



## **Student Affairs**

*Tim Pierson, Vice President*

### **Highlights**

- **Professional Standards Guide Student Affairs**
- **Citizen Leadership and Civitae**
- **Step Up and Prevent Hazing**
- **Student Health Adds Psychiatric Nurse Practitioner**

An effective student affairs programming model maximizes its human and financial resources in activities that will impact student learning, growth and development. A challenge in the profession has traditionally been in our ability to adequately measure the direct impact that our mentoring, advising, and programming have on student retention and graduation rates. Longwood utilizes resources provided by the *Council on the Advancement of Standards* the National Association's guides of *Principles of Best Practices*, and implementation of the industry's *Professional Competencies* for staff development. Longwood is often cited as a model or leader in this area. This narrative will highlight some of the results as captured in the departmental annual reports on progress related to annual objectives and learning outcomes.

A revised Citizen Leader Development Model is the outcome of work during the 2018-19 academic year by a committee of faculty and staff from across campus to collectively define "citizen leadership" and to develop a common language. The model deliberately connects to the Civitae Core Curriculum and is based in Longwood's traditional citizen leadership ethos. The model was introduced on campus last spring and will be implemented this year.

All too frequently a Greek Life hazing incident headlines the national news. Longwood's Fraternity and Sorority Life staff led 104 freshmen through a newly-developed Step Up to Hazing Canvas course. Among participants, 85% reported that the course had quite a bit or very much increased their knowledge and understanding about hazing; 72% said it had changed or expanded their attitude toward the subject; and 82% felt the course had contributed to their growth and empathy.

For the past 15 months the campus and the community have witness the great transformation of Frazer Hall. Student move-in took place in the midst of punch list items being address yet complaints were minimal. An incredible project on a very tight timeline has clearly surpassed the highest of expectations.

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

Key performance indicators collected through Departmental Annual Reports include these seven components of information: 1) Departmental Mission, Vision, Goals, Service/Operational Objectives, and Student Learning Outcomes; 2) Key Highlights and Challenges; 3) Program Participation and Usage/Key Performance Indicators; 4) Contributions to University and Student Affairs Strategic Priorities; 5) Personnel, Technology, and Budgeting; 6) Assessment and Evaluation; and 7) Proposed Upcoming Priorities. Components from a number of reports were shared to inform and celebrate ways in which Student Affairs contributes to the mission of this university and our students' development, learning, and success.

Selected examples from each area include the following, with further detail on some of these offices and projects in sections below.

- Student learning outcomes from the Student Engagement Area state that students will develop cognitive, affective and behavioral skills to meaningfully engage with persons from different backgrounds and perspectives in a variety of different cultural contexts; engage in and reflect upon meaningful experiences and activities that promote and develop personal and civic responsibility; and develop the knowledge, skills and attitudes of an effective positional and/or situational leader and apply these in a variety of contexts.
- The Assistant Vice President for Student Affairs prepared and presented several iterations of the EBI Skyfactor Student and Faculty/Staff Climate Assessment results to the President's Executive Council, the University Planning Council, the University Diversity Council, the Academic Advisory Council, the Faculty Senate, and the Student Affairs and Campus Partners staff. Survey results were posted on the Longwood University Student Affairs Assessment website and used in drafting a University Diversity Five-Year Strategic Plan.
- Fraternity and Sorority Life participated in an EBI/AFA nationally benchmarked assessment of all Greek chapters and collected 453 completed surveys, a response rate of 85%. Opinions, attitudes, satisfaction levels, and outcome data was analyzed at both the individual chapter and community level and shared with appropriate stakeholders.
- Multicultural Affairs staff members provided over 60 requested trainings, workshops, and presentations including ongoing workshops for sports teams about creating inclusive atmospheres and spaces; understanding bias; and toxic masculinity.
- The University Center and Student Activities staff worked with Student Government Association (SGA) to assist students in chartering 16 new student clubs and organizations. This is in addition to the 175 student organizations currently active on-campus.
- Approximately 11% of the Longwood students are registered and served by the Disability Resources office. This is an increase of 51% (186 students) over last year.
- Through one-on-one appointments, utilization of the testing center, and group counseling, Office of Disability Resources (ODR) averaged about 74 appointments/student contacts per



week during the academic year. As a significant outcome, none of the 26 incoming student participants in the ODR Empowers program found themselves on academic probation or suspension by the year's end.

- Residential and Commuter Life employed approximately 140 students as either commuter assistants, desk aides, desk supervisors, resident assistants, and interns. Each position offers unique experiences, direct training and supervision, and the mastery of many transferrable career skills. Over the summer months, three ACUHO interns from across the country were also employed.
- Student Conduct and Integrity reports that in its first year working under the auspices of the Office, the student members of Honor and Conduct Board participated in a full training program, assisted with a New Lancer Days presentation, participated in the Honor and Integrity Ceremony, attended supervision and evaluation meetings, and adjudicated eighty-six (86) cases over the course of the academic year. The increased level of base knowledge for the student members aided both the efficiency and effectiveness of the Board which resulted in a sharp decrease in the reversal/altering/questioning/understanding of the recommendations made by the Board.
- Statistics from Student Conduct and Integrity show that the total number of students charged with violations was 251 individuals and three student groups representing approximately five percent of the student population. Fifty-two (52) students were found responsible for alcohol violations, comprising one percent of the overall student population. Thirty (30) students were found responsible for drug violations comprising less than one percent of the overall student population.
- Campus Recreation reports that in the fall of 2018, the Health and Fitness Center was visited by 3,015 unique students for a total of 44,313 visits. In the spring of 2019, there were 2,728 unique students making 45,418 total visits. This level of participation total equates to roughly 2,194 student contact hours per week (or 20.2 students per hour)!
- Counseling and Psychological Services added the new position of a Postgraduate Resident. This group has reached compliance with the accreditation standard that says no more than 40% of a center's clientele should be seen by a trainee. In 2018-19, 745 of the 1,998 appointments (37%) were seen by a Counselor-in-Training.
- Counseling and Psychological Services introduced a Stepped Care Model via Counseling Workshops. Serving somewhat as a pre-requisite to individual counseling, this series of three skill-building sessions were grounded in Dialectical Behavior Therapy (DBT), and covered mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance. Students learned skills that helped them become more aware of their inner thought processes, improve relationships with others, manage changing emotional states, and cope when emotions are high. Additionally, the workshops simulated a "group-like" setting which helped students transfer more willingly to group counseling.

- Counseling and Psychological Services saw 755 unique clients and had 2,428 scheduled appointments. In 2018-19, 771 unique clients scheduled 1,998 appointments. These numbers only reflect individual appointments and do not account for group counseling, testing, outreach, or crises responses and they represent a 2.12% increase in clients and 17.71% decrease in scheduled appointments. In the last seven years, this staff has experienced a 57.67% increase in clients.
- The University Health Center completed a restructuring and expansion which decreased the average wait times and allowed most students to be seen the same day and often within a couple of hours. Additionally, they instituted a Nurse Advice Line allowing for medical advice after-hours for non-emergent needs. Based on their assessment results, this staff has increased their services now to include faculty and staff, and they have increased the types of medications available for in-clinic use. Also, Potomac Healthcare Solutions has added a psychiatric nurse practitioner (PsyNP) to their staff. The PsyNP will have appointment time in the health center for eight hours every month.

Two departments within Student Affairs, Residential & Commuter Life and Student Conduct & Integrity, are scheduled for a formal program review this academic year. They have both chosen to complete a Council for the Advancement of Standards (CAS) Self-Study and preparations for each are currently underway.

### **Student Conduct and Integrity**

An increase in disciplinary cases was seen as compared to the 2017-2018 academic year. During the 2018-2019 academic year, 251 students and three recognized student organizations were charged with alleged violations, representing 5 percent of the population. University Disciplinary Board cases increased from five to 11, Administrative Hearings increased by 31 percent (from 97 to 127), and Agreed Resolution cases decreased by 66 percent (from 88 to 30). The addition of the Honor and Conduct Board resulted in initial statistics of 86 cases. Five students were suspended, compared to four students in the previous academic year. Alcohol remains the top Code violation, followed by Failure to Comply, Drugs and Academic Cheating tie for third, followed closely by Mistreatment of Persons. We continue to see a steady increase in the number of Administrative Hearings, reflective of a continued increase in overall disciplinary cases.

### **University Clery and Title IX**

Two formal Title IX complaints were filed in spring 2019. The investigation for one of the formal complaints concluded that there was not enough information to determine that the respondent violated the sexual misconduct policy. The second investigation stemming from a formal complaint was suspended mid-investigation as the respondent separated from the University. Two reports of notice were documented during the summer 2019, neither of which resulted in a formal complaint.

The office has partnered with community resources and the Longwood University Police Department, to facilitate a panel discussion during New Lancer Days regarding sexual misconduct and Title IX.

## Dean of Students

A report has been created based on the statistics and demographic data collected throughout the year through the Care Team management database for 2018-2019. This report revealed a total of 916 cases for 2018-2019 vs. 801 cases for 2017-2018, representing a 12.5 percent increase. Increases in both senior and commuter students being on the Care Team were noted. Information in this report will be used to inform better practice and education of other staff and faculty.

As the 2019-2020 school year begins, a partnership with Athletics' Student Athlete Enhancement (SAE) staff begins to create an internal procedure document for managing health concerns, mental or physical, for student athletes is being developed. Lastly, *Longwood Cares - A Student Emergency Fund* continues to receive generous contributions and donations and plans for the utilization of those monies to support students in crisis will continue to be developed.

### Office of Disability Resources (ODR)

There were approximately 80 intakes for new students scheduled within the first two weeks of classes for the Fall 2019 semester. Additionally, during this academic year, ODR will transition to a digital process for test request forms. This will help the testing center operations to be more efficient for ODR, student, and faculty. Staff are prepared to host 30 incoming first year students for the fifth annual ODR Empowers experience on August 19 – 21<sup>st</sup>. During this time, ODR staff as well as current ODR students will conduct workshops and experiences for these first year students that help them to have a greater understanding of campus and resources, as well as the greater Farmville area, including a guided tour of the Moton Museum. This specialized experience prior to New Lancer Days has shown to be a significant indicator of utilization of services and overall retention for students with disabilities and ODR staff are eager to continue the tradition for the class of 2024.

### Residential and Commuter Programs

Realigned professional staff responsibilities were developed to provide continuous service to Longwood's commuter population. With this change, the focus of Commuter Life will be to provide supplemental services and supports to commuter students in an efficient and convenient manner. To achieve this goal, Commuter Life staff administered a summer 2019 Commuter survey that garnered nearly 300 responses and provided critical insights into the commuter experience. Using this information, Commuter Life will pilot a relocation of the commuter resources in fall 2019 relocating said resources in the Upchurch University Center, a collaboration with the Student Engagement staff. Commuter programming initiatives, such as the Commuter Welcome Wagon, will also be revamped to better align with the current unit's mission, institutional priorities, and current reporting structures.



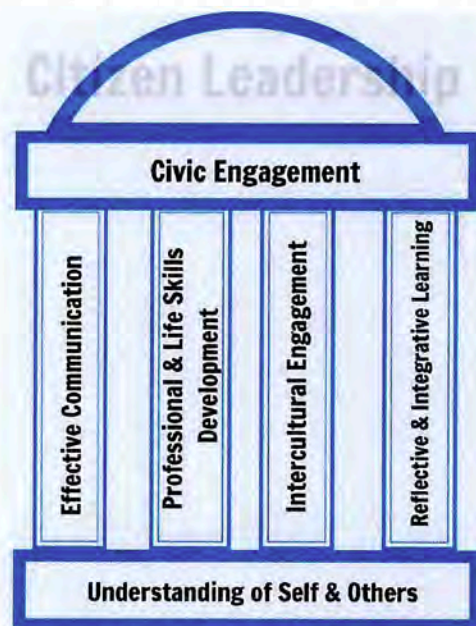
## Housing Operations

The housing team completed the new first year-student housing assignments. As in previous years, the majority of students were assigned to a community of their choosing. First building preference – 737 students/92%. First or second building preference – 761 students/95%. First, second or third building preference – 779 students/97%.

A scholarship program was implemented to assist Transfer students in attending Longwood. Arc Hall closed for the academic year for a needed renovation.

## Student Engagement Unit

A revised organizational structure with a continued primary goal of supporting and serving students has been implemented. Each department has taken on additional responsibilities. Citizen Leadership and Social Justice Education was redefined to two separate offices—Multicultural Affairs and Leadership Development. Multicultural Affairs will focus on support and resources for underrepresented students as well as continued efforts related to diversity and inclusion education and resources broadly on campus. Leadership Development will provide focused educational and collaborative support for all Student Engagement offices and student organizations with a foundation in a newly defined Citizen Leader Development Model.



The Citizen Leader Development Model is the outcome of work during the 2018-19 academic year by a committee of faculty and staff from across campus to collectively define “citizen leadership” and to develop a common language. The model, which evolved into the shape of a rotunda, is based in 6 “representative skills”:

*Understanding of Self and Others* (e.g. Resiliency, Integrity/Honor, Personal Values, Empathy, Personal Well-Being, Emotional Intelligence)

“Citizen Leaders explore aspects of their personality and the beliefs of others to better themselves and build stronger, more compassionate relationships.”

*Effective Communication* (e.g. Active Listening, Civil Discourse, Nonverbal & Verbal Communication, Conflict Resolution)  
“Citizen Leaders listen to understand, effectively articulate their thoughts, and embrace the communication styles of others.”

*Reflective and Integrative Learning* (e.g. Critical Thinking, Problem Solving, Evaluation/Analysis, Scholarship)  
“Citizen Leaders are intentional in continually evolving in their own education in hopes of making a greater impact to society.”

*Professional and Life Skills Development* (e.g. Goal Setting/Goal Achievement, Decision Making, Problem Solving, Accountability, Collaboration, Delegation)  
“Citizen Leaders write goals, prioritize them, solve problems, and collaborate with others to produce win-win results.”

*Intercultural Engagement* (e.g. Awareness, Sensitivity, Inclusion, Access, Advocacy)  
“Citizen Leaders work with and learn from people who are different than they are and include them for mutual benefit”.

*Civic Engagement* (e.g. Social Responsibility, Service, Initiative, Ethical Reasoning)  
“Citizen Leaders engage in activities to make a difference in the civic life of communities that are mutually beneficial and develop the motivation necessary to make informed judgments and to take action.” (source: adapted from *The Definition of Civic Engagement* from the American Democracy Project )

Fraternity and Sorority Life staff attended the national Hart Institute for Social Event Planning with four students. Attendees were able to participate in this educational experience through scholarships from the Zeta Tau Alpha national office. As a result of these growing partnerships, Dr. Lori Hart, a nationally recognized expert, will speak on campus during National Hazing Prevention Week. Risk management will continue as a primary area of focus by the office in the year ahead.

The University Center and Student Activities office has been involved in leadership of several major programs: the 10<sup>th</sup> Annual First Friday Back and The G.A.M.E.; the student Involvement and Volunteer Fair; and Family Weekend, with planning well underway for Oktoberfest.

## **Wellness Unit**

### University Health Center

Potomac Healthcare Solutions has added a psychiatric nurse practitioner (PsyNP) to their staff. The PsyNP will have appointment time in the health center for eight hours every month. This position will work closely with the Dean of Students Office and the Counseling and Psychological Services Office to meet the psychiatric needs of students on campus including prescription management, psychological evaluations and well-being assessments.

### Campus Recreation

The American College of Sports Medicine (ACSM) co-launched Exercise is Medicine® (EIM) in 2007 with the American Medical Association. ACSM continues to manage the global health initiative, which seeks to make physical activity assessment and promotion a standard in clinical care, connecting health care with evidence-based physical activity resources for people everywhere of all abilities. Longwood University was one of 139 colleges and universities across the country to be recognized, and one of only 55 to be certified gold by the organization. Exercise is Medicine calls upon universities and colleges to promote physical activity as a vital

sign of health and encourages faculty, staff and students to work together to improve the health and well-being of the campus community.

### Counseling and Psychological Services (CAPS)

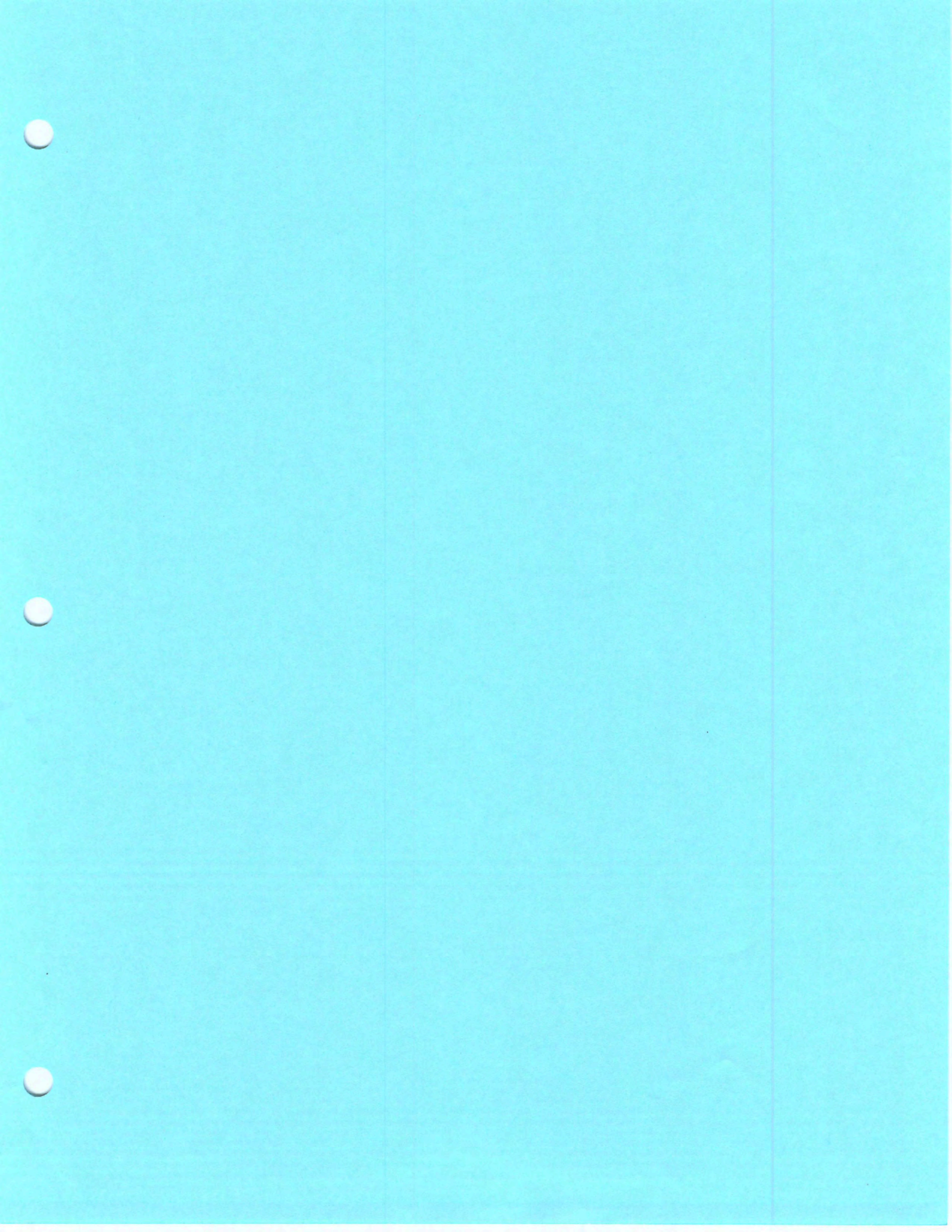
CAPS has hired a post-graduate resident in counseling who will be living in campus managed housing. This collaboration with Residential and Commuter Life (RCL) will add coverage and counseling expertise to the RCL on-call staff as well as see clients for individual and group counseling through the CAPS office.

### **Longwood University Police Department (LUPD)**

#### Office of Emergency Management

Emergency Management Coordinator staff attended FEMA's Multi-Hazard Emergency Management for Higher Education training course at Sweet Briar College. Joined by emergency management staff from higher education institutions across the U.S., much was learned in this process.





# **Longwood University**

## **2018-2019 Disciplinary Statistics**

### **Executive Summary**

#### Definitions

A “case” is a hearing for each individual student and may include multiple charges.

A “charge” is the alleged violation or violations any one student or group is assigned in a case. For example, a student or group can be charged with violations of the alcohol, noise, and visitation policies in a single case.

For clarity, all percentages have been rounded to the nearest integers.

#### Highlights

During the 2018-2019 academic year, Administrative Hearing Officer cases increased by 30 (31% from 97 to 127); University Disciplinary Board cases increased by 6 (120% from 5 to 11); Agreed Resolution cases decreased by 58 (66% from 88 to 30). The newly formed Honor and Conduct Board cases were added for the first time this academic year.

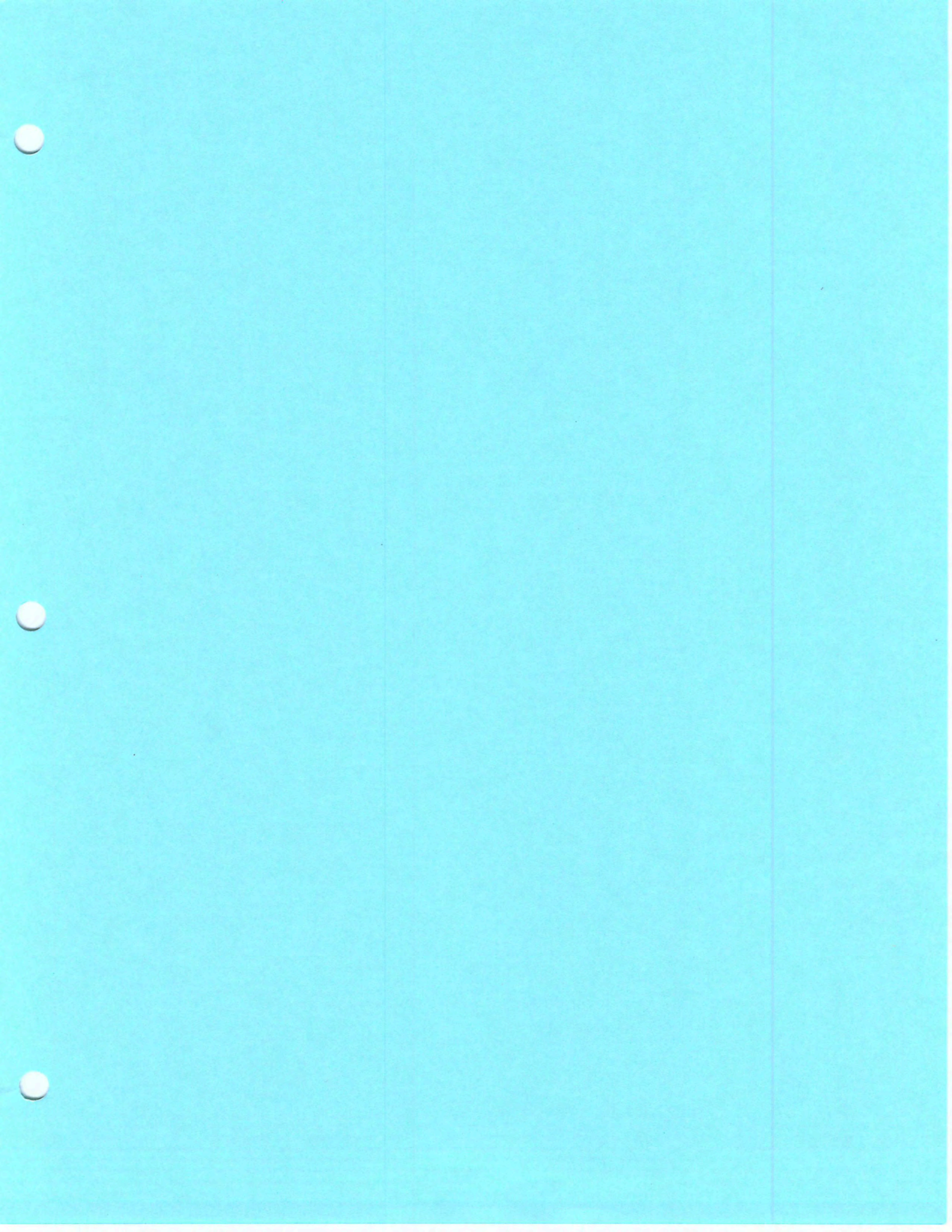
Below are additional details and other findings:

1. The total number of students charged with violations (251) and student groups (3) represents approximately 5% of the population.
2. Of the 254 cases, 85% of Honor and Conduct Board, 77% of Administrative Hearing Officer, 82% of University Disciplinary Board, and 97% of Agreed Resolution cases were found responsible.
3. Five (5) students were suspended by an Administrative Hearing Officer, compared to four (4) students in 2017-2018.
4. Combining all cases, off campus incidents increased by 8 (24% from 33 to 41).
5. For Honor and Conduct Board cases, incidents occurred in the following locations: residence halls (55%), electronic submission of assignments/exams (20%), classrooms (15%), off campus (6%), and on campus, outside buildings (4%).
6. Freshman (46%) accounted for the highest number of Honor and Conduct Board cases, followed by sophomores (27%), seniors (16%), juniors (10%), and graduate students (1%).
7. For Administrative Hearing Officer cases, incidents occurred in the following locations: residence halls (54%), electronic submission of assignments/exams (19%), office campus (16%), nonacademic buildings (8%), classrooms (2%), and on campus, outside buildings (1%).



8. Freshman (32%) accounted for the highest number of cases heard by an Administrative Hearing Officer, followed by seniors (27%), sophomores (26%), and juniors (15%).
9. For Agreed Resolution cases, incidents occurred in the following locations: residence halls (73%), on campus, outside buildings (11%), nonacademic buildings (8%), off campus (6%), electronic submission of assignments/exams (1%), and classrooms (1%).
10. Juniors (35%) accounted for the highest number of cases heard by Agreed Resolution, followed by seniors (31%), freshman (17%), and sophomores (17%).
11. For University Disciplinary Board cases, all incidents occurred office campus (100%)
12. Seniors (56%) accounted for the highest number of cases heard by the University Disciplinary Board, followed by sophomores (33%), and juniors (11%).
13. Sixty-seven (67) students were charged with violations of the alcohol policy including alcohol possession and alcohol paraphernalia. Following are the percentages of these students by class standing: freshmen (48%), sophomores (28%), juniors (19%), and seniors (5%).
14. Fifty-two (52) students were found responsible for alcohol violations, comprising 1% of the overall student population.
15. Thirty-four students (34) students were charged with violations of the drug policy including drug possession, drug distribution, and drug paraphernalia. Following are the percentages of these students by class standing: freshmen (35%), sophomores (26%), seniors (21%), and juniors (18%).
16. Thirty (30) students were found responsible for drug violations comprising <1% of the overall student population.
17. Of the 254 cases filed, four (4) appealed. Two (2) of the appeals were upheld, and two (2) were upheld with modifications.
18. Two percent (2%) of total cases resulted in suspension or expulsion while ninety-eight percent (98%) were given educationally-based sanctions.
19. There are ten honor and conduct cases pending for the Fall 2019 semester.







**Office of Student Conduct and Integrity  
Spring 2018-2019 Statistics**

<b>HONOR and CONDUCT BOARD</b>			
TOTAL NUMBER OF CASES	86	Chichester	2
Males (43)		Cox	2
Females (43)		Grainger	2
		Longwood Village	2
<b>CLASS</b>		Stubbs	2
Freshman	42	Bedford	1
Sophomore	22	Register	1
Junior	9		
Senior	12	<b>VIOLATION REFERRED BY</b>	
Graduate	1	Police	39
		Faculty	26
<b>VIOLATION</b>		Staff	12
Alcohol	25	RA	9
Academic Cheating	20		
Drugs	16	<b>SANCTION</b>	
Fire Code	13	Not Responsible	13
Plagiarism	13	Disciplinary Probation	52
Stealing	8	Educational Assignment	37
Guests	5	Admonition	18
Failure to Comply	5	First Round	18
Lying or Falsifying Information	5	Last Call	15
Longwood Properties	4	Restitution	2
Flammable Items	3	Community Service	1
False Identification	3		
Noise	3	<b>APPEALS</b>	
Identification	2	Upheld	0
Cheating by Computers	2	Upheld with changes	0
Disorderly Conduct	2	Overturned	0
Mistreatment of Persons	1		
Trespassing	1		
Emergency, Evacuations	1		
Interference	1		
Emergency Evacuations and Fire Safety, Security Equipment	1		
Property	1		
<b>VIOLATION LOCATION</b>			
On Campus, Other- Electronic Submission	16		
Lancer Park	14		
ARC	7		
Curry	7		
Hiner	5		
Sharp	5		
Longwood Landings	5		
Off Campus	5		
On Campus, Outside Building	4		
Wheeler	3		
Ruffner	3		

**Office of Student Conduct and Integrity  
2018-2019 Statistics**

<b>ADMINISTRATIVE HEARING OFFICERS</b>			
<b>TOTAL NUMBER OF CASES</b>	<b>127</b>	Chichester	2
Males (67)		On Campus, Outside Bulding	1
Females (60)		Register	1
		Wheeler	1
<b>CLASS</b>		South Ruffner	1
Freshman	41	Stevens	1
Sophomore	33	Stubbs	1
Junior	19	Upchurch University Center	1
Senior	34		
		<b>VIOLATION REFERRED BY</b>	
<b>VIOLATION</b>		Staff	58
Alcohol	39	Police	25
Failure to Comply	25	RA	23
Drugs	15	Faculty	12
Mistreatment of Persons	14	Student	9
Guests	13		
Lying/Falsifying Information	11	<b>SANCTION</b>	
Academic Cheating	10	Not Responsible	29
Disorderly Conduct	8	Disciplinary Probation	61
Property	8	Educational Assignment	61
Longwood Properties	6	Admonition	32
Violence to Persons	5	First Round	17
Stealing	4	Last Call	13
Noise	4	Substance Abuse Evaluation	6
False Identification	4	Restitution	5
Plagiarism	4	Suspension	5
Windows/Roofs	3	Community Service	3
Weapon Possession	3		
Endangerings/Another's/One's Physical Well-Being	2	<b>APPEALS</b>	
Trespassing	1	Upheld	2
Non Academic Cheating	1	Upheld with changes	2
Interference	1	Overtured	0
Identification	1		
Emergency Evacuations, Fire Safety	1		
<b>VIOLATION LOCATION</b>			
On Campus, Other- Electronic Submission	24		
Off Campus	20		
Longwood Landings	14		
Curry	13		
Lancer Park	12		
ARC	10		
Lancaster	9		
Cox	7		
Longwood Village	5		
Sharp	4		



**Office of Student Conduct and Integrity  
2018-2019 Statistics**

<b>AGREED RESOLUTIONS</b>			
<b>TOTAL NUMBER OF CASES</b>	<b>30</b>	<b>VIOLATION REFERRED BY</b>	
Males (14)		Police	8
Females (15)		Staff	8
Group (1)		Faculty	6
		RA	8
<b>CLASS</b>		<b>SANCTION</b>	
Freshman	5	Not Responsible	1
Sophomore	5	Disciplinary Probation	19
Junior	10	Admonition	10
Senior	9	Educational Assignment	13
<b>VIOLATION</b>		Substance Abuse Evaluation	1
Endangerings Another's/One's Physical Well-Being	6	First Round	1
Failure to Comply	5	Last Call	2
Academic Cheating	4		
Alcohol	3	<b>APPEALS</b>	
Drugs	3	Upheld	0
Mistreatment of Persons	3	Upheld with changes	0
Flammable Items	2	Overtured	0
Fire Code	1		
Longwood Properties	2		
Plagiarism	1		
Stealing	3		
Guests	2		
Lying/Falsifying Information	1		
<b>VIOLATION LOCATION</b>			
Longwood Village	5		
Hiner	2		
Chichester	1		
Cox	3		
Lancer Park	1		
Longwood Landings	2		
Off Campus	5		
Upchurch Unviersity Center	1		
On Campus, Other- Electronic Submission	3		
Lancaster	3		
Wheeler	1		
Grainger	1		
Sharp	1		

**Office of Student Conduct and Integrity  
2018-2019 Statistics**

<b>UNIVERSITY DISCIPLINARY BOARD</b>			
<b>TOTAL NUMBER OF CASES</b>	<b>11</b>	<b>VIOLATION REFERRED BY</b>	
Males (4)		Staff	11
Females(5)			
Groups (2)		<b>SANCTION</b>	
		Not Responsible	2
<b>CLASS</b>		Disciplinary Probation	9
Sophomore	3	Educational Assignment	4
Junior	1	First Round	1
Seniors	5	Last Call	1
<b>VIOLATION</b>		<b>APPEALS</b>	
Violence to Persons	11	Upheld	0
Mistreatment of Persons	11	Upheld with changes	0
Endangering another's/one's physical well-being	11	Overturned	0
Hazing	5		
<b>VIOLATION LOCATION</b>			
Off Campus	11		



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# LONGWOOD UNIVERSITY



## FOREFRONT FOR THE COMMONWEALTH

### *Strategic Plan 2019-2025*

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

#### **Our Opportunity:**

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

#### **Our Key Principles:**

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

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

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

#### **Our Priorities:**

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

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

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

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

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

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

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

#### **Measuring Progress:**

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

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



## FOREFRONT FOR THE COMMONWEALTH Strategic Plan 2019-2025

- Dashboard of Principal Metrics -

<b>Intensifying Enthusiasm Across All Enrollment- Principal Metric: Enrollment for Undergraduates, "4+1" and Graduate Students</b>								
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Est. 2019
<i>Applications Prior Year</i>	4207	4087	4224	4354	4683	4869	5160	4370
Freshmen	1029	1106	1097	1036	928	1053	1007	810
Sophomores	840	809	854	872	799	728	770	770
Juniors	687	774	745	798	782	718	655	708
Seniors	668	635	734	711	740	742	669	599
5 <sup>th</sup> Year +	224	259	223	257	233	220	217	185
Transfers and Part-Time	885	891	907	971	913	994	764	757
"4+1" Students	76	68	99	113	91	115	100	109
Graduates	479	463	522	474	499	603	587	601

<b>Innovation in What We Offer-Principal Metric: Retention and Graduation Rates</b>			
Reporting Year	Retention Rate	Graduating Class	4-Year Graduation Rate
2013	82%	Class of 2013	44%
2014	79%	Class of 2014	47%
2015	80%	Class of 2015	48%
2016	80%	Class of 2016	54%
2017	81%	Class of 2017	50%
2018	75%	Class of 2018	51%
2019*	77%	Class of 2019*	52%

<b>Distinction in the Commonwealth and the Nation- Principal Metric: Purchase Volume of University Licensed Logos &amp; Marks</b>	
Fiscal Year	Purchase Volume
FY 2013	\$570,472
FY 2014	\$572,725
FY 2015	\$613,646
FY 2016	\$726,167
FY 2017	\$942,622
FY 2018	\$803,744
FY 2019	\$1,000,355

\*indicates preliminary data

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

<b>A Sense of Beauty &amp; Place on Campus- Principal Metric: Overall Attendance at University Events</b>						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Attendance	44,584	51,729	71,662	124,844	138,126	145,771
<b>College-Town Vibrancy- Principal Metric: Total Population of the Farmville Region (by registered voters)</b>						
	July 2014	July 2015	July 2016	July 2017	July 2018	July 2019
Total Population	38,925	37,626	38,078	38,009	38,280	38,122
<b>A Culture of Philanthropy- Principal Metric: Alumni Annual Giving Percentage</b>						
FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
10.15%	9.47%	10.94%	11.20%	10.07%	9.53%	7.60%



12



## **Longwood University Foundation Board Report**

Board of Visitors Meeting

September 2019

### **Welcome to the Foundation**

#### **Mission**

The Longwood University Foundation, Inc. (“Foundation”) enhances the image of Longwood University by supporting the institution's academic, social, and economic goals. The Foundation seeks to maximize private sector support by engaging in ethical and responsible *donor cultivation, strategic investment plans, and timely distribution of private resources.*

#### **Statement of Purpose**

The Foundation was created (in 1959) under the laws of the Commonwealth of Virginia *to serve Longwood University* (the University) as an organization to foster the image of Longwood and through its actions enhance the academic, social, and physical growth of the University.

The Foundation works in conjunction with the Office of University Advancement to raise donations in support of University operating and endowment programs.

We are further charged with monitoring donor stewardship requirements through prudent investment performance that supports stable and steady endowment spending.

#### **Facts:**

- 501(c)(3) non-profit – independent of the University
- Financial data (audited FY18):
  - \$95 million total assets:
    - \$65 million endowment, primarily invested with the University of Richmond’s Spider Management Company, LLC (“Spider”; over \$4 billion of assets under management)
    - \$1.5 million in working capital for operations expenses and scholarships
    - \$5 million of LCVA art work
    - \$1 million invested in The Weyanoke Hotel
      - \$400M outstanding loan @ 8% annual interest
    - \$5 million in trusts, annuities and planned gifts
    - \$716,000 (\$888,000 in 2019) of assets managed by the student-led Lancer Fund
- \$2.4 million in scholarship payouts in FY2018
  - Annual payout of approximately 4% of the endowment
- Assets managed according to Uniform Prudent Management of Institutional Financial Assets (UPMIFA) standards

- Annual operating expenses – approximately 2.8% of endowment
  - Includes supplemental support (1.3%) for fundraising activities of the University’s President and Advancement

**Our Board:**

The Directors:

- Currently 23 Public Directors (maximum 30).
  - Active group with a direct connection to the University, primarily as alumni.
  - Extensive experience in finance, investing, teaching, student life, government, law, private business, and community service.
- Include 9 Ex Officio Directors (2 voting).
  - 3 University Officers.

**Board Structure:**

- Committees - Finance, Governance, Stewardship & Student Success.
  - Members appointed by the Foundation Board President.
  - Chairs elected by committee members.
- Subcommittees – Investment, Audit, Nominating.
- Meets three time per year (February, June, October).
- Governed under bylaws; operating with an Articulation Agreement with the University.

**Staff (full-time unless noted):**

- Executive Director (Patti Rosenberg) - manages the daily activities of the Foundation, banking and investments, strategy, communications, policies/procedures, analyses; guides committees and ensures work stays on schedule.
- Controller (open – currently filled by a Fahrenheit consultant, Diann Dykes) - oversees bookkeeping, earnings/expense allocations across endowments, scholarship payments, financial transactions and analyses.
- Director of A/P and Board Relations (Carol Moore)- organizes Board and Committee meetings, prepares minutes, special projects, monitors budget and payables forecasts, prepares reports, and oversees all office functions, including Accounts Payable.
- CFO – Outsourced (Mike Moore, Davenport Advisors, Inc.) – part-time; provides oversight, testing and analyses to ensure accuracy of accounting and banking; provides expertise on financial systems.

**Primary Foundation Activities:**

- Optimizing Foundation scholarship dollars for students.
- Engaging Directors to make meaningful contributions of time and money to the University.
- Stewardship of assets:
  - Receiving and distributing gifts as directed by donors.

- Investing gifts to optimize return while protecting the endowment during volatile market performance.
- Participating in fundraising campaigns by working closely with Advancement.
- Seeking other opportunities to promote and create benefit for the University.

**Additional Information:**

- All gifts come from and are directed by donors.
- In FY19, the Foundation transferred approximately \$13 million to Longwood University.
- Assets invested with Spider from 2010-2018 have had an average annual return 8.3%.
- Audit opinions rendered by independent CPAs have consistently been “clean”.
- Members have a \$1,500 minimum expected annual contribution to the endowment.
- The Board established its own endowment with assets received/pledged of over \$100,000 in 2018. Awarded to one senior student each academic year.
- The Longwood Family Scholarship Program has already received significant support from individual Directors and the Foundation for three of the four matching gifts.
- Our Stewardship & Student Success Committee was instrumental in founding the Student Emergency Fund (“Longwood Cares”) in 2019 which currently has funding of over \$18,000.
- Within Spider, assets are widely diversified to maximize returns with a primary focus on providing downside protection using a variety of financial instruments; due to its scale, Spider provides investment opportunities to its partners in private equity and credit markets which would otherwise not be available to a relatively small endowment and has a track record of strong and consistent performance; returns have been competitive with top Ivy endowments.

**Key discussion Items:**

- Staff turnover
- Individual account analyses
- Cash management
- Reporting
- Investment policies





**Board of Visitors Meeting September 2019**  
**Longwood University Real Estate Foundation**

Curry and Frazer Residence Halls Renovation

The renovation of Frazer hall is complete! The project was enthusiastically received by students at move-in. The highlights of the project are the spectacular views, fast elevators, stylish décor, and suite layout.

“It feels like a really cool hotel. Like one of those hotels when you were little you’d go running down the halls” - Delaney Pietratoni '23

“Both as an alum and a resident of the town, I’ve watched with pride and, frankly, amazement as that iconic tower was rebuilt” – David Whitus '83 Farmville Mayor

Demolition work is underway in Curry Hall. The project is ahead of schedule due to lessons learned on Frazer. All of the landscaping, and much of the site work for both buildings, will be completed by summer 2020. Curry will be occupied in August.

The overall project is on schedule and in budget.

Joan Perry Brock Center

The design work for the JPB Convocation Center is progressing rapidly. The first phase required the relocation of the Willett Tennis Courts to the southern side of campus near the baseball field; the property was transferred to REF, the construction fence is in place, and site work will begin in September. Initial site work on the JPB Center site will begin early next year. The project is scheduled to be delivered in Spring 2022. Further

Deutsche Bank is the lender, with a structure anticipating an interest rate of 3.75% for the first six years. A lease with the University is expected to cover the bond payments. The financing is scheduled to close in October.

Ames Center at Hull Springs Farm

The Real Estate Foundation Board voted unanimously to proceed with the initial phase of the new Ames Center facilities. Design will include infrastructure for the site, including telecom, electrical service, and a secondary water well, gravel pathways and drive aisles. RRMM, of Chesapeake, was selected to be the architectural firm for this project. Construction is anticipated to begin this winter. The initial phase will include a research laboratory, student housing, outdoor showers, outdoor teaching space, and faculty cabin. Funding for the project is made possible by the sale of wetland mitigation bank credits, private donations, and a grant from the Mary Morton Parson’s Foundation. Additional funds will be raised to complete the initial phase.







### **New Board Members**

This past spring, the Alumni Board of Directors gave heartfelt thanks to Tammy Bird Jones '81 and Dale Baake '07 for their leadership and dedication to the betterment of the Longwood community as they completed their tenure of service. Appointed to serve in the leadership positions were Rebecca Shelton '05, Erica Howell '07 and Paige Rollins '15, serving as President, Vice President, and Secretary, respectfully. In addition, the Board welcomed six new members, all of which have been cheerleaders for our office's initiatives and programs: Lynne Chambers '69, Dan Hughes '13, Eboni Lee '01, Brenda Ojibway '72, Becky Schnekser '05, Chris Tunstall '88. The Board is refocusing its main priorities around traditions—Alumni Awards, Ring Ceremony, Senior Toast, and Alumni Weekend—all create a touchpoint within the wide array of constituencies from the rising senior to the 50th reunion celebration and beyond.

### **Longwood Traditions**

Welcome to the City: the Office of Alumni and Career Services hit the road in August for this series, with over 250 alumni and 2019 graduates gathered in Washington, D.C., Norfolk and Richmond.

Alumni Awards: the annual celebration of alumni achievements will be held on March 20, 2020 on campus. This beloved event honors alumni, as new and accomplished professionals. The Alumni Awards Committee is currently accepting nominations for the 2020 award recipients.

Ring Ceremony: in the third year, the Ring Ceremony is scheduled for March 21, 2020 in the Rotunda. Class Rings purchased by juniors and seniors 'spend the night' with Joanie in the Rotunda as she keeps watch. Family and friends of the students are invited to the ceremony, with remarks from President Reveley, and the Alumni Board President and Vice President. Afterwards, students and guests enjoy lunch in Blackwell Ballroom with members of the Alumni Board.

The Office of Alumni and Career Services reports that:

- Last year there was a significant increase in Career & Internship Fairs participation from employers (up 113%) and students (up 127%). This fall, OACS has five fairs planned and registrations are expected to meet last year's records.
- The 1 Hour a Month alumni engagement program continues to create community. During the FY18-19 year alumni volunteered nearly 1,000 hours of sharing their Longwood Love and connecting with students and fellow alumni.
- Recently, OACS launched Professional Communities, which connect alumni, faculty, staff and students focusing on certain industries. Existing communities include Education (130 members) and Sales, Marketing and Communications (90 members). Over the summer, the Technology and Product community was launched, with plans for a Human Resources and Recruitment group soon.
- On October 26, the first ever Career Changers Bootcamp will be offered with a full day of content designed for mid-career professionals looking to make a change. OACS will be partnering with a group called Mission Collaborative, who has established partnerships with the UVa Alumni Association and William and Mary.

The Alumni Board will meet again September 13-14. Penny Pairet and Dustyn Hall from Institutional Advancement will be the guest speaker. Additionally, Board members will volunteer time to assist the Virginia Children's Book Festival sort books and prepare for distribution at the Farmville Christmas Parade.

Becca Shelton, President, Alumni Association







President W. Taylor Reveley IV & Board of Visitors—

The Student Government Association is excited to continue a few projects that we had started at the end of the Spring 2019 semester as well as start new projects.

The intercultural center is being proposed to be in the historic Clark house next to the upper level of the health and fitness center. We are projecting a timeline that has the intercultural groups move into the house during the summer of 2020 with the opening of the center in the fall of 2020. In the meantime, the National Pan-Hellenic Council chapters will be moving into the old Cormier Honors College house for the 2019-20 year so that they have a temporary space to host chapter meetings and rituals.

We are speaking with dining services and our health center to establish emergency stationed epinephrine pens in main campus dining locations to be prepared in the case of anaphylactic shock.

Another dining services initiative is to revamp a meal swipe donation program at the end of the semester for students who may be low on meals before the semester ends.

At the end of last year we allocated funds to an initiative to provide free feminine products in women's bathrooms in high traffic main campus buildings such as the Upchurch University Center and Dorrill Dining Hall.

We are continuing our town hall series this semester as a collaboration with the Office of Multicultural Affairs. We are planning on doing one scheduled town hall a month with the potential of adding more if there is need.

We are proposing a Presidential Council of selected student representatives from across campus to meet with President Reveley and the Student Body President to discuss the campus climate periodically throughout the year.

Finally, we are looking forward to having our new freshman class officers and representatives elected by Sunday night to round out a full senate.

Haleigh Pannell

President

Student Government Association





**Report from Faculty Representative to the Board of Visitors**  
**September 13-14, 2019**  
**Lee Millar Bidwell, Professor of Sociology**

The summer months are at least as busy and productive for Longwood University faculty as the regular academic year. Contrary to the public perception of faculty having “leisurely summers off,” faculty actively engage a multitude of professional endeavors during the summer months, including writing, publishing, and presenting scholarly works; researching, often in collaboration with students; delivering professional workshops to others; participating in professional development themselves; assuming and fulfilling professional leadership roles; and teaching on-line, study abroad, and in-person undergraduate and graduate courses. Faculty provided numerous examples of all of these professional activities when I asked them to share with me what they did over the summer.

- **Writing, Publishing, and Presenting Scholarly works:** Many faculty spend the summer developing and refining articles, books, and professional presentations. Given the commitment Longwood faculty have to teaching during the regular academic year, summer months often provide the most uninterrupted time to develop and complete scholarship. Examples of this highly productive scholarship include article submissions to the *Virginia English Journal*, *International Mathematics Research Notices*, *Journal of Faculty Development*, *Virginia Social Science Journal*, *Violence and Victims*, and *Dimensions of Crime as a Social Problem*.
- **On-going Research:** Over the summer, faculty engage in research projects, often in collaboration with students. A faculty-student study of lender preferences for social micro lending and the projects conducted through the PRISM program are examples of such collaborative research. Other faculty engage in individual research, such as one faculty member who traveled to the Bodleian Library at Oxford to research original charters and documents from the mid-12<sup>th</sup> century in his study of Queen Matilda III.
- **Delivering Professional Workshops:** Longwood faculty delivered several professional development workshops to teachers in Region 8 school divisions, including one on collaborative teaching and another on mental health in schools.
- **Participating in Professional Development:** Several faculty took the summer months to engage in additional learning themselves, such as one faculty who traveled to Tbilisi (in the former Republic of Georgia) to study with world-renowned novelists and journalists.
- **Assuming and Fulfilling Professional Leadership Roles:** Longwood faculty offer their disciplinary and leadership expertise to many professional organizations in the summer months. One faculty member, for example, was elected President of the American Association of State Counseling Boards; another served on the Board for the Virginia branch of the International Dyslexia Association.
- **Teaching:** Summer does not signal the end of teaching responsibilities for the majority of faculty on campus. Faculty taught on-line and face-to-face graduate and undergraduate courses, Brock Experiences, study abroad, teacher recertification classes,

and the Yellowstone course. This year the Yellowstone class was facilitated by a team of 10 faculty and staff members, who mentored 33 students.

The role of the Faculty Representative to the Board of Visitors is to share information between the faculty and the Board, including concerns. The faculty presently is particularly concerned about improving student enrollment and retention to ensure financial viability of the University. To that end, faculty enthusiastically work diligently over the summer months to hone their expertise and offer instruction and leadership. The visibility of faculty in the state and beyond in professional activities helps elevate the profile of Longwood University.

Innovation in scholarship and teaching also attract students to the University. Two such examples of innovation that are particularly targeted toward recruiting and retaining students to Longwood are evidenced in the *Longwood Summer Scholars: Exploring Science* program directed by Dr. Sarah Porter, Associate Professor of Chemistry and the *Improving STEM Competencies via Archaeology Research in the Staunton River Valley (ISCAR)* National Science Foundation grant recently received by Dr. Brian Bates, Professor of Anthropology.

- This summer was the inaugural year of the *Longwood Summer Scholars: Exploring Science* program that provides paid apprenticeship opportunities to area high school students who are historically underrepresented in STEM fields. With the goal of “increasing access to quality STEM educational experiences for students at area high schools,” this program pairs faculty mentors and Longwood student mentors with high school students. High school students spend 8 weeks participating in college level research, learning laboratory skills, and developing professional skills. The program culminates in a written research report and a poster presentation. Offering such a rich educational experience to area students on campus undoubtedly aids in student recruitment, not to mention exceptional intellectual growth.
- Dr. Brian Bates, Professor of Anthropology, recently received a highly coveted and competitive NSF grant for \$599,836 to use archaeology field-research to improve STEM skills in undergraduate students across majors. Funds from the grant will be used to offer scholarship support for students, particularly those from “rural, first-generation, low-income, and/or educationally disadvantaged” backgrounds, to allow them to participate in field school research, and to provide stipends to undergraduate students to facilitate their field research. Enhancing students’ confidence and competence in STEM can be extremely valuable in retaining students.

The hard work faculty members do over the summer reflects their dedication to their disciplines and students and their commitment to maintaining a healthy, vibrant, financially strong institution.





Longwood Staff Advisory Committee

Report for the Board of Visitors

September 2019

Currently the Staff Advisory Committee is fully staffed at 15 members with Suzanne Stetson and Kathyn Nasburg as co-chairs, Roxanne Martin as Treasurer and Dustin Hall as Secretary.

Since March, 2019, the Committee was involved with the following campus events:

- Began a new Office Recognition program. The Committee chose its first recipient office, which in turn “pays it forward” and chooses the next office. A platter of Starbucks pastry is given in appreciation.
- Assisted with seating and President Reveley’s introduction at the Annual Staff Awards Reception on
- Held its annual Ice Cream Train on Brock Commons on May 14, 2019. We offered a variety of ice cream and played summer tunes. The remaining ice cream was given to the Facilities Management division for their hard work in the summer heat.
- Hosted a Welcome Back Reception on August 12, 2019 in the Soza Ballroom of the Upchurch University Center. The theme was “Welcome Aboard.” Arriving staff members were given name tags with either an anchor to mark them as an employee with more than one year service, or ship’s steering wheel to indicate they have been with Longwood for less than one year. Anchors were encouraged to welcome the Steering Wheels. A selection of breakfast treats were offered, as well as door prizes.

Thank you and the Committee welcomes any questions.

Sincerely,

Suzanne Stetson, Kathyn Nasburg, Staff Advisory Co-Chairs



13





## Agency Leadership

- **PETER BLAKE**



**Director**

Peter A. Blake joined the State Council of Higher Education for Virginia (SCHEV) as interim director in 2011 and became director in January 2012. Blake previously worked at SCHEV as an associate director overseeing higher education analyses in the areas of faculty and staff compensation, higher education funding policies, academic libraries, distance learning and instructional technology, and student financial aid.

Blake left SCHEV in 1999 to serve as the legislative fiscal analyst for the Virginia General Assembly's House Appropriations Committee. From 2002-2006 he was deputy secretary of education and secretary of education under former Governor Mark Warner. He later served as the vice chancellor of workforce development services for the Virginia Community College System, where he led policy and budget development for state and federal workforce programs.

In July 2015, Blake was elected chair of the executive committee of SHEEO (State Higher Education Executive Officers), the national association for chief executives of statewide governing, policy and coordinating boards of postsecondary education. He had served as SHEEO's treasurer and chair of its budget and finance subcommittee.

Blake has served on boards of organizations including LEAD Virginia, the Virginia Commonwealth University Alumni Association, the Richmond Public Library, the Virginia Early Childhood Foundation and the Virginia Foundation for the Humanities. Blake completed the Virginia Executive Institute and LEAD Virginia programs, as well as the Associates program through the National Center for Public Policy and Higher Education. He recently completed The Executive Program at the University of Virginia's Darden School of Business. He holds B.A. and M.S. degrees from Virginia Commonwealth University.



14



# History

Home (<https://inclusiveva.org>) / About VCIC (<https://inclusiveva.org/about-vcic/>) / History

## Our Founding



The work of the Virginia Center for Inclusive Communities had its beginning in Lynchburg, Virginia in 1935. It was part of a grassroots movement that emerged in a number of communities across the United States in response to the anti-Catholicism, anti-Semitism, and, to a lesser degree, the anti-Protestantism of the time.

That year, the President of Lynchburg College (now the University of Lynchburg) took the lead in pulling together a number of Catholic, Protestant, and Jewish leaders to develop an educational program of communication and understanding. The group called itself the Lynchburg Round Table and almost immediately organized an all day Interfaith Conference. The meeting was held on November 25, 1935, in the gymnasium at Lynchburg College and attracted nearly a thousand people including many clergy and lay leaders from other Virginia communities. According to news accounts of the time, the conference featured an informal discussion among a rabbi, a priest, and a Protestant minister followed by an endorsement of their efforts from United States Senator Carter Glass of Virginia.

## Expanding Reach and Work

The visitors present took the idea of the Protestant-Catholic-Jewish Round Table back to their communities. Chapters of the movement were subsequently founded in Richmond and Norfolk, and by 1946, those chapters were affiliated with the National Conference of Christians and Jews, cooperating as part of the Virginia Region of the NCCJ. New chapters were soon developed in Martinsville, Harrisonburg, Roanoke, the Peninsula, Petersburg, and Suffolk. In addition, the Lynchburg Round Table affiliated with the NCCJ Virginia Region in 1948.

Programs promoting interfaith understanding grew in many of the chapter locations. The Humanitarian Awards Dinners were initiated in Richmond in 1963 as a way to recognize and honor significant community work, while supporting the operations of the organization. That effort was soon spread to other areas of the Commonwealth.

THIS HISTORY OF ACTIVITIES IS SUBMITTED  
WITHIN THE YEAR END - 1948  
by the  
VIRGINIA AREA OFFICE  
THE NATIONAL CONFERENCE OF CHRISTIANS AND JEWS

1. - VIRGINIA AREA OFFICE opened in Richmond in June, 1948.  
2. - RICHMOND ROUND TABLE organized by the Virginia Area Director, and Joint of Directors Office.  
3. - National Visitation of the State Director has assumed about one day each week for promotion of Norfolk activities.  
4. - In September, 1948, Dr. SWANSON, from our National Staff, was present in Norfolk for a successful series of engagements:  
a. - A Lutheran conference at Norfolk Christian Center.  
b. - address in two Norfolk High School assemblies.  
c. - a public discussion over Division 100A by the State Director and Dr. SWANSON.  
5. - Radio broadcasts have been made and held in Norfolk all through the year, with Miss Swanson, Miss Green, Swann and the State Director participating.  
6. - In December, 1948, Education Week was observed in cooperation with the public schools, - to implement the role of the church in education.  
7. - A unique program to our under age children available to students and members in the schools of Norfolk a Sunday school LEADERSHIP COURSE, arranged periodically of documents by each conference relative to, staff and religious liberty.



Over the years, the organization became known for one-day youth seminars, summer teacher workshops and institutes, police-community dialogues and training, elementary school programs, Holocaust education, intergroup education consultations to schools and PTA's, clergy dialogues, and many other special programs to assist Virginia communities in responding to the racial, religious and ethnic changes of the 1960s, 1970s, and 1980s.

In 1993, the organization introduced a new summer high school leadership program to its program offerings. This intensive human relations program became a unique design in reaching the youth of our community and addressed a growing need in Virginia's schools. Similar models were developed for single high schools and colleges/universities.

## New Names and Structure

Also in the early 1990's, the organization decided to be known as "The National Conference," maintaining the letters NCCJ. Later, in 1998, the organization re-launched as "The National Conference for Community and Justice." These changes were intended to honor the history of the National Conference of Christians and Jews, while reflecting the fact that the work done by the organization had long since expanded to encompass additional religious groups, as well other important human relations issues of the day.

In 2005, an important decentralization took place that brought NCCJ into the 21st century. Local offices across the United States, including the Virginia Region, became independent not-for-profit corporations. During this period of transition, the local organization became known as the Virginia Conference for Community and Justice.

Two years later, in 2007, the organization relaunched as the Virginia Center for Inclusive Communities, completing the transition away from NCCJ and positioning itself for a strong and successful future. Under local Virginia leadership and control, the Virginia Center for Inclusive Communities (VCIC) was able to better serve the people of the Commonwealth of Virginia.

## Today

The Virginia Center for Inclusive Communities is increasingly called upon to help schools, businesses, and communities across Virginia achieve success through inclusion. **Programming (/programs/)** has

expanded dramatically, and the organization is widely recognized locally, regionally, and nationally (/about-vcic/#awards). In fact, VCIC's Project Inclusion was named in the book *No COLORS: 100 Ways To Stop Gangs From Taking Away Our Communities* (<https://www.amazon.com/No-COLORS-Gangs-Taking-Communities/dp/B00A16KBG6>) as "The best program we have seen in the nation for sowing the seeds of non-violence, inclusiveness and understanding in a high school population."



**INCLUSIVE  
COMMUNITIES**

(<http://www.inclusiveVA.org>)

### LOCATIONS

*VCIC State Office*  
5511 Staples Mill  
Road, Suite 202  
Richmond, VA 23228

*VCIC Hampton Roads  
Office at Virginia  
Wesleyan University*  
Allen Village,  
Graybeal 5  
5817 Wesleyan Drive  
Virginia Beach, VA  
23455

### CONTACT VCIC

P: 804-515-7950  
F: 804-515-7177

Email  
(<mailto:contact@inclusiveVA.org>)

### CONNECT

(<https://www.facebook.com/pg/inclusiveVA>)

([https://www.instagram.com/inclusive\\_va/](https://www.instagram.com/inclusive_va/))

(<https://www.linkedin.com/groups/3691218/>)

([https://twitter.com/inclusiveva?  
lang=en](https://twitter.com/inclusiveva?lang=en))

(<https://www.youtube.com/channel/UCPDwzxEUcg3s3Qb8W>)

Financial Reporting  
(/about-vcic/financial/)

Employment  
Opportunities  
(/employment-  
opportunities/)



# Charm Bullard

Home (<https://inclusiveva.org>) / About VCIC (<https://inclusiveva.org/about-vcic/>) / Staff (<https://inclusiveva.org/about-vcic/staff/>) / Charm Bullard



## Charm Bullard | Director of Programs

Charm Bullard is Director of Programs at the Virginia Center for Inclusive Communities (VCIC), an organization that works with schools, businesses, and communities to achieve success through inclusion. In her role, she designs and facilitates educational programs on diversity and inclusion for middle schools, high schools, colleges, workplaces, and community groups. Charm particularly specializes in VCIC's higher education, workplace, and community programming.

Since joining the VCIC team in 2016, Charm has had the opportunity to conduct over 300 workshops across the Commonwealth of Virginia. She is particularly known for her warmth and humor as a facilitator. Prior to joining VCIC, Charm spent 11 years working in various student affairs roles on collegiate campuses throughout the Southeast. It was during that time that she found her passion for encouraging and supporting diversity and inclusion. One accomplishment she is particularly proud of is founding the Connecting Women of Color Conference at the University of Richmond, which was featured in *Women in Higher Education* and *Essence* magazines.

Charm received her Bachelor's degree in English from Lander University and her Master's degree in Education with an emphasis on College Student Affairs Administration from the University of Georgia.



(<http://www.inclusiveVA.org>)

### LOCATIONS

*VCIC State Office*  
5511 Staples Mill  
Road, Suite 202  
Richmond, VA 23228

*VCIC Hampton Roads  
Office at Virginia  
Wesleyan University*  
Allen Village,  
Graybeal 5  
5817 Wesleyan Drive  
Virginia Beach, VA  
23455

### CONTACT VCIC

P: 804-515-7950  
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Email  
(<mailto:contact@inclusiveVA.org>)

### CONNECT

Financial Reporting  
([/about-vcic/financial/](#))

Employment  
Opportunities  
([/employment-opportunities/](#))