# LONGWOOD UNIVERSITY

## BOARD OF VISITORS' MEETING

MARCH 22–24, 2018

**BOARD OF VISITORS**
**March 2018**

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# 1

**BOARD OF VISITORS**
**March 2018**

***Schedule of Events and Public Meeting Agenda***
***Lancaster Hall***
***Stallard Boardroom***
***(unless otherwise noted)***

**Thursday, March 22**

| | |
|---|---|
| 5:30pm – 6:30pm | Executive Committee Meeting, *Longwood House* |
| 6:30pm – 7:00pm | Cocktail Reception, *Longwood House* |
| 7:00pm – 9:00pm | Dinner, *Longwood House* |

**Friday, March 23**

| | |
|---|---|
| 8:30am – 9:00am | Continental Breakfast |
| 9:00am – 9:30am | Rector's Welcome and Consent Agenda |
| 9:30am – 11:00am | President's Report and Discussion |
| 11:00am – 11:30am | Reports of Representatives to the Board |
| 11:30am – 12:15pm | Tour of Brock Hall, under construction |
| 12:15pm – 1:15pm | Lunch with Admissions Counselors, *Blackwell Foyer* |
| 1:15pm – 2:00pm | Tour of Weyanoke Hotel, under construction |
| 2:30pm – 3:30pm | Update and Discussion Regarding 2018 General Assembly Session |
| 3:30pm – 4:30pm | Executive Session |
| 4:30pm – 5:30pm | Audit Committee Meeting |
| 6:30pm – 8:30pm | Reception and Dinner, *Martinelli Boardroom, Maugans Alumni Center* |

**Saturday, March 24**

| | |
|---|---|
| 8:30am – 9:00am | Continental Breakfast, *Moton Museum* |
| 9:00am – 10:00am | Executive Session |
| 10:00am – 11:30am | Discussion and Deliberation |

# 2

## Overview Message from the President

*copy follows in this tab, as distributed March 15, 2018*

**From:** Reveley IV, Taylor
**Sent:** Thursday, March 15, 2018 12:55 PM
**To:** BOV
**Subject:** Longwood BOV Meeting

Friends,

Campus is beginning to take on the beauty of the spring, and we can't wait to see you next week.

There is a real sense of blossoming on campus and in Farmville. The Upchurch University Center, Brock Hall, and the Weyanoke Hotel are all taking form. We'll tour Brock Hall and the Weyanoke during next week's meeting. The new core curriculum likewise is advancing to implementation --- and ready for a name. And the admissions cycle is running strongly.

At next week's meeting we'll have a chance to discuss these matters and others of crucial importance for the University's progress. As is customary in March, the Board will consider faculty promotion and tenure as well. We will also discuss the General Assembly session as it relates to higher education and Longwood.

It is a deep delight to see Longwood's momentum, even and perhaps especially with the country and the world in a time of such tension and unease. This momentum here comes from so much hard work throughout all of Longwood, and from your vision and the foresight of our work together.

Kay will be distributing your briefing materials electronically later today and in hard copy by overnight delivery.

Thanks, as always --- and see you soon,
Taylor

# 3

**LONGWOOD UNIVERSITY**
**BOARD OF VISITORS**
**December 1-2, 2017**
**Minutes**

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

## Call to Order

The Longwood University Board of Visitors met on Friday, December 1, 2017 in the Stallard Boardroom. The meeting was called to order at 9:00 a.m. by Rector Marianne Radcliff.

Members present:

Ms. Eileen M. Anderson
Ms. Katharine McKeown Bond
Ms. Katherine Busser
Mr. Michael Evans
Mr. Steven Gould
Mr. David Hallock
Mr. Eric Hansen
Mrs. Marianne M. Radcliff
Mrs. Ricshawn Adkins Roane
Ms. Pia Trigiani
Mrs. Nadine Marsh-Carter
Mrs. Polly Raible

Members absent:

Mrs. Colleen Margiloff

Also present:

President W. Taylor Reveley IV
Dr. Joan Neff, Provost and Vice President for Academic Affairs
Mr. Kenneth Copeland, Vice President for Administration and Finance
Ms. Victoria Kindon, Vice President for Strategic Operations
Dr. Tim Pierson, Vice President for Student Affairs
Ms. Courtney Hodges, Vice President for Institutional Advancement
Mr. Troy Austin, Director of Athletics
Mr. Justin Pope, Vice President and Chief of Staff
Mrs. Kay Stokes, Executive Assistant
Mr. Mike Lewandowski, Longwood University Foundation
Mr. Bill Walsh, Longwood University Real Estate Foundation
Ms. Tammy Jones '81, Alumni Board
Dr. Lissa Power-deFur, Faculty Representative
Mr. Kevin Napier, Student Representative

Ms. Bettie Mitchell, Staff Advisory Committee Representative
Mr. Cameron O'Brion, Office of the Attorney General

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

The rector called the meeting to order at 9:05 a.m. and welcomed those in attendance, welcoming particularly the two board members attending their first meeting, Mrs. Marsh-Carter and Mrs. Raible, who both expressed their appreciation and excitement about joining the Board.

The rector asked for a motion to approve the items in the Consent Agenda, including the minutes of the previous meeting and proposed housing and dining fees for 2018-19. Mr. Hallock offered a motion to approve the Consent Agenda as amended to correct two small typos in the new "Policy on Policies." Ms. Anderson seconded and the motion was approved unanimously (a copy of corrected version of the policy is included as Appendix 1, and the housing and dining fees are included as Appendix 2).

**President's Welcome**

President Reveley thanked the rector for her continued to service to Longwood during a time when she is exceptionally busy leading the gubernatorial transition. He said it is an exciting and consequential year at Longwood, with many long-term initiatives coming to fruition that will provide a strong foundation to build upon. He thanked the Board members for their service and also noted the elegant reception hosted by Farmville Mayor David Whitus '83 for the Board the previous evening. He said one issue very much on his mind, and a source of increasing focus around campus, is the issue of student mental health and demand for services. Anxiety is a major issue for many Longwood students, and it along with other growing mental health challenges will require systemic efforts to address.

**Vice Presidents' Reports**

Dr. Pierson gave a broad overview of trends nationally and at Longwood regarding student mental health, noting the university's recent contract with Educational Advisory Board. He said that across higher education, demand for services is growing at five times the rate of enrollment growth. He said the main issues are anxiety, followed by depression and trauma history. In many cases, these are issues for which students have been diagnosed before coming to Longwood and are in therapy. He noted the extraordinary challenge of providing services at the level some students and parents expect. Longwood's average waiting period for counseling sessions has grown from six to eight days, though that is far more quickly than most students would be able to find an appointment for any community mental health providers near campus or at home. Another serious challenge is psychological emergencies, which are increasingly frequent, with as many as 40 students at a time on the care team's critical watch list.

He gave an overview of current counseling resources, including the director, three licensed full-time psychologists, four counseling graduate students who work under supervision, and a rapidly expanding assortment of group offerings. The center currently sees approximately 800 patients per year, with the average patient having four visits. He expressed the challenges involved in meeting demand for services, monitoring the potentially most dangerous cases and also making

sure students understand clearly what the university can and cannot provide in terms of mental health services.

There followed a wide-ranging discussion among Board members, Vice President Pearson, and Maureen Walls-McKay, director of Counseling and Psychological Services (CAPS). Topics included the flow of third-party reimbursement for counseling, the importance of cross-university partnerships involving faculty and staff. Kevin Napier said there is interest in the SGA in helping students have a better familiarity with an understanding of what CAPS is and what it offers. Ms. Roane noted institutions have realized they cannot expand mental health capacity sufficiently on current models, and said there need to be broader programs to provide students with resources. Tim noted Sasha Johnson in his office leads these efforts, and gave an overview of the training RAs go through, including a 3-credit course and 50 hours of pre-training. They lead programs and activities in the hall that are very well attended. President Reveley noted this is one of the most important issues currently affecting higher education and said he is determined that Longwood live up to its reputation as a close-knit and supportive community by becoming a leader in creative and systemic steps to improve student mental health.

Dr. Pierson recognized Chief Bob Beach for Longwood's again being recognized as one of only two institutions in Virginia honored by Campus Security Magazine.

Ms. Kindon provided an update on admissions, with trends for applications and deposits for the incoming freshman class of 2022 ahead of previous records, though noting the usual caveat that a very substantial portion of the class is formed in the final weeks before the May 1 deposit deadline. She described progress on a number of initiatives underway, including early decision admissions for the nursing program, and the use of predictive analytics to more effectively allocate student financial aid. She said she is particularly gratified by a 58 percent increase in applications from minority students, with deposits strong too, and that the incoming class has grown in recent years from 14 percent to 19 percent first-generation students. That, however, has increased demand for financial aid. In response to Board questions she provided an update on regional trends around the Commonwealth. She provided an overview of her division's new university analytics office, and the role it is playing in providing business intelligence and developing strong data governance.

Dr. Neff highlighted the progress implementing the new core curriculum and preparations for the transition this coming fall. She provided highlights of outstanding collaborative work between faculty and students, and an update on the Andy Taylor Center for Early Childhood Development. She commended the Longwood Center for the Visual Arts on its highly successful V.L. Cox exhibit "Break Glass," which has attracted national attention.

Following a short break, Ms. Hodges provided an update on campus events, government relations and philanthropy, emphasizing strategies for reaching potential donors with causes that inspire them and amplifying Longwood's appeals amidst competition from a range of organizations.

President Reveley noted the annual fund is running at a rate far higher than a year ago, and there was a broad discussion regarding strategies to cultivate a habit of giving in young alumni. Mr.

Hansen and Ms. Busser suggested exploring whether Longwood could benefit from participating in a state tax credit program that encourages private support for capital projects.

Mr. Copeland provided an update on construction projects including the new admissions office and academic building, as well as financing for the Curry Frazer renovations, which he said has been moved forward to be finalized in calendar 2017 to avoid any potential risk associated with uncertainty surrounding the tax bill in Congress.

**Reports of the Representatives to the Board**

On behalf of the University Foundation, Mr. Lewandowski discussed that Sharon Payne is longer CFO, but the Foundation office is working through its current audit with help from university staff. With so many activities in motion there is no immediate plan to begin a search, but rather to reassess. He provided an update on the implementation of Academic Works software to improve the efficiency of scholarship distribution. He said the shift in focus of the Foundation towards student retention and scholarships continues. The rising stock market has been helpful to investment returns, though the investment strategy also emphasizes downside protection when markets inevitably fall. The Foundation will also be making $4 million in payments that have been set aside to help fund construction of the Upchurch University Center. Ms. Busser asked a question regarding whether the finance committee of the Foundation Board would have a sub-committee for investments, and Mr. Lewandowski responded the Finance committee itself will serve in that capacity, with attentiveness to the specialized investment expertise such oversight requires.

On behalf of the Real Estate Foundation, Mr. Walsh provided an update regarding Curry and Frazer, and complemented Ken Copeland and Louise Waller for their creative work to mitigate potential financial risk to bond financing mechanisms from the tax bill. He provided an update on Hull Springs Farm and plans for development and fundraising. Regarding the Watkins Abbitt federal building which Longwood recently acquired, he commended Lori Blackwood on her work with one state agency and two federal ones regarding the transaction.

On behalf of the Alumni Board, Tammy Jones provided a report on community outreach projects by the Alumni Board, and events involving faculty and deans, and upcoming events involving Alumni and Career Services, Athletics and other parts of the university, as well as Mega-Reunion.

On behalf of the SGA, Kevin Napier said the atmosphere on campus this fall has been extremely positive. Students concerns regarding construction, parking and dining have been met responsively. He thanked Jonathan Page, Dean of the Library Brent Roberts and Grant Avent of Aramark for their strong partnership with students. Regarding student mental health, he said it is imperative that the university make the issue a priority. He said it is the top student concern and he has spent unprecedented time this semester discussing it with students. He believes if the university can successfully address mental health issues, it will make an enormous difference. He said among other possible steps the SGA hopes increased funding can be identified for CAPS.

He said students are excited about the new core curriculum, and want to learn more about it – particularly the role envisioned for peer mentors and the LSEM experience.

On behalf of the faculty, Prof. Power-deFur reported Longwood is moving forward to meet a General Assembly requirement to accept American Sign Language for foreign language credit. ASL will be offered next fall, and have the same rigor as other courses in Modern Languages. She also read a list of students who have worked with faculty on high-level research projects.

Prof. Power-deFur circulated and read aloud a message from the Faculty Senate with support from the Academic Chairs Council expressing concern about budget issues, in particular the use of intercession and summer school funding to support departmental operating budgets within Academic Affairs. (A copy of the message is attached as Appendix 3).

Ms. Bond asked about a mechanism for solving the issue. Dr. Neff replied that the immediate issue is being addressed in several ways. First, overall departmental budgets have been increased by 3 percent and those funds can be reallocated to travel budgets. Also, projections for intercession revenue are now higher than they were earlier in the fall. But more broadly the plan is to address the issue more holistically by normalizing the budget process associated with these funds to bring it in line with how other budgets are projected and set.

Dr. Power-de-Fur noted this process had been implemented during the recession a decade ago as a way to incentivize additional teaching and supplement departmental budgets. But she said the current system has not evolved and creates a number of challenges and burdens for faculty.

Dr. Sarah Porter reported there had been a productive discussion at Faculty Senate the previous day, and the Senate wanted to inform the Board of its concerns and express its support for helping find a solution.

Ms. Busser noted there is philanthropic potential for departmental support that could be part of a solution, and also advocated for renewed efforts to identify which intercession and summer school courses are most needed and can be offered to meet demand.

Mr. Evans asked several questions to try to identify the approximate range of the gap as had been anticipated over the course of the fall, which has been about $200,000. He said in the context of the overall university budget that should be manageable to address, representing far less than one half of one percent of the total budget.

On behalf of the Staff Advisory Committee, Bettie Mitchell provided an enthusiastic update on the group's activities in the form of a Christmas poem (to sustained applause).

Board members adjourned at 12:50 p.m. for lunch with student-athletes in Willett Hall and a tour of the new Upchurch University Center under construction.

Returning to Stallard at approximately 2:30 p.m., Ms. Radcliff asked for a motion to go into Closed Session under Section 2.2.3711(A)(1), (A)(7) and (A)(9) of the Code of Virginia to discuss matters pertaining to fund-raising activities, personnel, and to actual or probable litigation.

Mr. Hallock so moved, Mr. Hansen seconded and the motion was approved unanimously.

A motion was offered by Ms. Trigiani to return to open session. The motion was seconded by Mr. Gould and approved by the Board. In compliance with the provisions of the Freedom of Information Act, the Board returned to Open Session. Ms. Radcliff moved to certify the discussion in Closed Session was in accordance with the Code of Virginia. Ms. Busser seconded. All members in attendance voted by roll call to certify: Ms. Anderson, Ms. Bond, Mrs. Busser, Mr. Evans, Mr. Gould, Mr. Hallock, Mr. Hansen, Ms. Radcliff, Mrs. Marsh-Carter, Mrs. Raible, Ms. Trigiani and Mrs. Roane.

The rector asked for a motion to adopt resolutions naming the Sosa Ballroom and Brock Hall. Mr. Hallock so moved, Mr. Evans seconded and the motion was approved unanimously (Copies of these resolutions are attached as Appendix 4 and Appendix 5).

There being no further business, the meeting was adjourned for the day at approximately 4:20 p.m.

On Friday evening, Board members attended the Music Department's annual Holiday Dinner and Concert.

On Saturday morning, Board members were given a tour of the "Break Glass" exhibit at the Longwood Center for the Visual Arts.

# 4

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

This section includes standard edits, updates, and amendments to policies and procedures, including: a new University assessment policy, approval of University course fees for the coming year, and for purposes of board recognition a presentation provided by SACSCOC, the university's accrediting body, that summarizes changes to the body's "Principles of Accreditation" that were approved by SACSCOC in December and will be in place as Longwood undertakes its 5-year review and next reaffirmation of accreditation process.

LONGWOOD
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# Policy _____: University Assessment Policy

## I. Purpose

The purpose of this policy is to establish integrated and institution-wide planning and assessment processes for ensuring continuous improvement in the quality of all aspects of the institution and accomplishment of the university's mission. In addition, the policy fulfills an internal system through which institutional self-examination is an ongoing process that supports data-informed decision-making, policy formation, budgeting, and programming and fulfills federal, regional, and state requirements and their associated reporting requirements. The policy provides a framework necessary for compliance with the institutional effectiveness standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

## II. Definitions

A. Assessment – Ongoing process of: 1) defining specific, measurable outcomes, linked to institutional/divisional/departmental missions and strategic planning goals; 2) identifying how to measure for success; 3) collecting data to determine how well expectations were met; and 4) using the results to evaluate and plan for improvement.

B. Action Item – Documented event, task, activity, or action that needs to take place for unit/program improvement.

C. Planning and Assessment System – Electronic system used to document all parts of the planning and assessment process, including but not limited to goals, outcomes, assessment targets and measures, assessment results, analysis of assessment results, action items for improvement based on analysis of results, resources required for action items, and documentation of actual improvement.

D. Academic Program – Educational program of study, including general education, majors, and certificates regardless of the location or form of instructional delivery.

E. Administrative/Non-Academic Unit – Any unit that is not an academic program, including administrative, co-curricular, outreach, and academic support entities.

## III. Applicability

Institutional effectiveness should be demonstrated in all aspects of the university's activities. As such, this policy applies to all university academic programs and administrative/non-academic units, hereafter referred to collectively as "units."

## IV. Responsibilities

A. The Office of Assessment and Institutional Research (OAIR) operates under the leadership of the Provost and functions as coordinator, facilitator, and consultant for university-wide planning and assessment processes. The Director of Assessment is the primary administrator of the planning and assessment system and serves as an internal consultant for Longwood's planning and assessment process.

B. Administrative managers and directors (including deans and academic department chairs) of units are responsible for ensuring that: 1) program and student learning outcomes are identified and assessed and that evidence of improvement based on analysis of results is documented; 2) Program Effectiveness Plans, Annual Assessment Reports, and Program Reviews are submitted in a timely manner and of acceptable quality; 3) Program Effectiveness Plans and Annual Assessment Reports are reviewed to maintain effective unit planning and budgeting.

C. Vice presidents are responsible for: 1) ensuring that units in their division develop, implement, review, and assess outcomes; and 2) reviewing assessment results, action items, and budget requests associated with those units as part of the strategic planning process.

D. The University Planning Council (UPC) is responsible for ensuring that assessment results are systematically reviewed as part of an ongoing, integrated, and institution-wide research-based planning and evaluation process.

E. The University Assessment Committee (UAC) is responsible for setting standards related to institutional effectiveness, including overall implementation of this policy.

F. The Administrative Assessment Committee (AAC) is responsible for reviewing and making recommendations on the quality and effectiveness of the assessment and planning processes of administrative/non-academic units.

G. The Committee on Academic Outcomes Assessment and Program Review (CAOAPR) is responsible for reviewing and making recommendations on the quality and effectiveness of the assessment and planning processes of academic programs.

H. The Core Curriculum Committee (CCC) is responsible for coordinating, overseeing, assessing, and making recommendations for changes about Longwood's Core Curriculum program.

# V. Policy

A. General Provisions.

Unit-level planning and assessment are ongoing processes that occur throughout the year and provide the means by which the university demonstrates achievement of its mission and strategic priorities. Assessment results are used to inform programmatic and administrative decisions, strategic planning, budget requests, and resource allocations. It is an institutional expectation that each division and unit will reference and incorporate its assessment outcomes during the annual budgeting process.

This policy is informed by the best practices for excellence in assessment as set forth by the National Institute for Learning Outcomes Assessment (NILOA).

B. Organizational Structure.

1. **Committee on Academic Outcomes Assessment and Program Review (CAOAPR).** The CAOAPR is appointed by and reports to the Faculty Senate. It is responsible for reviewing and making recommendations on the quality and effectiveness of academic programs. See the *Faculty Policies and Procedures Manual* for more information.

2. **Core Curriculum Committee (CCC).** The CCC is a standing committee of the Faculty Senate. It is responsible for coordinating, overseeing, assessing, and reporting about the Longwood University Core Curriculum program. The CCC consolidates and evaluates information about the performance of the Core Curriculum program's curricular and co-curricular elements on a rotating three-year cycle. See the *Faculty Policies and Procedures Manual* for more information.

3. **Administrative Assessment Committee (AAC).** The AAC is responsible for reviewing and making recommendations on the quality and effectiveness of the planning and assessment processes of administrative/non-academic units. To promote quality and effectiveness, the AAC will monitor, oversee, and provide feedback on Annual Assessment Reports from each administrative/non-academic unit. The AAC will also develop a schedule and requirements for periodic in-depth program reviews of each major functional administrative/non-academic unit. All AAC findings will be reported to the University Assessment Committee to ensure compliance with the current Longwood assessment policy. The AAC will make recommendations to the University Assessment Committee on issues related to assessment of administrative/non-academic units.

    a. Membership: Up to two representatives from each of the major administrative divisions (Academic Affairs, Student Affairs, Strategic Operations, Athletics, Advancement, Administration and Finance).

b. Ex-Officio Members: Director of Assessment (non-voting).

c. Term of Office: The term of office shall be for three years and the terms of service may be staggered. Members may be reappointed for a maximum of two consecutive terms.

d. Method of Selection: Staff members will be nominated by the leadership of each division and approved by the University Assessment Committee.

e. Chair: Elected by the membership.

f. Reporting Route: University Assessment Committee.

4. **University Assessment Committee (UAC)**. The UAC is a standing committee of the University Planning Council (UPC) and functions as a conduit among academic colleges, programs and institutional divisions, providing a university-wide assessment perspective for informed decision-making, planning, and resource allocation. The UAC will set standards and guide implementation of the university's assessment policy. The UAC will develop strategies for communicating assessment data and the use of results for improvement to both internal and external stakeholders. The UAC will also work with the UPC Finance Committee to ensure that assessment results are used to make decisions and allocate resources at the institutional and major division levels. The UAC will make recommendations to the UPC on assessment-related issues and trends at Longwood.

   a. Membership: The following must be represented:

      1. One representative each from CAOAPR, AAC, and CCC.

      2. Representatives from three of the major administrative divisions (Academic Affairs, Student Affairs, Strategic Operations, Athletics, Advancement, Administration and Finance).

      3. One faculty member from each academic college.

      4. One student representative.

      5. One alumni representative.

      6. Director of the Office of Assessment and Institutional Research or designee.

      7. Academic Affairs Accreditation and Compliance Officer.

   b. Term of Office: The term of office shall be for three years and the terms of service may be staggered. Members may be reappointed for a maximum of two consecutive terms.

   c. Method of Selection: As with other standing committees of the UPC, the President will appoint the co-chairs in consultation with the UPC. One co-chair must be a faculty member and one must be an administrative staff member. The co-chairs will appoint other members in consultation with the appropriate leadership or governing body.

   d. Chair: As with other standing committees of the UPC, the UAC will have two co-chairs who will also serve on the UPC.

   e. Reporting Route: University Planning Council.

5. **University Planning Council (UPC)**. The UPC is established by the President and serves as a means of aligning the university's operations and budgeting with the strategic priorities of the university and as a forum for discussion of key issues. The UPC's standing committees represent key pathways and forums for advancing the strategic priorities of the university through an integrated, institution-wide, and data-driven approach.

C. Planning and Assessment Cycle.

Academic programs and administrative/non-academic units are required to: 1) define specific, measurable outcomes, linked to institutional/divisional/departmental missions and strategic planning goals; 2) identify assessment measures and appropriate performance criteria or targets for success; 3) collect data to

determine how well expectations are met; 4) analyze the results; 5) develop action items for improvement; and 6) measure the effectiveness of action items.

The cycle year is defined as Summer, Fall, and Spring.

The Office of Assessment and Institutional Research will monitor the status of annual planning and assessment submissions to the online management system and will provide updates to the CAOAPR, AAC, CCC, vice presidents, and administrative managers and directors (including deans and department chairs).

D. Annual Assessment Reports.

Annual Assessment Reports are reviewed by vice presidents, deans, and managers of major functional units to inform division priorities and resource allocation for the upcoming year. Reports must be completed in the planning and assessment system by July 1 for administrative/non-academic units and by October 1 for academic programs. Plans for the new academic year for both academic programs and administrative/non-academic units must be added in the online management system by October 1. Units are encouraged to enter assessment results and progress on action items in the planning and assessment system throughout the year.

To ensure quality and effectiveness of planning and assessment processes, the CAOAPR, CCC, and AAC will be responsible for determining guidelines and templates consistent with the online management system and providing timely feedback.

E. Program Review.

Each academic program and each major functional administrative/non-academic unit must conduct an in-depth program review on a periodic basis, preferably at least every six years. Academic programs and administrative/non-academic units that conduct self-studies for specialized accreditation are exempt from this requirement.

All program reviews are due by July 1 for administrative/non-academic units and by October 1 for academic programs. Recommendations from the appropriate committee's evaluation of the program review will be shared with the unit, the unit's supervisor, and the appropriate vice president.

F. Academic Program Accreditation.

Programmatic and discipline-specific accreditations have significant impact on regional accreditation and operation of the university. All correspondence with external accreditors, including annual and multi-year reports and self-studies, responses, and actions, must be shared with the Office of Accreditation and Compliance. The Assistant Vice President for Accreditation and Compliance is available to collaborate on reporting requirements for those programs accredited or certified by any external body. Annual and multi-year reports and self-studies are to be made available through the planning and assessment system.

## VI. Enforcement/Compliance

Assessment responsibilities will be considered in the annual performance evaluation of vice presidents and of unit administrative managers and directors (including deans and academic department chairs).

This policy will be reviewed at least every three years by the University Assessment Committee. Changes to the policy must be approved by the University Planning Council and the Board of Visitors.

*Approved by the Board of Visitors (Insert Date)*

Supporting Resources:

- Organizational Structure (graphic)
- Planning and Assessment Cycle (graphic)
- National Institute for Learning Outcomes Assessment (NILOA) Resources

# Longwood University
## Course Fees

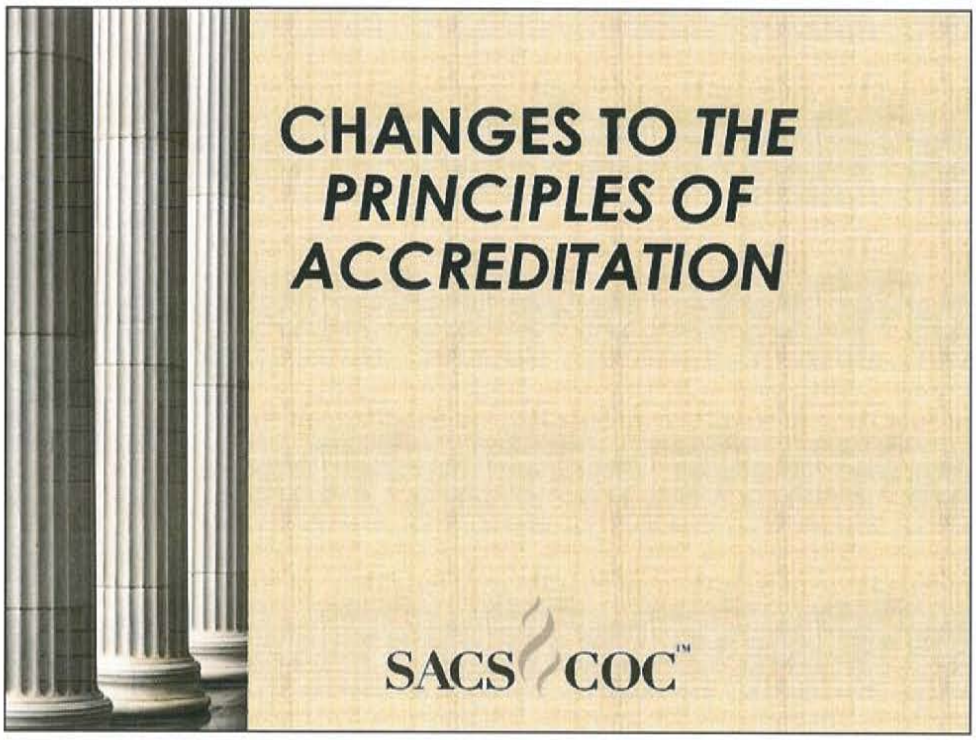
| | 2017-2018 | 2018-2019 |
|---|---|---|
| Contemporary Social Issues In American Education (EDUC506) | 10.00 | 0.00 |
| University Physics II (PHYS202) | 30.00 | 0.00 |
| University Physics I (PHYS201) | 30.00 | 0.00 |
| Internship Practicum (CSDS680) | 50.00 | 0.00 |
| | | |
| Adapted Physical Education: Development of Modified Programs (KINS564) | 75.00 | 125.00 |
| Virginia in the Civil War (HIST371) | 25.00 | 35.00 |
| History of the Holocaust War (HIST377) | 15.00 | 35.00 |
| Nursing Care of Patients with Psychiatric/Mental Health Problems ( NURS410) | 334.00 | 375.00 |
| Nursing Care of Patients with Complex Health Problems (NURS393) | 334.00 | 375.00 |
| Internship in Nursing (NURS492) | 334.00 | 375.00 |
| Nursing Care of Adults and Families (NURS341) | 25.00 | 25.00 |
| | | |
| Introduction to New Media (ART240) | 0.00 | 25.00 |
| Jewelry and Metalsmithing (ART409) | 0.00 | 60.00 |
| Jewelry and Metalsmithing (ART410) | 0.00 | 60.00 |
| Explorations in Environmental Science (ENSC162) | 0.00 | 30.00 |
| Practicum in Leadership (LDST432) | 0.00 | 125.00 |
| Special Topics in Earth Science (EASC295) | 0.00 | 30.00 |
| Special Topics in Earth Science (EASC395) | 0.00 | 30.00 |
| Special Topics in Geography (GEOG295) | 0.00 | 30.00 |
| Special Topics in Geography (GEOG395) | 0.00 | 30.00 |
| Special Topics in Biology (BIOG295) | 0.00 | 30.00 |
| Entomology (BIOG374) | 0.00 | 30.00 |
| Lab fee University Physics I (PHYS222) | 0.00 | 30.00 |
| Lab fee University Physics II (PHYS223) | 0.00 | 30.00 |
| Applied Physics & New Scientific Reasoning Pillar Course (PHYS111) | 0.00 | 30.00 |
| Introduction to Neuroscience (NEUR105) | 0.00 | 30.00 |
| Inorganic Chemstry Lab (CHEM380) | 0.00 | 30.00 |
| Thernodynamics Lab (CHEM325) | 0.00 | 30.00 |
| Internship Practicum (CSDS683) | 0.00 | 50.00 |
| | | |
| **Professional Course Fee*** | | |
| Contemporary Social Issues In American Education (PEDUC506) | 10.00 | 0.00 |
| Adapted Physical Education: Development of Modified Programs (PKINS564) | 75.00 | 125.00 |
| Internship Practicum (PCSDS 683) | 0.00 | 50.00 |
| Internship Practicum (PCSDS 680) | 50.00 | 0.00 |

* In the future if a Graduate level course has an approved fee the same fee will apply to the Professional level course

# Changes to the Principles of Accreditation

## Presentation by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

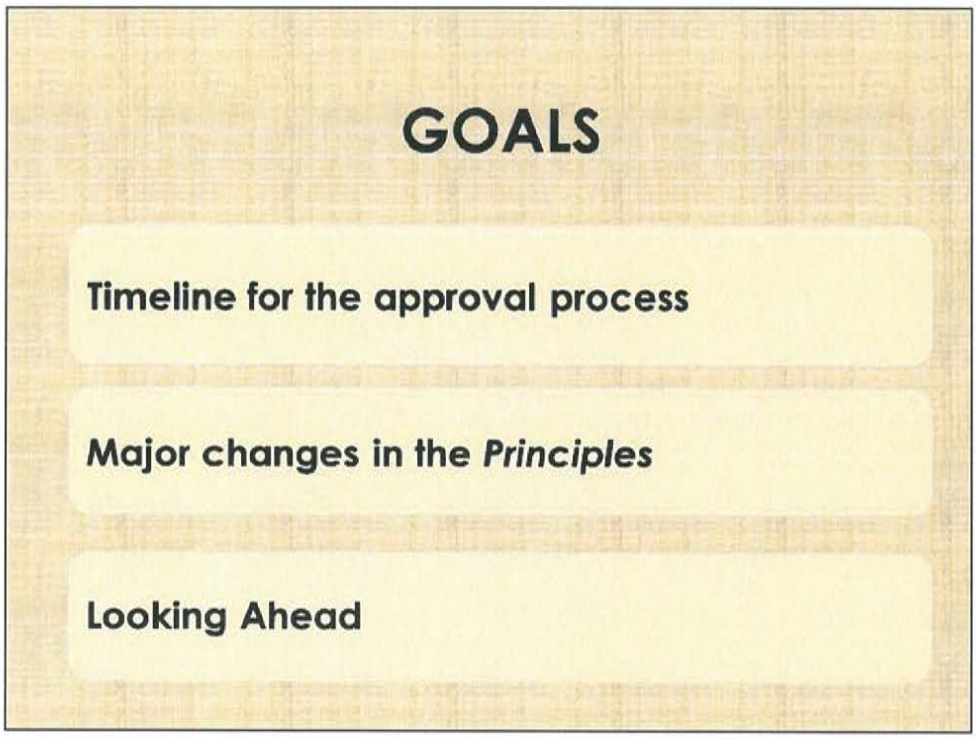
**January, 2018**




Thank you for the opportunity to speak with you today.

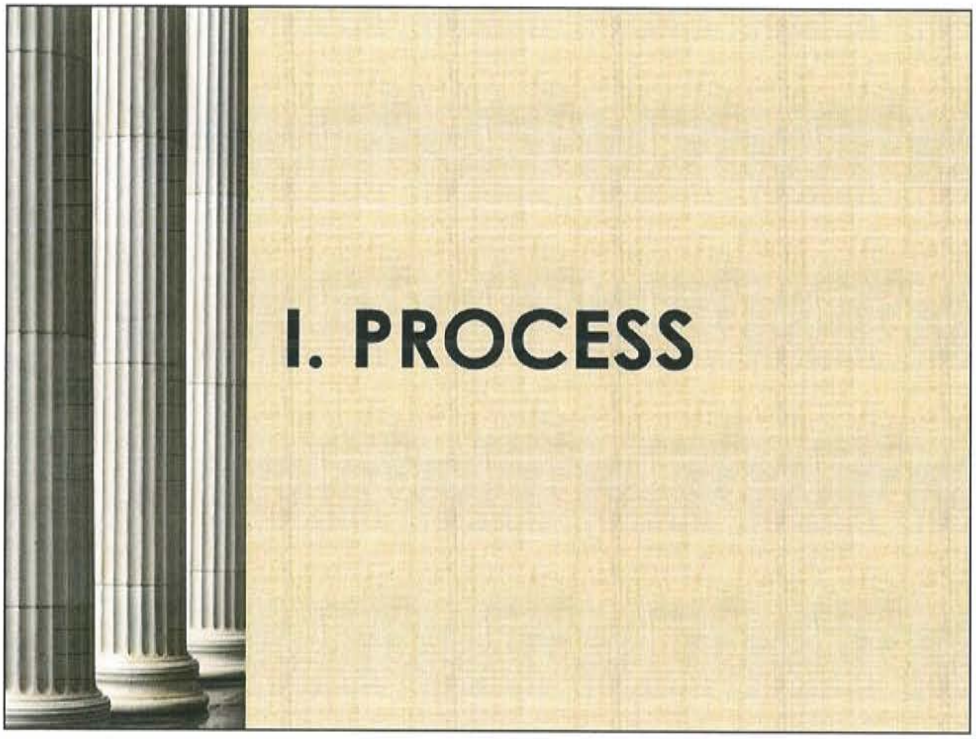
In accordance with the Bylaws, the *Principles of Accreditation* are reviewed and revised every five year. Over time, the *Principles* have undergone a few major changes, most notably in the addition of many Federal Requirements and in the wording of both the IE standards and the QEP standard(s).

But this most recent proposed revision in the *Principles* doesn't change the concepts; however, it may represent the largest change in wording since they were first introduced.




Here's an overview of my time with you today including a look at the proposed Principles of Accreditation and the resources available to assist you during this transitional year.

All of the information is on our website: www.sacscoc.org




SACSCOC is a member driven organization.

The changes that we will review resulted from a Committee of your peers, representing the wide array of institutional types and levels, as well as personnel types found at our member institutions.

Once the Principles were approved by the Board of Trustees, another group of institutional representatives, the SACSCOC staff worked on formatting and implementation. Let's look at the process quickly.

## TIMELINE FOR APPROVAL

Since October 2015: *Principles* Review Committee met

January 2017: First Draft Posted

March 2017: Second Draft Posted

June 15, 2017: Approved by SACSCOC Board of Trustees.

November 1, 2017: Official notice to member institutions

December 5, 2017: Approved by College Delegate Assembly at the Annual Meeting

**Principles Review Committee**

- Had nearly 10 formal meetings and had subcommittees for every major area of concern for in-depth review and discussion, including for the QEP.
- Over 450 persons responded to initial survey on changes to the *Principles*
- 162 persons responded to the first draft of the *Principles*.
- Board of Trustees approved the proposed *Principles* in June and the College Delegate Assembly adopted them in December.

## MAJOR CHANGES

**Reordering by 14 topic areas**

**Effort to remove overlap/redundancies**

**Some standards only to be addressed at initial accreditation or as needed**

**Complex standards stated in explicit parts**

**A few added, a few deleted**

- Reordering by 14 topic areas
- Remove redundancies
    - Ex: Student services/academic support services combined
    - Ex: One mission standard
    - Ex: faculty evaluation appears only once
    - Ex: program length appears only once, as does program content
- Complex standards
    - Governance as an example, parts are separated for compliance determination.

Added:

- Board responsibilities and expectations, Board self-evaluation
- Expanded cooperative academic arrangements language
- Student debt information and guidance
- Federal policies incorporated as standards:
    - Archived information on degree requirements
    - Recruitment practices
    - Branch campus names and dependence on parent as accredited entity
    - Representation of Other accreditors

Deleted:

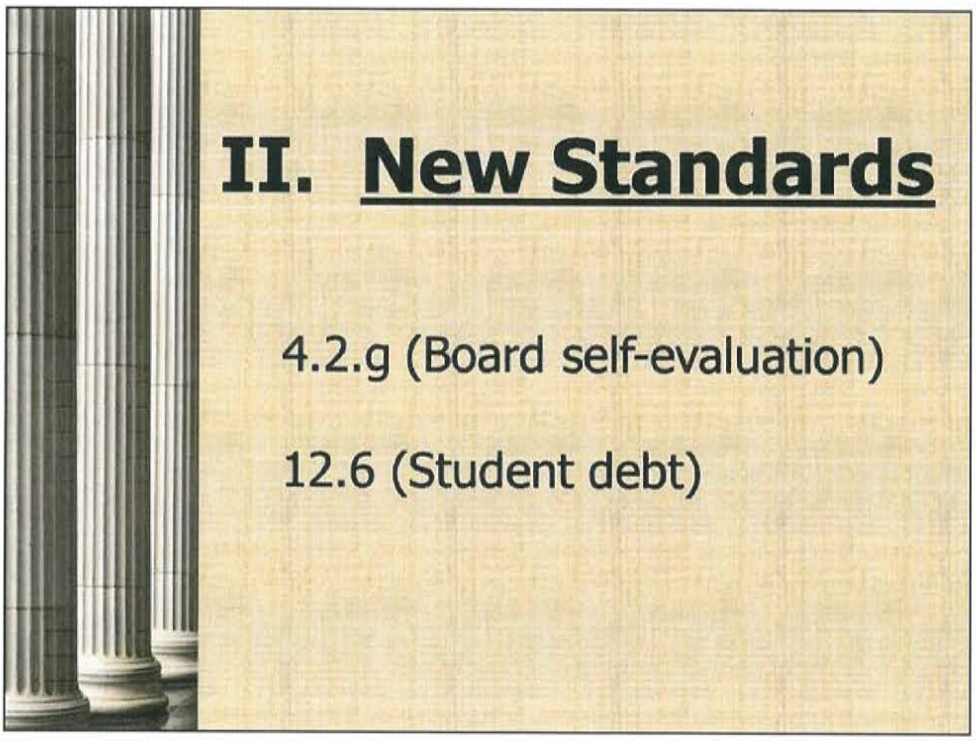
- CS 3.3.1.4 and .5 – will be in Resource Manual with expectations that broader institutional planning processes will include these as relevant.

## TOPIC HEADERS

- Principle of Integrity
- Mission
- Basic Eligibility Standard
- Governing Board
- Administration and Organization
- Faculty
- Institutional Planning and Effectiveness

- These are the 14 Topic areas
- [READ SLIDE]

- Student Achievement
- Educational Program Structure and Content
- Educational Policies, Procedures, and Practices
- Library and Learning/Information Resources
- Academic and Student Support Services
- Financial and Physical Resources
- Transparency and Institutional Representation




Only added two (2) New standards

4.2.g: Everyone in the organization is evaluated and review and this should include the governing board to do a "Self-evaluation" of their operations.

12.6: The public and the federal government want everyone to have a role in student debt. This standard asks institutions to document how they inform students about financial literacy.

## III. Eliminated Standards

- CS 3.2.7 (Organizational structure)
- CS 3.2.14 (Intellectual property)
- CS 3.3.1.4 (Institutional effectiveness: research)
- CS 3.3.1.5 (Institutional effectiveness: community/public service)
- CS 3.4.2 (Continuing education/service programs)
- CS 3.5.4 (Terminal degrees of faculty)

"The Principles Review Committee giveth and the Committee taketh away."

Here are the six (6) standards that were eliminated.

On the templates, there is language that institutions may insert for these deleted standards only. In other words, you do not have to respond to these standards. Dr. Wheelan sent this information to your institutional CEO in early January.

# IV. MODIFIED STANDARDS

| 2012 Edition | 2018 Edition |
| --- | --- |
| • CR 2.5 (IE) → | • 7.1 (Institutional planning **[CR]**); Wording change – new scope |
| • CR 2.8 (Faculty) → | • Emphasis on "each program" moved to 6.2 (not CR) |
| • CS 3.3.1.2 (IE: administrative support services) → | • 7.3 (Administrative effectiveness) |

# IV. MODIFIED STANDARDS
(CONTINUED)

| 2012 Edition | 2018 Edition |
| --- | --- |
| • CS 3.5.1 (General education competencies) → | • 8.2.b (Student outcomes: general education) – expectation of seeking improvement |
| • CS 3.11.1 (Control of physical resources) → | • Consolidated with CR 2.11.2/CS 3.11.3/CS 3.8.1 – 13.7 (not CR) |

# V.
# Institutional Options for Transitioning to the 2018 Edition of *The Principles of Accreditation*

## VI. Resources to be Available

1) Compliance Certification Template (2018)

2) Fifth-Year Interim Report Template (2018)

3) Substantive Change Templates (2018)

4) Accreditation Procedures for Applicant Institutions (2018)

Between now and March 1, you will find these resource tools on the SACSCOC website to assist your work.

For institutions that began completing their impending reports, the addendums for the Compliance Certification Report or the Fifth Year Interim Report, that used the 2012 edition of the *Principles,* were promised by January 16 and those are on website under the tab "Institutional Resources" or "Recent Changes".

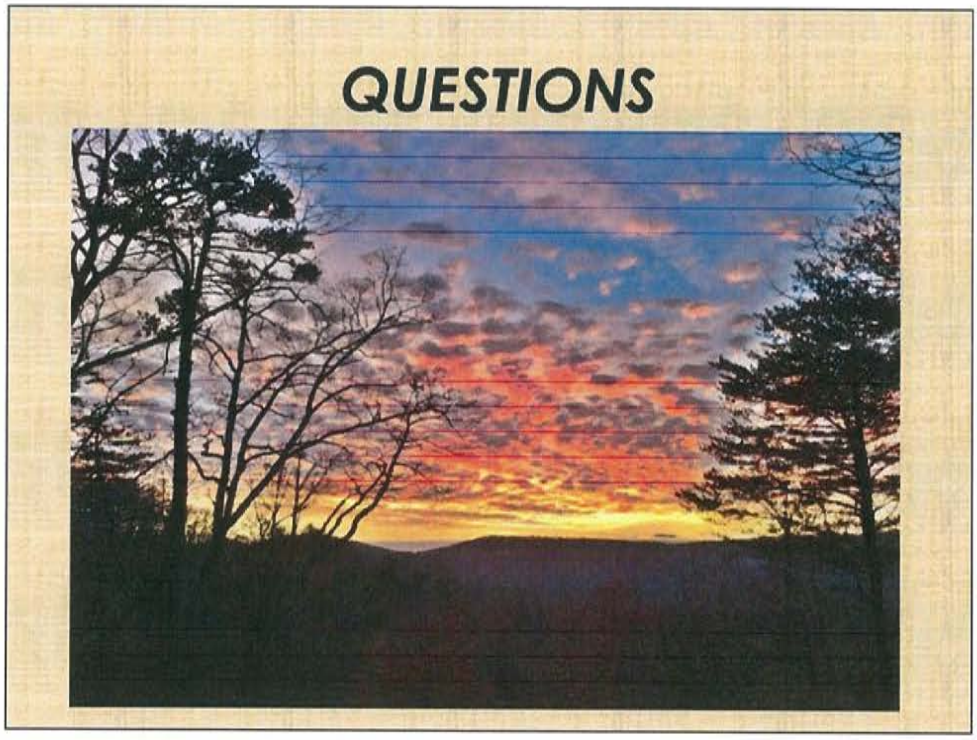
## VI. Resources to be Available
**(continued)**

5) Resource Manual for the *2018 Principles of Accreditation*

6) Crosswalk for the *2012 Principles of Accreditation* to the *2018 Principles of Accreditation*

7) Crosswalk for Future Fifth-Year Interim Reports (from 2012 to 2018 *Principles*)

These are some additional resources available for you.




This is the dawning of a new chapter for the membership with this transitional implementation of the *Principles*.

SACSCOC staff, especially your assigned staff members, are here to assist you.

Thank you for your service and attention. I am happy to take any questions.

# 5

## Academic Affairs
### *Larissa Smith Fergeson, Interim Provost & VPAA*

**Highlights**

- Core Curriculum development continues
- College of Business & Economics earns reaffirmation from AACSB
- Graduate admissions and Educational Leadership endorsement program on the rise
- Revised SACSCOC standards released
- Spring Research Day planned for April 24

**Core Curriculum Implementation**

The faculty have been working hard to revise courses and propose new ones to be included in the Core Curriculum. The Core Curriculum Committee has reviewed approximately 110 course proposals and sent them on for approval by the college curriculum committees and the Educational Policy Committee (EPC), which reports to Faculty Senate. The majority of these were for Foundations-level courses (CTZN 110 sections, ENGL 165/265, and pillar courses); 17 were for Perspectives-level courses. The majority of the 110 course proposals reviewed to date have been completely approved (through Faculty Senate); however, about one-third of them are still in the approval process. All pending proposals should receive approval by the Educational Policy Committee (EPC) by its March 27 meeting. Moving forward, the Core Curriculum Committee will be hosting workshops for faculty centered on the development of Perspectives level courses, which will be piloted in spring 2019 and implemented in fall 2019. In addition to proposing new or revised courses, departments are also updating their major requirements to incorporate the new Core courses.

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

The College has instituted an incentive program for faculty to write and submit grants to federal/state agencies and private foundations. The initial call in STEM areas resulted in six faculty applying, and a subsequent call for proposals from Arts and Humanities faculty is currently still accepting applications and has two submissions thus far. The awards include a summer stipend, as well as travel funds to visit program officers or granting agencies if appropriate. The Office of Sponsored Programs will work with faculty to coordinate their efforts with our grants consulting firm, McAllister and Quinn.

Communication Studies, in conjunction with the Office of Graduate and Professional Studies, is developing an ongoing Event Planning certification program called the Longwood Academy for Event and Meeting Planning (LAMP), following a successful one-day introductory seminar last September. The 28-hour certification program worth 3.2 CEU's will take place each Saturday in April and is open to students, alumni, and community members. The one-day introductory seminar and the 4-day certification program are planned to be offered annually.

The Music Department and the Theatre Program have worked together over the past two years to create curriculum and projects that support our current and prospective students' interest in musical theater. A new 22-credit Music Theater Minor offers classes in music fundamentals, singing, acting, and dance. One of the fruits of this collaboration was the immensely successful production of Stephen Sondheim's classic musical, "A Funny Thing Happened on the Way to the Forum" in February. Lacy Klinger of the Theatre Department directed and choreographed the show while Christopher Swanson of the Music Department served as musical director. We can all look forward to future joint ventures that will include a large-scale musical production in Jarman Auditorium every other year.

**College of Business and Economics**

The College of Business and Economics (CBE) was notified on January 22 that the AACSB Board of Directors ratified the recommendations of the visitation team and the Continuous Improvement Review Committee—the CBE has successfully maintained its status as an AACSB accredited institution. AACSB is the premiere accreditation organization for business programs. Only 799 business schools are AACSB accredited world-wide.

The Logistics Center continues its work with the Commonwealth Center for Advanced Logistics Systems and was recently asked to lead a workforce development initiative in response to *Blueprint Virginia 2025*. The CCALS workforce development initiative, at least initially, has three objectives:

1. Convene industry and government leaders on an ongoing basis to identify future workforce needs and current training capabilities in the Commonwealth.
2. Organize and coordinate a statewide professional development program for emerging advanced logistics leaders.
3. Act as a clearinghouse/conduit for opportunities in the advanced logistics sector.

**College of Education and Human Services**

The Special Education program is spearheading Longwood LIFE, a ten-week pilot program housed in the College of Education & Human Services (CEHS). The program offers transition coursework for individuals with intellectual disabilities (ages 18-25). Six students from Prince Edward, Nottoway, Charlotte, and Henrico counties have been accepted for the spring semester. Since January, faculty from Ed/SPED, HARK, Social Work & Communication Sciences & Disorders, and Theater/Art/Music departments have been teaching classes on social skills, lifetime activities, fine arts, self-advocacy, and preparing for adulthood.

Health, Athletic Training, Recreation, and Kinesiology (HARK) faculty and students have been engaged in advocacy efforts at the federal and state levels. In February, Dr. Kari Hampton took seven graduate students to attend the national Society of Health and Physical Education (SHAPE) America SPEAK out day. More than 150 health and physical education advocates from 42 states were represented and met with members of Congress to "speak out" in support of school health and physical education. Dr. Meg Thompson took eight Athletic Training students to Richmond to participate in a briefing session with Virginia Athletic Training Association (VATA) lobbyists and visited with Senator Jennifer McClellan.

Thanks to a donation from an alumnus, Speech, Hearing & Learning Services (SHLS) initiated Project JumpStart in the fall to provide a preschool language and literacy experience to children with disabilities or who are at risk for language development. The Southside Hearing Loss Support group was formed in the fall and offers monthly educational programs at SHLS. SHLS also has continued its successful partnership with the Farmville Lions Club to offer hearing conservation to the local community. Musician ear plugs were provided to all middle school and high school band students of Prince Edward, Cumberland and Fuqua schools. Programs will be offered at Prince Edward and Cumberland Elementary Schools this spring for the sixth year.

**College of Graduate and Professional Studies**

Graduate program admissions saw a 30% increase this fall 2017 (197 admitted) over fall 2016 (151 admitted). This academic year the Graduate College was able to provide support for 48 graduate students to attend and present their research at professional conferences both in and out of state. Students from the Counselor Education, Communication Science and Disorders, Reading Literacy and Learning, School Library Media, and Health & Physical Education programs represented Longwood at six different conferences.

A growing variety of for-credit and non-credit professional development and continuing education opportunities were offered from summer 2017 to spring 2018. They can be found on the website, **lancerlearning.com**. Workshops included our continued partnership with the Virginia Holocaust Museum, a Coaching Symposium, Balanced Literacy for Region 8 teachers, Event Planning, and the Longwood Life pilot program. All workshop ideas and instruction come from our talented and energetic Longwood faculty.

Total Professional & Continuing Education Activity Summer 2017-Summer 2018

| Type | # options | # enrollments |
|---|---|---|
| noncredit | 9 | 81 |
| for-credit | 12 | 171 |
| workshops | 5 | 200 |

In addition to the classes above, the innovative educational leadership endorsement 'spoke' model, a partnership between the College of Education & College of Graduate & Professional Studies led by Dr. Daniel Grounard as coordinator, is in its second year. Year 1 (2016-2017), with six cohorts across the state, had 79 graduates, and we are aware of at least 31 who have

interviewed and/or accepted a position in K-12 administration. Year 2 (2017-2018) began with 146 students (an increase of 84.8% over Year 1) and a total of 9 cohorts. Cohorts in Northern Virginia, Fredericksburg and Roanoke were added this year. The cohorts are taught by a team of three instructors including Longwood faculty and education leaders in the field.

**Cormier Honors College**

The conclusion of the fall term brought good news: more than 10% of Cormier Honors College students (32 of 273) earned perfect 4.0 GPAs for the term, including seven first-years, six sophomores, ten juniors, and nine seniors. Recruitment is the focus of much of the CHC's work during the spring semester. Honors Preview generates much excitement among our current students and is supported by many campus partners, including faculty from across the disciplines, the Office of Financial Aid, Residential and Commuter Life, the Center for Academic Support, and the Office of Admissions. Attendance at the event has grown over the past few years, as demonstrated in the table below.

| Preview | Number of Prospective Students (number who spent preceding night in Wheeler dorm) | Total Guests |
|---|---|---|
| Class of 2019 (January 2015) | 61 (17) | 165 |
| Class of 2020 (February 2016) | 73 (24) | 206 |
| Class of 2021 (February 2017) | 80 (52) | 202 |
| Class of 2022 (February 2018) | 91 (30) | 252 |

**Office of Accreditation and Compliance**

At the December annual meeting, SACSCOC voted to revise its *Principles of Accreditation*. Many of the changes involve re-ordering, clarification, and re-numbering. A fully revised resource manual for these revised standards has just been made available. Newly approved standards important for the Board of Visitors to be aware of are 4.2.g. (new standard underlined below) and 12.6.

- 4.2: The governing board
    a. ensures the regular review of the institution's mission.
    b. ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.
    c. selects and regularly evaluates the institution's chief executive officer.
    d. defines and addresses potential conflict of interest for its members.

e. has appropriate and fair processes for the dismissal of a board member.
f. protects the institution from undue influence by external persons or bodies.
g. defines and regularly evaluates its responsibilities and expectations.

- 12.6: The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

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

On January 30 & 31, in collaboration with the Dean of Students, Counseling and Psychological Services, and Office of Disability Resources, CAFE facilitated a faculty lunch discussion, "Is it Me or Is It Them? Balancing Student Well-Being with Faculty Success," focusing specifically on student mental health issues. Over 40 faculty attended the discussion. This conversation was an opportunity for faculty to share and explore experiences, resources, and potential next steps as we work as a community to best meet our student needs while also balancing faculty and staff responsibilities. Using information gathered at these discussions, we are in the process of designing more comprehensive faculty resources and programs.

CAFE recently launched a new Dynamic Learning Dialogues (DLD) program. The DLD is an early to mid-semester evaluation technique that provides instructors with rich qualitative feedback from their students regarding the learning environment in a course. Feedback obtained from a Dynamic Learning Dialogue can be used for focused reflections on one's teaching to enhance classroom interactions, student learning, and teaching strategies.

**Hull Springs Farm**

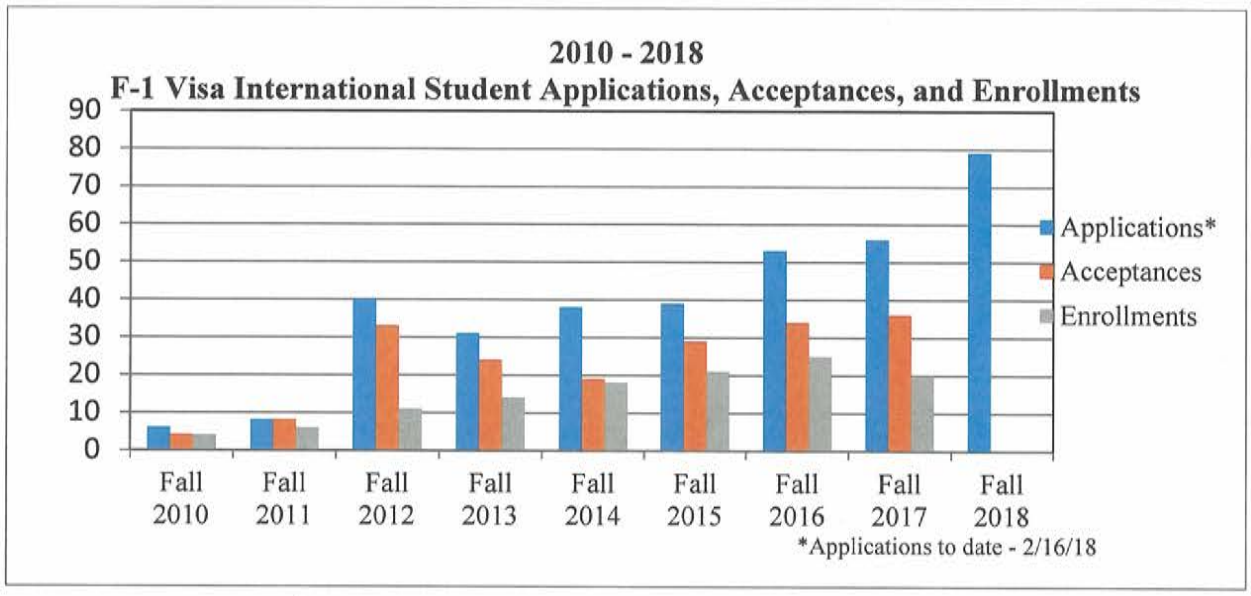
The facilities feasibility study for improvements at Hull Springs will be complete at the end of March. The study recommends construction of additional student and faculty residential facilities, laboratory space, student gathering spaces, and dining/catering facilities, as well as upgrades to the Big House. A business and fundraising plan is now being developed, in consultation with Longwood's Office of Advancement. With the Camp House being taken off-line, space for extended stays is limited. Limited modifications are being made at the Big House to accommodate students and faculty who will be engaged in classes/programs this summer. Plans are also underway for the third annual Longwood University Camp for Environmental Exploration (Camp LUCEE), set to run July 16-19 and July 23-26, with Westmoreland County Public Schools as a partner.

**International Affairs**

The Office of International Affairs hosted the fourth annual Virginia Lessons from Abroad Conference on February 3, which attracted over 140 registered participants (including 34 Longwood students) from 13 different colleges and universities around the Commonwealth, as well as representatives from the U.S. Department of State, the Peace Corps, the Fulbright program and other organizations focused on graduate school, research, and teaching English abroad. The conference helps those who have studied abroad to stay connected to their experience, articulate the skills they sharpened while overseas, and discuss how to engage

internationally in the future. President Reveley opened the conference with a welcome, and author and former Foreign Service officer Mark Jacobs delivered the keynote address. A generous grant from the Longwood Parents Council helped make this conference and student participation possible.

The spring is also recruitment season in international admissions, and applications from international students have topped 79 as of February 16; compared to an overall total of 53 last year. Staff will be recruiting in Vietnam and China this spring. Longwood now enrolls students from 28 different countries, including the first student from Nepal (an emerging market).




**Greenwood Library**

Greenwood Library continues to increase its community outreach programming. The Library, in partnership with the Farmville-Prince Edward Community Library, held several Valentine's Day events and activities, including a movie night. The spring installment of the popular "Finding Your Roots" series on family history was a major draw, bringing over 50 people to the Library. Archives Assistant Benedict Chatelain was elected to the Board of the Farmville-Prince Edward Historical Society, and Dean Brent Roberts was elected to the Virtual Library of Virginia (VIVA) Steering Committee, representing four-year institutions throughout the Commonwealth.

**Longwood Center for the Visual Arts**

The LCVA's "Break Glass: The Art of V. L. Cox – A Conversation to End Hate" exhibition drew several notable guests, including Jim Obergefell, the lead plaintiff in *Obergefell v. Hodges*, the Supreme Court case that brought marriage equality to the entire United States. The opening reception included former Arkansas senator Mark Pryor; former civil rights attorney/lobbyist/art collector Judy Norrell; Will Stapp, founding curator of photography at the National Portrait Gallery; and Beth Turner, former senior curator at the Phillips Collection in Washington DC before becoming UVA's first Vice Provost of the Arts. A portion of the exhibition is traveling to

the Rosa Parks Museum in Montgomery, Alabama, this month. LCVA is preparing a traveling exhibition proposal that will allow us to keep the exhibition, and its message, on tour in our peer museums.

LCVA complemented the exhibition with the "Break Glass: Conversations to End Hate" program series. The series was developed in partnership with the Robert Russa Moton Museum and the Longwood Office of Citizen Leadership and Social Justice Education. The series included gallery talks, film screenings, a teacher workshop, and public lectures by Dr. Jacqueline Serwer, chief curator at the Smithsonian Institution National Museum of African American History and Culture, and Darryl Davis, an African-American blues musician who for the past 30 years has spent time befriending members of the Ku Klux Klan.

On March 3, the LCVA hosted its biennial winter gala and art auction in Blackwell Ballroom to raise money for its educational programming. During the spring semester, LCVA features the work of students, from pre-K through college. On March 11, the Youth Art Month Exhibition opened, which includes work from schoolchildren from surrounding counties as well as work from our youngest students at the Andy Taylor Center. On April 14, the Senior Show for majors in the art studio and graphic design programs will open.

**Moton Museum**

Visitation for 2017 reached almost 10,000 people, and 2018 is off to a strong start with almost 1,300 on-site visitors and 1,400 people reached through off-site programming, including 960 Henrico County Public School students. The third volume of the Storytellers magazine, a collaborative project between Longwood students, faculty and community members, is underway and will debut at an April 24 public reception. Also planned for April 24 is a Community Conversation organized by the Moton Museum and the MLK Memorial Commission of the Virginia General Assembly. The conversation will be at First Baptist Church, where King visited in 1962, and moderated by State Senator Jennifer McClellan. This is part of the Commission's work to honor King's legacy in Virginia as the 50th anniversary of his assassination approaches in April. The seventh annual Moton Community Banquet was a success with more than 500 people in attendance. The keynote speaker this year was Mrs. Nadine Marsh-Carter of the Board of Visitors. The Moton Family Challenge fundraising effort supports a scholarship fund and programming and educational activities of the museum.

**Sponsored Programs**

Below is a list of grant applications submitted and awarded between December 2017 and February 2018. The total grant funds requested was $793,309. The total grant funds awarded has been $381,887.

Submitted grant applications:

Dr. Larissa Smith Fergeson, Moton Museum
*Moton Museum Young Visitors Project,* $135,024
Submitted to IMLS Museums for America

Brent Roberts, Greenwood Library
*Virginia Children's Book Festival Special Needs Programming,* $5,000
Submitted to Autism Welcome Here: Library Programs, Services and More

Dr. Brian Bates, College of Arts and Sciences
*Improving STEM competencies via archaeology research in the Staunton River Valley,* $598,310
Submitted to the National Science Foundation

Jennifer Beach, Greenwood Library
*NEA Big Read – Burning Bright,* $15,000
National Endowment for the Arts Big Read Program

Katie Register, Clean Virginia Waterways
*Farmville, VA Cigarette Litter Prevention Program,* $10,000
Keep America Beautiful Cigarette Litter Prevention Program

Carly Fullerton, Athletics
*Choose your Poison,* $29,975
NCAA CHOICES Alcohol Education Grant Program

Awarded grant applications:

Dr. Dina Leech, College of Arts and Sciences
*FY18 Citizen Water Quality Monitoring Grant Program,* $4,500
Virginia Department of Environmental Quality

Dr. Brian Bates, College of Arts & Sciences
*Threatened Sites Project,* $10,000
Virginia Department of Historic Resources

Dr. Lissa Power de-Fur, College of Education and Human Services
*ITIP: Interdisciplinary Training on Inclusive Practices,* $367,387
Virginia Commonwealth University (U.S. Department of Education pass-thru award)

**Student Research**

In January, the Office of Student Research (OSR) sponsored the Spring Faculty Development Workshop with 23 faculty participants. OSR has expanded the number of rounds of student funding from one to two, beginning in spring 2018. In the first round of funding, OSR funded or provisionally funded 13 student projects. The spring research program, Collegiate Undergraduate Research and Inquiry Opportunities (CURIO) is currently underway with 17 faculty-student teams.

Student Research Day is planned for Tuesday, April 24. No classes will be held that day, so that students can present their scholarly projects, exhibitions, and performances. Dr. Amorette Barber and Dr. Sarah Porter are co-chairing a faculty committee who are planning the schedule for the day, which will include a keynote speaker and luncheon. They have received 472 submissions from students who will present their work.

# 6

# Administration & Finance

***Ken Copeland, Vice President***

**Highlights**

- Continued progress on multiple construction projects
- Work underway building FY19 budget
- Regional economic collaborative convenes local leaders
- Lancer Card Office Updates

## Design and Construction Projects

Upchurch University Center

Construction continues on schedule. The project is estimated to be completed by late summer 2018.

Brock Hall Student Success Center

The interior of the building is nearly complete, and the contractor is completing the remaining minor items. Work is continuing on the building's exterior and the surrounding site. The estimated completion time is late spring 2018.

Admissions Building

The Virginia Bureau of Capital Outlay Management has approved the final construction plans, and an invitation for bids will be issued as soon as possible. Construction is estimated to commence in early summer 2018, and to be completed in late summer 2019.

New Academic Building

The Virginia Bureau of Capital Outlay Management is reviewing the final construction plans. Construction is estimated to commence in early summer 2018, and to be completed in early 2020.

## Real Estate Foundation

Curry and Frazer Residence Halls Renovations

The Curry and Frazer Residence Halls renovation project is in the design and permitting phase. The construction budget is approximately $63 million. Transfer of the property from Longwood University to the Real Estate Foundation has been finalized. The property transfer of Spruce, East Madison, and East Redford Streets from the Town of Farmville to Longwood University is in process.

Two model suites in Curry Hall have been completed and early foundation work on the east side of the buildings has begun. Frazer Hall will be renovated first, commencing in May 2018, with completion in August 2019. The Curry Hall renovation will commence in May 2019, and is planned to be completed by August 2020.

Hull Springs Farm

Longwood University Real Estate Foundation selected Train Architects to lead an evaluation, planning, design, and costing exercise to create a schematic plan for Hull Springs Farm. The plan will be in line with the vision of the 2025 University Master Plan. The architect will also create illustrations of the final design that can be used for fund raising efforts.

## Facilities Management Highlights

- Completed the Confined Space Entry Program Documentation and training.
- GIS (Geographic Information Systems) informational road trip to UVA (with Facilities, Grounds, and Capital Planning) to gain information on how we might setup GIS and the requirements.
- Implemented Crowd Manager Training as required by the State Fire Prevention Code.
- Completed Semi-Annual Fire Protection Systems inspections.
- SARA Title III Tier 2 (Superfund Amendments and Reauthorization Act as part of section 313 Emergency Planning and Community Right-to-Know Act) report submitted.
- The Landscape & Grounds Department has been busy this winter doing normal grounds maintenance task around campus (pruning, leaf removal, plant bed maintenance and Tree work), along with clean-up following two substantial winter weather events. The department is also cleaning up a wooded lot for a Real Estate Foundation project. It is also producing wood chips to use on campus as a sustainability green project, and creating a new equipment storage lot.

- The Landscape and Grounds Department is also planning for new landscaping work around Brock Hall Student Success center, and Upchurch University center as part of the projects, as well as reviewing landscape and Hardscape work on the Curry/Frazer project.

- Lastly, the department is re-lamping with LED lighting as the opportunities arise to save energy dollars and consumption for the university. We just completed re-lamping the new steam plant's high bay metal halide lights with new energy efficient LED lighting. These lights operate 24-7-365 so the university should see some significant savings.

## Budget and HR

### Budget Office

The budget office is working on compiling the FY19 budget as information becomes available. We are closely monitoring the state budget process to stay informed on potential funding changes. Our work has included preparing tuition and comprehensive fee scenarios at various tuition and fee rates to provide information for management. We continue to monitor current year revenue and expenses compared-to-actual to ensure the university completes the fiscal year on budget.

### Human Resources

Director:

- Member of the University Diversity Council committed to how HR can assist with recruiting and retaining a diversified workforce.
- Projects: Cardinal Payroll; BANNER Web-time Entry; DocFinity
- Reviewing and updating policies
- Completed Title IX Coordinator Training in January

Benefits:

- Working on 3 Wellness Challenges: Mindfulness, Taking the Steps, and Sleep Challenge.
- Working with Campus Recreation to partner with to host the Annual University Wellness and Benefits Fair for upcoming August.
- Still working on TAL Audits and educating employees.
- Working with ITT to create an automated BES to Banner monthly healthcare updates.
- Working with Attorneys and 403(b) vendor on offering a Roth option for the 403(b) plans.
- Finalizing gift orders for this year Service Awards.
- Partnering with Virginia Credit Union to host 7 Financial Wellness Workshops for the employees throughout the year.
- Working with the Virginia Blood Bank to host a blood drive in March or April of this year and again in September.

- Longwood will be hosting the Virginia Retirement System Roundtable Meeting for state agencies HR Representatives.

Classification/Compensation:

- Working with ITS and DocFinity. Preparing the forms flow tracker for all HR forms and will begin working with DocFinity on building the CSC Form in DocFinity.
- Completed over 16 classification/compensation reviews and processed 853 forms (CSC's, Independent Contractor, Recruitment Request, Honorariums, Contracts and Hiring Reports.
- Prepping mail merge templates for upcoming contract renewals.
- Completed Title IX Investigators Training with AIXTA.

Employment:

- Recruitment and onboarding of 35 Positions (Advertising; Screening; Reviewing Screening; Making Job Offers).
- Finalized a process for on-boarding of Adjunct Faculty with Academic Affairs.
- Ordered and purchased new hire gift (Longwood Coffee Mugs).
- Participated in mock interviews with Criminal Justice Students and participated in the Cover Letter Clinic for the College of Business and Economics.

Payroll:

- Finished converting our students, wage and misc. payrolls to bi-weekly and converting student and wage to web time entry.
- We are working on the new CARDINAL Payroll that will go live in March 2019 and moving classified leave from TAL to BANNER.
- Reviewing the Tax Cuts and Jobs Act and making changes as needed.

HRIS:

*Student Employment*

- New students, Administration staff and Student employment are utilizing for the first time this year Equifax I-9 processing on the web.
- We are now looking at revising our website procedures and forms. We hope to have this accomplished by end of April.

*HRIS*

- **Docfinity:** Training courses and continued progress toward implementation.
- **Cardinal:** We are continuing to move along with this project. We are still in the design and development stage and some unit testing.
- **COVLC**: Completed major upgrade to COVLC from COVKC. There have been a lot of improvements but continue to work through issues related to this upgrade.

- **Immigration**: We have processed 18 immigration cases this year some were in previous waiting stages from the previous year. Four of these cases were processed at the same time in a very short window just prior to the moratorium of premium processing that was enacted by USCIS in the late spring of 2017.
- **Employee Relations:** Completed Title IX Investigators training in northern Virginia through ATIXA.

## Community and Economic Development

The Office of Community and Economic Development has convened and continues to facilitate regional community working groups.

**The innovation team** connects 25 community leaders and individuals from Longwood, Hampden Sydney, Prince Edward Public Schools, Fuqua School, the town of Farmville and the county of Prince Edward. This team is working on strategies to develop and keep entrepreneurial talent in our region. Thus far the team has:

- Catalogued the listing of available institutional assets that are helpful to the mission.
- Agreed upon three key projects that leverage existing assets.

    - Study and understand commuting patterns. Formulate potential strategies to encourage our talent to not only work here, but also live and invest their resources and talents here.
    - Design and deliver community based programming in innovation and entrepreneurship. We will explore potential "collaboratory" space to host programming in STEAM education, design thinking, maker space, entrepreneurial support, etc.
    - Support development and understanding of career pathways in technology and trades. This was identified as a crucial need in the community – trades talent can also be innovative and needs to be encouraged to support healthy growth in the community.

Other notes:

- Members have agreed to align with at least one of the three strategies and develop an action plan.
- Presidents of SVCC and DCC have been contacted and have expressed keen interest in participating in order to align recent GoVirginia funding for trades education with our efforts in this most northern point of Go Virginia Region 3.
- Dr. Paula Leach of Longwood's Institute for Teaching Through Technology and Innovative Practices has agreed to actively engage with this group on STEM education in the local community.
- The Commonwealth Regional Council is actively involved and will be a key member to assist with grants research and project development.

**VisitFarmville.com** – our area's first jointly developed visitor portal. The web and social media campaigns, managed by DIA, have reached over 2 million people, with 134,665 becoming actively engaged on the site since the launch in September 2016.

Business Development

We continue to work closely with the Real Estate Foundation to encourage and support the successful development of a grocery store concept in the former Barnes and Noble location at Midtown Square.

We often serve as a first point of contact for developers who are interested in investing in the Farmville Community and redeveloping properties in the downtown district. There has been active interest in properties along Main Street.

**The Small Business Development Center is focused on connecting university resources to support the development of new and existing small businesses in the region.** The Center serves 26 localities in Southern Virginia through several full- and part-time office locations – Farmville (Lead Office), Petersburg (Crater SBDC, in partnership with Crater PDC), Emporia (In partnership with the Southside Virginia Higher Education Center, South Boston (In partnership with The Southern Virginia Higher Education Center), Danville (In partnership with DCC), and Martinsville (In partnership with New College Institute).

SBDC accomplished the following activities and related successes region wide in 2017:

- **462 clients - potential and existing entrepreneurs (60% existing businesses)**
- **35 seminars for a total of 259 attendees**
- **$9 million in new capital for business development**
- **99 jobs created or retained as a result of consulting services**

## Lancer Card Office

The Lancer Card Center has been busy moving our office, managing door access, meal plans, Lancer CA$H and attendance readers. We are working closely with various Project Managers to plan access, vending, laundry and/or point of sale in Brock Hall, the Upchurch University Center and the Curry/Frazer renovation.

**LONGWOOD UNIVERSITY**
**Statement of Revenues and Expenditures**
**As of January 31, 2018**

| Total variance to expenditure budget for E&G and Auxiliary = 2.3%; exclusive of $6,967,448 philanthropic cash received actual | BOARD APPROVED ORIGINAL BUDGET | YEAR TO DATE ADJUSTMENT | REVISED BUDGET FORECAST 2017-2018 | ACTUAL TO DATE 2017-2018 | ACTUAL AS PERCENT OF BUDGET | PRIOR YEAR COMPARATIVE ACTUAL TO DATE | PRIOR YEAR COMPARATIVE ACTUAL AS PERCENT OF BUDGET |
|---|---|---|---|---|---|---|---|
| **EDUCATION AND GENERAL** | | | | | | | |
| REVENUES | | | | | | | |
| Tuition, Fees, and Other Sources | 42,304,654 | (1,405,050) | 40,899,604 | 31,412,995 | 76.80% | 32,762,471 | 82.11% |
| State General Fund Appropriation | 27,728,101 | 514,036 | 28,242,137 | 16,954,777 | 60.03% | 16,760,510 | 62.19% |
| Federal Work Study | 50,000 | - | 50,000 | - | 0.00% | - | 0.00% |
| VRS Reduction | (217,667) | - | (217,667) | - | 0.00% | - | 0.00% |
| TOTAL REVENUES | 69,865,088 | (891,014) | 68,974,074 | 48,367,773 | 70.45% | 49,522,981 | 75.15% |
| EXPENDITURES | | | | | | | |
| Instruction | 35,497,000 | 245,309 | 35,742,309 | 22,261,789 | 62.28% | 20,319,147 | 59.04% |
| Public Service | 508,390 | 64,118 | 572,508 | 296,292 | 51.75% | 293,640 | 54.53% |
| Academic Support | 8,263,449 | (367,495) | 7,895,954 | 4,049,945 | 51.29% | 3,783,419 | 50.94% |
| Student Services | 4,625,699 | (105,515) | 4,520,184 | 2,855,613 | 63.17% | 2,699,307 | 55.37% |
| Institutional Support | 11,542,193 | 748,920 | 12,291,113 | 6,899,318 | 56.13% | 6,562,203 | 56.32% |
| Operation and Maintenance of Plant | 7,600,477 | (548,840) | 7,051,637 | 3,661,851 | 51.93% | 3,569,733 | 53.68% |
| Scholarships and Fellowships | 2,327,880 | - | 2,327,880 | 2,251,195 | 96.71% | - | 0.00% |
| Salary Savings | (500,000) | - | (500,000) | (394,792) | 78.95% | (831,551) | 166.31% |
| TOTAL EXPENDITURES | 69,865,088 | 36,497 | 69,901,585 | 41,881,211 | 59.91% | 36,395,898 | 54.01% |
| Revenues Over/(Under) Expenditures | - | | (927,511) | 6,486,562 | | 13,127,083 | |
| **AUXILIARY ENTERPRISE** | | | | | | | |
| REVENUES | | | | | | | |
| Housing Fee and Sales | 22,281,809 | (1,233,184) | 21,048,625 | 19,790,148 | 94.02% | 19,100,072 | 98.48% |
| Dining Fee and Sales | 8,069,258 | (153,576) | 7,915,682 | 7,915,682 | 100.00% | 7,883,241 | 103.51% |
| Comprehensive Fee/Other | 25,961,333 | (1,285,979) | 24,675,354 | 21,800,458 | 88.35% | 23,292,772 | 99.02% |
| Federal Work Study | 154,300 | - | 154,300 | - | 0.00% | - | 0.00% |
| TOTAL REVENUES | 56,466,700 | (2,787,112) | 53,793,961 | 49,506,288 | 92.49% | 50,276,085 | 99.19% |
| EXPENDITURES | | | | | | | |
| Housing Services & Transfers to REF | 22,354,109 | 88,993 | 22,443,102 | 11,944,284 | 53.22% | 11,516,786 | 51.54% |
| Dining Services | 8,139,258 | - | 8,139,258 | 7,489,248 | 92.01% | 6,978,597 | 81.83% |
| Athletics | 9,058,304 | 275,375 | 9,333,679 | 7,100,287 | 76.07% | 7,505,293 | 82.09% |
| Other Services | 15,869,941 | 159,420 | 16,029,361 | 13,525,581 | 84.38% | 10,260,098 | 67.01% |
| Salary Savings | - | (200,000) | (200,000) | (90,120) | 45.06% | (78,467) | 0.00% |
| TOTAL EXPENDITURES | 55,421,612 | 323,788 | 55,745,400 | 39,969,281 | 71.44% | 36,182,307 | 65.40% |
| Revenues Over/(Under) Expenditures | 1,045,088 | | (1,951,439) | 9,537,008 | | 14,093,778 | |

As of January 31, 2018: Total Net Assets of Longwood University Foundation = $84.3 million / Total University Auxiliary Reserve = $16.7 million / Total Real Estate Foundation Reserve = $5.4 million

# 7

# Intercollegiate Athletics

*Troy Austin, Director of Athletics*

**Highlights**

- Student-Athlete Fall 2017 Performance
- 2018 Athletics Hall of Fame
- Additional Role for Head Coach Kathy Riley
- Student-Athletes' Mental Wellness Program
- Special Olympics Lifting Competition

**Student-Athlete Fall 2017 Performance**

After posting their highest combined grade point average in nearly a decade during the 2016-17 academic year, Longwood student-athletes carried that momentum into the fall 2017 semester and once again delivered in the classroom.

The more than 200 student-athletes who make up Longwood's 14 varsity athletics programs combined for a fall term GPA of 3.05, doing so on the heels of a monumental fall that saw the women's soccer team reach the Big South Championship game and the field hockey program win 11 games en route to the Mid-American Conference semifinals and the program's highest winning percentage of the Division I era.

Fourteen Lancers made the President's List for achieving a flawless GPA of 4.0, while 62 made the Dean's List for posting a GPA of at least 3.5 with all A's and B's. Those 76 total President's and Dean's list awards are the most Longwood has had over the past three years.

The fall's success was widespread across Longwood's teams, as the Longwood women registered a 3.24 term GPA while the men came in with a 2.81. Both of those numbers are three-year highs.

A total of eight Longwood teams posted their highest fall term GPAs in recent years, with field hockey and women's lacrosse posting their second-highest team GPA since 2006 and women's golf posting its highest fall GPA in the Lancers' Division I era.

Longwood's baseball team, which boasts the school's largest roster with 34 players, surpassed the 3.00 GPA mark and recorded its highest fall GPA since 2010.

Both Longwood's men's and women's basketball programs found success in the classroom throughout the fall as well, with the men's squad combining for its highest GPA since 2014 while the women's team enjoyed its top semester since the 2011 fall semester.

In addition, the four-time Big South champion softball team matched its highest fall GPA from 2014, tying the highest on record, while women's tennis also had its top semester in the classroom since 2013.

**2018 Athletics Hall of Fame**

*Longwood Inducts Bolding, Bradley & Fowlkes into Athletics Hall of Fame*

The Longwood Athletics Hall of Fame grew by three members in February when Longwood inducted its Class of 2018, made up of former baseball head coach Buddy Bolding, wrestling All-American Aaron Bradley '01 and high school field hockey coaching legend Nancy Fowlkes '72. The university inducted those three in a special on-campus ceremony on Feb. 3 and later honored the trio at halftime of the men's basketball game against Liberty that same day.

Bolding, Bradley and Fowlkes were each first-ballot selections for the Longwood Hall of Fame as selected by a committee that includes members of Longwood's Athletics Hall of Fame, members of the Lancer Club, current Longwood head coaches and Longwood athletics administrators. Each of the three new inductees shares a connection as coaches, as Bolding served as the long-time head coach of Longwood's baseball program, and Bradley and Fowlkes have both enjoyed significant coaching success after graduating from Longwood.

Bolding served as head coach of Longwood's baseball program for 35 years, while Fowlkes graduated from Longwood in 1972 and became a nationally-renowned field hockey coach at the high school level in Virginia Beach, Va. Meanwhile, Bradley is still in the midst of an already successful coaching career, having led the Hanover High School's wrestling team to the 2014 Virginia State Championship.

**Additional Role for Head Coach Kathy Riley**

In December of 2017, Director of Athletics Troy Austin announced that Kathy Riley has been named Special Advisor to the Director of Athletics, in addition to her role of head coach for softball. She will assist the Athletics Department in four primary areas: as a liaison between individual coaching staffs and athletics administration for the purpose of successful communication that fosters positive movement; through project implementation via fundraising and friend-raising initiatives; as consultant to the athletics director in leadership matters; and as an advisor to the department in matters of student-athlete experience. In her expanded role, Coach Riley will assist in better positioning the staff and student-athletes of the entire department in the execution of the Athletics Department strategic plan.

**Student-Athletes' Mental Wellness Program**

The recent consolidation of the sports medicine, academics, and sports performance departments into one comprehensive unit has already shown to have an impact into the quality of service provided to our student-athletes. Their first task was to create a mental health emergency action plan and to begin the process of facilitating that knowledge to all constituents of Longwood athletics. The proactive nature of this strategy has already helped some of our student-athletes diminish the negative stigma associated with seeking assistance for mental health.

**Special Olympics Lifting Competition**

While we continually strive to enhance our community outreach to fulfill our strategic goal, the Longwood Sports Performance department put on the second annual Special Olympics Powerlifting meet in collaboration with the HARK department. This event featured local and out of town athletes and was held in Iler Weight Room. With over 100 attendees and volunteers from student-athletes to professors, this has become an empowering event to look forward to every year.

# 8

# Institutional Advancement
## *Courtney Hodges, Vice President*

**Highlights**

- **Love Your Longwood Day scheduled for March 27**
- **General Assembly supportive of higher education, particular interest in dual enrollment, teacher licensure and student directory information**
- **Plans underway for a busy summer conference season on campus**

## Development

Fiscal Year 2018 continues to be a successful year for the Office of Development. We continue to see an upward trend in YTD comparisons for annual giving (18 percent growth year-over-year). Longwood's cash giving is at an all-time high (81 percent increase year-over-year). To support this growth in philanthropic activity, the Development Office continues to explore strategies to grow Longwood's alumni participation rate as well as support the strategic priorities of the university.

- **MARK YOUR CALENDARS – *Love Your Longwood Day* is March 27!** Longwood's third annual *Love Your Longwood Day* philanthropy challenge will be held March 27. The spirit of giving, pride and enthusiasm for Longwood will be promoted on-campus and throughout social media channels during the 24-hour period. This year's theme will focus on "Be Someone's Hero" as each donation will provide new opportunities and experiences for our students. Efforts will be focused on reaching 1790 donors in honor of Longwood's 179th year.

  Over 25 departments and programs across campus will participate in various challenges and activities on *Love Your Longwood Day*. Student participation will continue to be a focus as campus-wide events will be sponsored to promote student giving and nurture the culture of philanthropy. Together we can "Be Someone's Hero" and reach our goal of 1790 gifts in 24 hours!

**We need YOUR help on March 27!**

1. **Make a gift (any size to any program).**

   **love.longwood.edu**

2. **Share your love for Longwood on social media.**
3. **Encourage friends and family to make a gift.**

- **Annual Scholarship & Benefactor Dinner***:* On February 27, Longwood celebrated more than 250 donors, scholarship recipients and Longwood community members. The evening started with a reception and then dinner which included a special program. The keynote speaker, Kevin Napier, SGA President and scholarship recipient, gave an impactful speech on "keeping your eye on the ball and counting the hops," a quote his father used for many years when giving life advice. The evening was full of celebratory moments of students personally thanking donors, scholarship recipients receiving their 2017-2018 medallions from President Reveley and, most importantly, donors being recognized for providing the gift of education.
- **AcademicWorks**: Our new online scholarship management system, AcademicWorks, is now live. Students login using their LancerNet ID and Password and are automatically matched with opportunities available to them. They can also view scholarships that require extra information such as essays, recommendations, or other self-reported data that we don't already have documented. The new system will save time for students, reviewers and administrators by streamlining the scholarship process by uploading scholarship criteria, student information, and funds all in one place. As of February 28th, 251 students had logged in to the system and completed their General Scholarship Application, as well as applications for specific opportunities. Starting March 15th, faculty and award committees will begin the review and award process. This summer, we hope to expand the system by adding donor information so students can learn more about why their donor gave in the first place.
  www.longwood.edu/scholarships
- **Save the Date for *An Evening with the Richmond Symphony*:** Longwood will once again host the Richmond Symphony in Jarman Auditorium on April 20, 2018. The event will include a pre-reception for leadership donors and community members.

**Government Relations**

The General Assembly returned to Richmond on January 10 for a 60-day "long" session. As of this writing, the House and Senate have each adopted amendments to the budget for 2018-20. The two proposals are very different. The House budget would expand Medicaid, thereby pulling in more federal funding that would be spread across other areas of the budget, including higher education. The Senate budget does not include Medicaid expansion and would require a larger deposit in the state's revenue stabilization fund.

The House budget would provide about $1.2 million in funding for Longwood over the 2018-20 biennium for operations and maintenance of new facilities. In addition, the House budget would appropriate $800,000 in additional funding to support Longwood in producing more degrees in engineering/technology, health care and education. The House also maintains the nearly $1.5 million in additional funding for undergraduate financial aid that Governor McAuliffe included in the budget.

The Senate budget proposal does not make any cuts to operating funding for Longwood, but it does cut by half new funding for financial aid. House and Senate budget conferees have been meeting to try to reconcile the two proposals.

Among the many bills impacting higher education that passed the House and Senate this session are those dealing with dual enrollment, teacher licensure, and student directory information. A list of higher education legislation is included in this binder at Tab 13.

President Reveley made a number of visits to Richmond during the session, visiting with dozens of members of the General Assembly, including many of the new members of the House Appropriations and Education Committees.

**Conference and Event Services**

Conference and Event Services has rounded out our Conference and Event Staff with the addition of Mallory Kyle as Conference Specialist. She comes to Longwood from Busch Gardens where she supervised a staff of over 150 people, delegated tasks, made sure satisfaction scores and area goals were met, worked daily with upper management, handled scheduling and labor, made decisions that would help unsatisfied guests, and focused on positive guest interactions. All of these skills will prove valuable in the operations and support for the three conference event managers, and in her supervision of 15 summer conference staff.

Now that the event management side of C&ES is well underway, focus has turned to the AV Services branch of C&ES. Past Director John Hogge has moved to the IT Department, which opened a door for us to visit the current scope of work for that area, reevaluate how current technology impacts some of the services we provide, and audit the best use of time as we serve our community. We are in the process of restructuring in the direction of Production Services. This would allow for more student enrichment by taking under our wing the ability to set rooms, technology, and audio visual for on and off campus events.

Conference and Events is pleased to be welcoming back this conference season: Virginia Department of Forestry, Men's Basketball Day Camp, Longwood Women's Basketball Day Camp, American Legion Auxiliary, Virginia Girl's State, Christian Family Conference, Summer Institute for School Nursing, Youth Alcohol and Drug Abuse Prevention Project (YADAPP),

Summer Literacy Institute, Talented and Gifted (TAG), and a new conference: the Virginia Academy of Science (VAS)/Virginia Junior Academy of Science (VJAS.)

## YTD Fiscal Year Comparison
## Gifts through February 28

| Fiscal Year | Unrestricted | Operating Accounts | Total Annual Giving |
|---|---|---|---|
| 2008 YTD | $424,332.21 | $380,998.75 | $805,330.96 |
| 2009 YTD | $294,661.23 | $258,247.03 | $552,908.26 |
| 2010 YTD | $312,491.98 | $375,533.98 | $688,025.96 |
| 2011 YTD | $297,154.54 | $374,891.53 | $672,046.07 |
| 2012 YTD | $232,874.51 | $394,245.66 | $627,120.17 |
| 2013 YTD | $247,734.20 | $351,130.53 | $598,864.73 |
| 2014 YTD | $243,358.30 | $372,249.34 | $615,607.64 |
| 2015 YTD | $281,229.93 | $488,235.70 | $769,465.63 |
| 2016 YTD | $283,521.95 | $607,191.05 | $890,713.00 |
| 2017 YTD | $254,451.27 | $1,025,909.04 | $1,280,360.31 |
| **2018 YTD** | **$239,481.11** | **$1,280,297.45** | **$1,519,778.56** |

| Fiscal Year | TOTAL RAISED[1] |
|---|---|
| 2009 | $5.69M |
| 2010 | $5.42M |
| 2011 | $5.77M |
| 2012 | $5.52M |
| 2013 | $9.43M |
| 2014 | $2.82M |
| 2015 | $7.94M |
| 2016 | $4.18M |
| 2017 | $11.18M |
| **2018 YTD** | **$3.73M** |

[1] *Total new funds received or pledged*

| Fiscal Year | Annual Giving | Grants & Special Initiatives | Endowment/ Capital | Bequest | Non-cash/ Gift-in-Kind | Total Cash Giving | Total Donors |
|---|---|---|---|---|---|---|---|
| 2009 YTD | $552,908.26 | $214,118.50 | $697,404.57 | | $100,476.80 | $1,564,908.13 | 3,265 |
| 2010 YTD | $688,025.96 | $384,182.69 | $980,587.29 | | $44,933.38 | $2,097,729.32 | 3,851 |
| 2011 YTD | $672,046.07 | $206,020.00 | $570,486.06 | $735,079.26 | $65,615.17 | $2,249,246.56 | 3,664 |
| 2012 YTD | $627,120.17 | $205,559.00 | $933,961.04 | $132,021.26 | $36,895.68 | $1,935,557.15 | 3,057 |
| 2013 YTD | $598,864.73 | $211,961.44 | $627,699.70 | $83,711.25 | 415449.78 | $1,937,686.90 | 3,161 |
| 2014 YTD | $615,607.64 | $238,319.78 | $941,435.42 | $1,120,474.67 | 19946.82 | $2,935,784.33 | 3,105 |
| 2015 YTD | $769,465.63 | $307,385.23 | $552,971.46 | $320,376.65 | $256,153.37 | $2,206,352.34 | 3,418 |
| 2016 YTD | $890,713.00 | $308,897.13 | $481,910.52 | $129,203.82 | $92,151.41 | $1,902,875.88 | 3,558 |
| 2017 YTD | $1,280,360.31 | $239,750.00 | $1,722,097.77 | $675,050.40 | $66,496.23 | $3,983,754.71 | 2,910 |
| **2018 YTD** | **$1,519,778.56** | **$282,340.00** | **$5,219,869.91** | **$197,498.18** | **$23,115.41** | **$7,242,602.06** | **2,794** |

| Alumni Participation* | |
|---|---|
| FY2009 | 13.12% |
| FY2010 | 13.69% |
| FY2011 | 11.41% |
| FY2012 | 10.97% |
| FY2013 | 10.15% |
| FY2014 | 9.47% |
| FY2015 | 10.94% |
| FY2016 | 11.21% |
| FY2017 | 10.07% |
| **YTD** | **6.00%** |

* *Alumni Participation reflects participation rates through the end of the fiscal year, with the exception of 2018 which is through February 28.*

# 9

# Strategic Operations

***Victoria Kindon, Vice President and CIO***

**Highlights**

- Admissions is strong moving into yield phase of cycle
- Digital academic catalog to go live in March
- Innovative videos reach more than 83,000 people on social media in one month
- Ring Ceremony returns to Longwood
- ITS begins upgrade to enterprise management system

Enrollment Management and Student Success

*Admissions update*

The admissions cycle has moved into the yield phase: converting those who have been accepted into matriculating freshmen and transfer students. Strategies to encourage students to deposit by May 1 include personal connections with faculty, local events with alumni and President Reveley, assistance with financial aid and merit scholarships, and events on campus. The pool of applicants is larger and stronger than it has ever been at this point in the cycle, but, because we receive a large percentage of deposits during the last two weeks of April, we remain steadfast and cautiously optimistic.

*Applications for the freshman class as of each March 1 (i.e., 3/1/2017 for fall 2017)*

*Deposits for the freshman class as of each March 1 (i.e., 3/1/2017 for fall 2017)*


*Enhanced suite of services for student success continues to grow*

Enrollment Management and Student Success' focus this spring is on building an enhanced suite of services for the fall that is designed to improve the student experience, support the new core curriculum and continue to deliver high-quality customer service across campus.

Our new web-based academic catalog will go live in March. A digital catalog has many advantages over a printed version, including the improved ability to keep material relevant and up-to-date. The digital catalog will enable us to create and organize interactive course material in real time, as well as track changes and develop workflows to more easily publish future catalogs. On the user side, the catalog will serve as another tool for students to map curricula and plan their course of study.

Financial Aid staff worked on an expedited timeline this spring to package and reach out to prospective students with financial aid awards for the 2018-19 academic year. Notices went out three weeks earlier than has historically been the case—and earlier than the majority of other institutions in the Commonwealth. Based on substantial evaluation and analysis, we have leveraged aid even more strategically to drive enrollment in targeted areas. We've also initiated a search for a new Director of Financial Aid (a role that has been filled on an interim basis since fall 2017), with the goal of having someone in place by this summer.

This fall we will debut academic coaching, a national best practice that has been proven to increase retention and academic success, and that will work hand-in-hand with the new core's emphasis on integrative, transformational learning. Academic coaching gives students a structured way to connect with others on campus, based primarily on the students' own expressed needs and interests. Coaches, assisted by peer mentors, will track student engagement, host themed group activities (for example, running or board games), guide students through the transition using principles of student success, and assist students in making connections/finding resources on campus.

Finally, all of these efforts will be consolidated under one roof for the first time this fall in the newly completed Brock Hall. Named in honor of Joan '64 and Macon Brock, Brock Hall will house the Office of Disability Resources, the Registrar, Student Success, EMSS leadership, the Center for Academic Success and the Writing Center, and will provide a "one-stop shop" experience for students seeking services and support for their continued academic development.

Office of University Analytics

The Office of University Analytics (OUA) was created within the Strategic Operations division during the summer of 2017. This new office has taken on the mission of supporting and championing a data-driven campus culture by providing reliable data others need to complete tasks, plan and make decisions.

Since September 1, OUA has fulfilled more than 100 data requests from more than 60 separate individuals, with the average request taking fewer than three days to complete.

In addition to helping university faculty and staff with their work, OUA is the information dissemination point on campus for mandated and voluntary external reporting to organizations such as SCHEV, IPEDS, *US News and World Report* and College Board. Because OUA staff have previously worked in Enrollment Management and IT at Longwood, they have a deep understanding of not only university data but also university business processes. This knowledge enables them to work much more efficiently by repurposing previously gathered data for future reports and queries. In future years, far less time will be spent completing these more routine tasks and more time will be devoted to moving the university forward with the creation of larger-scale information in the form of decision dashboards, visualizations and year-over-year comparisons. This strategic information will be made easily accessible to university personnel and the public, as appropriate.

University Marketing and Communications

*Creative videos generate massive reach and engagement*

Two videos launched in December 2017 met our goals of showcasing Longwood's strong community and beautiful campus while building engagement on social media.

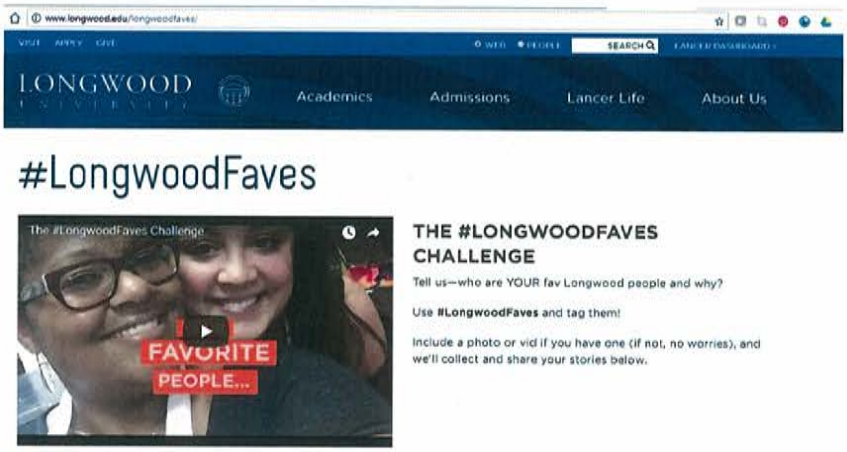
- Longwood Friends, our holiday video, strategically tied into and promoted the #LongwoodFaves social media campaign (see below). Featuring faculty and students, the video was popular with many audiences including College Wed Editor, which named the production to its list of Top Higher Ed Holiday Cards.
  Watch the video on Facebook: http://go.longwood.edu/friendsvideo

- Building on the release of the latest Star Wars movie in December, we released our own version of an X-wing and TIE fighter duel featuring drone footage of Longwood's beautiful campus.
  Watch the video on Facebook: http://go.longwood.edu/starwarsvideo

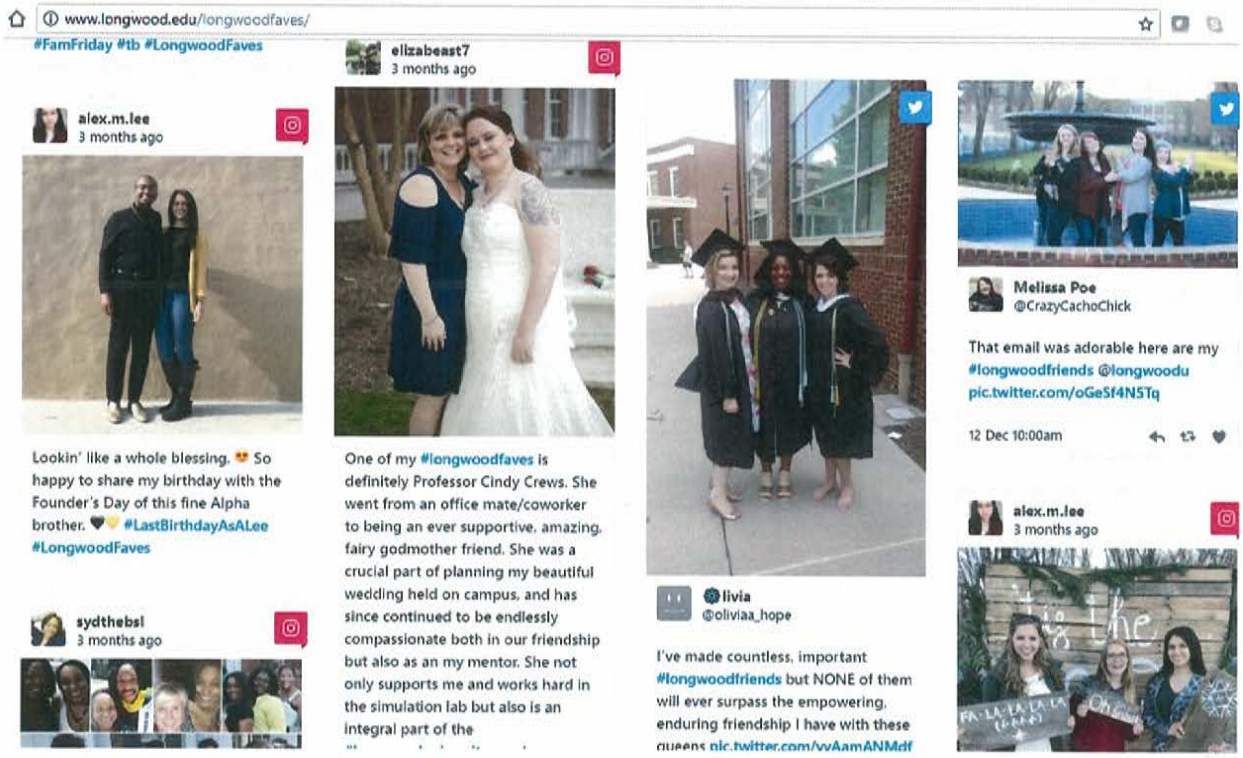
Together, the appeal and associated engagement pushed the reach of the videos to more than 83,000 people on social media.

*#LongwoodFaves social/ad campaign focuses on the heart of Longwood: Its People*

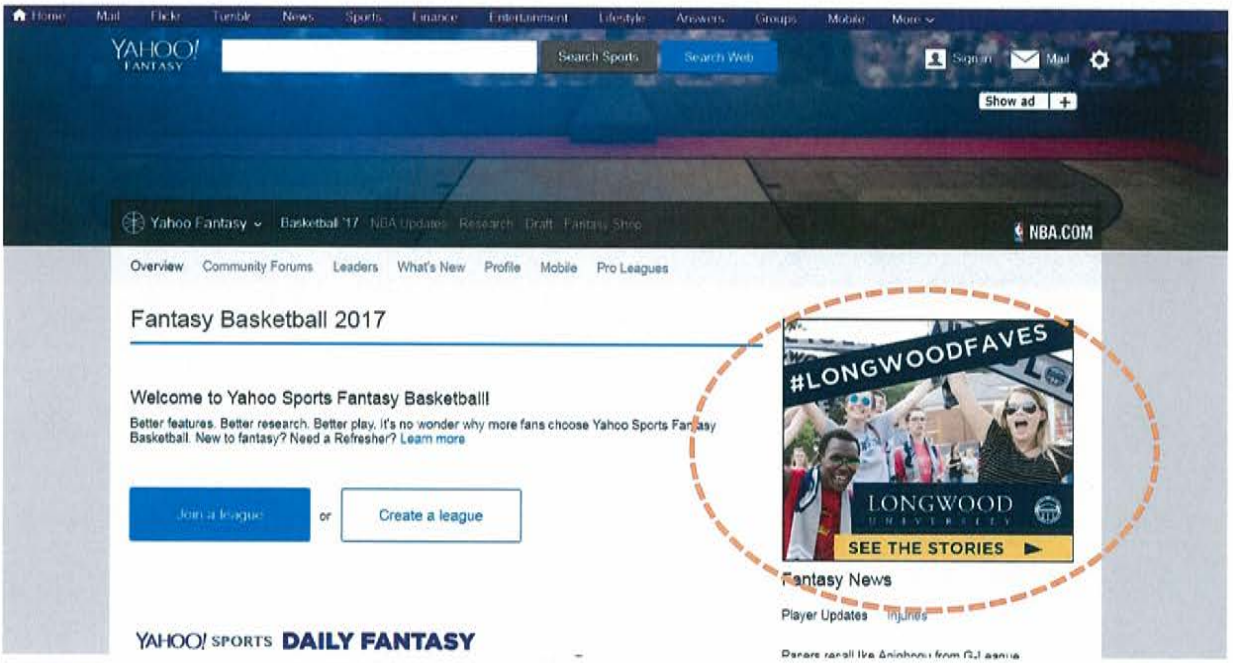
An innovative advertising and social campaign built around the line "Some of my favorite people are Longwood people," ran from Thanksgiving through January and showcased those in the Longwood community who have had an impact—big or small—on the lives of others. The campaign, supported by the Longwood Friends video (see above) and a variety of online advertising, garnered a host of stories and shout-outs. The ad campaign itself, utilizing very precise audience targeting, resulted in click-through rates of almost four times the national average (.39% vs .1%). Check out the campaign at: http://www.longwood.edu/longwoodfaves/



*Examples of #LongwoodFaves entries*




*#LongwoodFaves as used in advertising campaign*



Office of Alumni and Career Services (OACS)

*Pilot program success*

In early January, the new Professional Networks team in the Office of Alumni and Career Services led by Macrae Hammond '14, M.S. '15 successfully matched 10 students with alumni for a daylong Work Shadow experience. Alumni volunteers and participating students all reported significant enthusiasm for the concept, which we hope to expand significantly in 2018-19. The Professional Networks team is working to organize segmented, role-based networks that will include both digital and in-person engagement opportunities. Launch of Longwood's "Professional Circles" program is scheduled for late March.

*Engagement data supports broad activation*

The OACS team has partnered with Tassl, a company that has designed an engagement data reporting platform, to focus on network activation as a key metric for reporting. Former OACS team member Parks Smith '08 is our account representative at Tassl. Together OACS and Tassl have organized around a reporting methodology that includes tracking individual social media engagement, email click throughs and several other measures, including volunteer activities and event registrations. The result has been to achieve a 16.62% (3,744 unique constituents) engagement index for activated Longwood alumni out of 22,500 that are contactable. Parks Smith and Macrae Hammond recently presented at the CASE District 3 Conference on their collaborative efforts. Engagement activity has been recorded from alumni living in 41 states.

*Return of the Ring Ceremony*

On Saturday, March 17, the OACS team, in partnership with the Alumni Board of the Alumni Association, will host its first Class Ring Ceremony since 2011. The event will be held in the Rotunda, where students will pick up their class rings just prior to the ceremony. Class rings will "spend the night" in the Rotunda the previous evening in a treasure chest that has been painted by CHI and Princeps.

Information Technology Services (ITS)

*Longwood's enterprise system upgraded*

The Banner INB upgrade to Banner ADMIN (Banner 9) went live February 26, 2018. The general, student, financial aid and accounts receivable modules were upgraded and are being used by the Registrar's Office, Financial Aid, Cashiering and Student Accounts, and Admissions. Additional offices that use Banner Student will roll out over the spring and summer. Banner Finance and Human Resources will be upgraded in October, which will complete phase one of this multiyear project. Phase 2 of the project, which includes enhanced features for students, will begin in 2019.

Updates to the migration can be found online at http://go.longwood.edu/banner

*Infrastructure enhancements*

- All of the outdated wireless access points have been updated, providing better coverage and service.
- We have begun planning and designing a redundant Internet connection that will be installed in August 2018.
- We are currently designing services to the athletic fields on Johnson Drive. Installation is scheduled for May 2018.
- Hosted DNS services went live on March 5. This service will enable the university website to remain active if services are lost on campus.

*Partnerships between ITS and campus*

ITS is assisting several offices with implementation of several systems:

- DocFinity is in production in Admissions and the Registrar's Office. Institutional Advancement and Graduate Studies will be implemented in the next quarter, followed by Student Accounts and Accounts Payable. These will be closely followed by Financial Aid, Human Resources and a few additional forms required by the state.
- IdNetworks is in the testing phase with Campus Police.

# 10

# Student Affairs

*Tim Pierson, Vice President*

**Highlights**

- **Gearing up for Frazer renovations**
- **Strengthening Mental Health Resources**
- **Student engagement unit leads busy spring programming**
- **Student Leadership in Action**

Spring '18 is upon us and the fruits of our labor will soon begin to bloom. The renovation of Frazer, which in addition to housing over 400 students is the home of several fraternity chapter rooms, will begin. Relocating these organizations who have occupied these spaces since their inception is a collaborative venture to determine alternative meeting and storage places. Vacating Lankford, where student activities and tier-one organizations (Student Government Association, The Rotunda, Greek Life, Lancer Productions, etc.), have called home for close to 50 years is being carefully planned with students. Meanwhile the calendar of current events continues to unfold as planning for these changes takes place.

After discussions with the Board of Visitors, the President's office and the Student Government Association (SGA), Counseling and Psychological Services (CAPS) has secured an additional counselor position for the office. This position is a 10-month post-grad position that will focus on providing individual and group counseling services to our students.

Increases in the number of students participating in fraternity and sorority recruitment opened the semester's activities along with a host of Black History Month programs. Annual events including the MLK Day of Services Challenge, a student panel discussion on diversity at the LCVA, and the very popular keynote speaker Dr. A.D. Carson, University of Virginia professor of hip hop.

Student activism on campus is often presented in the form of marches or demonstrations. While this form of activism does occur at Longwood, more commonplace is the kind of change that is

initiated by student leaders through traditional forms of governance. This is the case with the SGA actively pursuing changes that impact their experience on campus. Students were successful in extending Library hours, pursuing changes in meal plan options, proposing the addition of mental health resources to faculty syllabi, and changes in the manner in which Conduct and Honor boards members are selected and prepared to serve. Student leadership and involvement like this can be seen through the campus as students play such a key role in shaping Residential Life, Admissions, Campus Recreation, Dining Services, First Year Experience, just to name a few. Citizen leadership is alive and thriving at Longwood.

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

Given that the time and effort students invest in educationally effective activities has proven to be a major predictor of student success, the AVPSA has prepared several stand-alone, summary reports that compare the Longwood results on the *National Survey of Student Engagement (NSSE)* to those from the benchmarked Southeast Public Universities. Customized presentations focusing on different aspects of the survey findings have been shared with the University Planning Committee, Faculty Senate, Student Affairs Staff, and faculty attending the Blackwell Talk Series. The Student Affairs staff have been tasked with documenting the ways in which they will use the NSSE results to positively impact student learning and desired developmental outcomes. Follow-up presentations have been requested by the Academic Core Committee, the Registrar, and Library staffs. As part of the May 2018 Teaching and Learning Institute, the AVPSA will share what can be learned from the student engagement patterns of Longwood first-year students that could be helpful to faculty in developing new Core classes.

In support of the work of the University Diversity Council and the mandated survey expectations of a grant proposal still under review, Longwood launched the nationally benchmarked *EBI SkyFactor Student and Faculty/Staff Campus Climate, Safety, and Sexual Assault Survey* in early February. Results from this survey will be used to further Longwood's continuous improvement efforts, and specifically, help determine priorities and guide decisions regarding protocol, procedures, and policies that impact the climate. The response rate thus far for faculty/staff is 56 percent and 18 percent for students.

**Student Conduct and Integrity**

Student conduct cases have remained consistent as compared to last year. Ongoing best practices review and the suspension of the Conduct Board for the Fall 2017 semester renewed a conversation with the Student Government Association (SGA) and its current constitutional relationship with the Conduct and Honor Boards, which currently function as Recognized Student Organizations. These conversations centered on those relationships, the function of the Boards, and future partnership opportunities. After thorough discussion and review, SGA has

voted to change the current constitution to reflect a modification in the formal relationship with those Boards. Moving forward, SGA voted to amend the relationship, creating one Honor & Conduct Board comprised of students selected by an application process involving student representatives from SGA and staff from the Office of Student Conduct and Integrity. This Board will be trained and supervised by the Office. The change will maintain Longwood's exceptionally high level as compared with universities nationally and across Virginia of student involvement in the student conduct process, while improving that process overall and helping students to act effectively and responsibly. A representative for this Board will be elected from within the membership to serve as plenary chair and represent the Board for University functions. Positive feedback of our pilot programs for online sanction and education courses has prompted the expansion of those efforts and educational initiatives for the Office in an online format.

**University Clery and Title IX**

**Title IX**

Forty-eight reports of notice were documented during the Fall 2017 semester, with an additional thirteen reports thus far in Spring 2018. None of the alleged complainants has chosen to pursue formal complaints at this time. Online Title IX Responsible Employee training is being developed to minimize inconvenience and costs associated with training employees that do not report to the main campus.

Planning has begun with Hampden-Sydney College to host a customized Title IX Investigator training presented by W. Scott Lewis, J.D., co-founder and advisory board member of the Association of Title IX Administrators (ATIXA). Additional institutions have committed to sending up to 10 investigators, including Christopher Newport University and Virginia State University.

**Clery**

A Campus Security Authority (CSA) policy has been developed to better reflect the federal guidelines regarding identification and training of CSA's. Establishing a Clery Act Compliance committee to address necessary updates to Longwood's policies and procedures pursuant to fluid Clery requirements is a renewed focus.

**Dean of Students**

The Office of the Dean of Students continues to work with a large number of reported cases involving students struggling academically, emotionally, or physically. The Care Team has worked with 650 students already during the 2017-2018 academic school year.

There has been collaboration among Dean of Students, Disability Resources, CAPS and CAFÉ to create a series of programs for faculty to better assist students with high level emotional and physical needs.

**Disability Resources**
Students with profound anxiety/emotional disturbances, whether primary or secondary diagnoses, continue to rely heavily on the resources provided by the office. Staff continue to find new and creative ways to support these increasing needs despite delays in new building construction.

Newer policies, like the Emotional Support Animal (ESA) Policy, are continuing to prove to be highly effective, as Longwood is now managing sixteen ESAs and one Service Dog on campus.

Lastly, the office was awarded two parent's council grants: one centers on PRAXIS preparation for aspiring Lancer student teachers, and the other on the learning skills and study strategies of incoming at-risk first-year students.

**Housing**
In preparation for the closure of Frazer for renovation, new furniture has been purchased to replace the existing Longwood Village C bedroom furniture for Fall 2018. The current furniture in this location was from the Cunninghams and is in need of being replaced due to wear and tear over the years of use.

Furniture removal preparation for Frazer hall has begun prior to the renovation. A portion of this furniture will be utilized to outfit triple room accommodations in Curry and Arc Hall during the renovation period.

The preparation on the Mega Reunion is in collaboration between Housing, Alumni Relations, Facilities, and Housekeeping.

**Student Engagement Unit**

**Citizen Leadership and Social Justice Education**
MLK Week in late January featured daily events including a day of service in the Farmville community, collaboration with the LCVA, spoken word poet Alex Tha Great, and a day trip to Richmond to visit museums and historic locations. "Building Bridges—Conversations about Longwood and the Local Community" in late February featured a student panel discussing traditions, both campus and cultural. Partnerships with the Moton Museum also continue to be strong and ongoing. The Citizen Leadership and Social Justice Summit in February focused on student activism. The annual Alternative Break trip usually features two options—this year, the

student leaders decided to organize one, larger group of students who will be traveling to Houston in early March to assist with the continued hurricane relief efforts and rebuilding. The Citizen Leadership Institute continues to grow and develop in its first year. The CLSJE office has experienced a strong increase in student interest to work in the office to support programs, both as paid student workers and as interns.

**Fraternity and Sorority Life**

One-hundred and nineteen women joined College Pan-Hellenic Council (CPC) sorority chapters in the recruitment process in January; this is an increase from 102 women last year. The Inter Fraternity Council (IFC) recruitment process was approached more creatively for a second year to include events providing the opportunity for prospective members to meet all of the fraternities. Fifty three men joined fraternities, compared to forty seven last year (which was an increase over the previous year); groups continue to see growth related to a more structured process. National Pan-Hellenic Council (NPHC) groups are in the process of recruiting this semester. The Greek GPA for Fall 2017 continued to trend slightly higher than the all-campus GPA. The Tri-Council leadership (CPC, IFC and NPHC) continues study hall programs and scholarship workshops. Groups reported raising $21,160 for philanthropies during Fall 2017. The office has been approached by a number of national organizations that are interested in potential expansion at Longwood, including three national fraternities, two NPHC organizations and a co-educational organization for LatinX students.

**University Center and Student Activities**

Faculty and staff served over 1200 students at the Late Night Breakfast in December. The monthly "Farewell to Lankford" series of events continues to educate students about various aspects of the Upchurch University Center. Campus excitement continues to grow, particularly among students.

Providing educational programs to student organizations, both new and existing, continues to be a priority with a focus this semester on the topic of risk management. Lancer Production continues to provide a wide range of activities, particularly on weekend nights. These include very popular events, such as movies, craft activities, as well performances featuring hypnotism, magic and poetry. There have also been collaborations on physical activities with the Wellness Center.

**Hazing Education and Prevention Planning**

Student Affairs in coordination with Athletics is focusing on the theme of consistency, particularly related to the coordination of campus efforts in the areas of education and prevention information for students, as well as with approaches to accountability.

**Student Government Association (SGA)**
SGA leadership has been particularly strong this year, as has their advocacy for important student concerns related to mental health, seeking a more effective conduct board, addressing ongoing student interests on campus and actively seeking broad student involvement and engagement in their process.

**Wellness Unit**

**Campus Recreation**
Outdoor Recreation partnered with Alternative Spring Break to lead eleven students to the Everglades National Park for seven days during winter break. An18-hole disc golf course on Johnson Drive was designed and opened on the previous site of the Longwood University Golf Course. This program will serve the campus and the community and was done with a minimal upfront cost ($5,000) and no additional operating costs.

**Campus Police**

**Office of Emergency Management**
The Office of Emergency Management continues to shape and sustain the culture of preparedness throughout the Longwood community. Longwood has adopted the Whole Community approach by establishing and maintaining relationships with the Town of Farmville, Prince Edward County, Farmville Fire Department, Prince Edward Rescue Squad, Virginia Department of Emergency Management, and many others. Emergency Management projects include but not limited to: Working to maintain National Incident Management System (NIMS) compliance per Executive Order 41; continued updates of the Emergency Operations Plan and the Continuity of Operations Plan and continued efforts to promote our mobile safety communications app LiveSafe.

**BOARD OF VISITORS**
**ACADEMIC AND STUDENT AFFAIRS**

**Report on Student Housing**

| Category | | Continuing Students | New First Time Freshman | New Transfer Students | Readmitted Students | Exchange Students | TOTAL RESIDENTS |
|---|---|---|---|---|---|---|---|
| Spring 2018 (2-22-18) | MC | 1328 | 8 | 22 | 5 | 2 | 1365 |
| | APTS | 1106 | 0 | 13 | 6 | 1 | 1126 |
| | **TOTAL** | **2434** | **8** | **35** | **11** | **3** | **2491** |
| Spring 2017 (2-22-17) | MC | 1307 | 14 | 19 | 5 | 6 | 1351 |
| | APTS | 1199 | 0 | 23 | 10 | 2 | 1234 |
| | **TOTAL** | **2506** | **14** | **42** | **15** | **8** | **2585** |
| Spring 2016 (2-22-16) | MC | 1420 | 8 | 23 | 3 | 5 | 1459 |
| | APTS | 1268 | 0 | 26 | 12 | 1 | 1307 |
| | **TOTAL** | **2688** | **8** | **49** | **15** | **6** | **2766** |

| STUDENT DISTRIBUTION: | Spring 2018 | Spring 2017 | Spring 2016 |
|---|---|---|---|
| On-Campus Residents | 1365 | 1351 | 1459 |
| Longwood Landings | 347 | 360 | 373 |
| Lancer Park | 572 | 638 | 631 |
| Longwood Village | 207 | 236 | 303 |
| **TOTAL** | **2491** | **2585** | **2766** |

| CLASS DISTRIBUTION: | Spring 2018 | Spring 2017 | Spring 2016 |
|---|---|---|---|
| Freshman | 762 | 688 | 765 |
| Sophomore | 641 | 707 | 804 |
| Junior | 550 | 659 | 642 |
| Senior | 535 | 523 | 549 |
| Exchange | 3 | 8 | 6 |
| **TOTAL** | **2491** | **2585** | **2766** |

| GENDER DISTRIBUTION: | Spring 2018 | Spring 2017 | Spring 2016 |
|---|---|---|---|
| Females | 1661 | 1743 | 1854 |
| % Female | 66.7% | 67.4% | 67.0% |
| Males | 830 | 842 | 912 |
| % Males | 33.3% | 32.6% | 33.0% |
| **TOTAL** | **2491** | **2585** | **2766** |

# 11

Alumni Board

The Alumni Board looks forward to the annual Alumni Awards to be held on Friday, March 16th. Our meeting will follow on Saturday, March 17th. Board members will be attending a ring ceremony in the Rotunda at 1:00.

In December the Board participated in the Giving Tree project, purchasing items and placing them in gift bags for children in need in the Farmville area. Members plan to donate canned goods to FACES in March.

Other activities in which Board members will be involved include:

- supporting the Day of Giving through their own personal gifts and by reaching out to other alumni in promoting the Longwood spirit, encouraging others to give back to their alma mater.
- distributing a gift to each graduate after both of the Commencement exercises in May.

Registration for Mega Reunion 2018 went live in late February. Plans for how Board members will be engaged in the Mega Reunion are still in progress.

The Office of Alumni and Career Services has the following events in place for the Spring:

**MEGA PEP RALLIES:**

March 24 | Richmond
Women Rock Festival | Hardywood Brewery | 3-7 pm

March 30 | Fredericksburg
Spring Break Kickoff | Adventure Brewing Co. South | 3:30 – until

April 6 | Williamsburg
Revolution Golf and Grille | 5-8 pm

April 8 | Farmville
Longwood -vs- Liberty Softball Game | 1pm – until

Summer Baseball Series:

June 23 | Richmond Flying Squirrels | 4:30 – 6
pregame picnic in the park; 6:05 pm game time
July 22 | Washington Nationals | 1:35 pm game time
July 28 | Salem Red Sox | 5:30 – 7 pm pregame picnic in the park; 7:05 pm game time
August 11 | Norfolk Tides | 5:30 – 7 pm pregame picnic in the park; 7:05 pm game time

The Office of Alumni and Career Services team recently launched Season 2 of the Day After Graduation podcast modeled after the critically acclaimed radio show "This American Life." In

the ten episode Season 2, alumni and friends of Longwood share unique moments and surprising ideas on this one-of-a-kind podcast.

Four members of the OACS team presented at professional conferences in 2017-2018 in Boston, DC, Seattle, and Atlanta on topics ranging from building new Reunion programming to Micro-volunteerism.

Remember to visit the longwood.edu website to stay up to date on alumni related events and activities.

Tammy Bird Jones
Alumni Board President

# Report from the Longwood University Foundation Board
March 9, 2018

**Board Meeting Highlights:**

- Independent auditors Cherry Bekeart gave an update on FY2017 financials audit results and followed up with the release of the final statements on February 22, 2018.

- The Board approved the allocation of $20,000 of surplus Board operating funds for use in Admissions to support incoming freshmen students for FY2018.

- The Board approved the 'Longwood University Foundation Board Scholarship Endowment' motioned in the June 2017 BOD meeting to support the "Be The One Initiative". Three Foundation Board members have offered a challenge to the entire Foundation Board and will collectively give $50,000 if the Foundation Board can raise $50,000 in new scholarship dollars for an initial $100,000 goal by June 15, 2018.

- Two student representatives from the *Lancer Student Investment Fund* shared the positive earnings and growth results and the benefits of their experience and at the February, 2018 Board meeting. The value of the fund as of December 31, 2017 is $788k having increased 20% or $131k from the end-of-year 2016.

**Leadership Updates:**

- The *Governance Committee* conducted a vote with Mr. Drew Hudson being elected as incoming Vice President.

**Special Events:**

- The Longwood University Foundation Board was pleased to host the '2018 Scholarship & Benefactor Dinner' held on February 27, 2018 with 80 students receiving 'Scholarship Recipient 2017-2018' medals with 136 donors in attendance. Scholarship awards for FY2017 numbered 694 and totaled $1,543,290 with 524 recipients. Spider Management was a proud sponsor of this celebration.

- The June 2018 Board meeting will include former Board members as guests to share in the grand opening and tour of the Hotel Weyanoke and will include a rooftop reception and restaurant dinner to follow.

**Endowment Funds:**

- The Richmond Fund, LP endowment balance reported as of December 31, 2017 is $60.9 million, 17.5% increase from January 1, 2017 at $51.8. The portfolio's net performance to year-end was 12.48%, then 5.95% three year return and 7.64% five year return.

**Hull Springs Farm (HSF):**

- In August of 2017, a net profit of $925,000 was realized from the sale of wetland, stream and nutrient credits from Hull Springs Farm by our mitigation banking servicer Resource Environmental Solutions (RES) headquartered in Houston, Texas (joined by Angler Environmental in September, 2016).

**Board of Visitors Meeting March 2018**
**Longwood University Real Estate Foundation**

Curry and Frazer Residence Halls Renovation
The Longwood University Real Estate Foundation closed on the financing for Curry and Frazer on December 12, 2017. The total bond issuance was $94,500,000. Proceeds from the bonds were used to pay off debt associated with the Lancer Park bridges, property acquisitions supporting the University Master Plan, the replacement turf for the recreation field, as well as costs associated with the Curry / Frazer renovation. The bonds are privately placed with Deutsche Bank. They have a coupon rate of 4.625% and a final maturity on January 1, 2057.

The Curry and Frazer Residence Halls renovation project is in the design and permitting phase, with 95% of the construction documents completed and under review. The construction budget is approximately $63 million and the total project cost is $74 million. Transfer of the property from Longwood University to the Real Estate Foundation has been finalized.

English Construction Company of Lynchburg, Virginia, has been awarded a Construction Manager at Risk contract for the project. English has completed two model suites in Curry Hall, prepared site operations areas on Iler Field, and started early foundation work on the east side of the buildings. Frazer Hall will be renovated first, commencing in May 2018, with completion in August 2019. The Curry Hall renovation will commence in May 2019, and is planned to be completed by August 2020.

Bond Rating
A post-closing requirement of the 2017 bond issuance was that the Real Estate Foundation's housing projects receive a bond rating. Moody's rated the housing projects Ba2 with a stable outlook.

Hull Springs Farm
The Real Estate Foundation selected Train Architects to lead an evaluation, planning, design, and costing exercise to create a schematic plan for Hull Springs Farm. The plan is consistent with the vision of the 2025 University Master Plan. A draft of the final recommendations and plan is expected by the end of February. The architect will also create illustrations of the final design that can be used for fund raising efforts. The Westmoreland County community is participating through periodic stakeholders meetings which representatives from the Real Estate Foundation attend.

Pedestrian Study
With the relocation of the Barnes and Noble Bookstore to downtown Farmville, and with Curry and Frazer soon to front on Main Street, there is an increased awareness of the need to improve pedestrian access the community. Longwood University, the Town of Farmville, and the Real Estate Foundation worked together to select the consulting firm, Kimley-Horn, to conduct a study that will make recommendations to improve pedestrian routes within the community. The study will also offer suggestions for wayfinding, and provide parking utilization statistics for Longwood's main campus.

Property Acquisition
The Longwood University Real Estate Foundation closed on 109 High Street in Farmville on December 14, 2017. This property includes a brick apartment building on the corner of High and Venable Streets and a small adjacent house on Venable Street. It will be used as faculty / staff housing and is a targeted acquisition in the 2025 University Master Plan due to its location with-in the "triangle".

President W. Taylor Reveley IV & Board of Visitors—

If I were asked to articulate a brief summary of the work that this year's Student Government Association has completed, it would not be brief, though I could describe it in one phrase: awe-inspiring. The members of Longwood's Student Senate have tackled more prodigious tasks this year than I could have ever imagined. Representatives have led the charge in restructuring our Conduct & Integrity procedures, they have advocated for mental health awareness, Senate has raised over $1,000 for hurricane relief, driven students to polling locations to exercise their right to vote, and travelled to Houston, Texas to bring new ideas back to our great institution.

While the academic year may be ending, there is still plenty of work to complete and we are not finished yet. In the coming weeks, the SGA will be launching an entirely new brand, which will include a new logo, created in cooperation with Longwood's Design Lab. Additionally, we will be collaborating with the Longwood Police Department to host a forum that will allow for open dialogue, with a wide range of topics selected by the student body. In the midst of these exhilarating events, we will begin our 2018 Election Season. During the process of selecting of our next leaders and representatives, the current Speaker of the Virginia House of Delegates, Mr. Kirk Cox, will be visiting campus to speak to our Senate about overcoming differences of opinion. The 2018 election season will end with the annual swearing-in ceremony, which will take place on April 15 at 3pm in Blackwell Ballroom.

As I come upon my waning tenure as Student Government Association President and as I conclude the final weeks of my undergraduate experience, I cannot help but reflect on not only this past year, but also I reflect on my entire collegiate experience. When I first stepped foot onto campus in August 2014 as a freshman, the Cunninghams were still standing, though unoccupied, and the U.S. Vice Presidential Debate was not a flicker in the minds of Longwood students, alumni, or faculty. Now as a senior, I have sat in the great debate hall, I have witnessed the completion of Maugans Alumni Center, I have watched as the Upchurch University Center and Brock Hall have moved from steel beams to solid facades, and I have had the privilege of witnessing some of the greatest achievements in Longwood's 179-year-old history. As I look to the future, I feel assured that the University is continuing to move in a positive direction, especially as new projects including our Core Curriculum and the updates to our beloved Curry and Frazer Residence Halls, are initiated throughout our community.

I am nothing but thankful for all that Longwood University has provided me over the last four years. My mother graduated from Longwood College in 1988, and I will grace the stage to graduate this May, exactly 30 years after my mother. Maybe my future son or daughter will graduate from my dear alma mater in 2048—I can only hope.

Kevin Napier
President
Student Government Association

**Faculty Representative to the Board of Visitors**
**Lissa Power-deFur, Ph.D.,**
**Professor, Communication Sciences and Disorders**

March 22-23, 2018 Board of Visitors meeting

I am sorry I am not able to be present for this meeting, as I will be presenting at the Speech-Language-Hearing Association of Virginia conference in Williamsburg.

I have had the honor of serving on President Reveley's Committee on Naming the Core and I know Board will have an engaging discussion on the names the committee is forwarding.

On behalf of the faculty, I want to thank the Board, the President, and the Cabinet for their attention to the faculty's concerns regarding departmental budgets. On February 20, 2018, the Faculty Senate Finance Committee, in collaboration with the Longwood Chapter of the American Association of University Professors, hosted a budget forum with approximately 90 faculty and staff members in attendance. President Reveley, Vice President Copeland, and Interim Provost and Vice President Fergeson provided detailed information on the budget and other financial matters. Dr. Fergeson identified that department budgets will have an increase in funding due to greater than anticipated revenue from intersession. President Reveley and Vice President Copeland addressed a variety of aspects of the budget, noting that the Academic Affairs budget has grown at a higher rate than the university budget overall and a primary source of increased costs is the benefit package (e.g., health insurance). The forum also addressed salary compression issues, anticipated faculty raises, funding of the Core Curriculum, reserves, the Moody bond rating, and the endowment. The faculty thanked the President for a transparent presentation of budgetary matters.

Longwood's Blackwell Talks are an exciting venue for presentation of faculty research, with approximately a dozen presentations over the lunch hour each year. The following represents the 2017-18 schedule. Board members are invited to participate in any of the remaining talks this spring.

- September 25 - JoEllen Pederson, Assistant Professor, Sociology and Phillip Poplin, Associate Professor, *Mathematics - A Flexible and Useful Framework for Place-Based Learning: LU@TAC (The Arctic Circle)*
- October 2 - Darrell Tyler, Senior Research Analyst - *The Predictive Ability of Parents' Level of Education on College Completion: An Analysis of FAFSA Filling Students*
- October 23 - Quentin Alexander, Assistant Professor, Counseling Education - *Souls Looking Back: Graduate Students' Perception of Cultural Engagement on their Undergraduate College/University Campus*
- October 30 - Ian Danielsen, Assistant Professor, Social Work - *Thinking Inside the Box: An Overview of Public Health Policy Initiatives Aimed at Preventing Infant Fatalities*
- November 6 - Jennifer Barlow, Lecturer, Spanish- *Flesh Made Word: Spiritual Friendships and the Holy Female Body in the Sixteenth-Century Carmelite Convent Writing*

- November 13 - Ryan Stouffer, Assistant Professor, Communication Studies - *Attacking the New Normal: A Functional Analysis of Social Media in the 2016 Election*
- Feb. 19: Onie McKenzie, Assistant Vice President for Student Affairs - *Results from the National Survey of Student Engagement (NSSE) that would most benefit faculty*
- February 26: Alix Fink, Dean, Cormier Honors College - *From Vision to Change: Catalyzing transformation in academic departments*
- March 12: Chemistry faculty: Sarah Porter, Associate Professor; Melissa Rhoten, Professor; Benjamin Topham, Assistant Professor; and Andrew Yeagley, Assistant Professor - *Assessing student course progress through course objective proficiencies*
- March 19: Dina Leech, Associate Professor, Biology: Intersection of Science and Society - *What to do with 15+ years of water quality data for the Appomattox River Watershed?*
- March 26: Troy Purdom, Assistant Professor, Exercise Science - *Using Lower Body Mobility Assessment to Evaluate Injury in Athletics*
- April 2: Catherine Franssen, Assistant Professor, Psychology - *The Trials and Triumphs of Creating an Interdisciplinary Neuroscience Studies Minor*
- April 9 – Communication Studies faculty: Alec Hosterman, Assistant Professor; Naomi Johnson, Associate Professor; and Ryan Stouffer, Assistant Professor - *The #MeToo Movement: Social Support Messages and Twitter Activism*

n April 24, 2018, Longwood will have its first **Spring Symposium for Research and Creative Inquiry**! Students doing independent study projects, research projects, and class research projects across disciplines will be presenting their work in a professional, conference style format. Posters, oral presentations, and presentations of creative work will be showcased across campus. The day's events will include graduate and undergraduate work, the Honors College poster sessions, junior and senior art shows, performances and more. The Symposium will be open to the community. We hope that you will be able to visit Farmville on April 24!

Report from the Staff Advisory Committee

March 2018

The Staff Advisory Committee is gearing up for our spring events. The last week of March we will co-host with Human Resources a Professional Development Seminar. This year's seminar is again led by Jonathan Page and is entitled "The Danger of Othering: Using our Platforms to Create Spaces of Equity, Inclusion, & a Sense of Belonging." We are planning a special event in April for Administrative Professionals day and then, in May, our 3rd annual Ice Cream Train on Brock Commons will round out our year.

# 12

LONGWOOD
UNIVERSITY

175
1839-2014

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

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

**Our Opportunity:**

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

**Our Key Principles:**

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

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

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

**Our Priorities:**

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

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

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

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

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

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

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

**Measuring Progress:**

Each part of the University will determine how best to assess progress against these priorities in its own area; here are metrics Longwood will measure and monitor as barometers that will reflect our institution-wide progress:

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

LONGWOOD UNIVERSITY

175 1839-2014

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

***– Dashboard of Principal Metrics –***

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

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

| Undergraduate | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
|---|---|---|---|---|---|---|---|
| *Applications Prior Year* | *4075* | *4167* | *4290* | *4576* | *5248* | *5847* | *6615* |
| Freshmen | 1055 | 1007 | 1091 | 1077 | 1009 | 951 | 1070 |
| Sophomores | 760 | 840 | 809 | 854 | 872 | 799 | 728 |
| Juniors | 710 | 687 | 774 | 745 | 798 | 782 | 718 |
| Seniors | 704 | 668 | 635 | 734 | 711 | 740 | 742 |
| 5th year + | 214 | 224 | 259 | 223 | 235 | 187 | 187 |
| Transfers and Part-time | 744 | 885 | 891 | 907 | 971 | 913 | 994 |

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

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

| | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 | FY2016 | FY 2017 |
|---|---|---|---|---|---|---|---|
| Alumni of Record | 30,360 | 30,024 | 30,868 | 27,197* | 27,197* | 27,894* | 28,691* |
| Alumni Donors | 3,465 | 3,293 | 3,133 | 2,575* | 2,976* | 3,126* | 2,890* |
| % Rate | 11.41% | 10.97% | 10.15% | 9.47% | 10.94% | 11.2% | 10.07% |

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

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

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

| FY2011 | FY2012 | FY2013 | FY2014 | FY2015 | FY2016 | FY 2017 |
|---|---|---|---|---|---|---|
| 39,099 | 35,654 | 39,354 | 44,584 | 51,729 | 71,662 | 124,844* |

**This figure does not include foot traffic brought to campus by the Vice Presidential Debate*

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

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

| July 2011 | July 2012 | July 2013 | July 2014 | July 2015 | July 2016 | July 2017 |
|---|---|---|---|---|---|---|
| 39,184 | 39,258 | 39,168 | 38,925 | 37,626 | 38,078 | 39,338 |

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

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

| | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 | FY2016 | FY2017 |
|---|---|---|---|---|---|---|---|
| Classified Staff | $37,068 | $38,975 | $39,549 | $40,969 | $42,201 | $42,572 | $42,416 |
| AP Staff | $57,577 | $58,673 | $60,458 | $62,433 | $63,851 | $65,084 | $67,196 |
| Professor | $77,300 | $77,300 | $77,200 | $80,000 | $80,100 | $82,057 | $83,437 |
| Associate Professor | $63,000 | $61,400 | $64,300 | $65,800 | $67,100 | $69,146 | $69,921 |
| Assistant Professor | $53,800 | $55,100 | $57,100 | $59,600 | $59,200 | $62,622 | $65,056 |
| Instructor | $56,400 | $57,200 | $60,000 | $55,700 | $58,400 | $65,634 | $59,068 |
| *All Faculty* | $62,625 | $62,750 | $64,650 | $65,275 | $66,200 | $69,472 | $70,833 |

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

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

| FY2011 | FY2012 | FY2013 | FY2014 | FY2015 | FY2016 | FY2017 |
|---|---|---|---|---|---|---|
| 4.19 | -1.14 | 3.98 | 3.55 | 2.57 | -0.61* | N/A |

**Beginning with FY2016, the Commonwealth's APA reflects the notional full value of the VRS obligation to Longwood employees as a liability on the University's balance sheet. The FY2017 audit is underway.*

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

# 13

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

# 2018 Legislative Update As of 3-13-18

## Academic Policies

| | |
|---|---|
| **HB1265** | **Education preparation programs; reading specialists, dyslexia.** |
| Sponsor(s) | John Bell, Richard Bell, Kathy Byron, Jeffrey Campbell, Benjamin Cline, Christopher Collins, Glenn Davis, C. Matthew Fariss, Buddy Fowler, Nicholas Freitas, T. Scott Garrett, C. Todd Gilbert, Christopher Head, M. Keith Hodges, Timothy Hugo, S. Chris Jones, R. Steven Landes, Jay Leftwich, James Morefield, Israel O'Quinn, Todd Pillion, Brenda Pogge, Christopher Stolle, Michael Webert, Tony Wilt, Thomas Wright, David Yancey |
| Summary | Education preparation programs; reading specialists; dyslexia. Requires each education preparation program offered by a public institution of higher education or private institution of higher education that leads to a degree, concentration, or certificate for reading specialists to include a program of coursework or other training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder. The bill requires such programs to (i) include coursework in the constructs and pedagogy underlying remediation of reading, spelling, and writing and (ii) require reading specialists to demonstrate mastery of an evidence-based, structured literacy instructional approach that includes explicit, systematic, sequential, and cumulative instruction. |
| Last Action | *Governor: Approved by Governor-Chapter 282 (effective 7/1/18)* |
| Bill Url | **https://billtrack50.com/BillDetail/915236** |

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|---|---|
| **HB3** | **Dual enrollment courses; quality standards, universal transfer course credit.** |
| Sponsor(s) | Lashrecse Aird, Jeffrey Campbell, Benjamin Cline, Mark Cole, Christopher Collins, Marvin Cox, James Edmunds, C. Matthew Fariss, Buddy Fowler, Nicholas Freitas, T. Scott Garrett, C. Todd Gilbert, Christopher Head, Gordon Helsel, Timothy Hugo, Riley Ingram, S. Chris Jones, Terry Kilgore, Barry Knight, R. Steven Landes, Jay Leftwich, Daniel Marshall, Jason Miyares, James Morefield, Israel O'Quinn, Robert Orrock, Todd Pillion, Brenda Pogge, Charles Poindexter, Sam Rasoul, Roxann Robinson, Christopher Stolle, Robert Thomas, R. Lee Ware, Michael Webert, Tony Wilt, Thomas Wright, David Yancey |
| Summary | Dual enrollment courses; quality standards; universal transfer course credit. Requires the State Council of Higher Education for Virginia (the Council), in consultation with the Department of Education and each public institution of |

| | |
|---|---|
| | higher education, to establish (i) quality standards for dual enrollment courses, including quality standards for course instructors, materials, and content; (ii) a process by which dual enrollment courses that meet or exceed such quality standards are certified as universal transfer courses that satisfy course credit or other academic requirements at any public institution of higher education; and (iii) a policy for the satisfaction of course credit or other academic requirements through the successful completion of universal transfer courses by entering students that (a) identifies the course credit or other academic requirements of each public institution of higher education that the student satisfies by successfully completing a universal transfer course and (b) ensures, to the extent possible, that the satisfaction of course credit or other academic requirements is consistent across each public institution of higher education and each such universal transfer course. The provisions of the bill replace existing provisions that require the Council and each public institution of higher education to establish policies relating to course credit for dual enrollment courses but that do not provide for quality standards or the universal transfer designation for such courses. |
| Last Action | *Passed House and Senate* |
| Bill Url | **https://billtrack50.com/BillDetail/897093** |

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|---|---|
| **HB443** | **High school graduation requirements; substitution of computer coding for foreign language credit.** |
| Sponsor(s) | Hala Ayala, Glenn Davis, Debra Rodman, Luke Torian |
| Summary | High school graduation requirements; substitution of computer coding credit for foreign language credit. Requires the Board of Education, in establishing high school graduation requirements, to (i) provide for the substitution of computer coding course credit for any foreign language course credit required to graduate with a standard or advanced diploma for children with disabilities and (ii) permit any English language learner who previously earned a sufficient score on an Advanced Placement or International Baccalaureate foreign language examination to substitute computer coding course credit for any foreign language course credit required to graduate, except in cases in which such foreign language course credit is required to earn an advanced diploma offered by a nationally recognized provider of college-level courses. |
| Last Action | *Passed House and Senate* |
| Bill Url | **https://billtrack50.com/BillDetail/912477** |

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| **HB454** | **Higher educational institutions, public; governing boards, open educational resources.** |
| Sponsor(s) | Jeffrey Bourne, Glenn Davis, Eileen Filler-Corn, Chris Hurst, Mark Keam, |

| | |
|---|---|
| | Delores McQuinn, Kenneth Plum, Debra Rodman, Roslyn Tyler, Schuyler VanValkenburg, Vivian Watts |
| Summary | Public institutions of higher education; governing boards; open educational resources. Requires the governing board of each public institution of higher education to implement guidelines for the adoption and use of low-cost and no-cost open educational resources and low-cost commercially published materials in courses offered at such institution. |
| Last Action | *Passed House and Senate* |
| Bill Url | **https://billtrack50.com/BillDetail/912400** |

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|---|---|
| **HB919** | **Virginia Community College System; changes to ensure a standard quality of education.** |
| Sponsor(s) | Lashrecse Aird, Betsy Carr, S. Chris Jones |
| Summary | Virginia Community College System. Makes several changes to the Virginia Community College System to ensure a standard quality of education at all comprehensive community colleges, and to ensure in the transfer of community college credit to four-year public institutions of higher education in order to provide higher education as efficiently and cost effective as possible. The bill requires the development of a standard Passport Program and a Uniform Certificate of General Studies program to be offered at each community college. Initially, the Passport Program course offerings would be accepted as credit at a four-year institution, unless a four-year institution had applied for and received a waiver from accepting a particular course for a particular major, with a goal of making all courses in the Uniform Certificate transferrable. Four-year institutions, in cooperation with the Community College System, would be required to map out career education pathways to allow students to see the classes necessary to complete a four-year degree in a particular field of study. The Virginia Community College System would be required to create a single online repository where the public may access all transfer agreements and dual enrollment agreements with four-year institutions. Finally, the State Board for Community Colleges is required to implement an annual review for each community college, and to standardize the course offerings across the community college system. |
| Last Action | *Bill text as passed House and Senate (HB919ER)* |
| Bill Url | **https://billtrack50.com/BillDetail/914855** |

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| **HB1125** | **Teachers; several changes to licensure process.** |
| Sponsor(s) | Jennifer Boysko, Gordon Helsel, R. Steven Landes, David LaRock, Robert Thomas, Jeion Ward |
| Summary | Teacher licensure. Makes several changes to the teacher licensure process, |

including (i) permitting teachers with a valid out-of-state license, with full credentials and without deficiencies, to receive licensure by reciprocity without passing additional licensing assessments and (ii) specifying that for the purpose of Board of Education regulations for the approval of teacher education programs, the term "education preparation program" includes four-year bachelor's degree programs in teacher education.

Last Action *Passed House and Senate*

Bill Url **https://billtrack50.com/BillDetail/915210**

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**SB368** **Education preparation programs; reading specialists, dyslexia.**

Sponsor(s) Richard Black, Stephen Newman, David Suetterlein

Summary Education preparation programs; reading specialists; dyslexia. Requires each education preparation program offered by a public institution of higher education or private institution of higher education that leads to a degree, concentration, or certificate for reading specialists to include a program of coursework or other training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder. The bill requires such programs to (i) include coursework in the constructs and pedagogy underlying remediation of reading, spelling, and writing and (ii) require reading specialists to demonstrate mastery of an evidence-based, structured literacy instructional approach that includes explicit, systematic, sequential, and cumulative instruction. This bill is identical to HB 1265.

Last Action *Passed House and Senate*

Bill Url **https://billtrack50.com/BillDetail/914468**

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**SB747** **Higher educational institutions, public; guaranteed admissions agreements.**

Sponsor(s) Amanda Chase, Glen Sturtevant

Summary Public institutions of higher education; guaranteed admissions agreements. Provides that the guaranteed admissions agreements between baccalaureate public institutions of higher education and associate-degree-granting public institutions of higher education may provide for the guaranteed admission of a student who earns an associate degree concurrently with a high school diploma through a dual enrollment program, as well as any student who earns an associate degree after high school.

Last Action *Passed House and Senate*

Bill Url **https://billtrack50.com/BillDetail/920627**

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**SB631** **Virginia Community College System; changes to ensure a standard quality of education.**

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|---|---|
| Sponsor(s) | Siobhan Dunnavant, Bryce Reeves, Glen Sturtevant, David Suetterlein |
| Summary | Virginia Community College System. Makes several changes to the Virginia Community College System to ensure a standard quality of education at all comprehensive community colleges, and to ensure in the transfer of community college credit to four-year public institutions of higher education in order to provide higher education as efficiently and cost effective as possible. The bill requires the development of a standard Passport Program and a Uniform Certificate of General Studies program to be offered at each community college. Initially, the Passport Program course offerings would be accepted as credit at a four-year institution, unless a four-year institution had applied for and received a waiver from accepting a particular course for a particular major, with a goal of making all courses in the Uniform Certificate transferrable. Four-year institutions, in cooperation with the Community College System, would be required to map out career education pathways to allow students to see the classes necessary to complete a four-year degree in a particular field of study. The Virginia Community College System would be required to create a single online repository where the public may access all transfer agreements and dual enrollment agreements with four-year institutions. Finally, the State Board for Community Colleges is required to implement an annual review for each community college, and to standardize the course offerings across the community college system. |
| Last Action | *Passed House and Senate* |
| Bill Url | **https://billtrack50.com/BillDetail/918238** |

## Campus Safety and Student Affairs

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|---|---|
| **HB1430** | **Higher educational institutions, public; crisis and emergency management plan, annual exercise.** |
| Sponsor(s) | Dawn Adams, David Bulova |
| Summary | Public institutions of higher education; crisis and emergency management plan; annual exercise. Requires each public institution of higher education to annually conduct a test or exercise in accordance with the protocols established by the institution's crisis and emergency management plan and certify in writing to the Department of Emergency Management that such a test or exercise was conducted. Under current law, each such institution is required to annually conduct a functional exercise in accordance with the protocols of such plan. The bill declares that the activation of its crisis and emergency management plan and completion of an after-action report by a public institution of higher education in response to an actual event or incident satisfies the requirement to conduct such a test or exercise. This bill is identical to SB 931. |
| Last Action | *Governor: Approved by Governor-Chapter 201 (effective 7/1/18)* |

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| Bill Url | https://billtrack50.com/BillDetail/924175 |

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|---|---|
| **HB852** | **Virginia Institutions of Higher Education Substance Use Advisory Committee; established.** |
| Sponsor(s) | Jason Miyares, Christopher Peace |
| Summary | Alcoholic beverage control; substance abuse prevention; Virginia Institutions of Higher Education Substance Use Advisory Committee established. Directs the Board of Directors of the Virginia Alcoholic Beverage Control Authority (Board) to establish and appoint members to the Virginia Institutions of Higher Education Substance Use Advisory Committee (Advisory Committee). The bill provides that the goal of the Advisory Committee shall be to develop and update a statewide strategic plan for substance use education, prevention, and intervention at Virginia's public and private institutions of higher education. The bill provides that the Advisory Committee shall consist of representatives from Virginia's public and private institutions of higher education, including students and directors of student health, and such other members as the Board may deem appropriate. This bill is identical to SB 120. |
| Last Action | *Governor: Approved by Governor-Chapter 211 (effective 7/1/18)* |
| Bill Url | https://billtrack50.com/BillDetail/914614 |

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|---|---|
| **SB120** | **Virginia Institutions of Higher Education Substance Use Advisory Committee; established.** |
| Sponsor(s) | Charles Carrico, Barbara Favola, Dave Marsden |
| Summary | Alcoholic beverage control; substance abuse prevention; Virginia Institutions of Higher Education Substance Use Advisory Committee established. Directs the Board of Directors of the Virginia Alcoholic Beverage Control Authority (Board) to establish and appoint members to the Virginia Institutions of Higher Education Substance Use Advisory Committee (Advisory Committee). The bill provides that the goal of the Advisory Committee shall be to develop and update a statewide strategic plan for substance use education, prevention, and intervention at Virginia's public and private institutions of higher education. The bill provides that the Advisory Committee shall consist of representatives from Virginia's public and private institutions of higher education, including students and directors of student health, and such other members as the Board may deem appropriate. This bill is identical to HB 852. |
| Last Action | *Governor: Approved by Governor-Chapter 210 (effective 7/1/18)* |
| Bill Url | https://billtrack50.com/BillDetail/902128 |

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|---|---|
| **HB344** | **Higher educational institutions, public; constitutionally protected speech,** |

| | |
|---|---|
| | **etc.** |
| Sponsor(s) | Timothy Hugo, R. Steven Landes, David LaRock, Daniel Marshall, Charles Poindexter |
| Summary | Public institutions of higher education in the Commonwealth; campus free speech; policies, materials, and reports. Requires each public institution of higher education in the Commonwealth to (i) establish and include in its student handbook, on its website, and in its student orientation programs policies regarding speech that is protected under the First Amendment and the process to report incidents of disruption of such speech; (ii) develop materials on such policies and notify any employee who is responsible for the discipline or education of enrolled students of such materials; and (iii) develop, post on its website in a searchable, publicly accessible, and conspicuous manner, and submit to the Governor and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health no later than December 1 of each year a report on the institution's compliance relating to free speech on campus. |
| Last Action | *Governor: Governor's Action Deadline Midnight, April 9, 2018* |
| Bill Url | **https://billtrack50.com/BillDetail/911288** |

## Data Collection and Reporting

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|---|---|
| **HB897** | **Higher educational institutions, public; six-year plans submitted by governing board, report.** |
| Sponsor(s) | R. Steven Landes |
| Summary | Governing boards of public institutions of higher education; six-year plans. Specifies that the six-year plan and amendments to or affirmation of such plan that are required to be submitted no later than July 1 of each year to various executive and legislative entities and individuals by the governing board of each public institution of higher education shall be a preliminary version and prohibits any such preliminary plan, amendments, or affirmation from being posted on the General Assembly's website. The bill requires each such governing board to submit a finalized version of such plan, amendments, or affirmation no later than December 1 of the same year and requires such finalized version to be posted on the General Assembly's website. |
| Last Action | *Governor: Governor's Action Deadline Midnight, April 9, 2018* |
| Bill Url | **https://billtrack50.com/BillDetail/914832** |

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|---|---|
| **SB637** | **Virginia Longitudinal Data System; workforce data.** |
| Sponsor(s) | Siobhan Dunnavant |
| Summary | Virginia Longitudinal Data System; workforce data. Requires the State |

Council of Higher Education for Virginia (SCHEV), through the Virginia Longitudinal Data System, to report additional information regarding the alignment of postsecondary education and workforce preparation in the Commonwealth. The bill also directs the Department of Motor Vehicles, the Virginia Employment Commission, and the Department of Taxation to cooperate with SCHEV to further assist in the collection and sharing of data regarding workforce analysis.

Last Action *Passed House and Senate*

Bill Url **https://billtrack50.com/BillDetail/918318**

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**HB347** **SCHEV; to be disaggregated by degree program and level.**

Sponsor(s) R. Steven Landes

Summary State Council of Higher Education for Virginia; longitudinal data. Requires the data that the State Council of Higher Education for Virginia annually collects and publishes on (i) the percentage of graduates of public institutions of higher education and certain nonprofit private institutions of higher education in the Commonwealth who are known to be employed in the Commonwealth and (ii) the average salary and the average higher education-related debt for such graduates to be disaggregated by degree program and level. The bill requires an institution of higher education for which such data is collected and published to provide a link on its website to such data and make such link available to each admitted student.

Last Action *Governor: Governor's Action Deadline Midnight, April 9, 2018*

Bill Url **https://billtrack50.com/BillDetail/911238**

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## FOIA

**HB908** **Virginia Freedom of Information Act; meetings held by electronic communication means.**

Sponsor(s) Kaye Kory, Roxann Robinson

Summary Virginia Freedom of Information Act; meetings held by electronic communication means. Removes the Freedom of Information Act requirement that the remote locations from which members of a public body participate in meetings through electronic communication means be open to the public. Instead, members of the public must be provided an electronic communication means substantially equivalent to that provided to members of the public body through which the public may witness the meeting. The bill provides that public access to remote locations from which members of the public body participate through electronic communication means shall be encouraged but not required; however, if three or more members are gathered at the same remote location, such remote location must be open to

the public. The bill also amends the annual reporting requirements for public bodies that meet by electronic communication means. This bill is a recommendation of the Freedom of Information Advisory Council.

Last Action *Governor: Approved by Governor-Chapter 56 (effective 7/1/18)*

Bill Url **https://billtrack50.com/BillDetail/914377**

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## Loans and Financial Aid

**HB339** **Va. Debt Collections Act; public higher educational institutions, payment of student debt.**

Sponsor(s) Dawn Adams, Debra Rodman, Marcus Simon

Summary Virginia Debt Collection Act; public institutions of higher education. Requires a public institution of higher education to provide a debtor who is currently enrolled in such institution the option to pay his debt in periodic payments over the course of the term or semester in which the account became past due or, at the discretion of such institution, over a longer period, provided that such periodic payments are promptly paid until the account is satisfied.

Last Action *Governor: Governor's Action Deadline Midnight, April 9, 2018*

Bill Url **https://billtrack50.com/BillDetail/910559**

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**HB967** **Qualified education loan servicers; person must obtain license from State Corporation Commission.**

Sponsor(s) Lamont Bagby, Mark Levine, Marcus Simon

Summary Qualified education loan servicers. Prohibits any Qualified education loan servicers. Prohibits any person from acting as a qualified education loan servicer without first obtaining a license from the State Corporation Commission (SCC) and establishes procedures pertaining to such licenses. Banks, credit unions, and nonprofit institutions of higher education are exempt from the licensing provisions. The servicing of a qualified education loan encompasses (i) receiving any scheduled periodic payments from a qualified education loan borrower pursuant to the terms of a qualified education loan; (ii) applying the payments of principal and interest and such other payments, with respect to the amounts received from a qualified education loan borrower, as may be required pursuant to the terms of a qualified education loan; and (iii) performing other administrative services with respect to a qualified education loan. Qualified education loan servicers are prohibited from, among other things, (a) misrepresenting the amount, nature, or terms of any fee or payment due or claimed to be due on a qualified education loan, the terms and conditions of the loan agreement, or the borrower's obligations under the loan; (b) knowingly misapplying or recklessly applying loan payments to the outstanding balance of a qualified

education loan; and (c) failing to report both the favorable and unfavorable payment history of the borrower to a nationally recognized consumer credit bureau at least annually if the loan servicer regularly reports information to such a credit bureau. Violations are subject to a civil penalty not exceeding $2,500. The bill has a delayed effective date of January 1, 2019, but provides that applications shall be accepted, and investigations commenced, by the

Last Action *Left in Commerce and Labor*

Bill Url **https://billtrack50.com/BillDetail/914925**

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**HB165** **Higher educational institutions, public; loans to students, collection.**

Sponsor(s) David Yancey

Summary Public institutions of higher education; loans to students; collection. Requires each public institution that makes a loan to a student to (i) include in loan documents for each such loan an individual plan for the repayment of principal and interest and the payment of any late fees and clear and detailed information about the collection process for such loan pursuant to the Virginia Debt Collection Act, including information about the agency or entity that is responsible for collection and (ii) establish a process for notifying each student or, in the case of an undergraduate student and as appropriate, the student's parent of any loan payment that is past due no later than (a) 30 days after such payment becomes past due and (b) if necessary, the end of the academic term during which such payment becomes past due. The bill permits each such institution to modify the terms of any loan for which payments are past due to provide for repayment forbearance on such loan and repayment to commence on an agreed-upon date in the future with a percentage increase in the interest rate that is less than or equal to the inflation-adjusted annual percentage increase in the Average Consumer Price Index for all items, all urban consumers (CPI-U), for the year immediately preceding such future date.

Last Action *Passed House and Senate*

Bill Url **https://billtrack50.com/BillDetail/902812**

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**SB568** **Higher educational institutions, public; student loan information.**

Sponsor(s) Mark Obenshain

Summary Public institutions of higher education; student loan information. Requires any public institution of higher education that receives federal education loan information for a student enrolled in the institution to provide such student, at least once during each academic year, certain information and estimates regarding the student's federal education loans.

Last Action *Passed House and Senate*

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| Bill Url | https://billtrack50.com/BillDetail/918496 |

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| **HB1138** | **Qualified Education Loan Ombudsman, Office of the; established, report.** |
| Sponsor(s) | Lashrecse Aird, Hala Ayala, Lamont Bagby, Jeffrey Bourne, Jennifer Boysko, Kelly Convirs-Fowler, Patrick Hope, Chris Hurst, Mark Keam, Mark Levine, Kenneth Plum, Marcia Price, Debra Rodman, Marcus Simon, Roslyn Tyler, Vivian Watts |
| Summary | Office of the Qualified Education Loan Ombudsman. Establishes the Office of the Qualified Education Loan Ombudsman (the Office) within the State Council of Higher Education for Virginia. The Office's duties include (i) receiving, reviewing, and attempting to resolve complaints from qualified education loan borrowers; (ii) compiling and analyzing data on such complaints; (iii) assisting qualified education loan borrowers to understand their rights and responsibilities under the terms of qualified education loans; (iv) providing information regarding the problems and concerns of qualified education loan borrowers; (v) analyzing and monitoring the development and implementation of applicable laws and policies; and (vi) disseminating information concerning the availability of the Office to assist qualified education loan borrowers and any other participant in qualified education loan lending with qualified education loan servicing concerns. The Office is further required to establish and maintain a qualified education loan borrower education course by December 1, 2019. This bill is identical to SB 394. |
| Last Action | *Passed House and Senate* |
| Bill Url | https://billtrack50.com/BillDetail/915347 |

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| **SB394** | **Qualified Education Loan Ombudsman, Office of the; established, report.** |
| Sponsor(s) | Janet Howell, Jennifer Wexton |
| Summary | Office of the Qualified Education Loan Ombudsman. Establishes the Office of the Qualified Education Loan Ombudsman (the Office) within the State Council of Higher Education for Virginia. The Office's duties include (i) receiving, reviewing, and attempting to resolve complaints from qualified education loan borrowers; (ii) compiling and analyzing data on such complaints; (iii) assisting qualified education loan borrowers to understand their rights and responsibilities under the terms of qualified education loans; (iv) providing information regarding the problems and concerns of qualified education loan borrowers; (v) analyzing and monitoring the development and implementation of applicable laws and policies; and (vi) disseminating information concerning the availability of the Office to assist qualified education loan borrowers and any other participant in qualified education loan lending with qualified education loan servicing concerns. The Office is |

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| | further required to establish and maintain a qualified education loan borrower education course by December 1, 2019. This bill is identical to HB 1138. |
| Last Action | *Passed House and Senate* |
| Bill Url | **https://billtrack50.com/BillDetail/914466** |

## Student Records

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| **HB589** | **Higher educational institutions, public and private; diplomas, proof of education.** |
| Sponsor(s) | Glenn Davis |
| Summary | Institutions of higher education; diplomas; proof of education; method. Provides that each public institution of higher education and private institution of higher education may provide any diploma or other proof of education to requesting individuals or entities using the method that it deems most appropriate, in either electronic or paper form. The bill requires the State Council of Higher Education in Virginia to post on its website a statement in accordance with such institutional authority. |
| Last Action | *Passed House and Senate* |
| Bill Url | **https://billtrack50.com/BillDetail/913046** |

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| **HB1** | **FOIA; prohibited access to directory information.** |
| Sponsor(s) | Robert Bell, Mark Cole, Christopher Collins, Marvin Cox, James Edmunds, C. Matthew Fariss, Nicholas Freitas, T. Scott Garrett, C. Todd Gilbert, Riley Ingram, S. Chris Jones, Barry Knight, R. Steven Landes, David LaRock, Daniel Marshall, Israel O'Quinn, Brenda Pogge, Charles Poindexter, Christopher Stolle, Michael Webert, Tony Wilt, Thomas Wright |
| Summary | Public schools; release of scholastic records; directory information. Public schools; release of scholastic records; directory information. |
| Last Action | *Passed House and Senate* |
| Bill Url | **https://billtrack50.com/BillDetail/897074** |

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| **SB512** | **Virginia Freedom of Information Act; student telephone numbers and personal email addresses.** |
| Sponsor(s) | Amanda Chase, David Suetterlein |
| Summary | Virginia Freedom of Information Act; scholastic records; student telephone numbers and student personal email addresses. Excludes student telephone numbers and student personal email addresses contained in scholastic records from the mandatory disclosure provisions of the Virginia Freedom of Information Act. |

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| Last Action | *Passed House and Senate* |
| Bill Url | https://billtrack50.com/BillDetail/916790 |

## Failed Bills

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| **HB249** | **Higher educational institutions, baccalaureate; fixed in-state tuition rates.** |
| Sponsor(s) | Jason Miyares |
| Summary | Baccalaureate public institutions of higher education; fixed in-state tuition rates. Requires the governing board of each baccalaureate public institution of higher education in the Commonwealth to annually establish a fixed in-state tuition rate for each incoming first year or transfer undergraduate Virginia student and declares eligible for such rate (i) each incoming first year student enrolled in a four-year baccalaureate degree program for four academic years or any portion or term thereof and (ii) each incoming transfer student enrolled in a four-year baccalaureate degree program for the remainder of the academic years or any portion or term thereof during which he makes satisfactory progress toward completing such degree program, provided that any such first year or transfer student maintains continuous enrollment. The bill permits such governing boards to grant (a) an exception to the requirement for continuous enrollment on a case-by-case basis to students whose enrollment is substantially disrupted or (b) any other exception to the foregoing requirements that the governing board deems appropriate, including an exception for eligible students who are enrolled in baccalaureate degree programs that require five academic years to complete. |
| Last Action | *Left in Education* |
| Bill Url | https://billtrack50.com/BillDetail/909725 |

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| **SB824** | **Higher educational institutions, public; tuition and fee increases, notice to students and public.** |
| Sponsor(s) | Chap Petersen |
| Summary | Public institutions of higher education; tuition and fee increases; public comment. Prohibits the governing board of each public institution of higher education from approving an increase in undergraduate tuition or mandatory fees without providing students and the public an opportunity to provide public comment at a board meeting at least 30 days prior to any vote on such an increase. |
| Last Action | *Passed by indefinitely in Finance (13-Y 3-N)* |
| Bill Url | https://billtrack50.com/BillDetail/923957 |

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| **SB836** | **Higher educational institutions, public; tuition and room and board.** |
| Sponsor(s) | William DeSteph |

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| Summary | Public institutions of higher education; tuition and room and board; enrollment. Requires, for the next two academic years, the tuition charged to Virginia students at each public institution of higher education to be capped at the rate charged to such students for the first academic term of the 2017-2018 academic year. The bill permits, during such two-year period, the room and board charged to such students to be increased on an annual basis in advance of the first academic term of the academic year, but requires the percentage of such increase to be capped at 90 percent of the annual percentage increase in the Average Consumer Price Index for all items, all urban consumers (CPI-U) for the preceding calendar year. |
| Last Action | *Incorporated by Education and Health* |
| Bill Url | **https://billtrack50.com/BillDetail/924582** |

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| **HB351** | **Higher educational institutions, public; tuition and room and board, enrollment.** |
| Sponsor(s) | Richard Bell, Wendy Gooditis, Jason Miyares, Roxann Robinson, Debra Rodman, Schuyler VanValkenburg |
| Summary | Public institutions of higher education; tuition and room and board; enrollment. Requires, for the next four academic years, the tuition charged to Virginia students at each public institution of higher education to be capped at the rate charged to such students for the first academic term of the 2017-2018 academic year. The bill permits, during such four-year period, the room and board charged to such students to be increased on an annual basis in advance of the first academic term of the academic year, but requires the percentage of such increase to be capped at 90 percent of the annual percentage increase in the Average Consumer Price Index for all items, all urban consumers (CPI-U) for the preceding calendar year. The bill also requires, for the next four academic years, the percentage of non-Virginia students enrolled at each public institution of higher education to be capped at the percentage of such students enrolled for the first academic term of the 2017-2018 academic year and does not prohibit an increase in the tuition or room and board charged to such students during such four-year period. |
| Last Action | *Left in Appropriations* |
| Bill Url | **https://billtrack50.com/BillDetail/911859** |

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| **HB685** | **Cybersecurity Student Loan Repayment Grant Program; established, report.** |
| Sponsor(s) | Betsy Carr, Matthew James, R. Steven Landes, Joseph Lindsey, Margaret Ransone, Luke Torian |
| Summary | Cybersecurity Student Loan Repayment Grant Program established; report. Establishes the Cybersecurity Student Loan Repayment Grant Program, to be administered by the State Council of Higher Education for Virginia (the |

Council), whereby renewable grants of up to $20,000 of matching state and employer funds are provided on a competitive basis to an individual who (i) either (a) graduated within the past year from a public institution of higher education or regionally accredited private institution of higher education with an undergraduate or graduate degree in computer science or another academic program recognized by the Council to prepare an individual for a career in cybersecurity and who resides in the Commonwealth or (b) has served on active duty in the Armed Forces of the United States, was discharged or released within the past year from such service under conditions other than dishonorable, gained experience or received training in computer science during such service, and resides in the Commonwealth and (ii) accepts an offer of employment in a computer science position with any federal or state organization, including any federal or state military or defense organization, that is located in the Commonwealth or any private organization that contractually provides cybersecurity services for any such federal or state organization and that is located in the Commonwealth. The bill contains provisions relating to program administration and dissemination of information and reporting on the program.

Last Action *Failed to pass*

Bill Url **https://billtrack50.com/BillDetail/913464**

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**HB764** **Consortium Comprehensive Cancer Center Advisory Board; established, report.**

Sponsor(s) S. Chris Jones

Summary Consortium Comprehensive Cancer Center Advisory Board established. Establishes as an independent advisory board in state government a 13-member Consortium Comprehensive Cancer Center Advisory Board, consisting of the President of Virginia Commonwealth University or his designee, one member of the Virginia Commonwealth University Board of Visitors, the Vice President for Health Sciences at Virginia Commonwealth University or his designee, the President of the University of Virginia or his designee, one member of the University of Virginia Board of Visitors, the Executive Vice President for Health Affairs at the University of Virginia or his designee, one representative of Eastern Virginia Medical School, one representative of Virginia Tech Carilion School of Medicine and Research Institute, and five other nonlegislative citizen members, to study the requirements for designation as a consortium Comprehensive Cancer Center by the National Cancer Institute and make recommendations to Virginia Commonwealth University and the University of Virginia relating to the process for establishing a joint National Cancer Institute-designated consortium Comprehensive Cancer Center, including recommendations relating to a joint leadership structure, research integration, and

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| | programmatic integration. The provisions of the bill sunset on July 1, 2021. |
| Last Action | *Failed to pass in House* |
| Bill Url | **https://billtrack50.com/BillDetail/913822** |

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| **HB982** | **Higher educational institutions, public; funding.** |
| Sponsor(s) | Glenn Davis |
| Summary | Public institutions of higher education; funding. Eliminates the targeted financial incentives currently made available to public institutions of higher education and provides that (i) 50 percent of the funds appropriated for public institutions of higher education from the state general fund or sources other than the state general fund, or both, for each fiscal year of each biennium shall be equitably apportioned among each public institution of higher education for basic operations and instruction, each Virginia undergraduate student actually enrolled at the institution, and need-based financial aid and (ii) the other 50 percent shall be apportioned among such institutions on the basis of performance metrics: percentage of Virginia students enrolled, tuition rates, average amount of time it takes students to complete degrees, student graduation rates, and student employment rates and median salaries six months after graduation. |
| Last Action | *Left in Appropriations* |
| Bill Url | **https://billtrack50.com/BillDetail/914928** |

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| **SB870** | **Educational institutions, certain; designation of governing boards.** |
| Sponsor(s) | William DeSteph |
| Summary | Certain educational institutions; designation of governing boards. Renames as boards of trustees the boards of visitors of certain educational institutions in the Commonwealth, including baccalaureate public institutions of higher education. |
| Last Action | *Passed by indefinitely in Education and Health (15-Y 0-N)* |
| Bill Url | **https://billtrack50.com/BillDetail/928270** |

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| **HB1473** | **Higher educational institutions, public; tuition and fee increases, notice and public comment.** |
| Sponsor(s) | Timothy Hugo, Jason Miyares |
| Summary | Public institutions of higher education; tuition and fee increases; notice and public comment. Prohibits the governing board of each public institution of higher education from approving an increase in undergraduate tuition or mandatory fees without providing students, certain parents, and the public notice of and an opportunity to provide public comment at a board meeting |

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| | in advance of any vote on such an increase. |
| Last Action | *Passed by indefinitely in Finance (7-Y 6-N)* |
| Bill Url | **https://billtrack50.com/BillDetail/926755** |

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| **HB1474** | **Higher educational institutions, public; governing boards, educational programs.** |
| Sponsor(s) | Karrie Delaney, Wendy Gooditis, Timothy Hugo, Jason Miyares |
| Summary | Governing boards of public institutions of higher education; educational programs. Requires educational programs for the governing boards of public institutions of higher education to include presentations relating to (i) board members' primary duty to the citizens of the Commonwealth and (ii) student debt trends. |
| Last Action | *Passed by indefinitely in Education and Health (13-Y 1-N)* |
| Bill Url | **https://billtrack50.com/BillDetail/926967** |

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| **HB1512** | **Higher educational institutions, public; tuition and room and board, enrollment.** |
| Sponsor(s) | Glenn Davis |
| Summary | Public institutions of higher education; tuition and room and board; enrollment. Requires that the tuition charged to Virginia students at each public institution of higher education be capped at the rate charged to such students for the first academic term of the 2017-2018 academic year. The bill permits the room and board charged to such students to be increased on an annual basis in advance of the first academic term of the academic year, but requires the percentage of such increase to be capped at 90 percent of the annual percentage increase in the Average Consumer Price Index for all items, all urban consumers (CPI-U) for the preceding calendar year. The bill also requires the percentage of non-Virginia students enrolled at each public institution of higher education to be capped at 25 percent beginning with the first academic term of the 2018-2019 academic year and does not prohibit an increase in the tuition or room and board charged to such students. |
| Last Action | *Left in Appropriations* |
| Bill Url | **https://billtrack50.com/BillDetail/929631** |

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| **SB27** | **Temporary Assistance for Needy Families Scholarship Pilot Program; VCCS shall establish, report.** |
| Sponsor(s) | Adam Ebbin, Jennifer McClellan, William Stanley |
| Summary | Virginia Community College System; Temporary Assistance for Needy Families Scholarship Pilot Program. Directs the Virginia Community College |

System (VCCS) to establish and administer a two-year Temporary Assistance for Needy Families (TANF) Scholarship Pilot Program (the Program) for the purpose of providing access to postsecondary educational opportunities to students living in poverty. The Program would provide scholarships to select comprehensive community colleges in the maximum amount of $4,000 per year to 200 selected students who meet TANF eligibility requirements. The Program would be funded by the unexpended balance in federal TANF block grant funds. The bill directs VCCS to report to the Governor and the General Assembly no later than December 1 of each year regarding the effectiveness of and other information about the Program. The bill does not become effective unless an appropriation effectuating the purposes of the bill is included in an appropriation act passed in 2018 by the General Assembly that becomes law.

Last Action *Left in Appropriations*

Bill Url **https://billtrack50.com/BillDetail/897354**

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**SB362** **Qualified education loan servicers; person must obtain license from State Corporation Commission.**

Sponsor(s) Janet Howell, Jennifer Wexton

Summary Qualified education loan servicers. Prohibits any person from acting as a qualified education loan servicer without first obtaining a license from the State Corporation Commission (SCC) and establishes procedures pertaining to such licenses. Banks, credit unions, certain wholly-owned subsidiaries of banks and credit unions, and nonprofit institutions of higher education are exempt from the licensing provisions. The servicing of a qualified education loan encompasses (i) receiving any scheduled periodic payments from a qualified education loan borrower pursuant to the terms of a qualified education loan; (ii) applying the payments of principal and interest and such other payments, with respect to the amounts received from a qualified education loan borrower, as may be required pursuant to the terms of a qualified education loan; and (iii) performing other administrative services with respect to a qualified education loan. Qualified education loan servicers are prohibited from, among other things, (a) misrepresenting the amount, nature, or terms of any fee or payment due or claimed to be due on a qualified education loan, the terms and conditions of the loan agreement, or the borrower's obligations under the loan; (b) knowingly misapplying or recklessly applying loan payments to the outstanding balance of a qualified education loan; and (c) failing to report both the favorable and unfavorable payment history of the borrower to a nationally recognized consumer credit bureau at least annually if the loan servicer regularly reports information to such a credit bureau. Violations are subject to a civil penalty not exceeding $2,500. The bill has a delayed effective date of January 1, 2019, but provides

that applications shall be accepted, and investigations commenced, by the SCC beginning October 1, 2018.

Last Action *Left in Commerce and Labor*

Bill Url **https://billtrack50.com/BillDetail/914510**

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**SB373** **Higher education; prohibits any percentage increase in in-state tuition for undergraduate students.**

Sponsor(s) William DeSteph

Summary Higher education; in-state tuition. Prohibits any percentage increase in in-state tuition or instructional fees for undergraduate students at Virginia's public institutions of higher education that exceeds the annual percentage increase, as determined by the State Council of Higher Education for Virginia, in the Average Consumer Price Index for all items, all urban consumers (CPI-U), as published by the Bureau of Labor Statistics of the U.S. Department of Labor, from January 1 through December 31 of the year immediately preceding the affected year.

Last Action *Continued to 2019 in Education and Health (15-Y 0-N)*

Bill Url **https://billtrack50.com/BillDetail/914687**

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**SB377** **Higher educational institutions; tuition increase, etc.**

Sponsor(s) William DeSteph

Summary Higher education; in-state tuition. Prohibits any percentage increase in in-state tuition or instructional fees for undergraduate students at Virginia's public institutions of higher education that exceeds the annual percentage increase, as determined by the State Council of Higher Education for Virginia, of the median household income in the Commonwealth, established by the U.S. Department of Housing and Urban Development, of the calendar year immediately preceding the affected year.

Last Action *Incorporated by Education and Health*

Bill Url **https://billtrack50.com/BillDetail/914430**

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**SB656** **Virginia College Savings Plan; members of governing board to disclose personal interests, etc.**

Sponsor(s) Emmett Hanger

Summary Virginia College Savings Plan. Makes several changes to the provisions that establish the Virginia College Savings Plan (the Plan), including (i) clarifying that members of the Plan's governing board (the board) are required to disclose personal interests pursuant to the State and Local Government Conflict of Interests Act, (ii) permitting the Plan to maintain an independent

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| | disbursement system for the disbursement of prepaid tuition contract benefits, and (iii) requiring each prepaid tuition contract entered into on or after July 1, 2018, to include provisions for the application of tuition prepayments, at a rate equal to the percentage of enrollment-weighted average tuition at public institutions of higher education to be determined by the board, at (a) public institutions of higher education, (b) accredited nonprofit independent or private institutions of higher education, and (c) non-Virginia public and accredited nonprofit independent or private institutions of higher education, provided that no such payment is less than the sum of tuition prepayments made, less any fees as determined by the board. |
| Last Action | *Left in Appropriations* |
| Bill Url | **https://billtrack50.com/BillDetail/917947** |

# 14

POLITICO

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**Morning Education**
*A daily overview of education policy news*



# What to watch as Congress rewrites the Higher Education Act this year

By **BENJAMIN WERMUND** | 01/02/2018 10:00 AM EST

**WHAT TO WATCH AS CONGRESS REWRITES THE HIGHER EDUCATION ACT:** Reauthorizing the federal law governing higher education — for the first time in a decade — is at the top of the Senate education committee's to-do list this year. Many expect the final version of the rewritten Higher Education Act will look more like whatever the Senate unveils, likely early this year. The House proposal approved in committee and headed to the House floor this year includes a slew of partisan measures unlikely to pass both chambers.

— **Senate Republicans and Democrats say they're working together on the rewrite**. Sen. Lamar Alexander, the Tennessee Republican who chairs the education panel, and Patty Murray (D-Wash.), the ranking member on the committee, have already begun meeting on the rewrite, which they are aiming to mark up this spring. While a full reauthorization bill has not yet been released — if the Senate indeed decides to fully redo the law — Alexander and Murray have both laid out their priorities, and several senators, including many on the education panel, are pushing

their own legislation. Much of it has bipartisan support — and could provide a roadmap to what might end up in the rewrite. Here's a sampling of what to watch:

— **Simplifying student aid:** The Free Application for Federal Student Aid is probably the lowest-hanging fruit here. Alexander has repeatedly made clear that simplifying the lengthy form (of which he often unfurls a physical copy as a prop) is a top priority for him, and the Senate education committee held a hearing in November on ways to make it easier to fill out. Alexander has pushed legislation in the past that would reduce the more than 100-question form to just a handful of questions.

— **The simplification efforts could extend far beyond the application for aid**. The House higher education bill would drastically overhaul federal student aid, creating a single loan and grant program. Alexander has been clear that he supports doing the same, so watch for a similar proposal in the Senate.

— **Risk-sharing:** Sens. Jeanne Shaheen (D-N.H.) and Orrin Hatch (R-Utah) are pushing a bill — which has earned praise from Alexander — that would hold colleges accountable for the rate at which their former students are successfully repaying their loans. Under the bill, S. 2231 (115), colleges would have to pay back a share of the federal loans that their students aren't repaying. Sen. Elizabeth Warren (D-Mass.) has also pushed similar risk-sharing legislation, arguing that forcing colleges to pay back federal student aid would also make them "pay attention to rising costs and failing students." Under the House's Higher Education Act reauthorization, programs where students aren't paying back student loans would lose access to federal aid.

— **Access and accountability:** Sens. Chris Coons (D-Del.) and Johnny Isakson (R-Ga.) are pushing a bill, S. 2201 (115), meant to spur elite colleges and universities to enroll more low-income students. The so-called ASPIRE Act, which the two have filed multiple times, would charge a penalty to the the bottom 5 percent of institutions based on percentages of enrolled first-time, full-time Pell Grant recipients, if those schools aren't able to boost those figures in four years. The money those schools pay would go into a pot available to schools that do serve many of those students. Those schools could receive up to $2 million a year, if they agree to try certain strategies to boost their graduation rates. Schools that don't improve would have to gradually return some of that money.

— **Rules for colleges dealing with allegations of campus sexual harassment, including sexual violence, will likely make their way into the Higher Education**

**Act for the first time**. Murray listed campus safety — including cracking down on sexual assault — among her top priorities for the rewrite.

— **The House bill includes language that Rep. Virginia Foxx (R-N.C.), the House education committee chairwoman, said is aimed at protecting sexual assault survivors** — as well as due process rights of the accused. Advocacy groups and Democrats voiced concerns that some of the language may conflict with the Clery Act, which requires that colleges report crimes that happen on campus. They also say some provisions would allow schools to stall on investigations if police are involved. Foxx agreed during the markup to work with Democrats on the language.

— **But wait, there's more**. We have a full rundown here.

**HAPPY NEW YEAR. WELCOME TO MORNING EDUCATION.** I kicked off 2018 on a freezing beach in Texas. So much for escaping the cold. Tips? Feedback? Let me know: bwermund@politico.com or @BenjaminEW. Share event listings: educalendar@politicopro.com. And follow us on Twitter: @Morning_Edu and @POLITICOPro.

**THE OUTLOOK ON ESSA THIS YEAR:** With every state now finished crafting a plan under the Every Student Succeeds Act that details how schools will be held accountable for student learning and progress and more, education policy wonks are watching for feedback from federal officials to see which issues are raised by Education Secretary Betsy DeVos' agency as concerns. But they are also keeping an eye on local developments as states carry out the law, which replaced No Child Left Behind two years ago. Caitlin Emma has the full rundown for Pros, which includes:

— **Identifying the lowest-performing schools:** States are gathering data to identify certain low-performing schools, like the lowest-performing 5 percent of schools that receive federal Title I funding for poor students. Education policy analysts are monitoring states for how they'll identify those low-performing schools, how they'll communicate poor performance to families and how they ultimately plan to help and improve those schools.

— **Applications for new pilot programs:** The Education Department is expected to release applications for two eagerly awaited pilot programs created by the law that will allow school districts and states to experiment with weighted student funding formulas and new, more innovative tests. The weighted student funding pilot will

allow up to 50 school districts to consolidate federal, state and local funding into one pot that would be allocated based on students' needs. The Trump administration has expressed interest in the pilot, and Republican members of Congress touted it as a win for school choice, since the dollars could follow children in public school choice programs, like public charter schools. The money can't go to private schools, however.

— **Block grant spending:** The new law created a block grant called the Student Support and Academic Enrichment grant. It was authorized at $1.6 billion and could be used by states for student health and safety programs, better technology in schools and more. But the program only received $400 million in fiscal 2017. So Congress included language that would allow states to distribute the money to districts on a competitive basis so they could receive larger allocations and make more meaningful investments. Education policy wonks will be paying attention to see how states spend the funds.

**UNIVERSITIES FEAR 2018 WILL BE A VIOLENT YEAR:** With clashes on campuses from Berkeley to the University of Virginia, last year was a rocky one for many colleges — and university leaders are bracing for 2018 to be just as bad. Administrators are preparing for a combative and potentially violent 2018 by beefing up security and examining the boundaries of their own belief in free speech.

— **Administrators at many campuses told POLITICO that they are struggling to balance their commitment to free speech** — which has been challenged by "alt-right" supporters of President Donald Trump — with campus safety, as white nationalists and left-wing provocateurs vow to continue the types of confrontations that have led to violence in Berkeley, Calif., and Charlottesville, Va.

— **Richard Spencer, the white nationalist leader who organized free-speech rallies on many campuses, told POLITICO that he plans to take his movement to more universities in 2018**. He said he knows of efforts underway on at least seven campuses to get him to speak, and that he will use the full extent of the law to fight back against any universities that try to block him. Read the full story by Kimberly Hefling — and be sure to check out the photo essay on the rise of far left-leaning "antifa" groups, by M. Scott Mahaskey.

**DACA TALKS TO RESUME AT WHITE HOUSE THIS WEEK:** Democratic and Republican congressional leaders are expected to meet at the White House this week to begin hashing out a deal to avert a government shutdown while protecting undocumented immigrants who arrived in the country as minors — something Trump

has signaled he would support, but only in exchange for a wall on the Southern border.

**— The meeting, slated for Wednesday, is expected to include White House chief of staff John Kelly — a significant break from similar meetings in recent months**, when Democrats have walked away emboldened and claiming to have won concessions from Trump. After a September session at the White House, Trump joined House Minority Leader Nancy Pelosi and Senate Minority Leader Chuck Schumer to punt a series of fiscal negotiations until early December. POLITICO's Kyle Cheney has more.

**JUDGE WON'T BLOCK TRANSGENDER STUDENTS FROM SCHOOL RESTROOMS:** A group of parents and students challenging an Illinois school district's policy of allowing transgender students to use the restrooms consistent with their gender identity lost a bid to bar those students from using the facilities they choose. A federal judge last week denied an injunction to do so, the latest in a lengthy court fight that includes the federal Education and Justice departments.

**— U.S. District Court Judge Jorge Alonso wrote on Dec. 29 that the plaintiffs who sought the injunction "have not shown they are likely to suffer irreparable harm**. ... The restrooms at issue here have privacy stalls that can be used by students seeking an additional layer of privacy, and single-use facilities are also available upon request. Given these protections, there is no meaningful risk that a student's unclothed body need be seen by any other person." Alonso set a status hearing in the case for Feb. 8.

**REPORT ROLL CALL**

— There were 98,456 operating public elementary and secondary schools and 18,328 operating local education agencies in 2015-16, according to new data from the National Center for Education Statistics. Those schools were attended by 50.3 million public elementary and secondary school students — a tiny increase of less than 0.1 percent from the year before.

**SYLLABUS**

— Trump talked tough but hasn't reined in college tuition: POLITICO.

— Chicago Mayor Rahm Emanuel touts improving academics in city's schools: POLITICO.

— 'Is D.C.'s 80/20 rule unfair to students?' The Washington Post.

— Men are critical to Texas' graduation goals, but they're increasingly skeptical of college: The Houston Chronicle.

— In Mississippi, student achievement gaps grew last year, despite an ambitious state plan to close them: The Associated Press.

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