-Humanity-Allyship-Networking-Grace-Equity (CHANGE), the multicultural club and organization council, the *Summer of Soul* film screening and discussion, and the networking event with the Longwood Black Alumni Association and current students with the theme of *Reflecting on the Past and Creating our Future*. These events were significant not only for their educational, cultural, and social impact, but also because they engaged students and helped bring campus together, one of our key goals this year in Student Engagement.

The National Pan-Hellenic Council (NPHC) hosted their Plot Dedication Ceremony on February 18th at the Clark House Intercultural Center. The plots are areas of land in honor of the nine member organizations of NPHC, also known as the Divine Nine. NPHC individual organizations

have worked to show their own colors, mottos, mascots, etc. that coincide with their values and history. At most Historically Black Colleges and Universities (HBCUs) plots are common on the main lawn of campus. At Predominantly White Institutions, (PWI's) they have been commonly placed at multicultural or intercultural centers. This is why the plots were placed outside of the Clark House Intercultural Center which also has additional meaning as the space honors the Clark family. Regardless of the type of college or university, plots are used to symbolize the important historic significance to not just the African American community, but the larger community as a whole.

The university's return to a three-year residency requirement has prompted changes in the apartment communities. Students expressed a need for greater independence with less oversight than what is offered in residence halls. A task force was appointed to make recommendations to align closer with the residential experience for upper class students. As a result, meal plan changes have been approved for fiscal year 2023 that focus on keeping costs affordable and increasing flexibility, fewer resident assistants will be assigned to the apartments and their role will be adapted, a new cloud based mobile application to submit work orders has been implemented offering real-time updates, and ProtoCall is now available offering 24 hour direct access to psychological services.

Assistant Vice President for Student Affairs (AVPSA)

The AVPSA is committed to making the *Executive Summary and Action Plan Reports* accessible to all via the Student Affairs website. (Go to <http://solomon.longwood.edu/studentaffairs/assessment--evaluation/formal-program-review-including-cas/>.) These reports coupled with the *Departmental Annual Report* and annual, online *Watermark Assessment Report* serve as evidence of compliance with the SACS-COC institutional performance expectations which is critically important to the ensuing reaffirmation accreditation process.

Dean of Students Unit

In support of the University's COVID-19 management, the Dean of Students assisted by coordinating resources and ongoing needs for students placed into isolation or quarantine in recent months. The Care Team likewise has assisted students with a variety of issues including medical absences, family and personal emergencies, mental health, academic and financial concerns.

Accessibility Resources

The Office restructured at the beginning of the spring 2022 semester in order to address the increasing needs of our student population. Students with disabilities now have three professional staff that are equipped to manage the rising demand and complex severity of the student's needs.

In response to the increased demand for services, results from an internal assessment, reported compassion fatigue among faculty and staff, and our commitment to fostering an inclusive campus environment the Office created an Advisory Board at the end of the fall 2021 semester which began meeting in February 2022. The Board is made up of faculty and staff representatives from all areas on campus.

Inclusive programming resumes in person this spring to increase awareness around accessibility, develop students with disabilities sense of belonging as it relates to their identities, and well-being support for all.

Residential and Commuter Life (RCL)

RCL has continued to provide educational programming in all communities, hosting over 1500 resident assistant-facilitated programs, 35 community-facilitated psychoeducational experiences, and publishing a residential student newsletter. Additionally, RCL has worked to rejuvenate commuter programming through a series of commuter student newsletters and a commuter student luncheon, an event that will include information regarding academic success, personal wellness, and an assessment of commuter student needs.

At the conclusion of the continuing student apartment registration process, the 3-year residency requirement has increased the apartment occupancy by 10 percent compared to last year. In support of increased occupancy, facility and furnishing improvement to the Lancer Park Clubhouse was completed to convert the space to an Interfraternity Council (IFC) Lodge to support Fraternity Life in the Lancer Park residential community.

Student Conduct and Integrity

Fall 2021 saw a total of 62 disciplinary cases. The Honor and Conduct Board made recommendations in 25 cases. Student demand for administrative resolution remains high, with the remaining 37 cases heard by Administrative Hearing and Agreed Resolution Officers.

Title IX / Drug & Alcohol Abuse Prevention Programs

Fifteen reports of notice have been received to date since December 1, 2021. One report has resulted in an informal resolution, while no notices have progressed to formal investigation or hearings. Several students have chosen to work with Longwood University Police Department (LUPD) and Farmville Police Department to proceed with criminal complaints. The majority of students have requested reasonable supportive measures, such as faculty notification of medical or legal related absences.

Student Engagement Unit

The Student Engagement staff continues commitment to work with students in a spirit of continued enthusiasm about Longwood with specific efforts toward three primary goal areas. Student energy and initiative continue to be a hallmark of Longwood students and a number of examples are included below.

While there are a number of reasons to celebrate, an ongoing discussion topic has been decreased involvement and engagement during the past two years by first year and sophomore students. There are probably a number of reasons and this provides both challenges and opportunities. As we move back to a three-year residential experience, this becomes even more important, both to the quality of students' experience and to their retention. Collaborative efforts are being pursued and planned with campus partners to identify ways to increase earlier and ongoing connections and engagement with and by students.

Re-energizing student life and celebrating Longwood traditions

The Late Night Breakfast in December during exams featured faculty and staff serving over 900 students for this annual event.

Energy has returned even more so this semester in the Upchurch University Center. It is overflowing with student use—students are using all available rooms to study and gather.

There are currently 165 active student organizations; 65 of them participated in a Spring Involvement Fair in late January. While there are still a large number of active student organizations, reaching first-year and sophomore students has also been a challenge for a number of them.

Successful programs and collaborations continue including weekly Lancer Productions programs and a wide range of activities by clubs and organizations. The Gaming Club has been particularly active this year. An Alternative Breaks trip during spring break had students doing environmental work in the Everglades.

Greek student GPA's continue to exceed all-campus averages. College Panhellenic Council (CPC) spring 2022 Recruitment yielded a 74% retention rate, very similar to recent years, which is a positive outcome given fewer students who participated in the process. One hundred new members joined a CPC Chapter in spring 2022, compared to 106 in spring 2021. Thirty nine new members joined an IFC Chapter in spring 2022, compared to 28 in spring 2021. In spring 2022, 638 students are affiliated with FSL Groups compared to 667 in spring 2021. The fluctuation in membership numbers is similar to what other campuses are experiencing. NPHC member statistics are not available at this time since their intake membership process is ongoing this semester. Two exciting developments have been the creation of NPHC "plots" at the Clark Intercultural Center that were dedicated in mid February and the creation of an IFC Lodge at the

repurposed Lancer Park Clubhouse. Both of these projects have been affirming to these groups of students.

SGA has been committed to staying current about students' experiences and acting on feedback to improve campus life, especially in the areas of diversity, equity, and inclusion, student housing and residence life, and student well-being. They have also enjoyed the opportunity to provide feedback on the Quality Enhancement Plan (QEP) proposals. Focused support continues to be offered to the first year and sophomore class councils.

Information about opportunities to volunteer in the Farmville community continues to be made available to students. The Big Event, a day of service led by students, will return this March.

Focusing on Student Well-Being

Encouraging self-care and attention to personal well-being, broadly defined, is integrated in ongoing efforts through work with students and student groups in leadership training and student staff development.

CHANGE continues to provide support and advocacy to student leaders of 17 multicultural student organizations.

Well-Being is being regularly mentioned and encouraged in and by SGA. It was a focus area of their February retreat and they are publicizing the new Well-Track app and Mental Health Crisis Hotline.

Longwood Recovers, a grant-funded program, provides education and support to assist students in, or considering, recovery from alcohol and/or other substance use issues, continues to grow in campus recognition. A lounge space has been created in the Upchurch University Center for students to have a private place to connect.

Supporting Diversity, Equity, and Inclusion efforts

A meeting was facilitated in January between CHANGE and President Reveley to share ideas and perspectives of underrepresented students. A bi-weekly affinity group meeting is held with Longwood Student Athletes of Color and collaborations occurred with Longwood Women's Basketball for the inaugural Barbara Johns game and the Pink Out game to support cancer research.

The MLK Service Challenge in January featured 10 service sites in the local community and 65 student participants.

Black History Month activities included: Let's Talk about It; Harlem Nights Gala at the Moton Museum; Movie Night: Summer of Soul; Vigil for Trayvon Martin; and a networking event with the Longwood Black Alumni Association (LBAA). Additionally, supplies were collected for

Afghan refugees—donations consisted of backpacks and school supplies for young people. Planning has begun for Women’s History Month and other upcoming celebrations.

Ongoing engagement continues with the LUPD via the Community Policing Task Force.

Well-Being Unit

Campus Recreation

Daily usage of the Health & Fitness Center has increased this semester which contributes to campus vibrancy, spirit, and well-being. More than 200 Sport Club leaders and participants completed the required *Step Up To Hazing* Canvas course module with an average pre-test/post-test improvement rate of 23%. Campus Recreation coordinated with the Alternative Breaks Club to lead a week long environmental service trip for 11 students to Death Valley National Park, California. The Longwood Disc Golf Course hosted its first ever PDGA-sanctioned tournament with 74 competitors from across the region, including 5 professional disc golfers. With a new fitness floor iPad station, Campus Recreation is providing two new workouts each week, and the entire series is accessible at any time. This provides a resource at no added cost to those who might be unsure of what to do in the gym and actively promotes participation in the personal training program. Thanks to coordination with SGA, 20 new bikes have been added to the Longwood Bikes fleet offering bike rentals for students at no added cost.

Counseling and Psychological Services (CAPS)

The SAMHSA (Substance Abuse and Mental Health Services Administration) grant expands the CAPS team and services to the Longwood community. This grant-funded service has decreased the load on CAPS, LUPD, and RCL and has provided more immediate care to Longwood students in psychological distress or crisis.

Longwood University Police Department (LUPD)

The LUPD received a grant that will fund the upgrade of our hand-held radios. These radios are digital, and are the same brand and type as Farmville Police Department and Prince Edward County Sheriff Office upgraded to recently. This will allow us to monitor all local emergency radio traffic and respond quickly to situations that can affect our campus.

Informational Items

Report from Faculty Representative to the Board of Visitors, March 18, 2022
Lee Millar Bidwell, Professor of Sociology

Although primarily an undergraduate institution, graduate education has played an important role at Longwood University for almost 7 decades. The first graduate programs were approved in 1955-1956. In those first years, we offered Master of Arts and Master of Science degrees in Education, with degree tracks in Education, English, History, Biology, Mathematics, and Music. Today Longwood offers eight master's degree programs. This report highlights graduate programs at the University and the work graduate faculty do recruiting, supporting, mentoring, and teaching this diverse group of students.

Graduate Programs: Let's begin with a brief summary of the graduate programs at Longwood.

- *Master of Business Administration:* The newest addition to the College of Graduate and Professional Studies, this fully on-line degree program offers 4 tracks—general, data analytics, real estate, and marketing.
- *Master of Education in Reading, Literacy & Learning:* This fully online degree program combining synchronous and asynchronous course delivery focuses on producing teachers equipped to teach literacy across the curriculum and serve as literacy coaches.
- *Master of Education in School Librarianship:* One of only two such degree programs in the Commonwealth, this program offers courses to cohorts of students in the communities where they live and work delivering in-person Saturday courses combined with online instruction throughout the week.
- *Master of Science in Communication Sciences and Disorders:* Accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, this two-year program offers students an in-person, on campus clinic experience in year one and a more flexible hybrid format for the second year.
- *Master of Science in Counselor Education:* Offering tracks in Mental Health Counseling and School Counseling through face-to-face instruction this CACREP accredited program prepares students to become Licensed Professional Counselors (LPC) in Virginia and a VDOE licensed School Counselor for students in that track.
- *Master of Science in Educational Leadership:* This hybrid program offers intensive social justice focused coursework to prepare teachers for careers as central office specialists, principals, and school superintendents and leads to the VDOE Administration & Supervision endorsement.
- *Master of Science in Health and Physical Education:* This fully online program prepares students to meet the requirements for the Virginia Postgraduate Professional license and offers students pathways to become Certified Adapted P.E. Specialists and Certified Health Education Specialists.
- *Master of Science in Special Education:* Designed for beginning and mid-career teachers, this degree program with both online and on-campus course delivery offers 5th year, licensed teacher, and initial licensure tracks.

Recruiting, Teaching, Mentoring, and Supporting: Graduate students have quite diverse backgrounds, experiences, goals, and demands compared to undergraduate students. Some students are entering a graduate program directly following their undergraduate degree, while others have been out of school for quite some time; some students have an undergraduate background in their graduate discipline, and others are pursuing a completely new course of study; some students have full-time jobs and families, whereas others do not; some students want to pursue graduate studies full-time, and others need the flexibility to attend part-time or to start and stop the degree program to accommodate other demands in their lives; some students prefer an in-person learning experience, others want the flexibility of a hybrid or fully online program. Simultaneously meeting the needs of all of these students requires a variety of approaches and resources.

- *Recruiting Students:* Graduate recruiting strategies are largely tailored to their client base and involve intense faculty-student interaction. Faculty spend a great deal of time talking with prospective students individually, helping them understand the program and how it can help them achieve their career goals and blend with their work and family circumstances. In some programs graduate faculty also visit undergraduate classes to encourage students to consider applying, in other programs faculty meet with school district officials to identify ways they can partner to help divisions meet their needs. Graduate faculty also promote their programs through posts to social media (e.g., Facebook and Instagram), campus Open Houses, and on-site interest meetings. The MBA program employs an external consulting group, Academic Partnerships, to assist with advertising, as well as identifying and recruiting potential students. Graduate program coordinators work closely with the Office of Graduate and Professional Studies, the Registrar's office, Financial Aid, Admissions, Information Technology Services, the Digital Education Collaborative, and other campus partners to ensure students have outstanding customer service from application to graduation.
- *Supporting, Mentoring, and Teaching Students:* As evidenced in the program descriptions, graduate students are supported through flexible course delivery modes (in-person, hybrid, and online), options to attend full- or part-time, and offering courses in condensed time frames rather than a traditional 15-week semester. Faculty mentor students in a myriad of ways including: getting to know students' situations to be sensitive to their needs; sending tailored emails notifying students of job openings and grant opportunities; offering office hours in the evenings and on weekends; providing timely feedback on student assignments; coaching students on preparation for certifications and licensing exams; and helping students develop and sustain lasting relationships with their cohort colleagues and their professors. Graduate faculty design innovative practical assignments and curriculum requirements that foster career development. As one graduate program director explained: "In short, everything we do is iterative and adaptive based on individual and cohort needs. The program is in constant evolution yet maintains relevance and high levels of rigor that students want." The demands of teaching in a graduate program are significant and the dedication of our graduate faculty to their students and the University are beyond measure.

Creating American Scholars: Longwood's Civitae Core Curriculum and the Pursuit of the Emersonian Ideal in the Twenty-first Century

Sean Barry, Associate Professor of English

Submitted as part of Longwood's Phi Beta Kappa application, January 2022

In 2018, to better serve its mission of creating "citizen leaders," Longwood University faculty inaugurated a bold new idea of general education that would make the liberal arts fundamental to the experience of every Longwood student. The bold idea: structuring the full arc of undergraduate education as a training ground for the contentious, always unfinished project of participatory democracy. The bold name: Civitae Core Curriculum, a neologism that playfully evokes the Latin nouns *civitas* and *vita*.

Civitae (as it's generally called on campus) affirms Ralph Waldo Emerson's proposal in "The American Scholar" that a college education should "aim not to drill, but to create," by calling on students to fashion connections among the liberal arts and so to discover new knowledge. Rather than emphasizing the passive absorption of course content, Civitae emphasizes what Longwood University President W. Taylor Reveley IV has described in a recent op-ed as "those incisive arts of questioning and reasoned analysis" that are indispensable to participatory democracy (See Appendix E: Presidential Publications). In the past four years, Civitae has given new meaning to the Emersonian ideal of college education as a fundamentally creative, democratic endeavor undertaken by individual students alongside and in service of their communities. By extending this ideal to a new, diverse group of students who come from disparate socioeconomic backgrounds and are often first-generation college students, Longwood is putting the liberal arts in the hands of a population that is eager to take up these tools to shape their communities and the world in the years to come.

Civitae yokes a vital concept from the political vocabulary of republican Rome to a Latin loan word that still describes the course of an individual life. Civitae, then, names the reciprocity between the fate of the *civitas* and the flourishing of individual citizens' *vitae*, the inextricable bonds between the collective and the individual. In adopting and continuing to develop the Civitae curriculum, faculty, administrators, and academic staff express Longwood's

collective faith that those bonds and the responsibilities they entail become visible to our community of learners through a sustained and civic-minded study of the liberal arts.

Civitae asks students to envision that undertaking as analogous to the multi-layered neoclassical façade of the Rotunda, the oldest and most prominent academic building on Longwood's campus. Likening the liberal arts to an edifice might appear antithetical to the ethos of "The American Scholar." To be sure, Emerson's Phi Beta Kappa oration takes pains to distinguish intellectual creativity from those rote forms that substitute a book for thinking, a statue for a hero, or a college for a community of learners. Elsewhere in his writings, however, Emerson frequently credits architecture and statuary as playing a formative role in our aesthetic education. In "Character," for instance, he compares our grasp of abstract moral qualities to our experience of a great building. The totality becomes intelligible only through repeated changes of perspective and attention to the accumulated relations among its parts. Similarly, we liken Civitae to an abstracted image of the Rotunda building in order to help students recognize the liberal arts as far more than a series of individual courses.

In Civitae, a distinctly American tradition of the liberal arts comes alive as a collective effort among students, faculty, administrators, and staff to create an architecture of curiosity and inquiry and to enact those embodied rituals and communal rhythms that constitute the life of the mind. Civitae takes as its "foundation" a pair of first-year seminars in college writing and the study of citizenship. These courses invite students to enter academic life, to familiarize themselves with research and communication as the indispensable basis of scholarship across the disciplines. What's more, students learn to regard these foundations not simply as a threshold to life within the University but also as a gateway that connects essential techniques of research, reasoned analysis, and persuasion to daily life in our democracy. Students undertake these foundation courses alongside a series of six "Pillar" courses in the arts and sciences that introduce disciplinary inquiry through the study of scientific reasoning, aesthetic expression, mathematical reasoning, historical and contemporary inquiry, human behavior and social institutions, and global citizenship through the study of world languages. Students build upon their work in each of these Pillar courses with a spectrum of intermediate-level, multidisciplinary, and team-taught "Perspectives" courses. At the Perspectives level, Civitae

challenges students to move beyond the casual encounter with disciplinary knowledge. The Perspectives-level curriculum creates a series of landing places from which to recognize relations and make connections. Foregrounding the value of review and synthesis, these courses provide students with a platform from which to recognize how collaboration among the disciplines supports more advanced forms of research, much as the tympanum makes visible the balance and cumulative strength manifest in a series of individual pillars. In these courses, students are encouraged to repeatedly undertake dialectical inquiry, triangulating domains of knowledge that too often appear unrelated but whose “free play,” in fact, represents the essence of the adjective *liberal* in our understanding of the liberal arts. From these connections achieved at the perspectives level, Civitae proceeds to a culminating “Symposium on the Common Good,” wherein students from across the university investigate civic and global issues through the prism of an annual, campuswide theme. In 2019, under the rubric of “E Pluribus Unum,” students enrolled in semesterlong study of such topics as “Mathematical and Statistical Modeling in Public Discourse,” “Social Media Activism,” and “Power of the Press.”

Each year, this symposium requires students and faculty to *re-build*, as it were, a framework for addressing the interplay between academic and civic life. The “Symposium for the Common Good” makes explicit those processes of reinvention and reconstruction central to the vitality of Longwood—processes intrinsic both to the creation of a core curriculum and to the literal rebuilding of the Rotunda from the ashes of a devastating fire in April 2001. Far from a wooden and lifeless allegory, then, the Rotunda emblem helps students grasp the Civitae Core Curriculum as an essentially creative undertaking, linking the visual rhetoric of neoclassicism to an institutional history of rebuilding. Students recognize the Rotunda as more than simply brick and mortar, wood and steel. In its figure, they recognize a shared aspiration perpetually remodeled and reconstructed by those who pass between its columns and among its halls. By linking Civitae to that imaginative prospect, Longwood fosters a democratic vista of the liberal arts as something evermore about to be. That potential cannot be reduced to a calendar of individual courses, examinations, and events, nor to a landscape of classrooms, residence halls, libraries, and greenery. Instead, Civitae urges students to imagine the liberal arts as a collective atmosphere of inquiry that we must breathe into these times and spaces of college life.

Making those aspirations central to a liberal arts education in the twenty-first century demands channeling our hope and creativity into painful reckonings. Among these is the unresolved tension between our conviction that the liberal arts train us for participatory democracy and our acknowledgement of stubbornly persistent inequalities of educational opportunity. Positing that genius is “not the privilege of here and there a favorite, but the sound estate of every man[.]” “The American Scholar” highlights the unfulfilled democratic promise of higher education. Emerson prepares us to question the lesson he would impart, invites us, in fact, to remake the meaning and identity of the American scholar. In remaking that ideal, it remains urgently necessary to extend the privileges and burdens of scholarship to *all* whose hearts are set racing by the fluxes and refluxes of the liberal arts.

The histories of privilege and exclusion that have shaped American higher learning can feel uncomfortably close and inspiringly present at an institution such as Longwood. Our campus sits only a few miles from High Bridge, site of one of the final defeats of the Confederacy, and blocks from Robert Russa Moton High School, where Black student-activists staged a walkout in protest of the dilapidated condition of their school and ultimately helped propel school segregation before the Supreme Court when 117 Moton students were named as plaintiffs in one of the five cases consolidated under *Brown v. Board of Education*. Transformed by a rails-to-trails project, the High Bridge has become a State Historic Park, while Moton High School has been designated a National Historic Landmark and gradually taken shape as an award-winning museum commemorating “the birthplace of America’s student-led civil rights revolution.” It might be tempting to note that a defeated Confederacy retreated to Appomattox Courthouse marching west on High Street along the northern border of Longwood’s campus and to observe that, less than a mile south, civil rights protestors marched forth from the classrooms of Moton High School onto Main Street, tracing what is now the southern boundary of the University. Our commitment, however, to an Emersonian ethos of the liberal arts requires a more complicated image of Longwood’s place in these histories.

To survey Longwood’s place in the histories of Farmville, Prince Edward County, Virginia, and the United States demands difficult reckonings. To be sure, Longwood has borne witness to instances of moral clarity that defy familiar efforts to cloak historical injustice in that

species of relativism that makes context an alibi for inhumanity. Alongside the protests of students from Moton High School and leaders in the Black community, we might hear the strident voice of C. Gordon Moss, professor of history (1944-69) and resolute opponent of school closure and segregation. In contrast with lonely figures like Moss, Longwood's institutional history in matters of race has more often ranged from complicity in others' explicit racism, including during "massive resistance" and the five-year closure of Prince Edward County public schools, to more active exploitation of structural racism manifest in the university's subsequent exercise of eminent domain to expand its campus in the late 1960s, displacing Black community members from their homes in the process.

In the past two decades, Longwood has pursued a sustained program aimed at publicly acknowledging and redressing this history of structural racism. That work began with contributions by Longwood faculty to the work of establishing the Moton Museum. Longwood and Moton were formally affiliated after Longwood's Board of Visitors marked the fiftieth anniversary of the Prince Edward County Schools reopening in 2014 by issuing a formal apology for the University's inaction throughout the period of "massive resistance" and school closure, by committing to a partnership with the museum, and by establishing a Moton Legacy scholarship program to provide financial assistance for Longwood students who demonstrate a commitment to equality of opportunity in education.

This collaboration has reshaped our campus as well as our curriculum. In 2018, the same year Civitae was inaugurated, Longwood erected a neoclassical plinth on High Street opposite the Rotunda—a Freedom Monument that commemorates not only the Moton strikers and the generation of students who were locked out of their schools but also another revolutionary thinker and resident of Prince Edward Country, Patrick Henry. The memorial thus links a member of America's founding generation to a generation of protestors who demanded equal protection under the law, and so incorporates into our campus and our community the memory of Virginians who, in distinct ways, expanded freedom for all Americans. Strikingly for many students, the Freedom Monument stood in direct juxtaposition to a monument—since partially removed by the town—honoring Confederate soldiers just steps away. Museums and monuments and those we choose to emulate do, in fact, matter.

The collaboration between Moton and Longwood also helped inform the Civitae curriculum, garnering national recognition in 2019 with the award of a grant from the Teagle Foundation that has funded faculty development of Civitae courses that use the resources of the Moton Museum to interrogate the meaning of citizenship through the study of the Fourteenth Amendment. The Teagle Foundation's generosity has helped enable faculty to craft a vibrant range of courses in the study of citizenship, as well as college writing, American history, rhetoric, sociology, geography, and more. In fall 2021, the university inaugurated an interdisciplinary program and minor in U.S. Race and Ethnic Studies, designed and directed by faculty of color from the Department of English and Modern Languages and the Department of Social Work. Looking ahead, Longwood has begun a collaborative "Bicentennial Initiative." This ongoing project combines research, teaching, and community outreach as a means of reckoning honestly with Longwood's institutional history through the use of digital mapping, oral history, and archival study in advance of the university's 200th anniversary in 2039. In addition, Longwood will continue to create and recreate institutional history. The University has set goals to redress histories of racial disparity in hiring among its administrators, faculty, and staff. Please see Appendix B: Longwood Diversity Strategic Plan for details on the initiative.

These important and lasting changes have precedent in a history of profound transformations at Longwood since 1839. In that year, the Farmville Female Seminary was founded—just two years after Emerson delivered his Phi Beta Kappa oration before the president and members of Alpha of Massachusetts. In contrast to the curriculum Emerson advocated from the rostrum of the First Unitarian Church in Cambridge, the Female Seminary cultivated what were then politely described as the "accomplishments" of young women destined for lives among a racially and economically homogeneous elite. In a historical moment when a vanishingly small fraction of the American public could expect such an education, female seminaries like the one established in Farmville can be seen as exemplifying precisely the "apprenticeship" to prior knowledge Emerson excoriates in "The American Scholar." But if the Farmville Female Seminary was fundamentally incompatible with Emerson's creative aspirations and gendered assumptions about higher education, it would nonetheless gradually come to aspire to much that defines Emerson's stated ideal. Facing financial ruin after the Civil

War, the Farmville Female Seminary was the only private college absorbed by the Commonwealth of Virginia during the Reconstruction era and was reshaped as the State Female Normal School in 1884. That transformation, initiated by the superintendent of Virginia schools in the interest of meeting the Commonwealth's demand for qualified public-school teachers, would prove at once ephemeral and lasting: The women's college in Farmville would experience a dizzying series of name changes, but its commitment to educating teachers would prove durable.

That legacy is manifest in a plaster cast of Henri Michel Antoine Chapu's sculpture, *Jeanne d'Arc à Domrémy* (c. 1870-72) prominently displayed in the Rotunda. Purchased by the Class of 1914 as a gift to the Normal School, identical casts were soon acquired by each of Virginia's four Female Normal Schools, but the sculpture's appeal has proven distinctively lasting and open to revision for successive generations at Longwood. Whereas the gender norms manifest in Chapu's devout, pastoral, and resolutely feminine depiction of Joan of Arc explain why so many women's teacher colleges in Virginia acquired copies of the work, the statue has continued to occupy a central place in the Rotunda and in the imaginations of Longwood students, surviving coeducation in the 1970s, a catastrophic Rotunda fire of 2001, the transition from Longwood College to Longwood University the following year, and the continuing expansion and diversification of the student body and intellectual transformation of students served by this institution.

While Emerson envisions the American scholar in unprecedentedly democratic terms, his defense of the genius of the common life and ordinary citizens remains imperfectly realized in higher education today. Longwood University seizes that potential as our opportunity to contribute to the shaping of American scholars for the next century. Our students are distinctive. In recent years, Pell Grant recipients have frequently constituted between one-quarter and one-third of undergraduates. More still matriculate to Longwood from Title 1 schools. Nearly 30 percent are the first in their family to attend college. By developing a range of programs hosted by the Office of Multicultural Affairs and Office of Accessibility Resources, Longwood seeks to foster an atmosphere of equity and inclusion in which students can experience differences of race and culture, of gender and sexuality, of neurodiversity, of

socioeconomic background and academic preparation as the basis for undertaking intellectually engaging conversations about civic issues.

Diversity, inclusion, and belonging are central to making the classroom a space for transformative and creative exchanges. Those values are central to Civitae, to the newly launched U.S. Race and Ethnic Studies minor, and to Longwood's commitment to increase diversity among faculty and administrators. A sense of inclusiveness and belonging among students who bring diverse experiences and identities to the classroom, moreover, represents a prerequisite to the study of the liberal arts as a resource for sustaining an open, democratic society. The human scale of classrooms at Longwood makes this challenging work considerably less daunting. Boasting the highest percentage of courses with fewer than twenty students among public universities in the Commonwealth (driven by Civitae Core Curriculum classes capped at 25 students or fewer), Longwood faculty recognize their students by name and students learn to recognize themselves as actively participating in the creation of their education rather than as passive recipients.

That creative work extends beyond our campus in Farmville. It is carried out through the study of citizenship, the rule of law, and civil rights at the Moton Museum. It unfolds at the recently dedicated Gerald L. Baliles Center for Environmental Education at Hull Springs, where students and faculty immerse themselves in the study of hundreds of acres of forest, wetlands, and wildlife, aided by an advanced research facility. It takes place across the United States in "Brock Experiences," an expanding repertoire of immersive, citizenship-focused courses that take Longwood students and faculty to the nearby Chesapeake Bay, Yellowstone National Park, the San Francisco Bay Area, Boston, Tucson, and Alaska. In Brock Experiences, students confront civic and global issues in conversation with stakeholders who must negotiate questions concerning the stewardship of public lands, genetics research, arts and culture, immigration, and more. And it extends across the globe in study abroad programs that foster the study of language and culture.

As memorable as students find these experiences away from campus, the residential college campus remains the indispensable locus for liberal arts education at Longwood. In ways large and small, Longwood enlarges students' frame of reference by bringing controversy,

creativity, and intellectual vitality to that campus. These include not only a singular event such as the 2016 U.S. Vice Presidential Debate, which transformed every facet of campus life and demanded years of preparation, but also the regular celebration of the John Dos Passos Prize in Fiction, awarded annually since 1980 with a reading, question-and-answer session, and reception. In different ways both the Vice Presidential Debate and the Dos Passos Prize bring Longwood students into conversation with prominent public figures, ranging from cable news anchors and national politicians to a diverse roster of literary artists that has recently included such luminaries as Colson Whitehead, Sherman Alexie, Ruth Ozeki, and Rabih Alameddine.

Longwood students regularly express a sense of surprise and possibility in response to these and other cultural, artistic, and scholarly events that all too easily fade into the daily round of Longwood's academic calendar. Such events give flesh and blood to the life of the mind for our students. They include the staging of a Shakespearean play on campus by the American Shakespeare Center each fall; the performance of orchestral music in Jarman Auditorium by the Richmond Symphony; the marathon reading of *Paradise Lost* by a rotating cast of students, faculty, and community members on the lawn in front of Grainger Hall; and the campuswide Oktoberfest celebration that provides a showcase for myriad artistic creations and cultural performances. Often movingly attuned to the novelty of these experiences and to the ways in which they bind them as a community, Longwood students find these communal experiences of the liberal arts help them fashion themselves as American scholars. They prime our students to create new knowledge; to recognize themselves as not merely consumers but as respondents to art, culture, and research; to see themselves as participants in conversations that connect us to distant times and places.

The participatory nature of campus life is also enacted in the ceremonies and rituals that take shape on campuses with long histories. In late summer, first-year students gather with faculty and fellow students pledging to observe and maintain their deeply entrenched honor code. Each autumn students decorate the caps of graduating seniors for Convocation exercises, festooning their peers' mortarboards with baroque arrangements of images and objects that represent the graduates' enthusiasms and courses of study. Gazing across a sea of inventions rising from caps precariously balanced on students' heads, we see here an aspiring teacher's

passion for literacy in a stack of alphabet blocks; there a future nurse's experiences administering Covid-19 vaccinations commemorated in a replica hypodermic needle balanced atop his head. Close up, an intricately crafted, miniature copy of the Constitution tells classmates that a young woman will study law; and from across the assembled crowd, a popsicle stick model of the Eiffel Tower announces a student's transformative experience of study abroad. Ephemeral as those inventions typically prove, graduates are often able to recall in loving detail their classmates' creations decades later.

They also regularly recall the experience of rubbing the plaster hands of Chapu's *Jeanne d'Arc*. Over decades that plaster has received the pressed hands, prayers, and aspirations of Longwood students and faculty by the thousands, wearing the surface thin and requiring painstaking restoration. Longwood sustains that ritual of touch in the faith that the liberal arts extend a promise that a casual appeal for good luck might transform into something more profound: a sense of communion with generations of scholars striving to create lives filled with meaning. In 1927, Chapu's sculpture was joined on campus by a miniature bronze cast of Anna Hyatt Huntington's equestrian statue, *Joan of Arc*, dubbed by students "Joanie on the Pony." Chapu's sculpture, thereafter became "Joanie on the Stony," and the two sculptures laid the foundation for an ethos of service and self-sacrifice that would inform the adoption of Joan of Arc as Longwood's patron hero.

Our embrace of that hero took on added significance in 2018, when Longwood unveiled a new monumental bronze sculpture by the Scottish artist Alexander Stoddart. In selecting Stoddart to create a third statue of Joan of Arc, the University embraced an artist equally well-known for crafting prominent memorials to figures who embody the liberal arts as for creating controversy. Stoddart courts disagreement in an artistic medium that more often seeks consensus, as when he chose to drape the philosopher David Hume in a toga and perch him on a pedestal along Edinburgh's Royal Mile. To the scholars who know Hume's philosophy best, Stoddart's sculpture seems to miscast the thinker as antique or backward-looking, but the sculpture has also paradoxically afforded those scholars repeated opportunities to bring Hume's resolutely modern philosophy before the British public in media interviews, commentary, and editorials. Stoddart shares our sense that the freedom of thought cultivated

by the liberal arts entails not merely painstaking curatorial work to memorialize the past but also an openness to disagreement, reassessment, and debate. His Joan of Arc embodies this understanding in its contrast and distinctness from the two statues that preceded it on Longwood's campus. Stoddart depicts an androgynous Joan, a choice that he has described as his response to reading the inquisitorial records and struggling to understand the preoccupation throughout Joan's trial with her choice to wear men's clothing. In seizing on this detail, Stoddart not only evokes a facet of the hero that had gone unremarked in either Chapu or Hyatt's works of considerable interest to students today, but also models for us the way that the liberal arts bring history and art into electrifying dialogue.

It's too soon to say what rituals might spring up around Stoddart's Joan of Arc, but we can already see that sculpture coming into focus as part of a larger imaginative prospect that includes Chapu's and Hyatt's statues, the Freedom Monument on High Street, the sea of elaborately decorated mortarboards of graduating seniors at Convocation, the Rotunda, and so much more. To walk from one end of Longwood's campus to another is to repeatedly encounter Joan of Arc as part of a physical and intellectual landscape. Chapu's statue is among the first things students see when they enter the Rotunda building, surrounded by the departments of History, Political Science and Philosophy; Mathematics and Computer Science; Sociology, Anthropology, and Criminal Justice Studies; and Psychology. In a corridor at the rear of the Rotunda, just a short flight of steps away from the Department of English and Modern Languages, each day students pass Hyatt's bronze. And at the southern end of Brock Commons, the central promenade that stretches the length of the main campus, Stoddart's sculpture rises, as if looking out across the buildings that house the departments of Music, Art, Theatre, and the natural sciences, as well as residence halls, Greenwood Library, Dorrill Dining Hall, Upchurch University Center, and so much else besides. In "Character," Emerson writes, "I look on Sculpture as history. I do not think the Apollo and the Jove impossible in flesh and blood. Every trait which the artist recorded in stone, he had seen in life and better than his copy. We have seen many counterfeits, but we are born believers in great men." These statues invite Longwood students to see the prismatic quality of the greatness Emerson describes, to

recognize the varied coloring that the objects of our study assume when we repeatedly examine them through the disciplinary lenses of the liberal arts ranged across our campus.

Two decades into the twenty-first century and in the midst of a global pandemic that has increasingly pushed the world online, Longwood's campus bodies forth our continuing commitment to a college education that is both residential and grounded in the liberal arts. That commitment to an embodied experience of the liberal arts has guided the adoption of the Civitae curriculum, the creation of works of art that bring students into contact with material expressions of our community's values, as well as a series of recent investments in residence halls, classrooms and faculty offices, and a university center. We build these spaces in anticipation that they will become scenes of exchange—from casual conversations to capstone presentations—where passionate young scholars will create something without precedent. The best of those young scholars will fulfill the burden that Emerson placed upon the members of Alpha of Massachusetts in 1837. By proposing a new chapter of Phi Beta Kappa at Longwood, we aim to acknowledge those students, to provide them with the language to name that special sense in which the love of wisdom not only guides an individual life but also allows us to transcend seeming divisions of place, privilege, or generation. As members of Phi Beta Kappa, we submit this application with the hope that those Longwood students will help to diversify the fellowship of American scholars that has shaped our own lives and that we regard as an invaluable resource for fostering connections between the life of the mind and the life of our republic.



<http://digitalemerson.wsulibs.wsu.edu>

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The American Scholar

THE AMERICAN SCHOLAR.

This address was delivered at Cambridge in 1837, before the Harvard Chapter of the Phi Beta Kappa Society, a college fraternity composed of the first twenty-five men in each graduating class. The society has annual meetings, which have been the occasion for addresses from the most distinguished scholars and thinkers of the day.

Mr. President and Gentlemen,

I greet you on the recommencement of our literary year. Our anniversary is one of hope, and, perhaps, not enough of labor. We do not meet for games of strength[1] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_1_1) or skill, for the recitation of histories, tragedies, and odes, like the ancient Greeks; for parliaments of love and poesy, like the Troubadours;[2] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_2_2) nor for the advancement of science, like our co-temporaries in the British and European capitals. Thus far, our holiday has been simply a friendly sign of the survival of the love of letters amongst a people too busy to give to letters any more. As such it is precious as the sign of an indestructible instinct. Perhaps the time is already come when it ought to be, and will be, something else; when the sluggard intellect [20] of this continent will look from under its iron lids and fill the postponed expectation of the world with something better than the exertions of mechanical skill. Our day of dependence, our long apprenticeship to the learning of other lands, draws to a close. The millions that around us are rushing into life cannot always be fed on the sere remains of foreign harvests.[3] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_3_3) Events, actions arise that must be sung, that will sing themselves. Who can doubt that poetry will revive and lead in a new age, as the star in the constellation Harp, which now flames in our zenith, astronomers announce, shall one day be the pole-star[4] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_4_4) for a thousand years?

In the light of this hope I accept the topic which not only usage but the nature of our association seem to prescribe to this day,—the American Scholar. Year by year we come up hither to read one more chapter of his biography. Let us inquire what new lights, new events, and more days have thrown on his character, his duties, and his hopes.

It is one of those fables which out of an unknown antiquity convey an unlooked-for wisdom, that the gods, in the beginning, divided Man into men, that he might be more helpful to himself; just as the hand was divided into fingers, the better to answer its end.[5] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_5_5)

The old fable covers a doctrine ever new and sublime; that there is One Man,—present to all particular men only partially, or through one faculty; and that you must take the whole society to find the [21] whole man. Man is not a farmer, or a professor, or an engineer, but he is all. Man is priest, and scholar, and statesman, and producer, and soldier. In the *divided* or social state these functions are parceled out to individuals, each of whom aims to do his stint[6] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_6_6) of the joint work, whilst each other performs his. The fable implies that the individual, to possess himself, must sometimes return from his own labor to embrace all the other laborers. But, unfortunately, this original unit, this fountain of power, has been so distributed to multitudes, has been so minutely subdivided and peddled out, that it is spilled into drops, and cannot be gathered. The state of society is one in which the members have suffered amputation from the trunk and strut about so many walking monsters,—a good finger, a neck, a stomach, an elbow, but never a man.

Man is thus metamorphosed into a thing, into many things. The planter, who is Man sent out into the field to gather food, is seldom cheered by any idea of the true dignity of his ministry. He sees his bushel and his cart, and nothing beyond, and sinks into the farmer, instead of Man on the farm. The tradesman scarcely ever gives an ideal worth to his work, but is ridden[7] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_7_7) by the routine of his craft, and the soul is subject to dollars. The priest becomes a form; the attorney a statute-book; the mechanic a machine; the sailor a rope of the ship.

In this distribution of functions the scholar is the delegated intellect. In the right state he is *Man* [22] *Thinking*. In the degenerate state, when the victim of society, he tends to become a mere thinker, or, still worse, the parrot of other men's thinking.

In this view of him, as Man Thinking, the whole theory of his office is contained. Him Nature solicits with all her placid, all her monitory pictures. [8] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_8_8) Him the past instructs. Him the future invites. Is not indeed every man a student, and do not all things exist for the student's behoof? And, finally, is not the true scholar the only true master? But as the old oracle said, "All things have two handles: Beware of the wrong one." [9] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_9_9) In life, too often, the scholar errs with mankind and forfeits his privilege. Let us see him in his school, and consider him in reference to the main influences he receives.

I. The first in time and the first in importance of the influences upon the mind is that of nature. Every day, the sun; [10] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_10_10) and, after sunset, Night and her stars. Ever the winds blow; ever the grass grows. Every day, men and women, conversing, beholding and beholden. [11] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_11_11) The scholar must needs stand wistful and admiring before this great spectacle. He must settle its value in his mind. What is nature to him? There is never a beginning, there is never an end, to the inexplicable continuity of this web of God, but always circular power returning into itself. [12] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_12_12) Therein it resembles his own spirit, whose beginning, whose ending, he never can find,—so entire, so boundless. Far too as her splendors shine, system on system shooting [23] like rays, upward, downward, without center, without circumference,—in the mass and in the particle, Nature hastens to render account of herself to the mind. Classification begins. To the young mind everything is individual, stands by itself. By and by it finds how to join two things and see in them one nature; then three, then three thousand; and so, tyrannized over by its own unifying instinct, it goes on tying things together, diminishing anomalies, discovering roots running under ground whereby contrary and remote things cohere and flower out from one stem. It presently learns that since the dawn of history there has been a constant accumulation and classifying of facts. But what is classification but the perceiving that these objects are not chaotic, and are not foreign, but have a law which is also a law of the human mind? The astronomer discovers that geometry, a pure abstraction of the human mind, is the measure of planetary motion. The chemist finds proportions and intelligible method throughout matter; and science is nothing but the finding of analogy, identity, in the most remote parts. The ambitious soul sits down before each refractory fact; one after another reduces all strange constitutions, all new powers, to their class and their law, and goes on forever to animate the last fiber of organization, the outskirts of nature, by insight.

Thus to him, to this school-boy under the bending dome of day, is suggested that he and it proceed from one Root; one is leaf and one is flower; relation, [24] sympathy, stirring in every vein. And what is that root? Is not that the soul of his soul?—A thought too bold?—A dream too wild? Yet when this spiritual light shall have revealed the law of more earthly natures,—when he shall have learned to worship the soul, and to see that the natural philosophy that now is, is only the first gropings of its gigantic hand,—he shall look forward to an ever-expanding knowledge as to a becoming creator. [13] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_13_13) He shall see that nature is the opposite of the soul, answering to it part for part. One is seal and one is print. Its beauty is the beauty of his own mind. Its laws are the laws of his own mind. Nature then becomes to him the measure of his attainments. So much of nature as he is ignorant of, so much of his own mind does he not yet possess. And, in fine, the ancient precept, "Know thyself," [14] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_14_14) and the modern precept, "Study nature," become at last one maxim.

II. The next great influence into the spirit of the scholar is the mind of the Past,—in whatever form, whether of literature, of art, of institutions, that mind is inscribed. Books are the best type of the influence of the past, and perhaps we shall get at the truth,—learn the amount of this influence more conveniently,—by considering their value alone.

The theory of books is noble. The scholar of the first age received into him the world around; brooded thereon; gave it the new arrangement of his own mind, and uttered it again. It came into him life; [25] it went out from him truth. It came to him short-lived actions; it went out from him immortal thoughts. It came to him business; it went from him poetry. It was dead fact; now, it is quick thought. It can stand, and it can go. It now endures, it now flies, it now inspires. [15] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_15_15) Precisely in proportion to the depth of mind from which it issued, so high does it soar, so long does it sing.

Or, I might say, it depends on how far the process had gone, of transmuting life into truth. In proportion to the completeness of the distillation, so will the purity and imperishableness of the product be. But none is quite perfect. As no air-pump can by any means make a perfect vacuum, [16] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_16_16) so neither can any artist entirely exclude the conventional, the local, the perishable from his book, or write a book of pure thought, that shall be as efficient, in all respects, to a remote posterity, as to contemporaries, or rather to the second age. Each age, it is found, must write its own books; or rather, each generation for the next succeeding. The books of an older period will not fit this.

Yet hence arises a grave mischief. The sacredness which attaches to the act of creation, the act of thought, is instantly transferred to the record. The poet chanting was felt to be a divine man. Henceforth the chant is divine also. The writer was a just and wise spirit. Henceforward it is settled the book is perfect; as love of the hero corrupts into worship of his statue. Instantly the book becomes noxious. [17] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_17_17) [26] The guide is a tyrant. We sought a brother, and lo, a governor. The sluggish and perverted mind of the multitude, always slow to open to the incursions of Reason, having once so opened, having once received this book, stands upon it, and makes an outcry if it is disparaged. Colleges are built on it. Books are written on it by thinkers, not by Man Thinking, by men of talent, that is, who start wrong, who set out from accepted dogmas, not from their own sight of principles. Meek young men grow up in libraries, believing it their duty to accept the views which Cicero, which Locke, [18] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_18_18) which Bacon, [19] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_19_19) have given; forgetful that Cicero, Locke and Bacon were only young men in libraries when they wrote these books.

Hence, instead of Man Thinking, we have the bookworm. Hence the book-learned class, who value books, as such; not as related to nature and the human constitution, but as making a sort of Third Estate [20] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_20_20) with the world and soul. Hence the restorers of readings, [21] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_21_21) the emendators, [22] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_22_22) the bibliomaniacs [23] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_23_23) of all degrees. This is bad; this is worse than it seems.

Books are the best of things, well used; abused, among the worst. What is the right use? What is the one end which all means go to effect? They are for nothing but to inspire.[24](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_24_24) I had better never see a book than to be warped by its attraction clean out of my own orbit, and made a satellite instead of a system. The one thing in the world of value is the [27] active soul,—the soul, free, sovereign, active. This every man is entitled to; this every man contains within him, although in almost all men obstructed, and as yet unborn. The soul active sees absolute truth and utters truth, or creates. In this action it is genius; not the privilege of here and there a favorite, but the sound estate of every man.[25](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_25_25) In its essence it is progressive. The book, the college, the school of art, the institution of any kind, stop with some past utterance of genius. This is good, say they,—let us hold by this. They pin me down.[26](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_26_26) They look backward and not forward. But genius always looks forward. The eyes of man are set in his forehead, not in his hindhead. Man hopes. Genius creates. To create,—to create,—is the proof of a divine presence. Whatever talents may be, if the man create not, the pure efflux of the Deity is not his;[27](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_27_27)—cinders and smoke there may be, but not yet flame. There are creative manners, there are creative actions, and creative words; manners, actions, words, that is, indicative of no custom or authority, but springing spontaneous from the mind's own sense of good and fair.

On the other part, instead of being its own seer, let it receive always from another mind its truth, though it were in torrents of light, without periods of solitude, inquest, and self-recovery; and a fatal disservice[28](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_28_28) is done. Genius is always sufficiently the enemy of genius by over-influence.[29](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_29_29) The literature of [28] every nation bear me witness. The English dramatic poets have Shakespearized now for two hundred years.[30](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_30_30)

Undoubtedly there is a right way of reading, so it be sternly subordinated. Man Thinking must not be subdued by his instruments. Books are for the scholar's idle times. When he can read God directly, the hour is too precious to be wasted in other men's transcripts of their readings.[31](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_31_31) But when the intervals of darkness come, as come they must,—when the soul seeth not, when the sun is hid and the stars withdraw their shining,—we repair to the lamps which were kindled by their ray, to guide our steps to the East again, where the dawn is.[32](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_32_32) We hear, that we may speak. The Arabian proverb says, "A fig-tree, looking on a fig-tree, becometh fruitful."

It is remarkable, the character of the pleasure we derive from the best books. They impress us ever with the conviction that one nature wrote and the same reads. We read the verses of one of the great English poets, of Chaucer,[33](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_33_33) Of Marvell,[34](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_34_34) of Dryden,[35](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_35_35) with the most modern joy,—with a pleasure, I mean, which is in great part caused by the abstraction of all *time* from their verses. There is some awe mixed with the joy of our surprise, when this poet, who lived in some past world, two or three hundred years ago, says that which lies close to my own soul, that which I also had well-nigh thought and said. But for the evidence thence afforded to the philosophical doctrine of the identity of all minds, we should [29] suppose some pre-established harmony, some foresight of souls that were to be, and some preparation of stores for their future wants, like the fact observed in insects, who lay up food before death for the young grub they shall never see.

I would not be hurried by any love of system, by any exaggeration of instincts, to underrate the Book. We all know that as the human body can be nourished on any food, though it were boiled grass and the broth of shoes, so the human mind can be fed by any knowledge. And great and heroic men have existed who had almost no other information than by the printed page. I only would say that it needs a strong head to bear that diet. One must be an inventor to read well. As the proverb says, "He that would bring home the wealth of the Indies must carry out the wealth of the Indies." There is then creative reading as well as creative writing. When the mind is braced by labor and invention, the page of whatever book we read becomes luminous with manifold allusion. Every sentence is doubly significant, and the sense of our author is as broad as the world. We then see, what is always true, that as the seer's hour of vision is short and rare among heavy days and months, so is its record, perchance, the least part of his volume. The discerning will read, in his Plato[36](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_36_36) or Shakespeare, only that least part,—only the authentic utterances of the oracle;—all the rest he rejects, were it never so many times Plato's and Shakespeare's.

[30]

Of course there is a portion of reading quite indispensable to a wise man. History and exact science he must learn by laborious reading. Colleges, in like manner, have their indispensable office,—to teach elements. But they can only highly serve us when they aim not to drill, but to create; when they gather from far every ray of various genius to their hospitable halls, and by the concentrated fires set the hearts of their youth on flame. Thought and knowledge are natures in which apparatus and pretension avail nothing. Gowns[37](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_37_37) and pecuniary foundations,[38](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_38_38) though of towns of gold, can never countervail the least sentence or syllable of wit.[39](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_39_39) Forget this, and our American colleges will recede in their public importance, whilst they grow richer every year.

III. There goes in the world a notion that the scholar should be a recluse, a valetudinarian,[40](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_40_40)—as unfit for any handiwork or public labor as a penknife for an axe. The so-called "practical men" sneer at speculative men, as if, because they speculate or *see*, they could do nothing. I have heard it said that the clergy—who are always, more universally than any other class, the scholars of their day—are addressed as women; that the rough, spontaneous conversation of men they do not hear, but only a mincing[41](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_41_41) and diluted speech. They are often virtually disfranchised; and indeed there are advocates for their celibacy. As far as this is true of the studious classes, it is not just and wise. Action is [31] with the scholar subordinate, but it is essential. Without it he is not yet man. Without it thought can never ripen into truth. Whilst the world hangs before the eye as a cloud of beauty, we cannot even see its beauty. Inaction is cowardice, but there can be no scholar without the heroic mind. The preamble[42](http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_42_42) of thought, the transition through which it passes from the unconscious to the conscious, is action. Only so much do I know, as I have lived. Instantly we know whose words are loaded with life, and whose not.

The world—this shadow of the soul, or *other me*, lies wide around. Its attractions are the keys which unlock my thoughts and make me acquainted with myself. I launch eagerly into this resounding tumult. I grasp the hands of those next me, and take my place in the ring to suffer and to work, taught by an instinct that so shall the dumb abyss[43] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_43_43) be vocal with speech. I pierce its order; I dissipate its fear; [44] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_44_44) I dispose of it within the circuit of my expanding life. So much only of life as I know by experience, so much of the wilderness have I vanquished and planted, or so far have I extended my being, my dominion. I do not see how any man can afford, for the sake of his nerves and his nap, to spare any action in which he can partake. It is pearls and rubies to his discourse. Drudgery, calamity, exasperation, want, are instructors in eloquence and wisdom. The true scholar grudges every opportunity of action passed by, as a loss of power.

[32]

It is the raw material out of which the intellect molds her splendid products. A strange process too, this by which experience is converted into thought, as a mulberry-leaf is converted into satin. [45] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_45_45) The manufacture goes forward at all hours.

The actions and events of our childhood and youth are now matters of calmest observation. They lie like fair pictures in the air. Not so with our recent actions,—with the business which we now have in hand. On this we are quite unable to speculate. Our affections as yet circulate through it. We no more feel or know it than we feel the feet, or the hand, or the brain of our body. The new deed is yet a part of life,—remains for a time immersed in our unconscious life. In some contemplative hour it detaches itself from the life like a ripe fruit, [46] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_46_46) to become a thought of the mind. Instantly it is raised, transfigured; the corruptible has put on incorruption. [47] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_47_47) Henceforth it is an object of beauty, however base its origin and neighborhood. Observe, too, the impossibility of antedating this act. In its grub state it cannot fly, it cannot shine, it is a dull grub. But suddenly, without observation, the selfsame thing unfurls beautiful wings, and is an angel of wisdom. So is there no fact, no event, in our private history, which shall not, sooner or later, lose its adhesive, inert form, and astonish us by soaring from our body into the empyrean. [48] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_48_48) Cradle and infancy, school and playground, the fear of boys, and dogs, and ferules, [49] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_49_49) the love of little maids and berries, and many another [33] fact that once filled the whole sky, are gone already; friend and relative, profession and party, town and country, nation and world, must also soar and sing. [50] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_50_50)

Of course, he who has put forth his total strength in fit actions has the richest return of wisdom. I will not shut myself out of this globe of action, and transplant an oak into a flower-pot, there to hunger and pine; nor trust the revenue of some single faculty, and exhaust one vein of thought, much like those Savoyards, [51] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_51_51) who, getting their livelihood by carving shepherds, shepherdesses, and smoking Dutchmen, for all Europe, went out one day to the mountain to find stock, and discovered that they had whittled up the last of their pine-trees. Authors we have, in numbers, who have written out their vein, and who, moved by a commendable prudence, sail for Greece or Palestine, follow the trapper into the prairie, or ramble round Algiers, to replenish their merchantable stock.

If it were only for a vocabulary, the scholar would be covetous of action. Life is our dictionary. [52] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_52_52) Years are well spent in country labors; in town; in the insight into trades and manufactures; in frank intercourse with many men and women; in science; in art; to the one end of mastering in all their facts a language by which to illustrate and embody our perceptions. I learn immediately from any speaker how much he has already lived, through the poverty or the splendor of his speech. Life lies behind us as the quarry from whence we get tiles and copestones [34] for the masonry of to-day. This is the way to learn grammar. Colleges and books only copy the language which the field and the work-yard made.

But the final value of action, like that of books, and better than books, is that it is a resource. That great principle of Undulation in nature, that shows itself in the inspiring and expiring of the breath; in desire and satiety; in the ebb and flow of the sea; in day and night; in heat and cold; and, as yet more deeply ingrained in every atom and every fluid, is known to us under the name of Polarity,—these "fits of easy transmission and reflection," as Newton [53] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_53_53) called them, are the law of nature because they are the law of spirit.

The mind now thinks, now acts, and each fit reproduces the other. When the artist has exhausted his materials, when the fancy no longer paints, when thoughts are no longer apprehended and books are a weariness,—he has always the resource *to live*. Character is higher than intellect. Thinking is the function. Living is the functionary. The stream retreats to its source. A great soul will be strong to live, as well as strong to think. Does he lack organ or medium to impart his truth? He can still fall back on this elemental force of living them. This is a total act. Thinking is a partial act. Let the grandeur of justice shine in his affairs. Let the beauty of affection cheer his lowly roof. Those "far from fame," who dwell and act with him, will feel the force of his constitution in the doings and passages of the day [35] better than it can be measured by any public and designed display. Time shall teach him that the scholar loses no hour which the man lives. Herein he unfolds the sacred germ of his instinct, screened from influence. What is lost in seamliness is gained in strength. Not out of those on whom systems of education have exhausted their culture comes the helpful giant to destroy the old or to build the new, but out of unhand-sold [54] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_54_54) savage nature; out of terrible Druids [55] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_55_55) and Berserkers [56] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_56_56) come at last Alfred [57] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_57_57) and Shakespeare. I hear therefore with joy whatever is beginning to be said of the dignity and necessity of labor to every citizen. There is virtue yet in the hoe and the spade, [58] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_58_58) for learned as well as for unlearned hands. And labor is everywhere welcome; always we are invited to work; only be this limitation observed, that a man shall not for the sake of wider activity sacrifice any opinion to the popular judgments and modes of action.

I have now spoken of the education of the scholar by nature, by books, and by action. It remains to say somewhat of his duties.

They are such as become Man Thinking. They may all be comprised in self-trust. The office of the scholar is to cheer, to raise, and to guide men by showing them facts amidst appearances. He plies the slow, unhonored, and unpaid task of observation. Flamsteed[59] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_59_59) and Herschel,[60] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_60_60) in their glazed observatories, may catalogue the stars with the praise of all [36] men, and, the results being splendid and useful, honor is sure. But he, in his private observatory, cataloguing obscure and nebulous[61] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_61_61) stars of the human mind, which as yet no man has thought of as such,—watching days and months sometimes for a few facts; correcting still his old records,—must relinquish display and immediate fame. In the long period of his preparation he must betray often an ignorance and shiftlessness in popular arts, incurring the disdain of the able who shoulder him aside. Long he must stammer in his speech; often forego the living for the dead. Worse yet, he must accept—how often!—poverty and solitude. For the ease and pleasure of treading the old road, accepting the fashions, the education, the religion of society, he takes the cross of making his own, and, of course, the self-accusation, the faint heart, the frequent uncertainty and loss of time, which are the nettles and tangling vines in the way of the self-relying and self-directed; and the state of virtual hostility in which he seems to stand to society, and especially to educated society. For all this loss and scorn, what offset? He is to find consolation in exercising the highest functions of human nature. He is one who raises himself from private considerations and breathes and lives on public and illustrious thoughts. He is the world's eye. He is the world's heart. He is to resist the vulgar prosperity that retrogrades ever to barbarism, by preserving and communicating heroic sentiments, noble biographies, melodious verse, and the conclusions of [37] history. Whatsoever oracles the human heart, in all emergencies, in all solemn hours, has uttered as its commentary on the world of actions,—these he shall receive and impart. And whatsoever new verdict Reason from her inviolable seat pronounces on the passing men and events of to-day,—this he shall hear and promulgate.

These being his functions, it becomes him to feel all confidence in himself, and to defer never to the popular cry. He and he only knows the world. The world of any moment is the merest appearance. Some great decorum, some fetich[62] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_62_62) of a government, some ephemeral trade, or war, or man, is cried up[63] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_63_63) by half mankind and cried down by the other half, as if all depended on this particular up or down. The odds are that the whole question is not worth the poorest thought which the scholar has lost in listening to the controversy. Let him not quit his belief that a popgun is a popgun, though the ancient and honorable[64] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_64_64) of the earth affirm it to be the crack of doom. In silence, in steadiness, in severe abstraction, let him hold by himself; add observation to observation, patient of neglect, patient of reproach, and bide his own time,—happy enough if he can satisfy himself alone that this day he has seen something truly. Success treads on every right step. For the instinct is sure that prompts him to tell his brother what he thinks. He then learns that in going down into the secrets of his own mind he has descended into the secrets of all minds. He learns that he who [38] has mastered any law in his private thoughts is master to that extent of all men whose language he speaks, and of all into whose language his own can be translated. The poet, in utter solitude remembering his spontaneous thoughts and recording them, is found to have recorded that which men in cities vast find true for them also. The orator distrusts at first the fitness of his frank confessions, his want of knowledge of the persons he addresses, until he finds that he is the complement[65] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_65_65) of his hearers;—that they drink his words because he fulfills for them their own nature; the deeper he dives into his privatest, secretest presentiment, to his wonder he finds this is the most acceptable, most public and universally true. The people delight in it; the better part of every man feels—This is my music; this is myself.

In self-trust all the virtues are comprehended. Free should the scholar be,—free and brave. Free even to the definition of freedom, "without any hindrance that does not arise out of his own constitution." Brave; for fear is a thing which a scholar by his very function puts behind him. Fear always springs from ignorance. It is a shame to him if his tranquility, amid dangerous times, arise from the presumption that like children and women his is a protected class; or if he seek a temporary peace by the diversion of his thoughts from politics or vexed questions, hiding his head like an ostrich in the flowering bushes, peeping into microscopes, and turning rhymes, as a boy whistles to keep his courage up. [39] So is the danger a danger still; so is the fear worse. Manlike let him turn and face it. Let him look into its eye and search its nature, inspect its origin,—see the whelping of this lion,—which lies no great way back; he will then find in himself a perfect comprehension of its nature and extent; he will have made his hands meet on the other side, and can henceforth defy it and pass on superior. The world is his who can see through its pretension. What deafness, what stone-blind custom, what overgrown error you behold is there only by sufferance,—by your sufferance. See it to be a lie, and you have already dealt it its mortal blow.

Yes, we are the cowed,—we the trustless. It is a mischievous notion that we are come late into nature; that the world was finished a long time ago. As the world was plastic and fluid in the hands of God, so it is ever to so much of his attributes as we bring to it. To ignorance and sin it is flint. They adapt themselves to it as they may; but in proportion as a man has any thing in him divine, the firmament flows before him and takes his signet[66] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_66_66) and form. Not he is great who can alter matter, but he who can alter my state of mind. They are the kings of the world who give the color of their present thought to all nature and all art, and persuade men, by the cheerful serenity of their carrying the matter, that this thing which they do is the apple which the ages have desired to pluck, now at last ripe, and inviting nations to the harvest. The great man makes the great thing. [40] Wherever Macdonald[67] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_67_67) sits, there is the head of the table. Linnæus[68] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_68_68) makes botany the most alluring of studies, and wins it from the farmer and the herb-woman: Davy,[69] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_69_69) chemistry; and Cuvier,[70] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_70_70) fossils. The day is always his who works in it with serenity and great aims. The unstable estimates of men crowd to him whose mind is filled with a truth, as the heaped waves of the Atlantic follow the moon. [71] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_71_71)

For this self-trust, the reason is deeper than can be fathomed,—darker than can be enlightened. I might not carry with me the feeling of my audience in stating my own belief. But I have already shown the ground of my hope, in adverting to the doctrine that man is one. I believe man has been wronged; he has wronged himself. He has almost lost the light that can lead him back to his prerogatives. Men are become of no account. Men in history, men in the world of to-day, are bugs, are spawn, and are called "the mass" and "the herd." In a century, in a millenium, one or two men;[72] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_72_72) that is to say, one or two approximations to the right state of every man. All the rest behold in the hero or the poet their own green and crude being,—ripened; yes, and are content to be less, so *that* may attain to its full stature. What a testimony, full of grandeur, full of pity, is borne to the demands of his own nature, by the poor clansman, the poor partisan, who rejoices in the glory of his chief! The poor and the low find some amends to

their immense moral capacity, for their acquiescence in a political and social inferiority.[73] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_73_73).[41] They are content to be brushed like flies from the path of a great person, so that justice shall be done by him to that common nature which it is the dearest desire of all to see enlarged and glorified. They sun themselves in the great man's light, and feel it to be their own element. They cast the dignity of man from their downtrod selves upon the shoulders of a hero, and will perish to add one drop of blood to make that great heart beat, those giant sinews combat and conquer. He lives for us, and we live in him.

Men such as they[74] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_74_74) are very naturally seek money or power; and power because it is as good as money,—the "spoils," so called, "of office." And why not? For they aspire to the highest, and this, in their sleep-walking, they dream is highest. Wake them and they shall quit the false good and leap to the true, and leave governments to clerks and desks. This revolution is to be wrought by the gradual domestication of the idea of Culture. The main enterprise of the world for splendor, for extent, is the upbuilding of a man. Here are the materials strewn along the ground. The private life of one man shall be a more illustrious monarchy, more formidable to its enemy, more sweet and serene in its influence to its friend, than any kingdom in history. For a man, rightly viewed, comprehendeth[75] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_75_75) the particular natures of all men. Each philosopher, each bard, each actor has only done for me, as by a delegate, what one day I can do for myself. The books which once we valued [42] more than the apple of the eye, we have quite exhausted. What is that but saying that we have come up with the point of view which the universal mind took through the eyes of one scribe; we have been that man, and have passed on. First, one, then another, we drain all cisterns, and waxing greater by all these supplies, we crave a better and a more abundant food. The man has never lived that can feed us ever. The human mind cannot be enshrined in a person who shall set a barrier on any one side to this unbounded, unboundable empire. It is one central fire, which, flaming now out of the lips of Etna, lightens the capes of Sicily, and now out of the throat of Vesuvius, illuminates the towers and vineyards of Naples. It is one light which beams out of a thousand stars. It is one soul which animates all men.

But I have dwelt perhaps tediously upon this abstraction of the Scholar. I ought not to delay longer to add what I have to say of nearer reference to the time and to this country.

Historically, there is thought to be a difference in the ideas which predominate over successive epochs, and there are data for marking the genius of the Classic, of the Romantic, and now of the Reflective or Philosophical age.[76] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_76_76) With the views I have intimated of the oneness or the identity of the mind through all individuals, I do not much dwell on these differences. In fact, I believe each individual passes through all three. The boy is a Greek; the youth, [43] romantic; the adult, reflective. I deny not, however, that a revolution in the leading idea may be distinctly enough traced.

Our age is bewailed as the age of Introversion.[77] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_77_77) Must that needs be evil? We, it seems, are critical. We are embarrassed with second thoughts.[78] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_78_78) We cannot enjoy anything for hankering to know whereof the pleasure consists. We are lined with eyes. We see with our feet. The time is infected with Hamlet's unhappiness,—

"Sicklied o'er with the pale cast of thought." [79] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_79_79)

Is it so bad then? Sight is the last thing to be pitied. Would we be blind? Do we fear lest we should outsee nature and God, and drink truth dry? I look upon the discontent of the literary class as a mere announcement of the fact that they find themselves not in the state of mind of their fathers, and regret the coming state as untried; as a boy dreads the water before he has learned that he can swim. If there is any period one would desire to be born in, is it not the age of Revolution; when the old and the new stand side by side and admit of being compared; when the energies of all men are searched by fear and by hope; when the historic glories of the old can be compensated by the rich possibilities of the new era? This time, like all times, is a very good one, if we but know what to do with it.

I read with some joy of the auspicious signs of the coming days, as they glimmer already through [44] poetry and art, through philosophy and science, through church and state.

One of these signs is the fact that the same movement[80] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_80_80) which effected the elevation of what was called the lowest class in the state assumed in literature a very marked and as benign an aspect. Instead of the sublime and beautiful, the near, the low, the common, was explored and poetized. That which had been negligently trodden under foot by those who were harnessing and provisioning themselves for long journeys into far countries, is suddenly found to be richer than all foreign parts. The literature of the poor, the feelings of the child, the philosophy of the street, the meaning of household life, are the topics of the time. It is a great stride. It is a sign—is it not?—of new vigor when the extremities are made active, when currents of warm life run into the hands and the feet. I ask not for the great, the remote, the romantic; what is doing in Italy or Arabia; what is Greek art, or Provençal minstrelsy; I embrace the common, I explore and sit at the feet of the familiar, the low. Give me insight into to-day, and you may have the antique and future worlds. What would we really know the meaning of? The meal in the firkin; the milk in the pan; the ballad in the street; the news of the boat; the glance of the eye; the form and the gait of the body;—show me the ultimate reason of these matters; show me the sublime presence of the highest spiritual cause lurking, as always it does lurk, in these suburbs and extremities [45] of nature; let me see every trifle bristling with the polarity that ranges it instantly on an eternal law; [81] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_81_81) and the shop, the plow, and the ledger referred to the like cause by which light undulates and poets sing;—and the world lies no longer a dull miscellany and lumber-room, but has form and order: there is no trifle, there is no puzzle, but one design unites and animates the farthest pinnacle and the lowest trench.

This idea has inspired the genius of Goldsmith, [82] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_82_82) Burns, [83] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_83_83) Cowper, [84] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_84_84) and, in a newer time, of Goethe, [85] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_85_85) Wordsworth, [86] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_86_86) and Carlyle. [87] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_87_87) This idea they have differently followed and with various success. In contrast with their writing, the style of Pope, [88] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_88_88) of Johnson, [89] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_89_89) of Gibbon, [90] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_90_90) looks cold and pedantic. This

writing is blood-warm. Man is surprised to find that things near are not less beautiful and wondrous than things remote. The near explains the far. The drop is a small ocean. A man is related to all nature. This perception of the worth of the vulgar is fruitful in discoveries. Goethe, in this very thing the most modern of the moderns, has shown us, as none ever did, the genius of the ancients.

There is one man of genius who has done much for this philosophy of life, whose literary value has never yet been rightly estimated:—I mean Emanuel Swedenborg, [91] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_91_91) The most imaginative of men, yet writing with the precision of a mathematician, he endeavored to engraft a purely philosophical Ethics on the popular Christianity of his time. Such an attempt of [46] course must have difficulty which no genius could surmount. But he saw and showed the connexion between nature and the affections of the soul. He pierced the emblematic or spiritual character of the visible, audible, tangible world. Especially did his shade-loving muse hover over and interpret the lower parts of nature; he showed the mysterious bond that allies moral evil to the foul material forms, and has given in epical parables a theory of insanity, of beasts, of unclean and fearful things.

Another sign of our times, also marked by an analogous political movement, is the new importance given to the single person. Everything that tends to insulate the individual—to surround him with barriers of natural respect, so that each man shall feel the world is his, and man shall treat with man as a sovereign state with a sovereign state—tends to true union as well as greatness. "I learned," said the melancholy Pestalozzi, [92] (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#Footnote_92_92) "that no man in God's wide earth is either willing or able to help any other man." Help must come from the bosom alone. The scholar is that man who must take up into himself all the ability of the time, all the contributions of the past, all the hopes of the future. He must be an university of knowledges. If there be one lesson more than another that should pierce his ear, it is—The world is nothing, the man is all; in yourself is the law of all nature, and you know not yet how a globule of sap ascends; in yourself slumbers the whole of Reason; it is for you to know all; it is for you to [47] dare all. Mr. President and Gentlemen, this confidence in the unsearched might of man belongs, by all motives, by all prophecy, by all preparation, to the American Scholar. We have listened too long to the courtly muses of Europe. The spirit of the American freeman is already suspected to be timid, imitative, tame. Public and private avarice make the air we breathe thick and fat. The scholar is decent, indolent, complaisant. See already the tragic consequence. The mind of this country, taught to aim at low objects, eats upon itself. There is no work for any one but the decorous and the complaisant. Young men of the fairest promise, who begin life upon our shores, inflated by the mountain winds, shined upon by all the stars of God, find the earth below not in unison with these, but are hindered from action by the disgust which the principles on which business is managed inspire, and turn drudges, or die of disgust, some of them suicides. What is the remedy? They did not yet see, and thousands of young men as hopeful now crowding to the barriers for the career do not yet see, that if the single man plant himself indomitably on his instincts, and there abide, the huge world will come round to him. Patience,—patience; with the shades of all the good and great for company; and for solace the perspective of your own infinite life; and for work the study and the communication of principles, the making those instincts prevalent, the conversion of the world. Is it not the chief disgrace in the world, not to be an [48] unit; not to be reckoned one character; not to yield that peculiar fruit which each man was created to bear, but to be reckoned in the gross, in the hundred, or the thousand, of the party, the section, to which we belong; and our opinion predicted geographically, as the north, or the south? Not so, brothers and friends,—please God, ours shall not be so. We will walk on our own feet; we will work with our own hands; we will speak our own minds. Then shall man be no longer a name for pity, for doubt, and for sensual indulgence. The dread of man and the love of man shall be a wall of defense and a wreath of joy around all. A nation of men will for the first time exist, because each believes himself inspired by the Divine Soul which also inspires all men.

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