LONGWOOD UNIVERSITY
BOARD OF VISITORS

– MEETING MATERIALS –

September 12, 2025

Minutes

LONGWOOD UNIVERSITY
BOARD OF VISITORS

June 5, 2025

Minutes

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

Call to Order

The Longwood University Board of Visitors met on Thursday, June 5 at Charter Hall in Farmville. The meeting was called to order at 1:00 p.m. by Rector Ron White.

Members present:
Rector Ron White
Vice Rector Jeff Nottingham
Shawn Smith
Nadine Marsh-Carter
Fabiola Carter
Vellie Dietrich-Hall
Chuck Fagan
Kathleen Early

Also present:

President W. Taylor Reveley IV
Courtney Hodges, Vice President for Institutional Advancement
Lara Smith, Provost and Vice President for Academic Affairs
Matt McGregor, Vice President for Administration and Finance
Jennifer Green, Vice President for Strategic Operations
Cameron Patterson, Vice President for Student Affairs
Justin Pope, Vice President and Chief of Staff
Cameron O'Brion, University Counsel
Matthew McWilliams, University Spokesperson and Deputy to the President

Rector's and President's Welcome

Rector White called the meeting to order, thanking Board members for their commitment to Longwood and the time they invest into "the place that we love."

President Reveley welcomed Board members to the newly opened Charter Hall. He previewed two presentations for the meeting: an update on NCAA issues by Dr. Tim Coffey, Longwood's Faculty Athletics Representative, who is one of only several scholars sitting on the Division I Council of athletics leaders, and a presentation by Reveley from the Virginia Business Higher Education Council about public sentiment and perceptions about higher education in the Commonwealth, used for gubernatorial candidate briefings.

President Reveley touched on the state of higher education in the country, noting that Longwood has several sources of strength and optimism for the future, including Virginia's historic state support of public higher education, enrollment momentum, increased philanthropy, a growing endowment, and prudence in managing the annual operating budget. He said it is a volatile moment but careful hiring and managing operating budgets along with strategies like opened lines of credit is the type of foresight that strong institutions use to stay strong far into the future.

Reveley introduced a joint resolution recommended by the Board's Executive Committee, which includes the consent agenda and minutes from the previous meeting, as well as Marsh-Carter's nomination of a new slate of officers that includes White and Nottingham continuing in their roles as rector and vice-rector, respectively, Rose as secretary, and Early as member-at-large. Proposed tuition and fees were also included in the joint resolution --- tuition includes an increase of 1.3% --- as was the FY26 operating budget, which will increase by 3.09%, primarily due to compensation increases as well as inflation. The resolution also included the FY26 Capital Budget and President's annual evaluation.

Acting as Board parliamentarian, President Reveley asked for a vote on the joint resolution, and it was approved unanimously.

NCAA Update

The Board then heard a presentation from Dr. Tim Coffey, who is a member of the NCAA DI Council, who gave an update and answered questions regarding the state of the governing body of intercollegiate athletics at a time of change and transition.

NCAA Division I is governed through a shared model of institutional, conference, and national decision-making. The Division I Board of Directors provides overarching leadership and includes university presidents, while the Division I Council --- a body composed largely of athletic administrators --- manages day-to-day rules and policy changes. The division is further broken into subdivisions (FBS, FCS, non-football), which have different levels of autonomy, especially around finances and competitive standards. Notably, the "autonomy" conferences (Power 5) have more leeway to enact their own policies.

Coffey gave an overview of the House v. NCAA settlement, announced in 2024 and currently being finalized in 2025, which represents a seismic shift in college sports. It creates a framework for schools to share revenue directly with athletes, resolving antitrust litigation that challenged the NCAA's traditional amateurism model. The estimated $2.8 billion settlement includes retroactive damages and creates a mechanism for forward-looking revenue sharing, likely starting as early as 2025–2026.

He turned to the challenges posed by legalized sports gambling. As legalized gambling expands across the U.S., college athletics faces intensifying integrity and mental health concerns. Student-athletes are increasingly targets of online harassment and threats from bettors, and there have been multiple recent investigations into point-shaving, insider information leaks, and betting violations. The NCAA and individual conferences are pushing for stronger education programs, state-level protections, and collaboration with sportsbooks, but enforcement remains fragmented. The proliferation of mobile betting apps, including on-campus, makes detection and deterrence especially difficult.

Coffey then discussed how some higher ed leaders and NCAA officials have proposed an "enhanced educational model" to preserve the academic core of college athletics. This concept envisions athletes receiving more robust educational, medical, and financial support—such as multiyear scholarships, lifetime degree access, and expanded NIL rights. Proponents argue it could serve as a middle path between professionalization and amateurism, but recognize that an enormous range of details would require close thought and development.

He then took questions from the Board on details of the pending NCAA settlement and its potential effect on college athletics. Fagan noted that NCAA lawsuits will likely continue despite the settlement, and Coffey agreed, noting that congressional action on a new statutory framework for college sports is what would most definitively give legal clarity.

Virginia Business Higher Education Council Presentation

President Reveley then gave a presentation about findings of polling by the Virginia Business-Higher Education Council that was presented to gubernatorial candidates on the state of higher education in the Commonwealth and in the nation, and the outlook for the sector. Reveley serves on VBHEC's board.

In a December 2024 statewide poll by Public Opinion Strategies and Frederick Polls (800 registered voters, ±3.95% margin), Virginians across the political spectrum expressed overwhelming, bipartisan confidence in the Commonwealth's public higher education system. Over 90% believe it is vital to invest in colleges and community colleges to maintain Virginia's economic edge, with 94% supporting paid internships and work-based learning programs and 93% prioritizing accessible pathways—from trade certificates to graduate degrees—as the state's top investment focus.

Respondents expressed high confidence levels in the performance and administration of Virginia's higher education institutions: 82% trust them to deliver value, 77% reported a favorable opinion, and 90% said they'd encourage a child to apply to a Virginia college. Additionally, 88% agreed that the system prepares students for the evolving economy, and a strong majority believe keeping tuition low is essential --- supporting expanded aid, community college dual enrollment, HBCU programs, and veteran support initiatives.

The poll showed near-unanimous (92%) agreement on the need to grow the number of college graduates and skilled trade workers to address workforce shortages. Notably, 94% want more

paid internships and experiential learning --- and 82% would favor political candidates promoting integrated "talent pathways" across high schools, colleges, and businesses to reduce education costs and accelerate job entry.

Reveley closed by noting VBHEC leaders emphasize that this isn't just a political message but a shared vision between business and higher education. VBHEC President Kirk Cox, former General Assembly House Speaker, often notes the rarity of such bipartisan consensus in today's climate, stressing that Virginians overwhelmingly expect their leaders to fund and support the state's higher education ecosystem.

Reveley then took questions from the Board and attendees on details of the presentation. Dietrich-Hall asked about legislative priorities related to education, and discussion followed regarding the priorities of financial aid and internships. Nottingham followed with a discussion on how to combat Virginia talent leaving the state in increasing numbers post-graduation.

President Reveley then presented a parting gift to Marsh-Carter, who is completing her term-limited board appointment.

Marsh-Carter spoke briefly about her Board service and urged Board members to continue to work on the behalf of Longwood students, who are the reason we are here. She urged them to put aside individual differences of opinion and work for the betterment of a place that is so special, and said that her father, Sen. Henry Marsh, was so connected to this community and would be very proud of this moment.

There being no further business, the meeting adjourned at 3:05 p.m., followed by a tour of the University's nearby SEED Innovation Hub.

Consent Agenda

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

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

- Approval of Longwood's Six Year Plan, submitted to SCHEV in July and required by Virginia code for presentation to the Board of Visitors
- Approval of Policy 2007: Confidential Employee Information. This policy protects confidential personnel information and records, and is approved annually
- Updating Policy 2011: Debt Management. This original policy has been in place since 2006, and updates reflect best fiscal practices
- Updating Policy 3004: Name, Image, and Likeness. This fully updated policy addresses the compensation of student-athletes for the use of their Name, Image, and Likeness, required by Virginia code and pursuant to the June 2025 NCAA national settlement
- Full update to the Longwood Center for the Visual Arts' Collections Management Plan, reflecting current professional practices, policies, and operations of the LCVA, in conjunction with accreditation by the American Alliance of Museums

Biennial Update
For Commonwealth's
Six-Year Plan Process

Longwood University

LONGWOOD
UNIVERSITY

Six-Year Plan

Overview and Summary

MISSION

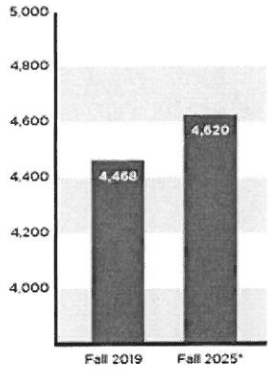
LONGWOOD UNIVERSITY

"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."

PRE-COVID VS. TODAY

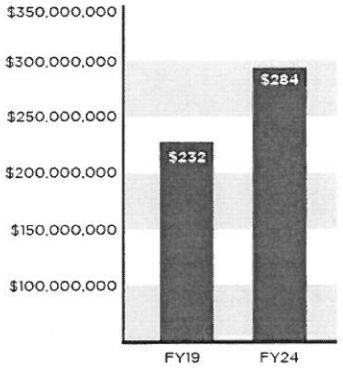
LONGWOOD UNIVERSITY

Total Enrollment



**projected*

Financial Net Position



OPPORTUNITIES & CHALLENGES: ENROLLMENT

LONGWOOD UNIVERSITY

Growing enrollment amid challenges

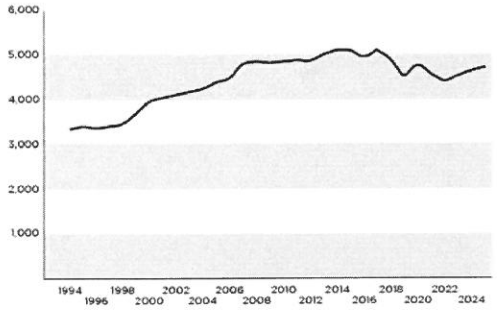
Longwood's enrollment has stabilized and shown signs of steady growth over the last three years following a recent decline in the undergraduate population surrounding covid. In addition to the pandemic, there were myriad factors in the enrollment decline – demographic challenges that have affected the college-ready population of high-school seniors, financial models dependent on large-scale enrollment growth of other institutions, and out-of-state institutions targeting Virginia talent among them. Increasing graduate enrollment helped offset some of the decline in undergraduate enrollment over this period. Just half of Virginia publics have seen total enrollment numbers exceed pre-covid levels; Longwood is among this group. Areas of focused work include:

- Retention
- Navigating pressures on high-demand programs like nursing and teacher preparation
- Mental health services
- Post-Graduate Success Initiative

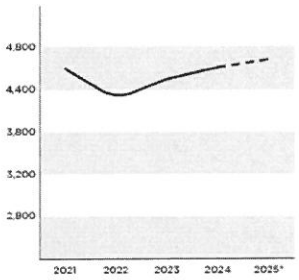
OPPORTUNITIES & CHALLENGES: ENROLLMENT

LONGWOOD UNIVERSITY

Long-Term Enrollment Trend



Enrollment Post-Covid



OPPORTUNITIES & CHALLENGES: ENROLLMENT

LONGWOOD UNIVERSITY

Growing enrollment amid challenges

Freshman enrollment for the classes that matriculated in Fall 23 and 24 exceeded projections, and we expect that the incoming freshman class will match that mark. That growth, coupled with two prior years of freshman enrollment's upward trend, gives us confidence that demand for a Longwood education remains strong and is growing in key regions of the state. Transfer students have rebounded in the incoming cohort, and we believe that we will continue to see a growth in graduate programs. The number of first time in college students for Fall 2025 has exceeded previous years.

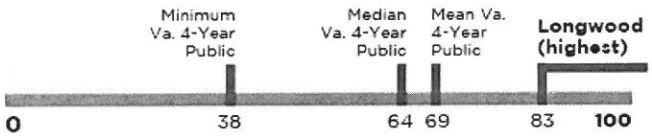
Target In-State Undergraduate Headcount vs. Actual

Year	Percent of Target
2023-24	101.2%
2024-25	109.7%

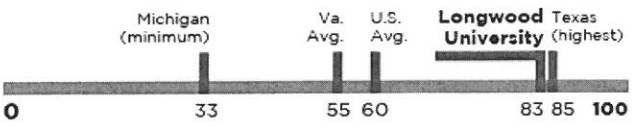
Workforce talent aligned to high-growth fields

Longwood has historically drawn more than 90 percent of its students from Virginia and has increased over the last ten years its share of students graduating from programs aligned with high-growth, high-need occupations in our Commonwealth. Currently, two-thirds of our graduates earn their undergraduate degree in a program aligned with a priority occupation for Virginia, particularly in nursing, education, and business. Longwood has the highest percentage of any Virginia public institution of graduates living and working in Virginia.

Virginia Workforce Retention

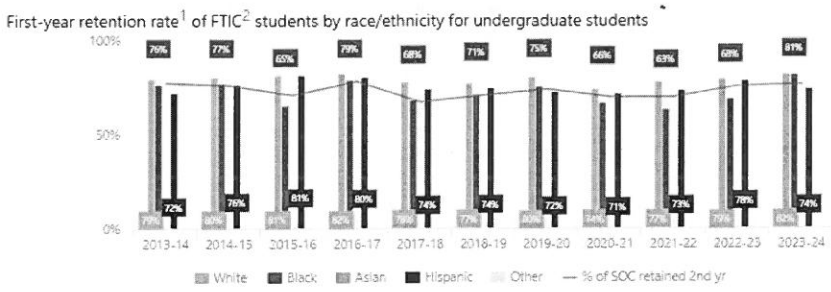


National Workforce Retention



Focus on retention and on-time graduation

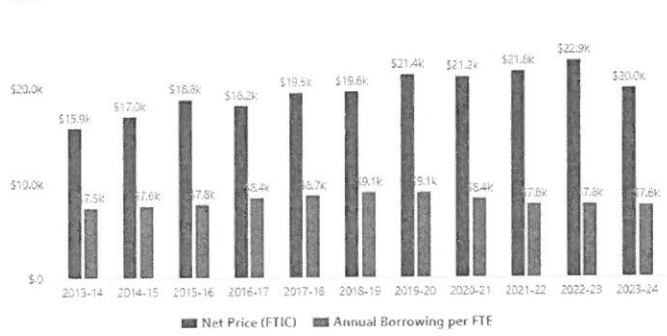
Longwood's faculty are primarily teaching faculty, and we have the highest percentage of classes taught by full-time professors among public universities in the Commonwealth. This translates into among the highest rates in the state of students who say they had faculty mentors who helped them persist toward graduation. A President's Task Force on Retention in recent years produced recommendations currently being implemented that emphasize structural support systems driving retention and on-time graduation rates. Our Pell Initiatives have focused on recruiting and retaining Pell-eligible students by providing structural support systems to help them enroll and retain.



A leader in controlling tuition

Longwood is proud to continue its track-record of tuition increases that are among the lowest in the state in the last decade, on par with inflation. In addition, net price dropped significantly in 2023-24, and annual borrowing per FTE has charted a steady decline over the last five years, thanks in large part to careful fiscal management on the part of University administrators working with the Board of Visitors, combined with investment from the state, particularly for Pell-eligible students and other forms of financial aid funding, and an increase in philanthropy used for student aid and scholarships.

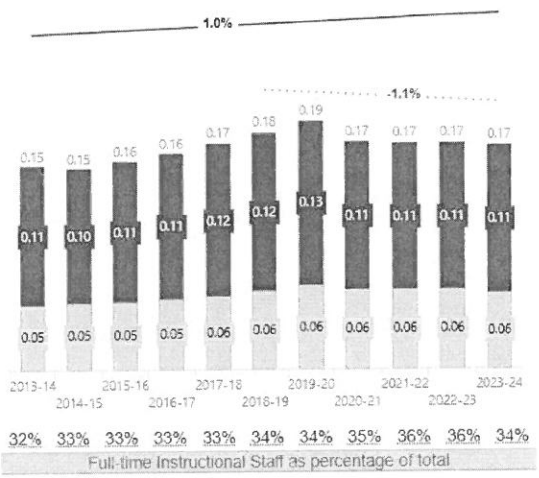
Net price[1] vs. annual borrowing per full-time equivalents (FTE)[2] (2013-2023)



Flat employee-to-FTE ratio

In addressing the enrollment decline surrounding covid, Longwood took steps to align our workforce with the student population, keeping the employee-to-FTE ratio flat since FY20. Salary and benefit increases of our employee base continue to be significant cost drivers at the university, presenting a challenge as we aim to improve affordability and access metrics that have a direct impact on enrollment.

By # of employees per student FTE



Investments in post-graduation outcomes

The purpose of Longwood's Post Graduate Success Initiative is for students to set goals and develop plans for their curricular and co-curricular experiences that will help them to explore their future, and then articulate how those experiences prepared them for post-graduate success. Using the two frameworks of "life design" and "practice career everywhere," Longwood has launched activities designed to prepare our students for post-graduate success, including:

- helping students in selected academic programs to develop "Designing Your Life" plans
- introducing the "life design" framework into introductory major courses
- enhanced training for Peer Mentors and for academic advisors
- enhancing new student advising to include early and frequent contacts between the student and their advisor, particularly in the first semester
- piloting micro-internship opportunities with Longwood alumni
- integrating career workshops and graduate school immersion days into our university-wide Research and Creative Inquiry Showcase days
- Emphasising work-based learning opportunities through internships and V-TOP partnerships

Financial stability

With the support of the Commonwealth, increases in philanthropy, and careful management, the net position of the University and its component units has increased from $232,830,154 in FY19 (the fiscal year concluded prior to the onset of covid) to $283,716,756 for FY24, an increase of $50,886,602. We expect the fiscal year just concluded to continue to underscore strong results.

Philanthropy centered on scholarships

Philanthropic giving has increased substantially over the last decade as Longwood's endowment has more than doubled, and contributions to scholarship programs over that time have increased dramatically. The endowment has grown to more than $100 million. Scholarship dollars are the primary fundraising priority, and the endowment currently distributes more than 1,000 scholarships and provides more than $3 million annually for student financial aid, approaching triple the amount in 2012 ($1.36 million). These private dollars are an important supplement to federal and state aid, and will continue to be the University's primary fundraising priority.

Disciplined investment in people is central to who we are

Longwood has continued to be very disciplined regarding personnel expenses, especially as undergraduate enrollment has stabilized at a lower overall level than pre-covid. Our ratio of employee to student FTE has remained constant, and we have not only implemented a thorough review at the highest administrative levels of new hiring, but also implemented an administrative review of any changes to salary or compensation throughout the year. This process requires a detailed explanation of how the hire or salary change aligns with strategic priorities and is consistent with revenue trends.

Core to our mission is our teaching faculty, and we have the highest percentage of classes taught by full-time professors among public universities in the Commonwealth. Of Longwood graduates, 65 percent say they had a mentor in college – the second-highest rate among Virginia publics. This is particularly important for students who are Pell-eligible or first-generation college students – who are more at-risk of not completing their four-year degree.

Energy efficiency

As the third-oldest public university in Virginia, our campus is beautiful but aging, particularly regarding the equipment that runs our utilities. Of particular note are HVAC needs in our sciences and lab building Chichester Hall as well as academic buildings at the south end of campus, and regular repair and maintenance on housing units. Driven largely by inflation, our utilities costs have increased significantly over the last five years across all categories. We are working to minimize increases in these costs, and these priorities are reflected in our capital requests.

Increasing Utility Expenses

Utility Expense	FY20	FY24	Percent Change
Custodial Service	$954,303	$1,483,814	+55%
Repair & Maintenance	$2,614,906	$3,946,467	+51%
Utilities	$1,115,757	$1,966,106	+76%

Salary and inflationary effects on tuition

Salary and benefit mandates, enrollment, and inflation are the primary drivers of tuition increases. Our strategic emphasis on scholarship-focused philanthropy and a growing endowment, in combination with the state financial assistance program, allow us to effectively support students and maintain affordability. We work to strategically manage tuition discounting to ensure the net tuition revenue will be neutral to cumulatively positive due to improved enrollment, both new and returning. **While inflationary pressures may increase the cost of attendance, we project the average net cost to families will remain relatively stable due to these scholarship investments and prudent financial planning.** Over the past decade for higher education, there have been relevant NACUBO and GASB accounting treatment changes regarding tuition revenue, but in an apples-to-apples comparison of tuition revenue per FTE student for Longwood over the past decade, the University has seen an increase, albeit mitigated by inflation as we have worked to hold stated charge increases below inflation as well.

PRIORITY CHANGES SINCE 2023

LONGWOOD UNIVERSITY

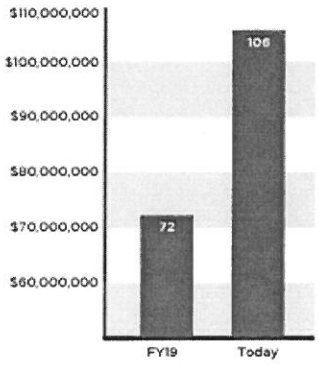
Longwood's institutional priorities have maintained their focus and not changed substantially. Our priorities that center on strengthening enrollment, programmatic alignment to high-growth occupations in Virginia, retention, post-graduate success, and financial effectiveness are tied strongly to the University's Strategic Plan and represent long-term initiatives across campus. Substantial progress has been made on many of our priority areas, including:

- Four years of increased undergraduate enrollment
- Increase in percentage of programs aligned with high-growth, high-need occupations in the Commonwealth
- Increasing retention rates among at-risk populations
- Innovations on post-graduate success initiatives
- Discipline in hiring that that has resulted in a constant employee-to-FTE ratio
- Endowment growth and an increase in philanthropic scholarships
- Attentiveness to increasing energy and utility costs

ENDOWMENT GROWTH SINCE COVID

LONGWOOD UNIVERSITY

Longwood's endowment, a source of strength for affordability and operations, has grown by 47.2% since FY19, among the top rates of Virginia's public institutions.



2025 SIX-YEAR PLAN NARRATIVE

INSTITUTION: Longwood University

OVERVIEW

The six-year plan should describe the institution's goals as they relate to the Commonwealth's goals which are articulated in the *Pathways to Opportunity: The Virginia Plan for Higher Education*; the Higher Education Opportunity Act of 2011 (TJ21); the Restructured Higher Education Financial and Administrative Operations Act of 2005; and the Governor's objectives to prepare every graduate for success in life. Please use this opportunity to outline your institution's plans and objectives.

The instructions within the institutional mission and priorities section below ask for specific strategies related to affordability and access to quality postsecondary education that prepare students for success in life. Other sections offer institutions the opportunity to describe additional strategies to advance institutional goals and Commonwealth needs.

The intent of this process is for each of the commonwealth's higher education institutions to complete a consistent, detailed biennial strategic plan, with an update to that plan in the second year of the biennium. This process should coincide with any planning processes completed by the institution and presented to their board of visitors. It is also expected that the plans rely on the fact packs maintained by SCHEV for key statistics and financial metrics.

Please be comprehensive but <u>as concise as possible</u> with responses; you are encouraged to use bullet points vs. prose. Consider this a starting point for the dialogue with OpSix; you will have the opportunity to further elaborate on the narrative in your review session later this summer.

Please save this narrative document with your institution's name added to the file name.

SECTION A: MISSION & PRIORITIES

Key question: What are your institution's unique strengths and how do those inform your strategic priorities?

A1. Describe how your institutional strategic plan goals align to your institutions mission. Please share any plans you have to change your mission over the six-year period.

Longwood's mission statement was first approved by the Board of Visitors in 1997, and reads: "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 and 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." It has been reaffirmed several times, and we do not anticipate changing it.

The University's strategic plan goals support the goals of the mission through a strong focus on enrollment and innovation across the curricula; enhancing strong relationships with the town of Farmville, Prince Edward County, and surrounding region; increasing philanthropic giving to support University initiatives; and achieving distinction, both academically and athletically, in the Commonwealth and beyond – all of which develop the skills of both citizenship and leadership in our students on our residential liberal arts campus.

A2. What are your institution's greatest strengths and areas of distinctiveness that it should continue to invest in? Looking ahead, what are your institution's greatest opportunities for improvement?

Strengths

A consistent producer of Virginia workforce talent – particularly in high-growth fields

Longwood has historically drawn more than 90 percent of its students from Virginia and has increased over the last ten years its share of students graduating from programs aligned with high-growth, high-need occupations in our Commonwealth. Currently, two-thirds of our graduates earn their undergraduate degree in a program aligned with a priority occupation for Virginia.

Long-Term Virginia Workforce Retention

A 2022 report by the National Bureau of Economic research found that Virginia's retention of post-graduate talent is declining. Data by the U.S. Census Bureau reveals that on average just 58% of Virginia college graduates are living and working in the Commonwealth ten years after their undergraduate education. The "brain drain" is especially concerning for the Commonwealth's tech corridors and will have net negative impacts on Virginia's ability to attract high-value employers in the future.

Longwood, by contrast, has the highest percentage of all Virginia public institutions of higher education of graduates living and working in Virginia ten years post-graduation, at 83 percent. More

than half of all Virginia publics have an in-state workforce retention rate below 70%, and four have rates under 50% over that time frame.

Long-Term Workforce Retention

Percentage of Graduates Living and Working in Virginia

	5 Years Post-Graduation	10 Years Post-Graduation
Longwood University (Highest)	89%	83%
Mean Va. 4-year public	69%	64%
Median Va. 4-year public	73%	69%
Minimum Va. 4-year public	44%	38%

Source: U.S. Census Bureau Post-Secondary Employment Outcomes

Longwood is producing graduates who stay in Virginia, contributing to the economy and civic life of the Commonwealth.

Programmatic Investments and Growth Aligned with Priority Occupations

As discussed in detail throughout our six-year plan, an increasing number (more than two-thirds) of our graduates enter the workforce in high-growth, high-need occupations critical to the long-term health of the Commonwealth, particularly in these three areas:

- **Nursing**. Our nursing program has grown steadily, and this fall will enroll 97 future nurses in the new cohort (up from 37 in 2012) and is consistently ranked among the top programs in Virginia based on licensure pass rates.
- **Education**. Longwood is the only four-year public institution serving Southside Virginia, and with our historic roots in teacher preparation, has long been a producer of educators who live and work in Virginia. While the profession faces significant challenges nationally, Longwood continues to produce a substantial share of graduates prepared to enter the classroom.
- **Business**. Growth in our College of Business and Economics, along with strategic investments and community partnerships that support entrepreneurship, helps meet demand for one of the largest areas of need in the Commonwealth.

Access and Support For Low-Income and First-Generation Students

Longwood's faculty are primarily teaching faculty, and we have the highest number of classes taught by full-time professors among public universities in the Commonwealth. This translates into among the highest rates of students who say they had faculty mentors who helped them persist toward graduation. This is particularly important for students who are Pell-eligible or first-generation college students – who are more at-risk of not completing their four-year degree. Longwood's commitment to small classes taught by full-time faculty is a core strength that has been augmented by the following (discussed in detail throughout):

- **A university-wide commitment to retention.** A President's Task Force on Retention in recent years produced recommendations – most of which are currently being implemented – that emphasizes structural support systems that affect retention and on-time graduation rates.

- **Pell Initiatives.** State support for efforts aimed at affordability and access for Pell-eligible families has increased that population at Longwood through partnerships in Southside and Southwest Virginia, scholarships, student support positions, early access and transition programs, and early intervention efforts for struggling students.
- **Philanthropy.** Longwood's highest philanthropic priorities are scholarships – particularly need-based – that improve access and affordability for these at-risk populations.

Longwood's commitment to access and support for at-risk populations has led to more students enrolling, persisting to graduation, and graduating on-time in recent years.

- **Recognition as a top performer on social mobility.** With a 55% 6-year graduation rate among Pell-eligible students, U.S. News has ranked Longwood for several years on its "Top Performers on Social Mobility" list among public universities in the South. In Fact Pack Data, Chart C in the Post-Completion section, Longwood shows an upward trend in median income for Pell students and an increasing number of upwardly mobile graduates.
- **A growing Pell-eligible population.** With increased support from the state that helped increase awards, we are able to guarantee need-based scholarship funding for four years for students receiving Pell grants, provided they stay in good academic standing. Our Pell population has shown steady increases over the last three years: 276 students in the Fall 2024 cohort (33.4%) were Pell recipients, compared with 210 (26.4%) in Fall 2022.
- **Pell-eligible retention rates aligned with overall university rate.** In the 2024-25 academic year, our Pell-eligible student population retained at 79.1%, a rate that is aligned with our overall retention rate (80.1%), in part due to significant support of our wraparound support services through Pell Initiative funding.
- **Improving first-generation retention rates.** First-generation students overall retained at 76.3% in the 2024-25 academic year. Work is ongoing to align this number with the Pell-eligible population and overall Longwood student base.
- **Six-year graduation rates.** While six-year graduation rates have held steady for the cohorts who have moved through to graduation, the impact of the covid pandemic on the 2018 cohort – in particular in the Pell-eligible, first-generation subset, was felt strongly. We feel that this supports a Parent Engagement Coordinator position which will help parents navigate challenges, creating more connections, understanding, and support for students.

Controlled Costs and Tuition

Longwood has been a leader over the last 12 years in keeping tuition increases among the very lowest in the Commonwealth. Sound management, stable leadership, disciplined hiring practices, conservative financial models, and increases in philanthropy – particularly in the wake of the covid pandemic – have improved affordability and led to a decrease in net price and student borrowing rates (discussed below). We have shown discipline in hiring, keeping our employee-to-FTE ratio flat throughout a period of declining enrollment (2019-21) – during which our employee numbers have also decreased -- and as enrollment stabilized over the last three years.

Longwood offers 30 undergraduate degree programs and six graduate programs, with sustainable growth (See C4). We plan to add programs that we believe will have a positive effect on enrollment and address workforce demands in the Commonwealth (See C4), and have shown a willingness to close and teach out programs with insufficient demand.

Financial Stability

With the support of the Commonwealth, increases in philanthropy, and careful management, the net position of the University and its component units has increased from $232,830,154 in Fiscal Year 2018-19 (the fiscal year concluded prior to the onset of covid) to $283,716,756 for Fiscal Year 2023-24, an increase of $50,886,602. We expect the fiscal year just concluded to continue to underscore strong results, and that audited financials for Fiscal Year 2024-25 will reflect net position to have increased by a further 10% or more over the prior year.

Teaching at Our Core

As noted above, a core strength of Longwood's is its faculty commitment to teaching. Research is encouraged and supported, but the primary job of our faculty is in the classroom. We continue to invest in full-time faculty positions who work in the classroom, because we believe strongly that results in enthusiasm among students and graduates (65% of whom report they had a mentor in college – the second-highest rate in the state in a SCHEV study), improved retention and on-time graduation outcomes, and deeper connections to Virginia among students and graduates, where most of them enter and stay in the workforce.

Civitae Core Curriculum

Longwood's distinctive general education curriculum, Civitae, combines training for critical workforce skills (collaboration, strong writing and communication skills, data literacy, broad perspectives and adept interdisciplinary thought) with an emphasis on the same skills used in the service of citizenship. All undergraduate students take Civitae, building these skills not only in the first two years of college before moving onto major-focused coursework, but throughout their four-year study career. We believe there is a distinctive benefit to this approach: students practice the skills they will use in the workforce and in their lives throughout their undergraduate years as they prepare to make contributions to the common good both civically and professionally. Civitae is distinctive and important, and students recognize its impact. Mara Beck '25, who graduated this spring with a degree in communication studies, said:

> *Civitae has shaped my education for the better. I have taken classes in college I never would have imagined, and have had the opportunity to learn about more than just the field I am studying. It's one thing to learn the material, but it's another to understand its application and imagine the societal implications of what we learn. Civitae does it all.*

Stable, Experienced Leadership

President Taylor Reveley has led Longwood for 12 years, one of the longest tenures in the state, which has allowed Longwood to have remarkable consistency through periods of challenge and take advantage of opportunities when they arise. He is supported by a core leadership team of veteran educators and administrators: the average tenure of a vice president at Longwood is 15 years at the institution.

A Community Partner, Economic Base, and Cultural Hub

Longwood is not only the largest employer in Prince Edward County, but is an important community partner in cultural and economic impact. The university is proud to partner on a range of community initiatives as well as providing concerts, art exhibitions, and sporting events that routinely draw thousands of community members to campus each year. As the only four-year public institution in the region, we draw strength from our deep relationships with Farmville, Prince Edward, and the surrounding area.

An Enthusiastic Alumni Base

Longwood has among the very highest alumni satisfaction rates among Virginia publics – at 91% in a SCHEV study. This enthusiasm has led to engagement on a number of levels, from internship and job-shadowing initiatives that connect alumni in the Virginia workforce with students in those fields, to increased philanthropy that supports current and future generations of Longwood students. Longwood alumni have long held important positions in Commonwealth schools, hospitals, public service professions, and business, and are poised, through a strong network that supports students and the university, to continue that path. In 2024, Longwood launched internship and experiential learning initiatives with funding from V-TOP to expand the availability of work-based experiences available to Longwood students (https://www.longwood.edu/news/2024/grants-awarded-support-internships-career-success/).

Momentum Headed Into Our Third Century

Longwood is the third-oldest public university in the Commonwealth and one of the nation's hundred-oldest, public or private, and over that 186-year history has adapted to major societal and economic shifts with a central mission of producing graduates to serve the common good. From the Civil War, where the campus witnessed fighting, to the Civil Rights Movement, which has deep roots in our community that are commemorated and taught today, and through periods of shifting economic pressures on the region, Longwood has adapted and evolved from one of America's earliest woman's college to a pre-professional normal school for teachers, to a university while staying true to its mission-driven roots. Its distinctive character: a focus on the undergraduate experience in the classroom, opportunities for student leadership and governance, community connectedness, and supportive partnerships with regional and statewide organizations, has made it an important part of not only our region of the state but of Virginia as a whole.

Opportunities for Improvement

Longwood's opportunities for improvement focus on ensuring stabilized enrollment amid nationwide trends and ensuring continued financial stability moving forward.

Enrollment

Longwood's enrollment has stabilized – and shown signs of steady growth – over the last three years following a recent decline in the undergraduate population. In addition to the pandemic, there were myriad factors in the enrollment decline – demographic challenges that have affected the college-ready population of high-school seniors, financial models dependent on large-scale enrollment growth of other institutions, and out-of-state institutions targeting Virginia talent among them. Increasing graduate enrollment helped offset some of the decline in undergraduate enrollment over this period, and continues to grow. Just half of Virginia publics' total enrollment numbers have exceeded pre-covid levels; Longwood is among this group. While we have stabilized and continue to be conservative in our

enrollment projections, we expect to see steady undergraduate enrollment over the long-term. The following are areas of focused work to address enrollment:

- **Retention**. Longwood performs well against national peers on undergraduate retention metrics, and because of focused efforts in this area has now topped an 80% retention number in successive years. We hope to continue to increase this number through initiatives described below. Sector-wide, there are significant challenges related to the pandemic on socialization, college readiness, and learning loss that will continue to be navigated.
- **Navigating pressures on high-demand programs**. Our nursing program, in particular, has historically seen high demand that we are struggling to accommodate for a variety of reasons. While enrollment has nearly tripled since 2012, qualified applicants continue to outpace available slots. We are working to navigate structural issues that limit the number of applicants we can accept, among them clinical placement opportunities in the region and recruiting and retaining high-quality faculty members in a highly competitive market. As we navigate those challenges, we continue to seek ways to address the nursing workforce shortage by developing additional pathways to earning a bachelor's in nursing degree. Additional state support for simulation lab staffing and for nursing faculty salaries would help us to address statewide challenges in this high-demand, high-growth field across the Commonwealth.
- **Teacher preparation**. Longwood educates and prepares some of the best teachers in the Commonwealth. For several years, Longwood graduates have been finalists for the VDOE Teacher of the Year award and serve in leadership roles across the state. Nationally, interest in the profession has declined, creating a shortage in classrooms and in undergraduate teaching programs. We are committed to continuing to develop creative initiatives to address this critical need and address the effect is has on Longwood's enrollment (See C4).
- **Mental health services**. Student demand for mental health services has increased dramatically over the last ten years, in both scale and complexity. More than 500 students took advantage of our Counseling & Psychological Services in the Spring 2025 semester alone. Scaling mental health services and meeting student needs is an important enrollment and retention driver. We have engaged in innovative partnerships to boost our mental health services, notably, we are one of 28 institutions serving as a pilot implementation site on a project by the Wellesley Centers for Women.
- **Post-graduate success initiative.** A major cross-campus effort to develop resources and support for students planning their careers is underway, with initiatives in Academic Affairs, Student Affairs, and Strategic Operations. (See C4).

Financial Stability

The covid pandemic had an impact on the university's finances that we are still managing, however we believe the outlook is positive. Our smallest covid classes have moved through and graduated, which has allowed us to more accurately predict undergraduate enrollment as those numbers have stabilized into similar-sized classes. Rising salaries and benefits continue to be major cost drivers, despite a concerted effort to control our workforce. We plan to address the following areas to see improvements, though naturally continued enrollment stabilization is a financial driver as well:

- **Continued headcount discipline.** Throughout the period of enrollment decline, Longwood took steps to align our workforce with the student population, keeping the employee-to-FTE ratio flat, at less than .20. As discussed below, salary and benefit increases of our employee base continue to be significant cost drivers at the university, presenting a challenge as we aim to improve affordability and access metrics that have a direct impact on enrollment.

- **Energy efficiency.** As we plan new capital projects and fund regular maintenance on the existing physical plant, maximizing energy efficiency and finding innovative approaches to energy conservation is a key priority that will affect financial stability.
- **Philanthropy.** Our mission, goals, and student support require continued fundraising to supplement state funding and tuition dollars. Longwood has seen an acceleration in philanthropy over the last five years and plans to continue building on that momentum.

A3. What are the top 3-5 strategic priorities you are currently pursuing or planning to pursue in the next six years? Please explain how each strategy relates to the statewide strategic plan for higher education, to the strengths and/or opportunities for improvement mentioned above, and will ultimately drive better outcomes for students. If the strategy has a general fund component (operating and/or capital, equipment, renovation) please include the operating request in the "General Fund Request" tab and the capital or equipment request in the "Capital" tab of the excel file.

Preparing Students for 21st Century Careers and Meeting Virginia's Workforce Needs

Informed by data concerning Commonwealth workforce needs, we are developing curricular pathways for students to thrive post-graduation, the overwhelming majority of them, as noted above, in Virginia. These include:

- **Continued Development of Allied Health**

  We plan to continue to develop our successful nursing program on multiple fronts: addressing enrollment limitations caused by facilities limitations and faculty numbers to grow sustainably and responsibly, helping to expand clinical placements in our region (which are limited), providing non-traditional pathways to achieving a bachelor's degree in nursing for working practitioners, addressing faculty hiring and retention in a competitive field, and exploring a Master's in Nursing program that would help students gain more advanced training and potentially move into instructional nursing. Despite these challenges our Nursing program continues to see high demand (see B1) and we see the continued development of nursing as both a key need in the Commonwealth and a strategic enrollment priority for Longwood.

  We also plan to continue to develop our communication sciences and disorders program by potentially adding a clinical educator position to increase capacity to meet student demand.

  Longwood will partner with local hospitals and health systems to establish strategic, public private partnerships to increase and improve the education of students seeking a career in allied healthcare fields. The goal of such state supported partnerships will be to ensure that more students are readily equipped with the knowledge, skills, and education necessary to work in high demand healthcare careers. These partnerships will extend across the allied health continuum, and will be specially tailored to the needs of the communities we serve.

- **Strengthening the PK-12 Educator Pipeline**

  Education continues to be a high-demand occupation and shortages are felt in communities across the Commonwealth, especially in Region 8, which surrounds Longwood. Our historic roots are in teacher preparation, and we have strengthened ties with Region 8 superintendents and expanded partnerships with school systems. One recent example is the Provisional Licensure Completion Initiative, where we work with school divisions and provisionally licensed teachers to help them navigate what courses they need to take to obtain their licenses. Longwood continues to expand our professional studies courses to meet this workforce demand.

  Moreover, we continue to build relationships with community colleges to help provide opportunities for their students to earn baccalaureate degrees and their teaching license. One recent example is the $1.45 million NOYCE grant that provides pathways to affordable degree attainment for rural students to pursue careers in STEM secondary education. The grant supports 20 undergraduate students—14 who are transfers from VCCS—majoring in STEM fields who will graduate with little to no student debt. (See B1).

  An additional priority is collaboration with education program leaders around the Commonwealth and collaboration with the Virginia Education Collaborative to identify policy initiatives to help address the teacher shortage.

- **Business & Technology**

While careers in business and technology continue to evolve, Longwood is working to propose new degree programs that address workforce needs in data science and information technology. The Department of Mathematics and Computer Science is working to propose an interdisciplinary degree in Data Science. The College of Business and Economics is building on its current program in Cybersecurity to develop pathways and new degree programs for students in the fields of information technology and artificial intelligence.

Increased Emphasis on Post-Graduate Success

A multi-year priority, launched in 2024, centers around students choosing and completing curricular and co-curricular experiences that are linked to their success by setting post-graduate goals and creating plans to integrate experiences linked to those goals, using the principles of "life design" and "practice career everywhere." These initiatives include:

- Training and professional development opportunities
- New student advising specifically on understanding and implementing these principles into daily life at Longwood University
- Early and frequent contacts between academic advisors, student success staff, and first-year students
- Micro-Internship opportunities
- Course-redesign grants to integrate life design and practicing career into the Civitae Core Curriculum
- Longwood Graduate Program Immersion Day
- Expanding Longwood's annual Research and Creative Inquiry Showcase to include workshops focused on career preparation

Retention

As noted throughout, retention is a key strategic priority at Longwood. Initiatives are underway to improve retention rates among all students, with targeted strategies discussed in Section C to impact subsections of the student population.

Effective Fiscal Management with an Emphasis on Philanthropy

Longwood continues to employ a conservative financial model that allows for long-term growth and success that does not rely on unrealistic undergraduate growth. The net effect of increased philanthropic support and growth in our endowment will continue to not only limit tuition increases going forward – continuing progress on affordability and student borrowing metrics – but offset rising operating costs related to inflation. We plan to continue:

- Careful and attentive practices related to hiring while seeking out areas of greater efficiency to keep our employee-to-student ratio flat.
- Innovative approaches to long-term cost drivers like energy and utilities.
- Increased emphasis on philanthropy to drive scholarships.

A4. Please explain how your institution has engaged your Board of Visitors and institution leadership in the mandatory review of the Pell Initiative for Virginia.
The Board of Visitors is regularly updated on progress of the Pell Initiative for Virginia during Board meetings through board reports by the Vice President for Strategic Operations. The VPSO meets regularly with institution leadership to report on progress on the Pell Initiative and related Longwood initiatives. Pell Initiative Grants (see C1) have funded recruiting and retention efforts in Southside and Southwest Virginia through a dedicated admissions counselor, Student Success Coordinator positions, and a Parent Engagement Coordinator focused on helping first-generation families transition to higher education.

SECTION B: STRATEGIC DEEP DIVE – ENROLLMENT VOLUME & COMPOSITION

Key question: How is your institution managing enrollment in light of state and national trends, and what are the financial implications?

B1. What do you see as the primary drivers of recent enrollment trends for your institution? Further, describe your 2023 enrollment projections and explain why those projections have (or have not) resulted as projected. Please reference any specific academic programs that have had a significant (positive or negative) effect on enrollment, if relevant. When responding to this question please consider data under the "Enrollment" section of your institution's fact pack (linked here).

OVERVIEW

Longwood's enrollment has stabilized following a period of diminished enrollment from 2019-21, and our overall headcount has trended upward in the last four years, as the smallest of the undergraduate classes from that period have moved through to graduation, and as stabilized and slightly growing freshman classes have replaced them. We have exceeded our in-state enrollment projections over the last two years (which accounts for more than 90% of each class):

Enrollment Actual vs. Projections, 2023-25

Year	SCHEV Target Headcount In-State Undergraduate Enrollment	Actual Headcount In-State Undergraduate Enrollment	Percent of Target
2023-24	2,830	2,865	101.2%
2024-25	2,686	2,947	109.7%

Transfer students have lagged in recent years because of a variety of factors; most notably there continues to be a smaller pool of community college students to draw from, but that is offset by growth in graduate programs.

In general, we forecast an overall stable enrollment over the next six years as demographic and economic pressures affect the population of college-ready high school seniors.

Here are some of the focused trends we see:

Stabilized enrollment

Freshman enrollment for the class that matriculated in Fall 24 exceeded projections, and we expect that the incoming freshman class will match that mark. That growth, coupled with two prior years of freshman enrollment's upward trend, gives us confidence that demand for a Longwood education remains strong and is growing in key regions of the state. Transfer students have rebounded in the incoming cohort, and we believe that we will continue to see a growth in graduate programs.

Growth elsewhere affecting Longwood enrollment

While the Commonwealth is not experiencing exceedingly large demographic changes, other states are, and have adopted a strategy of actively recruiting and heavily discounting COA for students from Virginia, thereby reducing the pool of students available to Longwood – where still 90% of our students reside.

At the same time, other state institutions have continued to grow the size of their freshman classes rather than recruit from out-of-state, which limits the pool of students drawn to Longwood.

Shifting interest away from fields that have long been enrollment drivers

- Education: Longwood's historic roots are in teacher preparation. A lack of interest nationally in the profession has affected enrollment, and the overall trend remains negative. We continue to pursue innovative ways (See B2 for more details) to combat this trend.

- Graphic and Animation Design: Artificial intelligence has affected this degree pathway.
- Criminology and Criminal Justice: We believe a decline in enrollment reflects a shifting interest away from the profession nationally.

Strong demand for nursing, allied health and business degrees

Nursing continues to be one of Longwood's most in-demand undergraduate programs. This fall, we will enroll 97 incoming nurses, up from 37 in 2012 and an increase of 12 from the 2024 cohort. Employers routinely recruit our nurses before graduation. While demand is abundant, we have a limited number of enrollment slots we can offer because of a number of factors: chief among them are competitive pay for nursing faculty and the lack of availability of clinical opportunities in our area. Many of our students must travel significant distances for their clinical placements in Richmond, Lynchburg, or Charlottesville.

There is also continued interest in other allied health programs at Longwood, including communication sciences and disorders, kinesiology, and therapeutic recreation.

Business degrees, particularly those with a focus on accounting and cyber security, have seen increased interest over the last few years. Applications from incoming business majors saw an increase of over 200 this cycle, with deposits up by 30. We continue to recruit for the College of Business and Economics and the addition of several tracks within the master's degree in business administration give us confidence that interest in the business school will continue to increase over the long term (See C2).

Growing enrollment in graduate programs

Interest continues to be strong in our graduate programs. In Fall 2024, Longwood enrolled 1,298 graduate students, compared with 587 in Fall 2018, a 121% increase in just six years. We expect that graduate enrollment will continue to grow steadily as new opportunities are introduced in coming years (See C2).

B2. Please summarize your institutions enrollment management strategy to align with recent demographic and enrollment trends. Consider online education enrollment in your response. What is the level of confidence in your 2025 enrollment projections, considering potential risks and unknowns such as economic factors, shifting student preferences, and regional demographic changes? Please reference national and statewide enrollment trends/projections and cite any other data (e.g. regional trends, performance of prior enrollment strategies) that informed your projections.

Longwood has long used a conservative model to project enrollment, and continues to base financial projections on a conservative model that factors in demographic trends and external factors discussed above, including neighboring states' strategies to enroll high-achieving Virginia students in their flagship universities. We have confidence in our enrollment projections, while charting a slight decline over the coming years, to continue stabilization as we weather demographic and external pressures on overall enrollment.

Undergraduate Admissions

Data-driven operation with a personal approach

Longwood's success in stabilizing enrollment over the last four years has been the result, we believe, of a combination of refined data analysis with an emphasis on developing the type of human-scale relationships that reflect the experience students have at Longwood when they matriculate. We continue to use data to analyze market and demand data, allowing Admissions staff to invest more resources into students who will likely matriculate and retain, and identify regions and students who will most likely be successful at the university. We continue to build a data operation to identify younger students in the pipeline to lengthen our recruitment period.

Virginia-based geographical strategy with opportunities out-of-state

In combination with data-driven decision-making, in 2023 the university shifted its admissions-counselor strategy to embed counselors into certain geographic regions in Virginia and out-of-state to develop one-on-one relationships with students. Initial data from this strategy show it working remarkably well. In our three most competitive markets---North-Central Virginia, Richmond, and Tidewater---early freshman applications, measured as a share of total applications, are up 7%, 5%, and 6% respectively compared to 2023 (the year before the regional counselor model was launched.) Moreover, Freshman deposits from those regions have grown significantly---by 10%, 11%, and 18% respectively.

For several years, we have cultivated long-term relationships in the Maryland market, where Virginia public institutions are more competitive on cost of attendance, instead of, for instance, North Carolina. An out-of-state counselor is based in Maryland and that strategy is showing promising signs. In the 2025 cycle, we had nearly the same number of initial contacts as 2024, but they are converting to engagements at significantly higher rates in just one year (1.5% to 6.3%).

Retention

Keeping more students on track to graduation remains central to our enrollment strategy.

In the past, Longwood has been among the top 100 public 4-year institutions nationally on both retention and graduation rates. In Fall 2022, President Reveley announced the formation of a "Retention Task Force" to provide a clear picture of first- to second-year retention and make recommendations for improvement. Based on the work and recommendations of that task force, the university:

- Created two Student Success Coordinator roles within the Cook-Cole College of Arts & Sciences and the College of Education, Health, and Human Services to support academic advisors and deans, providing early warning systems and additional resources for students

needing academic or personal support through recommendations and support from the Pell Initiative;

- Revised two positions in the College of Business and Economics and in the Cormier Honors College to focus more clearly on student success in alignment with the new Student Success Coordinator roles; and
- Created interest pathways for freshmen students who have not declared a major to enroll in a variety of pre-requisite courses for a variety of majors and the Civitae Core Curriculum to keep them on-path to on-time graduation.

We are completing an Institution-Wide Barrier Review for Pell-eligible students that addresses inherent retention risks within the population and implementing recommendations. One example of changes made as a consequence of this review is the revision to the appeal process for academic suspension. The appeal process for academic suspension provided broad questions that resulted in wide variance in the quality of the student's response. This has been particularly problematic for our Pell and first-generation population that does not have the social capital, despite staff outreach to support the students through the process. Moreover the committee needed to have more training and guidelines related to the appeal review. The appeal process was revised to ask more targeted questions that elicited more detailed responses from students. The appeals committee has also received training.

Creative solutions to high-demand fields

Nursing and education continue to be high-demand fields across the Commonwealth. Longwood is in position to help fill needs in these fields, but is limited by factors discussed throughout. We are committed to meeting the needs of educators and health professionals through a variety of methods. We are pursuing creative solutions that will help grow our enrollment to fill these critical needs, including:

- Continuing measured growth in our in-person Bachelor of Science in Nursing program;
- Planning an Accelerated Bachelor of Science in Nursing degree pathway delivered in a hybrid format for working professionals;
- Launching our recently approved four-year Bachelor of Science in Special Education degree program (had been a five-year program previously);
- Partnering with school systems to run teacher apprenticeship programs for paraprofessionals at the New College Institute, sponsored by Grow Your Own grants from the Virginia Department of Education (VDOE); and
- Promoting accelerated pathways from our undergraduate programs into our graduate programs in Business, Counseling, and Communication Sciences and Disorders, as a way to reduce cost and time-to-degree.

Graduate and Professional Studies

Longwood's graduate enrollment strategy focuses on "advancing careers and changing lives" by serving the needs of working professionals, many of whom are Longwood alumni, in the fields of business, education, and allied health. We are continuously reviewing and rethinking delivery modalities (face to face, hybrid, and online) to better meet the needs of working professionals. We plan to sustain enrollment in our popular MBA program by continuing to add specialty tracks, as well as expand graduate enrollment through the development of a new master's degree in information technology. We also have a number of initiatives in graduate and professional studies to help meet the needs of educators who are seeking licensure or a new career pathway. Some of those include:

- Continuing our Provisional Licensure Completion Initiative, which has helped over 200 provisionally licensed teachers in 30 different school districts identify and enroll in the courses they need to take to achieve their licensure;
- Expanding Professional Studies offerings to include coursework required by the VDOE for licensure in Career & Technical Education, Secondary 6-12, K-12 Endorsements, Elementary, Middle 6-8, Special Education, and General Curriculum K-12; and
- Expanding teacher endorsements in Educational Leadership; Special Education, Gifted Education; Early Childhood Special Education; Reading, Literacy, and Learning; and School Librarianship.

Transfer Students

As noted throughout, we have invested resources in transfer students to remove barriers from on-time graduation, smoothing on-ramps for late-starting majors, and working with students one-on-one to ensure the maximum number of credits apply to their degree program. As we work against a sharp decline in community college enrollment across Virginia, we continue to find ways to strengthen those partnerships and the college transfer pipeline. We have expanded our relationship with Beacon of Hope, a nonprofit in Lynchburg, to increase transfer enrollment from that region (including a scholarship match to increase access and affordability) and are in conversation with Southside Virginia Community College about partnering on a teacher academy to recruit dual enrollment, high school students into the profession. There is an increased focus on encouraging campus visits, and we continue to promote the transfer guides in Transfer Virginia and work to make our curriculum more transfer-friendly.

B3. Explain the implications of your enrollment strategy on your institution's financials. Please consider impacts on both revenues (e.g., discounting, financial aid, net tuition revenue) and expenditures (e.g., costs to implement enrollment management strategies, costs of enrolling more students or students with different needs, cost-per-student impact of flat/decreased enrollment).

Stabilized enrollment is fundamental to Longwood's long-term financial strength; however, unlike institutions which may rely on ambitious growth targets to balance their budgets, Longwood's longstanding operating model is intentionally not predicated on large-scale enrollment increases. Instead, our strategy focuses on maintaining steady enrollment levels, coupled with tuition moderation.

On the revenue side, our strategic emphasis on scholarship-focused philanthropy and a growing endowment, in combination with the state financial assistance program, allows us to effectively support students and maintain affordability. This is done by strategically managing tuition discounting to ensure the net tuition revenue will be neutral to cumulatively positive due to improved enrollment, both new and returning. While inflationary pressures may increase the cost of attendance, we project the average net cost to families will remain relatively stable due to these scholarship investments and prudent financial planning. Over the past decade for higher education, there have been relevant NACUBO and GASB accounting treatment changes regarding tuition revenue, but in an apples-to-apples comparison of tuition revenue per FTE student for Longwood over the past decade, the University has seen an increase, albeit mitigated by inflation as we have worked to hold stated charge increases below inflation as well.

On the expenditure side, our strategy minimizes the need for major new investments tied to enrollment expansion (e.g., additional housing, large-scale faculty hiring). However, we continue to make targeted investments in enrollment management tools, student support services, and academic programs that align with student demand and support persistence. We are also closely monitoring the cost-per-student impacts of stabilized enrollment, ensuring that academic and student support services are delivered efficiently and sustainably.

Overall, our enrollment strategy is designed to align with our mission, preserve institutional quality, and ensure financial resilience in a volatile higher education market. We believe Longwood's scale allows for the sense of connection and mentorship that contributes to the University's state-leading 83% 10-year retention rate of alumni remaining in the Commonwealth.

SECTION C: STRATEGIC DEEP DIVE – PROGRAM ALIGNMENT & PERFORMANCE

COMPLETION OUTCOMES

Key question: How is your institution supporting all students to succeed in completing their degree or credential in a timely manner?

C1. What are your highest-priority completion outcomes targets, both overall and for particular student segments? Please include aspirational targets, realistic expectations, and qualitative targets and specify by when and how you are aiming to meet those targets (e.g., X% 6-year graduation rate for Pell students by 2030). Also include information on recent changes in completion outcomes. When responding please reference the "Completion" section of your institution's fact pack data (linked here).

First-time, full-time freshman retention

From 2020-23, first-time, full-time freshman retention rates showed steady improvement from 73% to 80%, and again topped 80% in 2024. Maintaining that retention rate above 80% is our highest-priority target, with aspirational goals to continue to see that number grow steadily over the next six years. We have several initiatives underway that directly impact first-time, full-time freshman retention, including:

- **Early alert system.** We have implemented a system that identifies students who are struggling early in their college careers and brings together student support resources for those students to aid them staying in good academic standing and staying on-time to graduation. The early results are encouraging: in spring 2025, students on probation experienced a 3.1% improvement in their average GPA compared with the previous year.
- **Language-placement improvements.** Data has demonstrated an ongoing challenge for many first-year students: completing their language placement requirements before registration. We developed a system that tracks missing language-placement scores, allowing advisors to work one-on-one with students to complete their placements, allowing for a smoother registration process and enrolling more freshmen in classes that keep them on-track to on-time graduation.
- **Academic planning.** We have piloted a planning system during Spring 2025 registration that provides students with a more intuitive tool to plan their academic path and further support student success efforts.
- **Targeted support for at-risk students.** A 2023 initiative called BOND (Beginning Our New Direction) provides mentorship and engagement for incoming students from at-risk groups, being expanded through Pell Initiative funding to target Pell-eligible and first-generation students to increase engagement and retention.

Pell-eligble student retention and graduation rates

Longwood has three Pell Initiative programs focused on recruiting, retaining and graduating more Pell-eligible students from rural regions of the state, especially in our home region of Southside and in Southwest Virginia. These programs work together to provide wrap-around support services and financial assistance to this population of students. Our aspirational goal is to align the Pell-eligible population's retention rate with that of the overall Longwood retention rate above 80%.

Our Pell-eligible efforts include:

- Together We Support, Together We Succeed (PIV FY24). Expands recruiting in Southside and Southwest Virginia of Pell-eligible students, and expands student support and mentoring programs.
- Guiding Talent: Connecting Students with Enhanced Academic Support (PIV FY25). Creates positions of Student Success Coordinators to invest resources specifically in improving Pell recipient retention.
- LIFE STEM Scholars Program. Funded by the NSF, the LIFE STEM Scholars program combines financial support for Pell-eligible students with additional wrap-around support.
- BOND (Beginning Our New Direction). A summer transition program focused on community building, resource introduction, goal setting, and success mapping.
- Coaching Program. Each Pell-eligible student is paired with a faculty/staff coach and peer mentor throughout New Lancer Days.

- Financial support to local students. Because data shows that students who live on campus have higher retention and graduation rates, we have provided financial support to local students, particularly Pell-eligible students from Southside, to experience on-campus living.
- Institution-wide Barrier Review. We have identified and are addressing potential barriers for students while improving institutional practices. This process is institutionalized and will be re-evaluated every five years.
- Guiding Talent. Longwood has contracted with Fig Education Lab to conduct a mixed methods evaluation of our four-year project to close retention gaps for Pell recipients and first-generation students.

C2. Please describe efforts at your institution to ensure all students are graduating in a timely manner. Reference data from the "Program Alignment and Performance" section of your fact pack (linked here).

In addition to the retention efforts listed above, we are using the following strategies to increase the percentage of Longwood students graduating in a timely manner:

Strengthening Academic Advising Across Campus
Sound academic advising is critically important to the persistence and timely graduation of our students – it is the basis of guidance through the curriculum, support during times of academic struggle, a source of meaningful faculty connection and mentorship, and preparation for post-graduate success and life planning. Through professional development, a clearly articulated university-wide vision for advising, and additional support staff to augment faculty advisors' work, we are moving toward a comprehensive support system to strengthen academic advising.

Early Alert System
A system is in place to identify and make contact with students who are struggling earlier in the semester. This allows our Student Success Coordinators, faculty advisors, and CARE Team members to make early intervention and direct students to support systems on campus that can help them stay on track to graduate on time.

Curricular On- and Off-Ramps
We are working on efforts across campus to help students who wish to change majors navigate into and out of majors if they decide to make a change so they have a smoother pathway toward on-time graduation. By minimizing delays in "starting over," we can keep more students on track. The Civitae Core Curriculum was built with these on- and off-ramps in mind, and our ongoing work surrounding transfer students has helped construct pathways for late-arriving majors to get quickly caught up.

Parent Engagement
A new grant-funded Parent Engagement Coordinator will collaborate with parents, particularly those students from at-risk populations like Pell-eligible and first-generation, to engage in the college process and help clear obstacles that can cause students not to persist to graduation. Universities with similar positions report students with higher family engagement are more likely to be retained.

Support for Programs that Encourage Community
When students engage with groups and activities and make meaningful relationships on campus, they build support systems that help them persist to graduation. Structural programs like coaching groups, peer mentors, BOND, and Lancers F1rst (funded through Pell Initiatives) all have student engagement

and support as their goals, and are often the pathway for students to access a variety of support resources across campus.

POST-COMPLETION OUTCOMES

Key question: How is your institution preparing all students for success beyond completion (e.g., career preparation)?

C3. Please explain how you monitor post-completion outcomes (e.g., employment rates, wage attainment, debt load, upward mobility). What data do you collect? What metrics are you monitoring most closely? What does the data reveal about your institution's greatest strengths and areas for improvement with respect to post-completion outcomes? Please include any relevant data/reports in the appendix or as a separate attachment, including any data that captures outcomes by school/department/program. When responding please reference the "Post Completion" section of your institution's fact pack data (linked here).

State and Federal Data
SCHEV's debt profile reports valuable data related to student borrowing percentage and median debt of borrowers. We also monitor our graduates' loan default rate through IPEDS. We are pleased to see that our debt-to-wage ratio has fallen steadily over the last five years and both the percentage of student borrowers and per-student borrowing has also fallen.
https://research.schev.edu/studentdebt/DebtProfile_SL001.asp

We also monitor U.S. Census bureau post-graduation workforce studies found here:
https://lehd.ces.census.gov/applications/pseo/

SCHEV Outcomes Studies
Longwood also continues to make use of the findings of SCHEV's study "Virginia Educated: A Post-College Outcomes Study of Virginia Public College and University Graduates from 2007-2018," published in 2021.
https://research.schev.edu/downloads/virginia_educated_results/Virginia%20Educated%20Survey%202021%20Full%20Report%20no%20appendices.pdf

The survey provided useful data that has helped Longwood assess quality and impact of current initiatives, including:

- Keeping alumni satisfaction strong (Longwood one of six institutions over 90%)
- Investing in resources for faculty mentorship as a retention strategy (Longwood second in percentage of respondents who had a mentor in college)
- Continuing to build workforce pipelines (94% employment rate overall, among the highest in the state)
- Pursuing internship opportunities for students (Longwood is highest in the state of graduates who had an internship in college at 83%)
- Student-faculty mentorship (Longwood has the second-highest percentage of alumni who say they had a mentor who supported and encouraged their goals, at 65%)

Enhanced Alumni Tracking
Longwood uses Stepping Blocks software, which uses public data to track alumni employment, industry, earnings, geographical dispersal and other information at various points post-graduation.

Licensure Exams
Longwood collects licensure exam results for various pre-professional programs, notably nursing, communication studies and disorders, and education. With this data, we can make accurate predictions about students entering the workforce. Longwood students exceed target licensure thresholds, and not one area has a licensure pass rate under 95%. In three of the last five years, 100% of Longwood nursing students passed their NCLEX licensure exam (in the other two years, the cohort had a 98% pass rate).

Programs and Departments
Faculty and staff do not lose connection with students after graduation, and there is an effort across campus to track early-career placements for young alumni. Some areas, notably the Office of Teacher Preparation, College of Business and Economics, Nursing, and Communication Sciences and Disorders, do this well. Other departments can do more to track young alumni.

Longwood prepares students well for post-graduate careers and lives. As mentioned previously, 83 percent of graduates are in the Virginia workforce.

C4. What specific strategies/actions, including potential changes to your program portfolio or curriculum, are you planning to take to maximize the career readiness and job attainment of all students across programs of study, including increasing early career exposure for students (e.g., internships, work-based learning) during their time at your institution? How will you draw on successes/challenges from prior initiatives? Please describe how you intend to use existing/provided resources to execute the strategies.

Career Readiness and Career Attainment

Post-Graduate Success Initiative

Longwood has long-established, work-based learning experiences in all of its undergraduate degree programs. These learning experiences vary by undergraduate degree program and can include workplace internships, clinical placements, lab-based or field-based research experiences, or student teaching. While students find these learning experiences valuable, research shows they do not know how to articulate how their undergraduate experiences prepare them for post-graduate success. The purpose of Longwood's Post-Graduate Success Initiative is for students to set goals and develop plans for their curricular and co-curricular experiences that will help them to explore their future, and then articulate how those experiences prepared them for post-graduate success. Using the two frameworks of "life design" and "practice career everywhere," Longwood has launched activities designed to prepare our students for post-graduate success, including:

- helping students in selected academic programs to develop "Designing Your Life" plans
- introducing the "life design" framework into introductory major courses
- enhanced training for Peer Mentors and for academic advisors
- enhancing new student advising to include early and frequent contacts between the student and their advisor, particularly in the first semester.
- piloting micro-internship opportunities with Longwood alumni during winter intersession of sophomore year (Cohort 1 sites include logistics company, pediatric dentistry, regional police department, EAB)
- integrating career workshops and graduate school immersion days into our university-wide Research and Creative Inquiry Showcase days

Expanded Services in the Career Center

In 2024, Longwood launched the rebranded Center for Career Success and have hired additional professionals to support our students in their pursuit of work-based learning experiences and careers. With the help of two grants from VTOP and through partnerships with alumni groups, the Career Center has initiated a number of new programs, including speed networking, a workplace shadow program, the Career Closet, an unpaid internship stipend program, and a student work-based learning survey.

Academic alignment to workforce needs

New Degree Programs

Longwood plans to propose, over the next three years, new bachelor's and master's degree programs in data science and in information technology that will address workforce needs in the business and computer operations industries. These programs are

- Bachelor of Science in Data Science (Cook-Cole College of Arts and Sciences)
- Bachelor of Science in Information Technology (College of Business and Economics)
- Master's of Science in Information Technology (College of Business and Economics)

Other Curricular Modifications

In a continuing effort to address workforce demands, Longwood plans to enhance other academic programs in the following ways:

- The Department of Nursing in the College of Education, Health, and Human Services plans to launch in the next two years an Accelerated Bachelor of Science in Nursing degree program for health care professionals working in the field. The program will be hybrid, allowing students to take courses online while doing lab-based simulation work in person on the weekends.
- The College of Business and Economics plans to add to its MBA program with additional tracks in Technology Management, Healthcare Management, and Supply Chain Management.

Meeting Demand in Education and in Other Allied Health Fields

For undergraduates, Longwood has recently completed a multi-year effort to revise the curriculum in Elementary Education and Teaching and Elementary and Middle School Education and Teaching. We also revised our Special Education curriculum and received SCHEV approval for a four-year degree program that leads to licensure, rather than the five-year program we have historically offered.

While highly valuing our degree programs that lead to licensure in Education, Longwood also is committed to meeting workforce needs in this high-demand field, particularly in our local Region 8. Through dialogue with school superintendents and other education professionals, we have developed and plan to continue and expand multiple initiatives to support individuals seeking initial licensure or additional endorsements. Those include:

- The Provisional Licensure Completion Initiative (PLCI) for K-12 educators working in classrooms across the Commonwealth on provisional licenses to gain full licensure. Staff provide individualized advising and planning on how to complete the coursework for licensure.
- To support the PLCI, Longwood now offers the required VDOE Professional Studies coursework (except methods or content courses, which they are advised to take at community colleges) on a regular rotation across three semesters for the following areas of licensure:
    - Career & Technical Education
    - Secondary 6-12
    - K-12 Endorsements
    - Elementary
    - Middle 6-8
    - Special Education General Curriculum K-12
- The Teacher Apprenticeship Program supports two cohorts of paraprofessionals working toward their initial licensure through our Elementary Education and Teaching program offered at the New College Institute in Martinsville. This program is conducted in collaboration with local school systems and with the support of Grow Your Own grants from VDOE. With additional support, we would be able to expand the Teacher Apprenticeship Program more fully to Region 8 school systems.
- With assistance from a grant from VDOE, Longwood provides mentorship and support to first-year teachers in Prince Edward County Public Schools.
- Longwood is also committed to upskilling current educators to take on needed roles in their schools. Besides Educational Leadership, Longwood also offers endorsements in Reading, Literacy, and Learning; School Librarianship Special Education, Gifted Education; and Early Childhood Special Education.

Beyond the nursing field, Longwood's graduate programs in Counseling and in Communication Sciences and Disorders (CSD) are committed to meeting workforce needs in these high-demand fields. This year each program has created an accelerated pathway for undergraduates to enter their graduate programs. The Counseling program is particularly focused on meeting the need for counselors in public school systems. The CSD program not only produces speech-language pathologists who work in

public schools but also graduates who work in healthcare settings. The CSD program operates Longwood's Speech, Hearing, and Languages Services (SHLS) clinic that provides services to citizens in Farmville and the surrounding counties. An addition of a clinical educator position at SHLS will enable the CSD program to expand its enrollment in both its undergraduate and graduate programs.

WORKFORCE ALIGNMENT

Key question: How are your institution's programs of study and degree conferrals aligned with the evolving talent needs of the Commonwealth?

C5. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment? When responding please reference the "Workforce Alignment" section of your institution's fact pack data (linked here).

Data shows that two-thirds of Longwood graduates enter high-growth areas of workforce need post-graduation. We are proud, as noted in A2, that we have the highest percentage of graduates working in Virginia – with most of them filling critical workforce needs in the Commonwealth. We have also seen an 11% growth in the number of graduates from programs aligned with high-growth occupation since 2017 (39% to 69%). Specifically, we are best positioned to supply talent in these fields:

Educational Services
Longwood has its historic roots in teacher preparation and has been a steady supplier of educators throughout the Commonwealth for many years. We continue to emphasize the training of K-12 educators, and, as noted throughout, are engaged in a number of initiatives to help address this critical workforce need. We are facing the same pressures related to K-12 teacher compensation and shifting attitudes to the profession that are depressing interest in education as a career.

Allied Health
We continue to seek ways to increasingly meet demand within our nursing program while meeting structural challenges discussed throughout. A recently created pre-medical program in our Biology department has also shown growth.

Business and Technological Services
With a planned expansion of degree programs within the College of Business and Economics and in information technology, Longwood is positioning itself to fill this high-growth occupation as the programs develop and are implemented over the next five years.

Civitae Core Curriculum
We see career preparedness and positioning graduates for workforce needs as fundamental to a Longwood education – specifically through the Civitae Core Curriculum. Civitae is required for all undergraduates, and is rooted in research regarding skills that are in high demand for the workplace – information literacy, collaboration, critical thinking, and communication skills. This training sets Longwood graduates apart when they enter the workforce, and support professional training in deep ways.

C6. Explain any additional initiatives or partnerships the institution is currently involved in to improve workforce alignment of academic programs.

Beginning in fall 2025, the College of Business and Economics has repackaged its Management courses in logistics into a minor in Supply Chain Management. If enrollment in the minor is strong, and if we succeed in hiring an additional faculty member to teach in this field, then we may consider developing a new concentration in the Business Administration degree focused on Supply Chain Management. We intend to launch a new track in Supply Chain Management in the MBA program in Fall 2027. In the Logistics field, Longwood collaborates with other universities who are members of the Commonwealth Center for Advanced Logistics System (CCALS).

SECTION D: STRATEGIC DEEP DIVE – FINANCIAL EFFECTIVENESS & SUSTAINABILITY

AFFORDABILITY FOR STUDENTS & FAMILIES

Key question: How is your institution accounting for and improving affordability for students and families?

D1. What specific strategies/actions do you plan to take to improve affordability moving forward across your overall student body and priority subpopulations, and what is the expected impact? Please account for a broad range of factors including the full cost of attendance, net price, time to degree, debt load, etc. When responding please reference the "Financial Effectiveness & Sustainability: Affordability" and "Financial Health" section of your institution's fact pack data (linked here).

Longwood is proud to continue its track-record of tuition increases that are among the lowest in the state in the last decade, on par with inflation. In addition, net price dropped significantly in 2023-24, and annual borrowing per FTE has charted a steady decline over the last five years, thanks in large part to careful fiscal management on the part of University administrators working with the Board of Visitors, combined with investment from the state, particularly for Pell-eligible students and other forms of financial aid funding, and an increase in philanthropy used for student aid and scholarships.

Cost drivers primarily fall into one of two categories: salary-driven or inflation-driven. On the Cost of Attendance slide, the primary drivers of the combined five-year increase of $1,900 in the tuition and mandatory fees plus mandatory non-E&G fees are salary and benefit increases, based on a combination of the unfunded portion of state-mandated salary increases and regular salary increases. The growth in room and board plus other expenses we see as inflation-driven, and has grown at pace with the national economic climate. Size is an issue as well. As a smaller institution, Longwood does not have the economies of scale that larger universities have. There are several strategies we are employing to combat both salary- and inflation-driven pressures on college affordability. We see the decline in annual borrowing per FTE and a decline in the percentage of student borrowers as evidence that these strategies are working. This philanthropic funding is important in that it supports low-income as well as middle-income students who demonstrate need but due to funding constraints, may not receive a robust state need-based financial aid package.

Philanthropic focus on scholarship dollars

Philanthropic giving has increased substantially over the last decade as Longwood's endowment has more than doubled to more than $100 million. Scholarship dollars are the primary fundraising priority, and contributions to scholarship programs over that time have increased dramatically. The Longwood Foundation currently distributes more than 1,000 scholarships and provides more than $3 million annually for student financial aid, nearly triple the amount in 2012 ($1.36 million). These private dollars are an important supplement to federal and state aid, and will continue to be the University's primary fundraising priority.

Continued Investment in Pell Initiatives

Continued state support for initiatives that improve access and affordability for Pell Students is important for this growing population at Longwood. Currently there are three PIV programs underway focused on recruiting, retaining, and graduating more Pell-eligible students from Southside and Southwest Virginia. "Together We Support, Together We Succeed" (PIV FY24 Rounds 1 and 2) emphasizes recruiting efforts in those regions by addressing key financial needs, while "Guiding Talent: Connecting Students with Enhanced Academic Support" (PIV FY25) invests resources to improve the retention of Pell recipients.

Hiring discipline while investing in effective employees

Longwood has continued to be very disciplined regarding personnel expenses, especially as enrollment has stabilized at a lower overall level than pre-covid. Our ratio of employees to FTE has remained roughly flat, and we have not only implemented a thorough review at the highest administrative levels of any new employees, but also implemented an administrative review of any changes to salary or compensation throughout the year. This process requires a detailed explanation of how the hire or salary change aligns with strategic priorities and is consistent with revenue trends.

Curriculum efficiencies to improve on-time graduation

Following the recommendations of the President's Task Force on Retention, Longwood has implemented several strategies designed to identify and aid students who are struggling academically and improve metrics related to timely graduation. As noted previously, we have hired two Student Success Coordinators who intervene with students who are struggling by the midpoint of each semester, working closely with them, professors, and other resources on campus to develop an academic recovery plan. We have additionally worked to smooth transition for transfer students to ensure that the maximum number of credits they bring into Longwood count toward graduation through specialized guidance, holistic review of transfer policies, and one-on-one advising sessions.

Addressing costs outside tuition and fees

Where possible, we are working with campus partners to assess and reduce student costs that contribute to Cost of Attendance figures. One example is the implementation of the Equitable Access textbook program, a flat rate for all textbooks and course-required books, which on average reduces the cost at the Longwood Bookstore for most students with typical course-load, which makes up more than 80 percent of our population.

REVENUE

Key question: How is your institution approaching pricing and revenue management? What are the implications on long-term top-line financial health?

D2. Please explain the rationale behind your full pricing (i.e. published tuition & fees, including mandatory non-E&G fees) and financial aid award strategy (i.e. net tuition revenue projections). What data informed your assessment of T&F increase feasibility (e.g., market comparisons, student capacity to pay) and estimates of discounts/ waivers/unfunded scholarships? What informed your strategy around financial aid awards, merit and need-based, particularly for various student segments by income level and academic preparation? Further describe your institution's discounting by type and if this is sustainable in future years. Please reference the "Revenue" and "Financial Health" slides of your institution's fact pack (linked here).

Longwood's process for recommending tuition and fee rates is informed by a department-by-department indexing process that is then compiled into vice-presidential sectors and analyzed for unavoidable cost increases, data from Admissions on enrollment trends, inflationary factors, and input from other departments like Financial Aid and Residence and Commuter Life. Regular assessments through the academic year gather necessary data that inform subsequent tuition and fee decisions. As mentioned previously, salary and benefit mandates, enrollment and inflation are the primary drivers of tuition increases.

Our strategic emphasis on scholarship-focused philanthropy and a growing endowment, in combination with the state financial assistance program, allows us to effectively support students and maintain affordability. This is done by strategically managing tuition discounting to ensure the net tuition revenue will be neutral to cumulatively positive due to improved enrollment, both new and returning. While inflationary pressures may increase the cost of attendance, we project the average net cost to families will remain relatively stable due to these scholarship investments and prudent financial planning. Over the past decade for higher education, there have been relevant NACUBO and GASB accounting treatment changes regarding tuition revenue, but in an apples-to-apples comparison of tuition revenue per FTE student for Longwood over the past decade, the University has seen an increase, albeit mitigated by inflation as we have worked to hold stated charge increases below inflation as well.

In years when the Commonwealth has been able to provide additional operating support, the University has been able to freeze tuition rates or approve small increases.

The unpredictability of VMSDEP waivers in particular has an impact on managing tuition revenue estimates. We appreciate the state's support to offset a portion of those waivers.

Longwood has not changed its financial aid strategy, which utilizes state financial aid funding for need-based aid as well as private philanthropy to support merit-based aid – much of which has a need-based component to scholarship criteria. We are well-represented across income bands, and have increased our numbers over the last decade of Pell-eligible students.

Longwood has committed to transparency regarding merit-based aid—in the form of an online merit chart--that helps families and students understand their net price and provides consistent reward for students who are most academically prepared for college.

Our need-based aid also relies on the same level of transparency and consistency – aid is offered for four years at a consistent level provided the student stays in good academic standing. If that standing drops, whatever the reason, we work to identify other sources of aid while intervening in their academic career to get them back on the road to success.

D3. What do you expect to be the impact of your pricing/discounting approach on enrollment numbers/mix (if any) and net tuition revenue moving forward and why? Please reference the "Financial Health" slides of your institution's fact pack (linked here).

While we consistently evaluate our pricing and discounting strategy to limit the number of unfunded scholarships while keeping enrollment stabilized, we do not envision changing our pricing and discounting strategy. Nearly all Longwood students rely on financial aid – whether need- or merit-based – and while increased philanthropic resources, state support, and measures that have improved affordability (See D1) have kept our net price on a decreasing trajectory, a low cost of attendance is an important enrollment tool.

As noted, we are proud to have a wide distribution of family income levels among the Longwood student body, and to have charted an increase in the number of Pell-eligible students who are able to find a home on campus and persist through to graduation. We recognize that our discounting rate has increased over the last ten years. For several years, we have worked with a consultant to maximize the efficiency and fairness of our financial aid awards, and to assess our pricing and discounting approach.

Our approach maintains Longwood's bottom-line financial strength. With the support of the Commonwealth, increases in philanthropy, and careful management, the net position of the University and its component units has increased from $232,830,154 in Fiscal Year 2018-19 (the fiscal year concluded prior to the onset of covid) to $283,716,756 for Fiscal Year 2023-24, an increase of $50,886,602. We expect the fiscal year just concluded to continue to underscore strong results, and that audited financials for Fiscal Year 2024-25 will reflect net position to have increased by a further 10% or more over the prior year.

COST EFFECTIVENESS

Key question: How has your institution maintained bottom-line financial health and focused investment on the levers that will drive improvements in student outcomes?

D4. Reflect on the categories/subcategories of cost that have recently experienced the most significant increases on an absolute or per-student basis. What have been the primary drivers of those increases? Please be specific and include supporting data using the "Expenditures by Category" and "Financial Health" slides from your institution's fact pack data (linked here).

Salaries and benefits
Salary and benefit costs continue to account for the vast majority of Longwood's overall costs, and have increased on a per-employee basis. Though we have put into place effective hiring controls and our ratio of employees-to-FTE has remained flat, the cost to Longwood has increased, particularly on benefits. Please see D7 for more details.

Student health and mental health
Our region of the Commonwealth is designated by the Health Resources and Services Administration as a Medically Underserved Area/Population area in primary care, mental health, and dental, which has led Longwood to invest heavily in student health and mental health.

Over the last ten years, expenses related to the Longwood Health Center have increased from $514,550 in 2015 to $1,768,000 in 2025. From FY21-23, federal Covid funds provided some support for direct costs, but were temporary and the cost is now born in total by the university.

Repair and maintenance on our physical plant
As the third-oldest public university in Virginia, our campus is beautiful but aging, particularly on the equipment that runs our utilities. Of particular note are HVAC needs in both Chichester Hall and the Communication Studies and Theatre Arts Center, and regular repair and maintenance on housing units.

Utilities
Driven largely by inflation, our utilities costs have increased significantly over the last five years across all categories. The largest drivers are shown in the chart below We are working to minimize increases in these costs (See D5).

Increasing Utility Expenses over Five Years

Utility Expense	FY20	FY24	Percent Change
Custodial Service	$954,303	$1,483,814	+55%
Repair & Maintenance	$2,614,906	$3,946,467	+51%
Utilities	$1,115,757	$1,966,106	+76%

D5. What specific strategies/actions do you plan to take to contain/reduce key costs and improve fiscal health going forward while improving student outcomes? What are your objectives and what have been your results to date of any already-launched initiatives? What is the expected impact and timeframe of these strategies? Include any short-term costs that would need to be incurred to implement the strategies. Include the costs with a general fund request in the Excel file in the "GF Request" tab. Please reference the "Fastest Growing Expenditures" and "Financial Health" tables in your institution's fact pack data (linked here).

Headcount Discipline. Over the past several years, Longwood, recognizing that personnel expenditures primarily related to salary and benefits (see D7 for a more detailed explanation), has instituted a rigorous process that requires a multi-level approval for any new hire that includes exploring alternative options. As enrollment has shifted and stabilized, this has resulted in a flat employee-to-FTE ratio while continuing to meet campus needs. Additionally, we have instituted policies that require presidential approval for all Change in Status/Compensation forms, which has limited the number of unplanned salary adjustments.

Debt Service Retirement. The University will retire debt service over the next six years, with the resulting savings helping address cost increases related to salaries and inflation. The dollar amount of savings in the chart below is compared to base year FY25:

FY26	FY27	FY28	FY29	FY30	FY31
$678,443	$1,976,145	$2,918,440	$3,822,491	$3,990,575	$3,989,616

Energy and Utilities. Longwood has been working on many fronts on long-term energy needs to find greater efficiencies and limit cost increases (See D4 for details). We have entered into an ESCO contract with an outside firm for an energy assessment that will result in recommendations to reduce energy costs to the university. When implemented, the recommended changes are guaranteed to show savings that correspond to cost incurred by the university.

Information Technology. Changes to our procurement department have prompted contract negotiations and identified savings in software costs, primarily through Microsoft products. Greater efficiencies in information technology software solutions have created cost savings related to a reduced number of staff and streamlined maintenance.

Centralized Procurement. In 2024, Longwood centralized its procurement department and staffing to maximize efficiencies in purchasing across all departments in response to the state's mandate to reduce waste. In the last year, Longwood has met purchasing goals, exceeding the Commonwealth's SWAM purchasing goal in 2024 and on-track to again meet that mark in FY25.

Re-use of campus properties. We continue to assess the campus's physical plant to explore re-use of buildings that would better address needs.

D6. Please describe the data in your fact pack (linked here) under "Expenditures by Category" and "Personnel". Provide an overview of any challenges present and what your institution is doing to get ahead of any anticipated challenges.

As noted throughout, increases to salaries and benefits as well as inflationary pressures on utilities and maintenance have driven cost increases across the university, in both E&G and Auxiliary. In 2022 we identified approximately $2 million that was reclassified from auxiliary expenses to E&G. This has driven an increase in expenses on the administrative chart in the fact pack. Our E&G and Auxiliary expenditure has risen less than inflation over the long- and short-term, while our expenditures per student rose during a period of smaller enrollment because of the covid pandemic. Please see D7 for a detailed discussion of these.

Longwood is proud to have kept its employee-to-FTE ratio flat during a period of fluctuating enrollment. While salaries continue to rise, we are employing the strategies described throughout (headcount discipline, increased philanthropy) to combat the challenge of rising capital outlay per FTE.

D7. Please discuss how statewide salary and health insurance premium increases impact your institution (please reference your institution's estimated cost impact from the salary and health insurance calculator file). Further describe any challenges or the ability to support the NGF portion of the statewide increases. If statewide salary and health insurance premium increases occur and you do not receive additional state support above the general fund share, please describe how you will manage the NGF portion of these increases.

Salary and health insurance premium increases continue to be a driver of tuition increases at Longwood. Mandated salary and benefit increases have been the largest driver of the increase to our annual operating budget over the last ten years.

Since 2015, the total number of Longwood employees has decreased by 113, keeping the employee-to-FTE ratio flat. The university share of salary expenditures, however, has increased by more than $12 million, while university share of benefits spending has increased by $5 million. Over this time-frame, the per-employee salary cost has increased by 44.5%, while the per-employee benefit cost has increased by 44.8%.

Year	Employees	Salary cost (university share)	Benefit cost (university share)	Salary cost per employee (university share)	Benefit cost per employee (university share)
2015-16	883	$46,692,431	$18,632,052	$56,276.82	$21,100.85
2024-25	770	$58,826,718	$23,533,842	$76,398.34	$30,563.43

The current statewide salary increases will increase the cost borne by the university by $1.5 million. We plan to support this additional cost with a combination of much-needed general fund support coupled with a small tuition increase.

We appreciate the additional funds for access and affordability that the General Assembly has provided in recent years. If statewide salary and health insurance premium increases occur and additional state support is not available, Longwood will have to rely further on tuition and fee increases to cover those increases.

D8. Using the information from the ProForma tab of the Excel file please describe any present funding concerns (if relevant) and how your institution plans to address any potential concerns.

We have no unanticipated funding concerns for FY26, and plan to continue to employ the strategies mentioned throughout: head-count discipline to keep our employee-to-FTE ratio flat as enrollment stabilizes, finding energy and utility efficiencies, philanthropic growth, and, as noted previously, generating revenue through a small tuition increase. If state-mandated salaries and benefits and utility and other unavoidable costs continue to rise at their current pace, Longwood would be in a similar position to most other public universities across the Commonwealth and would develop strategies to offset those costs. Continued state support to help offset mandated salary increases is fundamental to ensuring future strength.

SECTION E: ECONOMIC DEVELOPMENT ANNUAL REPORT

E1. Provide a link to any report your institution has produced about its economic development contributions. You may also share it in the appendix or as an attachment

Longwood Office of Community and Economic Development (OCED)

OCED initiates and encourages engagement between Longwood University, the local community and the Southern Virginia region. OCED's mission is to enhance regional prosperity as a connector, leveraging academic talents and innovation as opportunities for research, community and economic development. Its function is to raise the profile of Farmville and the surrounding region as a preferred place to live, work and/or locate a business, thus also increasing recruitment and retention of students and academic talent.

Longwood Small Business Development Center (SBDC)

The foundation of OCED and Longwood's economic development outreach is the Small Business Development Center Program, providing consulting and training to entrepreneurs in 24 localities in Southern Virginia. SBDC is a nationally accredited program funded in part by the U.S. Small Business Administration. Local governments and economic development offices provide match funding, alongside Longwood, to make the services available throughout the Southern Virginia region. Clients are regularly surveyed to assess the economic impact of SBDC services. All impact recorded must be reported by the client and attributed to SBDC in writing. In FY25, SBDC provided consulting services to 372 entrepreneurs and business owners, who reported $10.4 million in new capital raised or invested and 134 jobs created as a result of accessing SBDC services.

SEED Innovation Hub

As a result of SBDC's work and local partnerships built over a 34 year history, the SBDC team was asked to co-lead the development of GO Virginia Region 3's Entrepreneurship and Innovation Investment Strategy in 2019. This work led to an expansion of OCED to include SEED Innovation Hub, currently in soft opening mode. FY25 is a major milestone, having secured and deployed over $3 million in grant funds for construction, furnishing and opening of the facility. Funding partners include the U.S. Economic Development Administration ($1.9 million), GO Virginia ($674,000) and Virginia Tobacco Region Revitalization Commission ($500,000). Hampden-Sydney College is also an annual operational funding partner.

The SEED Innovation Hub is a business development accelerator and training ground for both entrepreneurs and students of all ages. SEED will host university and community courses in entrepreneurship and innovation; workshops and camps for technology and STEM; youth camps in innovative problem solving; professional development for teachers; leadership development and community problem solving; and collegiate innovation courses currently co-taught by Longwood and Hampden-Sydney faculty. Local K-12 schools are actively engaged in the space.
Resources in the space include the SBDC operations, maker spaces, a digital innovation lab, an advanced computing lab, and coworking spaces. A more formal opening celebration will be held after the soft opening, in Fall 2025. For more information on the vision and current activities at SEED, please see the following links: https://www.longwood.edu/news/2025/entrepreneurship-ideas-come-to-life-for-students/
https://youtu.be/m7TIyC74tfs

SECTION F: FREEDOM OF EXPRESSION AND INQUIRY, FREE SPEECH, ACADEMIC FREEDOM AND DIVERSITY OF THOUGHT

F1. Provide a copy of any policy or reports your institution has produced and provide information about annual training or orientation related to this topic.

Longwood's Freedom of Expression Policy can be found at:
https://solomon.longwood.edu/studentaffairs/policies--procedures/freedom-of-expression-policy.php

Longwood's Report on Protected Speech can be found at:
https://rga.lis.virginia.gov/Published/2024/RD669/PDF

An FAQ on Longwood's Freedom of Expression Policy can be found at:
https://www.longwood.edu/media/student-affairs/public-site/FAQs-for-Freedom-of-Expression-Policy.pdf

SECTION G: NEW SCHOOLS, SITES, AND MERGERS

G1. Provide information on any new instructional sites, schools, or mergers supported by all types of funding that your institution is considering or planning to undertake during the six-year period.

Longwood is not considering any new instructional sites, schools, or mergers. We offer our Bachelor's in Elementary Education and Teaching at the New College Institute.

[OPTIONAL] SECTION H: RESEARCH

H1. [OPTIONAL] Highlight any strategic research priorities, programs, or key areas of investment (e.g., hiring plans, critical research agendas, interdisciplinary centers, business partnerships, commercialization efforts) and IP dissemination and commercialization priorities you intend to pursue over the next 6 years that have not already been mentioned in this narrative. What are the anticipated benefits to your faculty attraction/retention strategy, student value proposition, and the economic competitiveness of the Commonwealth?

Longwood has long been a teaching institution. Faculty are encouraged to conduct research, and most have important research agendas underway – in particular in STEM fields, education, and business – typically involving undergraduate students. Expanding undergraduate research opportunities was the focus of a campuswide initiative and resulted in a dramatic expansion of research opportunities for undergraduates, especially with the formation of the Office of Student Research and the development of the PRISM program, an 8-week summer intensive STEM-based research program. Each semester students present mentored research across all disciplines on Longwood's Student Showcase for Research and Creative Inquiry.

[OPTIONAL] SECTION I: COLLABORATION

I1. [OPTIONAL] Outline any existing or potential initiatives you have not already highlighted in this narrative that feature collaboration across public higher education institutions and the K-12 sector (and other state agencies as appropriate) in furthering the goals outlined in sections B-D. What is the expected impact and in what timeframe? What is the timeline for the initiative and how far along is it? What (if anything) would be required from a budget or policy perspective to facilitate the success of the initiative?

A team of Longwood faculty and partners from New River Community College, Southside Virginia Community College, and Virginia Western Community College submitted a proposal to the National Science Foundation's Scholarships in STEM (S-STEM) program in March 2025. The team built on three previous NSF S-STEM awards to propose the Bridging Rural Access in Virginia (BRAVA) program, a six-year, $5M initiative that would address Virginia's demand for STEM professionals while considering unique needs of rural communities. Together, the partners addressed a key goal: cultivate an ecosystem of support services and provide significant scholarship funding to students in rural Southside and Southwest Virginia as they earn an associate degree and transition to earn a bachelor's degree in an S-STEM-eligible discipline. The program proposed awarding scholarships of up to $15,000 per year to address significant unmet need for scholars. BRAVA would broaden participation in STEM fields by supporting a minimum of 80 associate and 27 baccalaureate scholars (at least 200 annual scholarships in total) as they earn their degrees and prepare for successful careers in STEM. The partners have not heard any word from NSF about the status of their proposal but are highly doubtful it will be funded.

[OPTIONAL] SECTION J: STATE POLICY

J1. [OPTIONAL] Use this section to outline any state policy changes you have not already mentioned in this narrative that would enhance your ability to achieve greater success on the topics, strategies, and initiatives referenced in this narrative. What existing policies, if any, are hindering your ability to maximize outcomes and value for students? What new policies might create conditions that are more conducive to achieving those goals? What strategies or initiatives would these policy changes enable your institution to do or try that you are not yet able to do today? Please be as specific as possible.

As noted throughout, we continue to advocate for changes in policies that incentivize the Commonwealth's flagship institutions to limit their out-of-state undergraduate enrollment. Competitor states – especially Tennessee, South Carolina, Georgia, and Alabama – are taking the opposite approach, targeting high-achieving out-of-state students particularly from Virginia to their flagship institutions and enjoying the long-term effects of those policies, where talent is retained and their overall economy benefits as a result. By contrast, limits on out-of-state enrollment in Virginia's flagship institutions produce the opposite effect.

Longwood would also benefit from additional flexibility and predictability regarding state-mandated salary increases for faculty and AP employees. While the Commonwealth has been generous in past years in providing base support to help offset the non-general fund share of salary increases, to alleviate pressures on institutional budgets and moderate tuition increases, another policy option worth consideration in the future would be to allocate a pool of funds to institutions to address faculty and AP employee raises without requiring a non-general fund match.

[OPTIONAL] SECTION K: ADDITIONAL INFORMATION

K1. [OPTIONAL] Use this final section to provide any additional context and/or supporting materials you feel should be incorporated into the six-year planning process.

In just 14 years, Longwood will celebrate an important milestone: the 200th anniversary of its founding; only William & Mary and U.Va. are older among Virginia public institutions. Over that history, we have shown the ability to adapt to societal and economic changes and a clear mission-driven educational philosophy that produces top talent and good citizens. With our substantial strengths as our foundation: educating Virginians who live and work in the Commonwealth after graduation at the highest level – 83% – of any four-year Virginia public, developing citizen-leaders who contribute to their communities in deep and fundamental ways, and forward-thinking initiatives that respond to changing conditions across higher education, we are positioned to continue to be an essential resource to Southern Virginia and Virginia as a whole.

LONGWOOD
UNIVERSITY

FOREFRONT FOR THE COMMONWEALTH
Strategic Plan 2019-2025

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

Our Opportunity:

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

Our Key Principles:

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

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

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

Our Priorities:

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

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

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

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

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

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

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

Measuring Progress:

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

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

Note: No changes to this policy – included for annual approval

Policy 2007

Confidential Employee Information

I. PURPOSE

The purpose of this policy is to protect confidential personnel information and records.

II. DEFINITIONS

Personnel File – Records maintained by Human Resources regarding a specific employee. An employee's personnel file may include records related to application, selection, promotion, demotion, transfer, leave, salary, contract for employment, benefits, suspension, performance, attendance, disciplinary actions, and termination.

Confidential Employee Information – Written or Verbal information regarding an employee's application, selection, promotion, demotion, transfer, leave, salary, contract for employment, benefits, suspension, performance, attendance, disciplinary actions, termination, address, phone number, dependents, marital status, family members, child support obligations, health and medical information.

III. POLICY

A. Maintenance of Personnel Files

Human Resources is responsible for maintaining all personnel files.

B. Access to Personnel Files and Confidential Employee Information

In the course of performing official job duties, University employees may learn of, or have access to, confidential employee information. Such information should be treated as confidential and private. Such information may be shared only as part of one's official job duties. All University employees must hold any confidential employee information in trust and confidence, and not use or disclose it, directly or indirectly, except as may be necessary in the performance of duties for the University, or as otherwise required by law. Failure to comply with the requirements of this policy may result in disciplinary action up to and including termination in accordance with relevant University policies.

C. Third Party Requests for Personnel Files

Human Resources may provide a personnel file, or a portion thereof, as required by state or federal law, in response to a subpoena, valid power of attorney, or with the written permission of the employee who is the subject of the personnel file. Pursuant to the

Virginia Freedom of Information Act, the University may disclose an employee's position, job classification, official salary or rate of pay and allowances or reimbursements for expenses.

D. Employee Access to Personnel Files

Any employee may view his or her own personnel file upon written request to Human Resources.

Policy 2011
Debt Management

I. PURPOSE

The purpose of this policy is to establish a guideline for the management of University debt that supports the mission and strategic objectives of the Institution, maintains existing buildings and infrastructure, and invests in a new facility while monitoring the University's financial condition.

II. POLICY

The President, acting through the Vice President for Administration and Finance, shall be authorized to create and implement any and all debt management policies as part of the management of University financial resources. The University shall have the authority to issue bonds, notes or other obligations consistent with debt capacity and management policies and guidelines established by the Board of Visitors.

The University recognizes that there are numerous types of financing structures and funding sources available, each with specific benefits, risks and costs. All potential funding sources shall be reviewed by the President, acting through the Vice President for Administration and Finance, to ensure that any financial product or structure is consistent with the University's objectives.

No capital project shall be undertaken if not:

- Specifically included in a bill passed by the General Assembly authorizing such project, or authorized under the Higher Education Restructuring Act; and
- Approved by the University's Board of Visitors as a project to be undertaken by the Institution as evidenced by the adoption of a formal Resolution.

Prior to any debt issuance, the Vice President for Administration and Finance will evaluate the University's financial condition. This evaluation includes conducting an analysis of debt capacity and revenue streams to ensure affordability.

1. Bank Commercial Lending

A standard financing structure nationally across higher education is a bank line of credit, and it is understood that from time to time the University may establish an unsecured bank line of credit consistent with this policy for $7,000,000 or less, or 5% of anticipated University annual revenues if greater, that supports the mission and strategic objectives of the Institution. Among the reasons for utilization of a bank line of credit may be timing of anticipation of philanthropic gift proceeds or federally or state appropriated project funding or support, capital project planning, maintenance of facilities or equipment, timely infrastructure mechanical needs, or other purposes. The President shall notify the Board of Visitors in advance of the University activating an established bank line of credit to draw funds, and shall provide substantive updates on usage and any change in terms at regular meetings of the Board of Visitors.

2. Bond Issuance and Alternative Financing

Upon approval of non-general fund capital projects to be financed through bond proceeds, as evidenced by General Assembly authorization or language of the Higher Education Restructuring Act, the University shall develop a plan to trend in adequate revenues to cover debt service through increased tuition and/or fees. Debt will be issued only if financial resources are sufficient to support required principal and interest payments.

A. Financing Alternatives: The University may seek financing for capital projects through:

1. The Department of Treasury's Virginia General Obligation Bond Program in an effort to finance 9c projects, revenue-producing capital projects whereby obligations are secured by project revenues, such as residence halls, dining and parking facilities;
2. The Department of Treasury's Virginia College Building Authority (VCBA) Pooled Bond Program in order to finance 9d projects, those projects that are not secured by specific revenues;
3. A Public Private Education partnership agreement; or
4. Any other alternative financing mechanism authorized by legislation.

The University may enter into a written agreement or agreements with the Longwood University Real Estate Foundation. Such alternative financing arrangements may be utilized for the development of student housing projects, or other real estate requirements of the University

The University may request financing for equipment through Department of Treasury's Master Equipment Lease Program (MELP), through other Treasury financing options, or from private sources (with Treasury approval) when doing so better meets the needs of the institution and achieves an overall lower cost of funding. Items to be considered include more favorable interest rates and repayment terms.

B. Accountability Requirements

All Longwood University bond issuance will be handled through the Virginia Department of the Treasury, and proceeds deposited with the State Non-Arbitrage Program (SNAP). The Treasury Board sponsors the SNAP Program to provide comprehensive investment management, accounting and arbitrage rebate calculation services for proceeds of tax-manager, rebate calculation agent, central depository and legal counsel. The University, in conjunction with the SNAP Program service providers, will ensure post-issuance bond compliance to include timely use of bond proceeds, arbitrage rebate and yield restriction liabilities, and adherence to private business use guidelines that would affect the tax-exempt status of the securities.

3. Debt Capacity and Ratios

The University has established guidelines relating to the total permissible amount of outstanding debt by monitoring the following ratios that measure debt compared to University balance sheet resources and annual debt service burden. These measures are monitored and reviewed regularly in light of the University's strategic initiatives and expected debt requirements. The Board of Visitors shall periodically review and approve the University's debt capacity and debt management guidelines.

The University will maintain a debt burden ratio of nine (9) percent or less. The debt burden ratio reflects annual debt service (principal and interest payments) as a percent of total University operating expenditures. This ratio measures the institution's flexibility in meeting its debt service obligations. While the common acceptable limit or target is seven (7) percent, debt burdens can range from five (5) percent to ten (10) percent in Higher Education based on the financial strength of the institution. Due to Longwood's policy of trending in debt, no debt will be undertaken until funds are available to cover the new debt service.

The debt burden ratio may exceed nine (9) percent in instances involving the debt of revenue-producing capital projects when such obligations are secured by income associated with the project.

The University will maintain a leverage ratio above one (1) to one (1), which represents the standard for higher education institutions. The leverage ratio reflects the amount of leverage on University assets, and is a measure of unrestricted and temporarily restricted net assets to outstanding debt.

The debt issued in any fiscal year will not exceed an amount required to comply with the debt burden and leverage ratios outlined above.

The University Budget Office shall maintain all documentation associated with University financing, to include debt service schedules.

Approved by the Board of Visitors, March 25, 2006.
Approved by the Board of Visitors, September 12, 2008.
Revised and approved by the Board of Visitors, March 27, 2009.
Revised and approved by the Board of Visitors, September 12, 2025.

Policy 3004
Name, Image and Likeness

I. PURPOSE
Virginia Code § 23.1-408.1 1) authorizes the compensation of student-athletes for the use of their Name, Image and Likeness (NIL); and 2) requires a university policy consistent with Virginia Code § 23.1-408.1.

II. POLICY

Longwood University permits student-athletes to receive compensation for their NIL related to their participation in the University's intercollegiate athletics program.

III. PROCEDURES

1. Compensation for Use of Name, Image, or Likeness:

   The University, or an entity acting on its behalf, may enter into an NIL-related agreement with a student- athlete to compensate the student-athlete for the use of their NIL and/or the right to use their NIL. A student-athlete's NIL may be utilized in commercial, non-commercial, or other marketing or promotional activities. Compensation for NIL-related activities from the University, or an entity acting on its behalf, is separate from an athletic scholarship.

2. NIL-Related Agreements & Institutional Involvement:

   If a student-athlete enters into an NIL-related agreement with the University, or an entity acting on its behalf, the student-athlete will grant an irrevocable non-exclusive right and license to use their NIL, provided such uses are not inconsistent with the laws of the Commonwealth of Virginia, NCAA, applicable conference rules, or the regulatory provisions adopted by any other governing body with authority over intercollegiate athletics.

   The University, or an entity acting on its behalf, can identify, create, negotiate, facilitate, support, engage with, assist with, or otherwise enable an NIL opportunity for a student-athlete.

   The University may provide assets, resources, or benefits as an incentive to individuals, companies, or other entities to provide money, benefits, opportunities, services or anything else that may enable NIL opportunities for student-athletes.

3. Use of Intellectual Property:

   Longwood University student-athletes must have written permission from the University to use Longwood University facilities, uniforms, or intellectual property, including, but not limited to, a registered trademark or product protected by copyright, in connection with student-athlete NIL activities. University student-athletes may reference their attendance at Longwood University and participation in athletics while engaging in NIL activities, but may not use University branding, logos, uniforms, equipment, apparel, trademarks or other items referencing Longwood University without written permission.

4. Prohibited Activities:

A student-athlete shall be prohibited from earning compensation for the use of their NIL in connection with any of the following: (1) casinos or gambling, including sports betting; (2) alcohol products; (3) adult entertainment; (4) cannabis, cannabinoids, cannabidiol, or other derivatives; (5) dangerous or controlled substances; (6) performance enhancing drugs or substances (e.g., steroids, human growth hormone); (7) drug paraphernalia; (8) tobacco and electronic smoking products and devices; or (9) weapons, including firearms and ammunition.

The University has authority to preclude a student-athlete from engaging in NIL activities that conflict with existing University contracts, sponsorships or endorsements.

A student-athlete cannot be prohibited from participating in activities that are unrelated to intercollegiate athletics, as long as participation in such activities has no impact on the student-athlete's eligibility for intercollegiate athletics.

5. Disclosure:

A student-athlete must disclose NIL-related activity that is $600 and above to the Athletic Department, consistent with the Athletic Department's policies and procedures, NCAA, applicable conference rules, or the regulatory provisions adopted by any other governing body with authority over intercollegiate athletics.

6. Use of Student Fees Prohibited

No student fees shall be used to compensate student-athletes for their NIL. Student fees include any fee that the University charges a student that is used to support its intercollegiate athletics programs.

7. Liability & Accountability

No University employee, or employee of an entity acting on behalf of the University, shall be liable for any damages for a student-athlete's inability to earn compensation for the use of their NIL that results from decisions and actions routinely taken in the course of intercollegiate athletics.

A student-athlete is expected to remain in good standing and adhere to Athletic Department policies and procedures, the University's policies, procedures, and rules; and any other rule or policy applicable to a student-athlete.

8. Employment Relationship

Nothing in this policy or the NIL-related agreements between the University and a student-athlete shall establish or be construed to establish an employment relationship between a student-athlete and the University based on their participation in intercollegiate athletics or the terms of the NIL-agreement.

9. Pay for Play is Prohibited

Compensation earned by Longwood University student-athletes for the use of their NIL must represent a genuine payment for the use of their NIL, independent of, rather than payment

for, their athletic participation, or attendance at the University. Compensation shall be commensurate with the market value of student-athletes' NIL.

10. Compliance with Policy

Failure to comply with the requirements of this policy may result in disciplinary action in accordance with relevant University policies.

LONGWOOD
CENTER *for the*
VISUAL ARTS

LONGWOOD CENTER FOR THE VISUAL ARTS COLLECTIONS MANAGEMENT POLICY

REVISED 2025, Longwood University Board of Visitors Approval Pending 2025

Created 1994; Revised 2005; Revised 2007; LU BoV, LUF Approved 2008; Revised 2009; LU BoV Approved 2009; LUF Approved 2010

Policy # pending

Policy Owner: Academic Affairs

I. PURPOSE

The following policies and guidelines, recommended by the Collections Committee and approved by the Advisory Board of the Longwood Center for the Visual Arts ("LCVA") and Longwood University Board of Visitors is the official document of record for the management of the museum's collections. This document supersedes all previous such written policies and guidelines.

The collection, preservation, and interpretation of works of art are core activities of the LCVA. This Collections Management Policy establishes acquisition and stewardship policies that will best serve the interests of the Museum and its constituents, and guide the LCVA staff, advisory board, and Longwood University administrators in the day-to-day responsibilities and activities relating to the implementation of collections management policies.

This Collections Management Policy is intended to be consistent with and inclusive of LCVA policies, including the Code of Ethics (Appendix A); Museum Emergency Plan (Appendix B); the governing documents for the Museum, which include the LCVA Advisory Board Guidelines (Appendix C); and any applicable Virginia Statutes. This Collections Management Policy follows in form and adherence to accepted, professional standards and best practices, and is guided by the following: American Alliance of Museums "Standards and Best Practices for U.S. Museums;" Association of Art Museum Directors "Professional Practices in Art Museums;" Rebecca A. Buck and Jean Allman Gilmore, *Collections Conundrums: Solving Collections Management Mysteries*; Marie C. Malaro, *A Legal Primer on Managing Museum Collections*; Marie C. Malaro, *Museum Governance: Mission, Ethics, Policy*; John E. Simmons, *Things Great and Small: Collections Management Policies*; and John E. Simmons and Toni M. Kiser, Eds, *MRM6: Museum Registration Methods*, Sixth Edition.

Organizational structure was based on the collections management policies of Arizona State University Art Museum, Yale University Art Gallery, UCR Arts (University of California, Riverside), Des Moines Art Center, Chrysler Museum of Art, George Washington University Museum and The Textile Museum, and the John and Mabel Ringling Museum of Art. Previous editions of the LCVA Collections Management Policy referenced the collections management policies of The Museum of Texas Tech, the Minnesota Historical Society, and the Art Museum of the University of Virginia.

II. MISSION AND VALUES

A. MISSION

The Longwood Center for the Visual Arts is a collaborative forum for students and faculty of Longwood University and the people of South Central Virginia to explore visual art and its relevance to everyday life. The LCVA fosters creativity, intellectual curiosity, and involvement in the visual arts through its exhibitions, educational programs, permanent collection, and volunteer and internship programs. The LCVA is committed to improving the quality of life in

the region by providing full access to the visual arts and to the ways art exemplifies beauty, hope, and the power of human imagination.

B. VALUES

1. The Centrality of Art to Individual and Community Life

Works of art are essential records of human history and can influence and enrich every aspect of living. Art can inspire people to lead more hopeful, creative and participatory lives within the community for the greater good. With these convictions in mind, the LCVA treats all visitors in a welcoming and inclusive manner while fostering an aesthetic appreciation of diverse experiences, forms, media and content. The LCVA encourages participation in the creative process regardless of age, training, or ability. The LCVA designs exhibitions, educational volunteer programs, and internships to spark community interaction and development.

2. Artistic Integrity

The LCVA is an advocate for artists by insisting on fair, respectful, and professional treatment of artists within our institution as well as in the community-at-large. The LCVA fully accepts the role of steward for art in its possession and commits itself to preserving the original intent of the artist. The LCVA dedicates itself to presenting compelling examples of exemplary artistic vision and craftsmanship.

3. Professionalism

In the conduct of its business and in the exhibition, collection, preservation, and maintenance of works of art, the LCVA adheres to the highest professional standards and ethical considerations as outlined by the American Alliance of Museums, the Commonwealth of Virginia and Longwood University.

III. AUTHORITY AND DELEGATION OF RESPONSIBILITY

A. LONGWOOD UNIVERSITY

The LCVA is a program of Longwood University. Longwood University supervises, evaluates, and determines appropriate compensation for the staff and ensures that the LCVA is fair and inclusive in its employment policies. The LCVA is housed in a permanent facility located at 129 North Main Street in downtown Farmville, Virginia. Longwood University supervises allocation and expenditure of financial resources from the University and ensures compliance with state and federal laws. The University through the Commonwealth of Virginia is responsible for insuring the art collection.

B. LONGWOOD UNIVERSITY FOUNDATION

The Longwood University Foundation, Inc. monitors donor stewardship requirements, manages financial investments, determines distribution of earnings from endowment accounts, and ensures compliance with state and federal laws for private monetary and in-kind contributions. The art collection is owned by Longwood University and managed by the LCVA.

C. LCVA STAFF

The LCVA Executive Director is responsible for the day-to-day operations of the LCVA, including personnel, budget, programs, collections, development, facilities, planning, and general administration. The Executive Director delegates responsibility for stewardship of the collection to staff within the collections and curatorial departments, who are tasked with the collection's care, security, documentation, administration, and preservation in accordance with accepted professional standards.

The Executive Director and University Provost co-sign:

- documents relating to acquisitions, deaccessions, or the exhibition, loan, or use of the collection;
- documents relating to the borrowing of collections from other institutions for exhibition;
- documents relating to publications; and
- documents relating to artists in residence, visiting artists, or fellowships.

Nonstandard documents must be approved by Longwood University Counsel.

The Chief Curator, Director of Collections, and Museum Registrar ("Registrar") are authorized to sign standard shipping receipts.

D. COLLECTIONS COMMITTEE

The Collections Committee supports the mission of the Longwood Center for the Visual Arts (LCVA) by overseeing Advisory Board responsibilities relating to the permanent collection, including accession and deaccession of works of art.

The Collections Committee is governed by the LCVA's Collections Management Policy approved by the Board of Visitors of Longwood University. Its recommendations regarding acquisitions, accessions, and deaccessions are guided by the LCVA Collecting Policy, developed by the Collections Committee in close collaboration with LCVA's collections staff and Executive Director.

IV. LCVA RELATIONSHIP TO LONGWOOD UNIVERSITY ACADEMIC PROGRAM

Longwood University students are involved in all areas of the Museum, including curatorial and collections departments. LCVA is committed to providing students with opportunities to

gain professional, practical museum experience. University classes across a wide range of disciplines frequently utilize the Museum to enhance course content, and LCVA staff periodically teach university museum studies classes.

V. LAWS

The Museum complies with Virginia Commonwealth and U.S. laws, and international agreements recognized by this country that relate to cultural property. It does not purchase or accept as gift, bequest or loan any object with questionable provenance or that was stolen or sold under duress.

In acquiring works of art for its collection and in borrowing works for exhibitions, the Museum shall consider, and whenever possible follow, guidelines promulgated from time to time by the US Department of State, American Alliance of Museums (AAM), the Association of Art Museum Directors (AAMD), the Association of Art Museum Curators (AAMC) and the International Council of Museums (ICOM). These recommendations and reports include but are not limited to the Report of the AAMD Task Force on the Spoliation of Art during the Nazi/World War II Era (1933-1945) (Appendix D), the AAM Guidelines Concerning the Unlawful Appropriation of Objects During the Nazi Era (Appendix E), the AAMD Guidelines on the Acquisition of Archaeological Material and Ancient Art (Appendix F), and the ICOM Red Lists of Antiquities at Risk and as amended (Appendix G).

VI. CODE OF ETHICS

The LCVA follows the guidelines established in Professional Practices in Art Museums published by the Association of Art Museum Directors in 2011 (Revised 2022) and conforms to the Code of Ethics for Museums adopted by the American Alliance of Museums (AAM). The Museum also complies with applicable local, state and federal laws, international conventions and specific legal standards governing trust responsibilities.

The Museum adheres to the Code of Ethics approved by the LCVA Advisory Board, Longwood University Foundation, and Longwood University Board of Visitors. This Code of Ethics is applicable to Longwood University staff, Longwood University Foundation staff, LCVA Advisory Board Members and subcommittee Consulting Members, and to all employees and volunteers of the LCVA.

LCVA personnel must avoid the appearance of unethical, unprofessional, and potentially compromising practices that might cause the Museum to lose credibility. In issues that are legally defined, the LCVA expects the employee to abide by the law, and in those cases where the legal limitations are unclear, professional and ethical behavior serve as a guide.

VII. IRS AND APPRAISAL INFORMATION

LCVA staff will not render advice or opinions to anyone regarding federal and/or state laws relating to tax matters. Donors should contact their financial advisors for any tax advice. It is the responsibility of the donor to establish the value for the donated object for tax purposes. The donor must file Form 8283 with his or her taxes to claim a deduction for any gift valued

at $500 or more. If the gift value is $5,000 or more, the donor must provide to the Internal Revenue Service (IRS) an appraisal in addition to Form 8283 and obtain the appropriate Longwood University signatures. A copy of the appraisal must be provided to the Longwood University.

When the value of a gift exceeds $5,000 and has been reported on IRS Form 8283 (Appendix H), Longwood University must report the disposition of the gift to the IRS if disposition occurs before three years have passed since the date on which the gift was donated. The Museum has the responsibility of reporting such disposal to the Longwood University Provost and Vice President for Academic Affairs and the Vice President for Administration and Finance. The IRS can assess penalties for not reporting disposal of gifts.

LCVA staff will not engage in appraising works of art. The Museum staff may assist the donor by helping to secure the services of a qualified appraiser and by making the work of art and related non-confidential information available to an appraiser engaged by the donor. Appraisal costs are borne entirely by the donor.

VIII. SCOPE OF COLLECTIONS

LCVA's extensive collections are significant for the region, and are unique for small colleges and universities. The museum is located in the small, rural community of Farmville, Virginia (Prince Edward County), and actively serves a 14-county region. LCVA collects art that encourages learning, fosters an understanding of the interconnection between disciplines, and emphasizes the importance of history and culture in a healthy, democratic society. LCVA collections focuses include American art in all media and disciplines (19th century to present) with an emphasis on modern and contemporary Virginia artists, and folk art of the American South. Notable American artists in the collection include Thomas Sully, Eastman Johnson, Anna Hyatt Huntington, Robert Rauschenberg, Albert Pinkham Ryder, Lee Friedlander, Sally Mann,
Tara Donovan, Sam Francis, Jim Dine, Claes Oldenburg, Adam Pendleton, Thornton Dial, Howard Finster, Minnie Adkins, Mose Tolliver, and Mr. Imagination. LCVA also actively collects and exhibits crafts, decorative arts, children's literature illustration, and art and design focused on civil rights and social justice. The latter has particular relevance to local history. At nearby Appomattox in 1865, Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant, marking the end of the Civil War. More than 80 years later, Barbara Johns led a student walk-out of her high school at the south end of what is now Longwood's campus, which became part of Brown v. Board of Education of Topeka, resulting in the end of segregation.

The collection's history dates back to the late 19th century, when Longwood University began collecting art. The first collecting area was defined in 1951, with the establishment of the Contemporary Virginia Artists Collection. In 1971, an American collection was added to the collecting focus, and, in the 1990s, the collections once again expanded to include Chinese and African art. The Chinese art collection spans 6,000 years, and includes items such as Neolithic-period clay vessels, Shang dynasty bronze vessels, Han dynasty Mingqi statuettes, Tang dynasty tomb figures including two Bactrian camels, and Qing dynasty vases, bowls, and scrolls. The African Art collection includes an array of statues, masks,

drums, baskets, and garments drawn primarily from four geographic areas (West, Central, East, and the Savanna). LCVA collections have rapidly expanded since 2022, and now include an important collection of 18th-20th century American and European decorative arts, and Depression-era painting.

LCVA's collections are actively evaluated and refined. The museum pursues acquisitions that strengthen existing collections with a focus on newly established and core collecting areas. We are committed to acquiring work from artists represented in our temporary exhibitions as well as Longwood University faculty and alumni.

A. COLLECTION COMPOSITION

LCVA has approximately 9,000 works in the collection comprising:

- 70% American Art
- 8% African Art
- 12% European/British Decorative Arts
- 10% Chinese Art

B. COLLECTING PRIORITIES

The LCVA acquires works of art through purchase, donation, and bequest. With limited funds for acquisition and conservation, emphasis is placed on collecting areas and specific works identified by the Collections Committee in the Collecting Plan (Appendix I). Potential donors will be made aware of collection needs and priorities.

IX. ACCESSIONS AND DEACCESSIONS

A. COLLECTION CATEGORIES

1. Permanent Collection

Fully accessioned works of artistic and/or cultural merit that are consistent with the LCVA's mission and collecting focus. Permanent collection works receive the highest level of care, including professional conservation. These works are made available for exhibition and loan to museums that meet or exceed the same level of care as that provided by the LCVA.

2. Unaccessioned Collections

a. Education Collection

Objects in the Education Collection are used for interpretation, hands on programs, and related educational activities. These objects receive a tracking number for inventory purposes, although not fully accessioned into the Permanent Collection. Education Collection

objects must be fully deaccessioned if no longer suitable for the education collection due to condition or relevance. These objects receive reasonable care and preservation; any necessary conservation is performed by LCVA staff.

b. Campus Loan Collection

The Campus Loan Collection consists of works that do not meet the criteria for the Permanent Collection or Education Collection. Although all due care will be given these objects and University loan procedures will be followed, no special efforts will be made to conserve these objects beyond normal maintenance. Campus Loan Collection works are displayed in staff offices on the Longwood University campus or University-owned property in the town of Farmville. Its purpose is to provide a pleasing aesthetic presence for faculty and staff and foster a connection to the LCVA.

c. Transitional Collection

The Transitional Collection includes works not yet assigned to Permanent, Education, or Campus Loan collections.

d. Found In Collection
Found in Collection objects are those found within the museum that do not have an accession number or any associated documentation to ascertain which, if any, collection the object is assigned. These works are tracked, researched, and accessioned or deaccessioned consistent with LCVA approved policies.

B. ACQUISITION CRITERIA

Acquisition is the process of formally incorporating objects into the LCVA collection. Objects are acquired through donation, purchase, bequest, artist commission, or transfer/exchange with another institution.

LCVA and Longwood University act within accordance with all Commonwealth, federal, and international statutes and laws when acquiring any works for its collections. Its acquisition policies and procedures are based on the museum's Code of Ethics, and best professional practices and standards as outlined by the American Alliance of Museums, Association of Art Museum Directors, and Association of Academic Museums and Galleries.

The LCVA does not accept works that it cannot manage in accordance with professional standards and practices for present and future conservation. The museum does not acquire personal memorabilia from donors or from other university departments unless the material is relevant to the LCVA's mission and collection scope.

1. ACQUISITION ASSESSMENT

a. Permanent Collection

For acceptance to the permanent collection, a work of art should fit into the collecting parameters previously outlined. An assessment must be made to determine whether the work can be given proper care and handling on exhibition and in storage.

i. Objects must show high aesthetic merit; be a significant example by the artist or representative of a particular style or period.

ii. Artwork must support the museum's mission as either a teaching resource or object suitable for research.

iii. Artwork must contribute to LCVA exhibitions or educational programs.

iv. Gifts should be accompanied by clear documentation of ownership and provenance.

v. Gifts should be free from restrictions and use (copyrights, reproduction rights, patents).

vi. Artwork should be in exhibitable condition or brought to exhibitable condition through reasonable efforts.

b. Unaccessioned Collections

Works of secondary importance may be accepted into the Campus Loan Collection or Education Collection. Although all due care will be given these objects and University loan procedures will be followed, no special efforts will be made to conserve these objects beyond normal maintenance.

i. Objects should be given in exhibitable condition.

ii. Objects should come with clear documentation of ownership and provenance.

iii. Gifts must be free from all restrictions.

2. PROVENANCE

An object will not be acquired if its provenance and records are unsatisfactory, or if there is any question of legal transfer or title. The acquisition should have documentation of origin, previous ownership, and pertinent classification information.

3. CLEAR TITLE AND RESTRICTED DONATIONS

Donors should be willing to transfer complete ownership (clear title) to the LCVA without restrictions, limitations, or conditions. Transfer of legal title is through signed Deed of Gift (Appendix J) between the LCVA, Longwood University, and the donor of the objects.

Restricted donations will only be considered under extraordinary circumstances, and only when there is a clear and reasonable long-term advantage for the LCVA. Any such restrictions must be accompanied and conveyed by legal documentation. Only the LCVA Executive Director is authorized to make agreements for the temporary or permanent exhibit of object(s).

Intellectual property and copyright issues should be considered; LCVA will make reasonable efforts to secure copyright and/or licenses as appropriate for acquisitions.

C. ACQUISITION PROCESS

1. LCVA acquires work through:

   a. Gifts from individuals, foundations, estates, and corporations

   b. Museum or University purchase with discretionary funds

   c. Museum or University purchase with dedicated endowment funds

   d. Commission of new works

   e. Transfer or exchange with another institution

2. LCVA acquisitions are the property of the Longwood University.

3. Objects acquired through purchase are accessioned, and all bills of sale and appropriate records are kept by the museum's collections and operations department.

4. University purchases of art shall be carried out in accordance with Longwood University Policy 1014 (Appendix K).

5. Objects bequeathed to the LCVA should be approved for acquisition prior to the museum being designated as beneficiary, if possible. All objects bequeathed to the museum are subject to the policies and procedures defined in this document. LCVA is not legally bound to acquire objects that are bequeathed to it, unless by prior agreement. The museum shall observe appropriate confidentiality with respect to objects acquired through bequest.

6. Donors shall bear shipping expenses for works requiring transportation unless there is a clear advantage to the museum to accept these expenses. LCVA staff are available to arrange shipping via fine art carrier or a commercial carrier, if appropriate (FedEx, UPS, USPS, etc.).

7. Gifts of numerous works of arts should ideally be accompanied by a cash gift placed in a restricted collections endowment to support the long-term care and preservation of these works.

8. The LCVA Executive Director, curatorial team (curators and collections staff), and the Collection Committee functions as the committee for acquisition review. The Executive Director has final authority regarding acquisitions.

9. Authority to accept gifts of art and to purchase art for the LCVA rests with the Executive Director after receiving the approval of the Collections Committee. The Executive Director shall have discretionary authority to make purchases up to $10,000, and accept gifts without prior approval of the Collections Committee, but will be expected to justify and present such purchases as a courtesy.

10. Acquisitions by the museum, once accessioned, are subject to the Deaccessioning section (**IX-G**) of this Collections Management Policy.

11. Certain state, national, and international statutes and laws currently in existence may require that acquired and accessioned objects are deaccessioned from the collections of the LCVA and repatriated, as per the specific statute or law. The museum abides by such statutes and laws currently in existence and those that may be bought to apply in the future.

12. The Director of Collections may ask Longwood University Counsel to review all relevant documentation and governing local and foreign laws prior to proceeding with an acquisition.

D. PARTIAL AND PROMISED GIFTS

An owner may transfer a fraction of their entire interest in an object to the LCVA with the promise to transfer the remaining fraction within ten years or upon death, whichever occurs first. The Executive Director will consider offers of partial gifts only in extraordinary cases, as the management of such gifts poses a burden on staff time. Partial gifts have numerous Federal tax law conditions and restrictions, including certification of the object's presence on the museum's premises for an amount of time equal to or exceeding the fraction of the gift. LCVA will urge any donor considering a gift of partial interest in an object to consult with their tax adviser and legal representative before proposing such a gift. Partial gifts, when in the Museum's possession, will be accorded the same treatment with regard to insurance, handling, and storage as fully accessioned objects. When in the possession of the donor,

partial gifts must be insured by the donor, to the full value agreed upon by the LCVA and the donor.

LCVA may accept an offer of a promised gift if such an object meets its collecting criteria and provenance concerns. Promised gifts require approval from the Executive Director. Though legal transfer of title does not occur with a promised gift, and no tax advantage accrues to the donor, it is still a binding commitment on the part of the donor, who must sign a Promised Gift Agreement (Appendix L). Promised gifts, when in the museum's possession, will be accorded the same treatment with regard to insurance, handling, and storage as fully accessioned objects. Transfer of title will take place once a Deed of Gift or bequest is completed. In the case of a bequest, the donor should provide a copy of the will to accompany the Promised Gift Agreement.

E. NEW ACQUISITION VOTING AUTHORITIES

1. All acquisitions, regardless of right of ownership, will be reviewed by the Executive Director and curatorial team, and Collections Committee to determine appropriateness to collection and exhibitions needs prior to any commitment or agreement.

2. The Curator(s) and/or Executive Director shall initially determine which object(s) will be considered for acquisition and present the proposed acquisitions to the Collections Committee for review. The Collections Committee shall be provided with the following information for each acquisition:

   a. Artist

   b. Nationality (state born in, if known)

   c. Title

   d. Date

   e. Medium

   f. Dimensions of the work (height x width x depth)

   g. Provenance (line of ownership)

   h. Estimated value (if known)

   i. Image of the work

3. The Collections Committee votes to recommend whether to accession gifts into the permanent collection (or another collection as appropriate).

4. The LCVA Advisory Board votes to approve the Collections Committee's recommendations for accessioning.

5. The Executive Director has final authority regarding new accessions.

6. The Executive Director will notify the prospective donor if a work is not recommended for accessioning into any of the LCVA collection types. Objects that were not accepted will be returned to the owner. All arrangements will be coordinated by the Director of Collections.

7. If LCVA declines a proposed gift, the Director of Collections may consult with other museums and refer the donor to them.

8. Following the Collections Committee and Advisory Board Approvals, the Director of Collections will forward a copy of the approved minutes with a list of the approved works to Longwood University Provost and Vice President for Academic Affairs and the Risk Management Coordinator in Procurement Services.

F. ACCESSIONING

Accessioning, the procedure that is initiated by the transfer of clear title, officially incorporates objects into the permanent collections of the LCVA. Title is considered to be transferred when the museum receives a deed of gift signed by the donor, or when a bill of sale is acknowledged as paid in full in the case of purchased objects, or when a document is signed by all interested parties in the case of transferred objects.

Objects are not incorporated into the LCVA's collections until they are accessioned. Upon accessioning, the museum assumes the obligation for the proper care and management of the object(s).

Accessioning provides an inventory of objects owned by the LCVA and is a function of the Registrar under the supervision of the Director of Collections.

1. All items acquired for the LCVA permanent collection will be accessioned in a timely manner.

2. Complete records of the accessioned holdings of the museum are maintained by the Director of Collections/Registrar. Once an object(s) or collection is reviewed by the Collections Committee, approved by the Executive Director, and a signed Deed of Gift, or a sales receipt in the case of purchased objects, is received, then the object(s) is accessioned by the Registrar into the collection. Accession numbers document museum ownership and are an inventory control device for the Registrar.

3. The accession number system utilized by the LCVA is alpha-numeric and includes the calendar year of acceptance, followed by a number indicating the

sequence of transaction, followed by the number of objects in the transaction. The calendar year is written in full, and the number of order of acceptance is separated by a period from the year (e.g., 2020.1.1). Each accession, whether it consists of a single object or collection of objects, is assigned one unique accession number. (Appendix M)

4. Accessioning is the responsibility of the Registrar, and only the Registrar has the authority to assign accession numbers. It is the responsibility of the appropriate curatorial staff to provide all acquisition documentation to the Registrar.

5. Undocumented objects found in the collections are those that have no accession number and no record of the object being accessioned or why they are in the museum. These objects will be given a Found in Collection (FIC) number and tracked by the museum's collections team.

G. DEACCESSIONS

Deaccessioning is a useful tool for defining and refining the scope and quality of ever-expanding museum collections. Longwood University has been actively collecting art since the late 19th-century. Over time the museum's collections may contain objects that no longer fit the LCVA's mission, are redundant, damaged beyond repair, or of poor quality. If these objects remain in the collection, they can place a strain on the museum's resources. The LCVA will review and remove such objects from its permanent collection through deaccessioning. LCVA will review its collections on a rolling basis no less than every 15 years to determine its continued relevance to the museum's mission, values, and Collecting Plan.

1. The LCVA recognizes the special responsibility associated with the receiving and maintenance of objects of cultural, and historical significance in the public trust. An institution cannot remain static and serve the cultural and educational needs of its various communities. Periodic reevaluations and thoughtful selection are necessary for the growth and proper care of collections. The practice of deaccessioning under well-defined guidelines provides these opportunities.

2. The museum sets forth its guidelines for deaccessioning in its Code of Ethics, which are based upon ethical codes of national and international museum professional organizations. LCVA's deaccessioning procedures must be in accordance with applicable Commonwealth, Longwood University, and Longwood University Foundation laws and policies.

3. **The existence of a deaccession policy does not imply that collections are a resource for the purpose of raising revenue to cover operating costs.** Such action quickly undermines the concepts of fiduciary responsibility and public trust. The deaccessioning of an object by sale can only occur in particular circumstances, and the revenue raised from such sales are restricted in use

to the acquisition of new permanent collection works or direct care of collections as defined in the Association of Art Museum Directors 2022 revision of its 2011 edition of "Professional Practices in Art Museums" [Appendix N].

4. The deaccessioning of a work shall be conducted in the best interest of the museum without compromising the highest standards of professional ethics, the institution's standing in its community, or its responsibilities to donors and their heirs. Deaccessioning permanently removes an object from the collections through donation, transfer, exchange, sale, repatriation, loss from collections, deterioration beyond repair, redesignation, and loss through natural disasters, and allows the transfer of unrestricted title to the receiving agency.

5. LCVA considers the preservation of objects it holds in the public trust, and considers evidence that appropriate care and maintenance will be provided to all objects considered for deaccessioning through donation, exchange, transfer, or repatriation, except where state, federal, or international laws or statutes override this requirement. Objects under consideration for exchange from another institution are subject to the acquisitions and accessions review process. An object must have been accessioned into the Museum's holdings for at least seven years before it can be considered for deaccessioning, unless otherwise regulated by state and federal law.

6. Deaccessioning is a two-part process that includes the formal removal of an item from a museum's permanent collection and determining the disposition of the item. The two processes should be separate; in no event should the potential monetary value of an object be considered as part of the criteria for determining whether or not to deaccession it.

7. LCVA must have clear title for any works considered for deaccessioning.

8. No object is deaccessioned and disposed of by transfer, exchange, sale, or destruction, or in any way removed from the museum records without careful review, evaluation by LCVA staff, and proper documentation.

9. The Collections Committee also serves as the Deaccessions Committee. Initial recommendations in writing come from the appropriate Curator and/or Executive Director.

10. As a courtesy, reasonable efforts will be made to contact donors or their heirs, and living artists prior to the deaccessioning of objects from the LCVA's collections.

11. Any donor restrictions applicable to an artwork being considered for deaccessioning must be considered and followed by the LCVA unless it can be clearly shown that adherence to such restrictions is impossible or is

detrimental to the museum. This exception will be reviewed by Longwood University Counsel.

12. Any object considered for deaccession shall be accompanied by a written statement of the purpose and justification for the deaccession, and shall include a signed recommendation, accession number, description of the object and photograph (if available), method of acquisition, estimated value, proposed means of disposal and condition report.

13. The statement will observe the highest standards of scholarship and professional practice and meet the requirements of applicable state and federal law, including the Internal Revenue Service Code. If the Executive Director approves, the proposal shall then be presented to all curatorial staff. With curatorial staff approval, the Executive Director will then present the proposal to the Collections Committee. The Collection Committee's recommendation to deaccession objects will be submitted for approval to the LCVA Advisory Board and then the Longwood University Provost and Vice President for Academic Affairs. Only upon approval of the LCVA Advisory Board and the Longwood University Provost and Vice President for Academic Affairs may the object(s) be withdrawn from the collections.

14. All deaccession actions must be approved by unanimous vote at each level of approval.

15. The decision to deaccession is made based on, but not limited to, the following guidelines. These guidelines assume that all objects currently are accessioned and that the LCVA has clear and unrestricted title:

    a. Objects that are not in alignment with the mission or values of the LCVA. Objects that do not fit the stated areas of focus or guiding principles. The work is outside the present and expected future parameters of the museum's collection.

    b. The work is not of museum quality or instructive value to support the collection mission and goals of the museum and not otherwise likely to be displayed or used (i.e., for study, comparison or other valid museum purposes).

    c. Objects lacking provenance or location information that are not significant or useful for research, exhibit, or educational purposes.

    d. Objects that have been determined not to be authentic. The authenticity, attribution or genuineness of the work can be shown to be false or fraudulent and the work lacks sufficient aesthetic merit or educational or artistic importance to warrant retention. In the case of forgery, the work must be so marked before disposal.

e. The work is a duplicate, a work that is clearly inferior or a lesser work that has no value as part of a series or set, when major or superior works by the same artist are present in the museum's collection. Objects that have limited or no value to the LCVA because of redundancy in the collection.

f. Objects of sacred or ritual significance that are requested for return under the terms and conditions of any state, federal, or international laws and statutes. As per current federal laws and statutes, the requesting group must provide evidence of the validity of their claim. All claims must be made in accordance with national and international statutes and laws.

g. The condition of the work requires restoration in gross excess of the aesthetic or historic value and/or fair market value or the work is in such a deteriorated state that restoration would prove either unfeasible or misleading. Objects that have decayed or decomposed beyond reasonable use and repair or that by their condition constitute a hazard to other objects in the collection.

h. Objects that have been stolen and for which an insurance claim has been paid to the LCVA/Longwood University.

i. The museum's possession of the work is discovered to be illegitimate; i.e., the work may have been stolen or illegally exported or imported in violation of applicable state and U.S. federal laws. In this case, the LCVA should take appropriate steps, consistent with applicable state and federal law to return the work to the donor or proper authority.

j. Objects that were accessioned erroneously into the collections.

16. The preferred method of disposal is sale through an appropriate and reputable third party (i.e., auction house).

a. In instances of sale, no member of the Longwood University Board of Visitors, Longwood University Foundation Board or staff, Longwood University staff, LCVA staff, or members of LCVA Advisory Board, will be eligible to purchase deaccessioned items. Under no circumstances will this restriction be waived.

b. Sale catalogue copy and publicity shall designate objects as "sold for the benefit of the Permanent Collection of the Longwood Center for the Visual Arts."

c. **Money acquired from the sale of the permanent collection object(s) is used solely for new permanent collection acquisitions or direct care of collections** as defined in the Association of Art Museum Directors 2022

revision of its 2011 edition of "Professional Practices in Art Museums". None of the revenue generated will be used to fund operating costs or salaries.

d. Funding for newly acquired and accessioned objects are attributed to the original donor(s) of the deaccessioned work(s), if the original donors elect to remain credited.

17. If sale is not feasible, a transfer or exchange of objects to or with appropriate public museums, after which the order of preference is appropriate public educational agencies and institutions, private museums, and private educational agencies and institutions. Every effort is made to retain objects of regional or local importance in the public sphere. In the event of transfer to or exchange with either public or private institutions, the LCVA may request evidence that proper care will be provided for the objects.

18. Objects may be redesignated to an unaccessioned LCVA collection, if appropriate. Re-designated objects will be reassigned new unaccessioned numbers and the original accession numbers will be removed from the object. Provenance files and all paperwork will be removed from the accessioned object file and transferred to the unaccessioned records. The original accession numbers will not be reassigned, but a note will be made in the records to indicate redesignation and date.

19. If a suitable recipient for a proposed deaccession and disposal through transfer, exchange, or sale cannot be found, the LCVA must keep and maintain the objects until such time as a suitable recipient is found.

20. Objects that have decomposed must be destroyed in an appropriate manner following guidelines set forth by AAM standards and best practices.

21. Attention must be given to transparency throughout the process.

22. All written materials relating to the deaccessioning shall be kept as part of the Museum's permanent records.

    a. Upon completion of the deaccession procedures, the museum will adjust the registration records to reflect this action. The accession number of the deaccessioned object will not be reassigned to any other object.

    b. The Executive Director shall provide the curatorial staff, the Collections Committee and the Advisory Board with a report of deaccessions by the museum.

    c. Records on all deaccessioned objects shall be maintained in the museum's files, but will be separate from those pertaining to current museum collections objects. The file on each deaccessioned object shall

include all papers regarding the deaccessioning of the objects in addition to all original accession papers. (Appendix O).

X. FOUND IN COLLECTIONS

It is not unusual for museum collections to contain some objects that have no number to connect them with documentation. They have no tag, no number written on them, no indication of source in their packaging, and they have no characteristic that connects them to records of gifts, purchases, or loans. They are typically found by registrars, preparators, or curators during inventories, exhibitions, or rehousing projects.

These objects may have entered the collection at any time in the museum's history. Though their status may be uncertain, it is more likely than not that they belong to the museum.

A. SOURCES OF UNDOCUMENTED OBJECTS

1. Gift
2. Gift on approval/deposit
3. Bequest on approval/deposit
4. Purchase
5. Purchase on approval/deposit
6. Commission
7. Unclaimed or "old" loan
8. Abandoned property
9. Exhibition prop
10. Special events prop
11. Programmatic product (Educational Programs, Arts Workshop, Exhibition Workshop)
12. Acquired with real property
13. Decoration
14. Former office/storage equipment
15. Staff personal property

16. Awards and trophies (museum or staff)

B. DIFFERENTIATING UNDOCUMENTED AND FOUND-IN-COLLECTION OBJECTS

Undocumented objects are mysteries that can many times be solved. It is the responsibility of the Registrar and/or Director of Collections to investigate undocumented objects and attempt to return the work to its true status as a loan, gift, or purchase. If the object cannot be determined as either a loan, gift, or purchase, then the object may properly be considered a found-in-collection ("FIC") object.

The LCVA considers undocumented and FIC objects to be the property of the Museum under Code of Virginia § 55.1-2600 - § 55.1-2607 (Appendix P) or until the object has been reconciled and its true status determines otherwise. In order to protect the LCVA's interest, should claims regarding these objects arise, it is necessary for the Museum to differentiate between the two status types of Found in Collection objects.

1. Undocumented Objects

Undocumented objects are those objects similar to collections and found in collections areas with no numbers, no information in their housing, nor any characteristics that might connect them to documentation.

a. The LCVA will make every attempt to reconcile undocumented objects with existing documentation, considering objects that are not reconciled to be FIC.

b. Objects reconciled and determined to be a loan will be united with their lenders. If the lender cannot be located, the object(s) will be treated as abandoned property in accordance with Code of Virginia § 55.1-2600 - § 55.1-2607 (Appendix P). The LCVA will follow the procedures for establishing ownership and filing a notice of abandoned property as outlined in the appendices.

c. Undocumented objects will receive tracking numbers, properly documented, and be used in accordance with approved uses of the LCVA's collections.

d. If the original documentation is found for an object that has been tracked or accessioned into the collection using a FIC number, it will be returned to its original number and the FIC number will be retired.

2. Found in Collection Objects

Found in Collection (FIC) objects are undocumented objects that remain without status after all attempts to reconcile them to existing records of permanent collection and loan objects are completed.

a. FIC objects may be accessioned into the LCVA's collection in accordance with the Museum's accessions policy.

b. If the LCVA decides to accession an FIC material, the process of accessioning an FIC object will begin with the decision of the appropriate Curator and then followed by the procedures outlined in the LCVA accessions policy.

c. FIC objects that are accessioned into the permanent collection will be given numbers in the year of the accession and included in the annual report of objects.

d. FIC objects may be disposed of according to Museum's approved deaccessions policy and in accordance with Code of Virginia § 55.1-2600 - § 55.1-2607 (Appendix P).

e. To deaccession an FIC object, the FIC object must first be claimed under applicable state law before they are deaccessioned and disposed. FIC objects slated for disposition will follow the deaccession process as if they are owned objects.

f. Any FIC objects that might be a loan, i.e., of the object type listed in an unresolved old loan, will be converted to museum property in accordance with Code of Virginia § 55.1-2600 - § 55.1-2607 (Appendix P).

g. To deaccession an FIC object, the FIC object must first be claimed under applicable state law before they are deaccessioned and disposed. FIC objects slated for disposition will follow the deaccession process as if they are owned objects.

h. If a claim is made on a FIC object, either accessioned into the collection or disposed of, the Executive Director, in accordance with the appropriate Longwood University administrators, will decide to accept or fight the claim.

C. MANAGING UNDOCUMENTED AND FOUND-IN-COLLECTION OBJECTS

The Registrar, in consultation with the Director of Collections, is responsible for managing the tasks associated with Undocumented and Found-in-Collection Objects.

1. The Registrar and/or Director of Collections will immediately assign an FIC number to objects without documentation.

2. Basic registration information will be gathered for all objects and documented.

    a. All undocumented objects will be described and recorded in the Museum's collections database system.

    b. The object will be photographed, measured, and a condition report will be completed. The Registrar should collect and record as much information as can be taken from the object itself, particularly information about any marks, collector's numbers, or other characteristics that can differentiate it from other objects.

3. Institutional search for information will be performed by the Registrar and Director of Collections. Staff members will be interviewed regarding the undocumented object and all information recorded for the FIC object file. All information received should be signed and dated.

4. Reconcile undocumented objects with lost-in-inventory objects.

5. Objects that are reconciled will have its original accession number affirmed and applied. The tracking number will be retired. Objects that have been reconciled should be re-marked and relabeled with its original accession number and the tracking number should be retired. The tracking number should remain in the object's accession file and noted in the database for reference.

6. For remaining objects, decide whether to accession or dispose.

7. Prior to presenting the object to the Curator or Curatorial Committee, the object must be reviewed to determine if any federal or state laws regarding materials or origin affect the status of the object. Decision to accession or dispose should be made in accordance with the guidelines for accession or deaccession as outlined in the LCVA's policies.

8. Accession the FIC object. The object must be accessioned into the permanent collection following the same procedures that is outlined in the LCVA's accession's policy.

9. Dispose of an Undocumented or FIC object. It is imperative that the complete deaccessioning process in accordance with the LCVA's policy be used to dispose of it. The Executive Director must be made aware if there is a risk of future claims against the museum, and Longwood University Counsel should be consulted.

XI. STAFF COLLECTING

The collecting of objects is not in itself unethical, but accumulating a collection in an area associated with the employee's museum-related duties raise ethical concerns. All personal collecting transactions, particularly of objects similar to those collected by the LCVA, require extreme discretion and employees should proceed cautiously by the following principles.

A. The Museum's collecting needs take precedence over those of the individual. The staff, volunteers, and LCVA Advisory Board Collection Committee should not compete or appear to compete with the Museum for the acquisition of any object.

B. Staff should inform the Executive Director if they intend to make a significant acquisition that falls within the scope of the Museum's collections. The Collections Committee will determine if the object in question is desirable for the Museum collection, and if so, the museum may purchase the object at cost within a period of one year. If the object is not appropriate for the Museum collection, it should be indicated in the committee minutes. The Executive Director should also inform the Longwood University Provost and Vice President for Academic Affairs if he or she intends to make a significant personal purchase. This policy excludes objects that are readily available on the open market.

C. Staff members who collect art objects in the same general categories collected by the Museum must adhere to the following guidelines:

1. When proposing any acquisitions or exhibitions, staff members will disclose any personal relationships or personal collection information.

2. Staff members and advisory board members may not purchase objects deaccessioned by the Museum. Museum volunteers may not purchase objects deaccessioned by the Museum unless the same are offered at public sale or auction. No staff member or museum volunteer may trade an object from his or her personal collection for an object in the Museum's collection. The Museum will not purchase items from a staff member or Museum volunteer unless the purchase has been approved in advance by the Collections Committee, the Advisory Board, and the Provost and Vice President for Academic Affairs.

3. Objects belonging to staff members whose position in the Museum can affect exhibition programming and/or content may not be included in personally curated exhibitions. When objects belonging to staff members are included in exhibitions that are not personally curated, they must be credited as anonymous lenders, and the work labeled as "Private Collection." Catalogues or publications of works from collections of staff members should be credited anonymously.

D. If a staff member decides to sell personal collection objects in an area of the LCVA's collecting interest, the staff member must first offer the items to the Museum as a gift or at fair market value. All such offers shall be documented.

E. Relatives must not engage in any transaction prohibited by these guidelines on behalf of a staff member.

F. LCVA staff must notify the Registrar if they wish to bring personally owned artwork into the Museum for display in their private office space. Staff members' personal art property must be photographed and registered with the Director of Collections. An Incoming Receipt (Appendix Q) must be obtained from the Registrar upon delivery and must be issued an Outgoing Receipt (Appendix R) upon an object's removal from the building. The Registrar will provide a tag that identifies the artwork as personally owned. The tag must remain with the artwork until it is removed from the building. Staff should notify the Registrar of their intent to remove the artwork to ensure it is removed from the log of personally owned works.

G. Staff members and Museum volunteers may not store objects from personal collections in the Museum.

H. The LCVA's insurance policy does not cover staff personally owned artwork that is not on loan to the LCVA.

XII. COLLECTIONS CARE

The LCVA will provide a well-maintained and safe environment for objects in its custody, including accurate records management, which are critical to limiting the deterioration of the collection. Each member of the staff is, directly or indirectly, involved with ensuring the welfare and preservation of the collection.

The LCVA and the University are responsible for ensuring that the permanent collection and other art objects in the care of the museum are adequately protected against fire, theft, vandalism and natural and environmental disasters. All objects, on exhibition or in storage, must have precautions taken and procedures established to ensure their safety.

Care of the collection is accomplished through the provision of adequate buildings, exhibition and storage facilities and environmental systems (heating, air conditioning and humidity controls) to ensure safe physical accommodation of the permanent collection, and security systems to guard against fire, theft, vandalism and abuse. In addition, those members of the staff (curators, registrars, preparators, etc.) with direct responsibilities for the permanent collection objects are governed by professional procedures and standards to ensure alertness and care in handling, exhibiting and otherwise caring for the permanent collection.

Staff develop resources and procedures that will guarantee the preservation of the permanent collection. Regular periodic inspection and treatment of the permanent collection is a continuing responsibility of the museum.

A. PREVENTIVE CONSERVATION

Preventive conservation underlies the collections management practices at the LCVA, which prevents and limits deterioration of collections due to environmental, human, and inherent factors. Concerns for the preservation of individual objects are at the heart of any decision relating to their use.

1. Stable environment is crucial to the success of preventive conservation. The internal environment of LCVA galleries is consistently monitored and controlled throughout the buildings. Temperature and relative humidity, light, atmospheric pollutants are monitored and regulated on an ongoing basis.

2. All materials used for packaging and housing the LCVA's collections are stable and non-reactive, as are materials used for constructing exhibit mounts and supports. Use of any exhibit construction material that is not stable requires a stable barrier material to be placed between it and collections objects.

B. SAFE HANDLING PRACTICES

Safe handling and movement of collections objects must always be carried out in accordance with professional practices. All museum objects are treated with equal care, regardless of their monetary value. Safe handling minimizes risk to objects and supports their preservation in perpetuity. All staff members will be trained on a regular basis regarding safe handling practices.

1. Objects are never left unsecured or unmonitored.

2. Objects are not moved without the instruction and authority of the Director of Collections, Registrar, Chief Curator, or Executive Director.

3. Areas, surfaces, and movement routes must be appropriately prepared to receive objects.

    a. The environment in which the objects rest or travel is free of food and drink;

    b. Objects are moved with proper equipment and an appropriate number of adequately trained personnel.

    c. Hair, eyewear, clothing, or shoes must not impair or restrict movement, as impeded movement may result in lost footing or otherwise put an object being transported at risk.

    d. Objects are buffered from foreign surfaces and objects while in movement/transit.

4. Jewelry, belts, or other hard and/or sharp objects must be removed person prior to handling objects.

5. Objects are buffered from direct human contact by the museum gloves and/or masks.

6. Objects are shipped with the most direct route possible

7. All staff, volunteers and interns are trained and follow the above guidelines.

C. INTEGRATED PEST MANAGEMENT

The damage caused by pest infestation and the actions that must be taken to eradicate the infestation within the LCVA can be lessened or mitigated through integrated pest management. Integrated pest management provides an ecosystem level approach to the management of pests that is based on cooperation and participation of all staff within the Museum to eliminate or minimize the causative agents of a pest infestation, namely food, moisture, and availability of pest habitat.

1. Through the combination of education, vigilant housekeeping consistent with the museum's Housekeeping Guidelines (Appendix S), environmental monitoring, habitat modification, inspection, identification of infesting species, and application of specific treatment methods, integrated pest management is an effective tool in preventing the intrusion of pests into collection and exhibit areas. By preventing access to pests, the need for chemicals harmful to collections, staff, and visitors is eliminated.

2. Integrated pest management strategies encourage on-going maintenance and housekeeping activities that include restriction of food and plants and regular cleaning of collection housing rooms and other areas. The collections rooms must be cleaned and all collection rooms and other areas checked once a month for any signs of pest activity.

3. Integrated pest management is carried out first by determining the extent of biological activity through monitoring, inspection, and identification. If the occurrence of pests within the LCVA is detected, appropriate steps are taken to eradicate the pest in a non- or least-toxic manner. Treatment methods are followed by appropriate evaluation techniques.

D. CONSERVATION

Even under the best-managed conditions, deterioration or damage will inevitably occur to collection objects. In such circumstances, conservation may be necessary.

Conservation is a continuing responsibility and is focused on the object. It is an intervention measure designed to return a deteriorated or damaged object to stability

through reversible and minimally intrusive methods. The LCVA endorses the conservation philosophy of minimal chemical and physical trauma to the object, use of sympathetic materials, the principle of reversibility, the compatibility of materials, and the keeping of complete and accurate records of the conservation process.

Conservation work is undertaken within national ethics, principles, and practices by reputable, trained conservators. Conservation work with an outside conservator is conducted under a well-defined, comprehensive agreement between Museum and the conservator. The LCVA monitors the conservation process to assure the correct use and safety of the object, and to note in the records the returned stabilized materials.

1. LCVA's Registrar shall be responsible for conducting condition surveys of collection objects. Examination and treatment reports shall be prepared and maintained in the object's catalogue record.

2. Conservation treatment of objects on loan to the Museum may only be performed when the lender has given explicit and written permission. This authorization will be given to the Registrar who will notify the Director of Collections and Executive Director. With this permission, the LCVA will hire an outside conservator to provide treatment. The Registrar shall maintain copies of all treatment reports for objects on loan in appropriate loan files. Copies should also be offered to the lender.

3. Conservation decisions are guided by established Priorities:

    a. Priority 1

        Works damaged by infestation that may spread to other objects

    b. Priority 2

        Works damaged due to accident, vandalism, or natural disasters

    c. Priority 3

        Works to be included in upcoming exhibitions

    d. Priority 4

        Works damaged due to unknown circumstances

E. ENVIRONMENT

The LCVA is responsible for maintaining a suitable and constant environment for the Museum's collection and loans and immediately communicating facilities issues and concern to the Campus Facilities department. The Director of Operations shall make

and retain written reports of any major failures of the museum's facilities. These reports will be shared with the Director of Collections and Executive Director.

1. A temperature of 65 – 75 degrees F. and humidity range of 50% (+/- 10%) are the nominal environmental levels maintained in storage and gallery spaces.

2. LCVA uses industry standard monitoring devices that record temperature and humidity levels continuously, and the collections department maintains environmental records as part of the Museum's permanent documentation.

3. Objects must be safely and securely stored when not on view.

4. Objects must not rest directly on the floor. Should objects need to be on the floor during installation, stanchions or other deterrents should be used as protective measures.

5. Storage furniture must be constructed of conservation-correct materials, and objects adequately separated from each other and cushioned as appropriate with archivally sound materials.

6. Objects must not be left in precarious areas where they might be at risk.

7. Framed two-dimensional works should be hung on rolling racks or stored on edge in bins.

8. Unframed two-dimensional works on paper and photographs should be stored in flat files flat or solander boxes.

9. Textiles should be stored flat or rolled.

10. Live plants are discouraged within galleries and prohibited in staff and collections areas. Exceptions must be temporary and approved by the Director of Collections and Executive Director. Approved plants must be sprayed for pests using a non-toxic solution. Dirt, mulch, gravel, stones, untreated wood or other such materials are not allowed. Dying plant material must be removed. Vases should be thoroughly cleaned on a regular basis. If evidence of pest infestation is found the plants must be removed immediately, placed in a bag and closed tightly before being discarded outside the building. Live plants and cut flowers must be placed at a distance of at least three feet from adjacent artwork. Misting or spraying is not allowed within the gallery space. All plant material will be monitored by staff, who will maintain the right to remove and/or discard the material at their discretion if potential damage to the collections, loaned objects or the building be suspected.

    Special events may use live plants and cut flowers as decoration and centerpieces, but they must be kept at least three feet from artwork and removed at the end of the event.

F. LIGHTING

Light is a source of damage to artifacts and its effects are irreversible. The two most important factors are the intensity of the light and whether or not ultraviolet (UV) rays are present. LCVA monitors and limits light levels to nationally accepted conservator-recommended levels commonly accepted as best professional standards.

1. Light levels suitable for specific objects, in accordance with recognized museum standards, will be maintained in the galleries.

2. The museum will acquire and employ instruments capable of directly measuring both visible and ultraviolet light levels.

3. The Registrar will check light levels regularly.

G. OFF-SITE STORAGE

All professional standards for collections care covered in the policy will apply equally to the objects stored offsite.

XIII. INSURANCE, VALUATION AND RISK MANAGEMENT

The Museum prioritizes the protection of its collections through several interconnected risk management strategies.

A. Insurance Coverage

1. The University maintains all-risk fine arts insurance on permanent collection objects (Appendix T). Insurance records and reports will be maintained by the collections department as required. The Director of Collections shall periodically advise university Risk Management on valuation of the permanent collection.

   a. Policy insures fines arts and collectible objects of every description, and as referenced in the schedule of values submitted to insurers, including but not limited to paintings, drawings, prints rare books and manuscripts, rugs, tapestries etchings, photographs, photographic negatives, tintypes, photographers' notes, numismatic objects, jewelry, sculpture, ceramics, video artwork and other *bona fide* works of art, or rarity, historic value, or artistic merit.

   b. All risk physical loss or damage from external causes (Exclusions: war, invasion, acts of foreign enemies, hostilities [whether war be declared or not], civil war, rebellion, revolution, insurrection, military or usurped power or confiscation or nationalization or requisition or destruction of or

damage to property by or under the order of any government or public or local authority; radioactive contamination, chemical, biological, bio-chemical and electromagnetic weapons; cyberattack; sanctioned countries; terrorism)

c. Sublimit:

$500K repair and restoration
$250K non-economic repair (repair work that exceeds the value of the item)
$100,000 any one loss with respect to Terrorism coverage

d. Wall to Wall Coverage:

Nil, increasing to $150,000 each and every loss in respect of Windstorm and Flood and rise in water/sea levels

2. Valuation Basis

Property owned by LCVA – higher of the price paid plus any transit and acquisition costs or current fair market value

3. Territory: Worldwide, excluding Russia, Belarus, and Ukraine.

4. Insurance Conditions Associated with Borrowed Objects:

a. The LCVA will exercise the same care of the Work as it does the safekeeping of its own property.

b. Upon Museum approval of both the shipper and methods of shipment, the Museum will insure the Object(s) wall-to-wall under its fine arts insurance policy for the amount specified is the Agreement against all risks of physical loss or damage from external causes while in transit and on location during the period of this loan; provided, however, that if the Object(s) shall have been industrially fabricated or fabricated with industrially manufactured parts, and can be replaced to the artist's specifications, the amount of insurance shall be limited to the cost of replacement. If no value is specified in this Loan Agreement, maximum coverage shall be the fair market value of the Object(s) at the time of loss or damage.

c. The Museum's insurance policy contains the standard exclusions for loss or damage due to war, invasion, hostilities, rebellion, insurrection, confiscation by order of any government or public authority, risks of contraband or illegal transportation and/or trade, nuclear damage, wear and tear, gradual deterioration, moths, vermin and inherent vice, and for damage sustained due to and resulting from any repairing,

restoration or retouching process unless caused by fire and/or explosion.

d. The Lender agrees that, in the event of loss or damage, recovery shall be limited to such amount, if any, as may be paid by the insurer, hereby releasing the Longwood University, the Museum, any and each trustee, officers, agents, and employees of the Museum from liability for any and all claims arising out of such loss or damage.

e. If the Lender chooses to maintain its own insurance, the Museum must be supplied with a certificate of insurance naming the Museum as an additional insured and a waiver subrogation against the Museum. If the Lender shall fail to supply the Museum with such a certificate and waiver, this Loan Agreement shall constitute a release of the Museum from any liability in connection with the Object(s).

f. The Museum is not responsible for any error or information deficiency furnished to the Lender's insurer or for any lapses in coverage. The Museum will not be liable for any misrepresentation of ownership or attribution. Government regulations will be adhered to in international shipments. Each party is responsible for adhering to its country's import/export requirements.

g. All incoming loans will be insured by the Museum unless otherwise specified by the lender. Outgoing loans will be insured wall-to-wall by the borrowing institution. A Certificate of Insurance is required for all outgoing loans before they leave the custody of the Museum. Certificates of Insurance will be issued to lenders as requested.

h. Unsolicited objects left at or sent to the Museum will not be insured.

B. VALUATION

At the time an object is proposed for acquisition into the collection, a Deed of Gift that includes a donor declared value of the object must be completed. Objects (both donated and purchased) valued between $10,000 and $49,999 will require either an appraisal or if one is not provided by the donor, an Acquisition Value Report to substantiate value. For objects with values exceeding $50,000, an appraisal is required. If one is not provided by the donor, the museum will assume the responsibility of obtaining an appraisal from an independent third-party appraiser.

1. Collection objects covered by Longwood University's fine arts insurance policy are insured for fair market value at time of loss, established by independent appraisals. It is important that collection objects receive

official appraisals as budget permits, when objects are requested for outgoing loan, or if deemed necessary by the Registrar.

2. Promised gifts in the custody and control of the Museum are insured by the Museum with the owner's permission and for a value requested by the owner and agreed upon by the Museum. Those objects in the custody and control of the owner are not insured by the Museum.

3. For borrowed objects, insurance values must be provided by the lender and agreed upon by the organizing Curator prior to the Museum's accepting responsibility for borrowed art objects. Borrowed objects solicited by the Museum for exhibition loan, long-term loan, or possible acquisition will be insured for full value if the Museum insures.

4. Museum staff must never provide lenders and donors with value information. Should donors or lenders need assistance determining value, they should be directed to a licensed appraiser.

C. RISK MANAGEMENT

All Museum staff and volunteers share the responsibility for risk management, since it affects all aspects of managing a collection. Security and preservation of the Museum's collections and works of art on loan are primary considerations when planning activities that involve objects on display, in storage, or in transit.

1. Security

The Director of Operations, in consultation with the LCVA Executive Director, LCVA curatorial team, and LU public safety liaison, is responsible for the formulation of security policies and procedures for the LCVA's downtown galleries. All LCVA staff and volunteers must work together to enforce the security policies within the museum and any LCVA managed gallery.

a. Facilities Access and Use

i. Access to areas other than public spaces is restricted to LCVA staff and volunteers. All doors to the collection areas will remain locked and be key or keycard accessed only. Doors may not be blocked open or left unlocked. Any unidentified person(s) without a proper LCVA ID must be reported to the Director of Operations immediately.

ii. Contractors are accompanied to and from restricted locations by appropriate museum staff. The Director of Operations must be notified prior to all admittance of non-Museum personnel to restricted areas.

iii. Contractors and non-collections staff are not to be left unattended in areas where art is installed, received, released, or stored.

iv. Shippers delivering or picking up art must be accompanied to and from the galleries and storage areas by appropriate members of the LCVA.

v. Staff and others not directly involved with the supervision or physical installation or dismantling of an exhibition are not permitted in galleries during such periods unless authorized by appropriate LCVA staff.

vi. Press and exhibition photographers must be accompanied by an appropriate staff member familiar with the dangers of exposure of objects to the brightness and heat produced by lights.

vii. Photographers may not touch, alter or move art objects. Any movement must be approved and performed by collections staff. When the LCVA is open to the public, a gallery attendant should also be present to ensure unauthorized people do not enter the space.

vii. Visitors permitted to view exhibitions on days or at times the LCVA is closed must be accompanied by an appropriate museum staff member. There are no exceptions to this policy. The practice of allowing visits to exhibitions during nonpublic hours is discouraged, except in certain cases, for example, where a lender from out of town is unable to see an exhibition any other time. Staff accompanying visitors must notify the Director of Operations at the conclusion of the visit to ensure that the gallery is properly closed.

viii. Object safety must be considered when approving tour size, particularly those of children. Group size will be determined by the Curator of Exhibitions in consultation with the Director of Collections. Visitors with backpacks must remove them and be informed never to step backwards during tours to prevent accidental object damage.

ix. The Collections Department must be notified promptly about all special events and programs taking place in areas where art is exhibited to ensure the protection or removal of art objects. Event information provided must include the nature of the activity, date, time and number of people expected.

x. No eating or drinking is allowed in areas where borrowed art is present, unless owners or their agents provide written permission. The Registrar must be consulted prior to requesting permission.

xi. LCVA will ensure works are protected through the addition of extra security guards, and/or installing pedestals or barriers, or removal of artwork from the event/program area.

xii. All artworks must be removed in advance from areas where equipment such as scaffolding will be installed or machines such as scissors-lifts will be required for the installation of special lighting, signs or decorations.

xiii. Open flame is never permitted anywhere within the LCVA.

xiv. Caterers, event managers and florists must be closely supervised by museum staff, particularly when working in restricted areas. Bars may not be installed anywhere near exposed or vulnerable artwork.

xv. Event photographers must be provided guidelines, including the prohibition against touching art or appear to be touching art, or to jeopardize or appear to be jeopardizing the welfare of an object. Artworks must not be used as backdrops for posed photographs (e.g., models) without permission of the LCVA and the artist.

xvi. Gallery checks are made on a daily basis by staff. If an object is removed from an installation, the Registrar must be immediately notified, and a TEMPORARILY REMOVED label installed in its place.

xvii. Objects that are vulnerable and at risk of damage due to placement, lighting, insufficient gallery attendants, etc. may require extra security or protective measures such as stanchions, security screws, light filters, or signage to deter visitor touching. These measures will be made at the discretion of the Registrar and Director of Collections based on professional standards for the safeguarding of objects in the museum's care, custody, and control.

b. Key Control

i. Granting of access (authorization to enter a restricted area) and key issuance (control method for authorized access) is the sole prerogative and authority of the LCVA Executive Director.

ii. Only select museum staff may be issued physical keys to LCVA facilities. All staff will be issued key cards that will allow access to the loading dock entrance and select doors in the Museum. All keys (mechanical or electronic) to the Museum spaces may not be duplicated.

iii. The access and key/key card needs of each staff, student, or volunteer will be assessed by the Director of Operations prior to access being granted or keys issued. Key/key card permits will be only for those areas to which the person is assigned during regular working hours and will not include after-hours access.

iv. Key/key card requests, issuance, turn-in, and safe storage are the delegated responsibility of the Director of Operations.

v. Transferring or loaning of keys is prohibited. Persons who transfer or loan keys are responsible for the actions of the borrower and may forfeit all subsequent access or key permits, be charged for re-keying costs, and/or may face immediate termination of access or key permits.

vi. Volunteers are normally not issued keys/key cards. Limited access of a specified duration may be granted at request of the appropriate department head and only if deemed in the best interests of the LCVA.

vii. All keys must be returned to the Director of Operations at the conclusion of the access period, termination of employment, or completion of course work.

viii. Loss or theft of keys or key cards are to be reported immediately to the Director of Operations.

2. Emergency Preparedness

LCVA's Emergency Preparedness Plan [Appendix B] prioritizes reduction of risk and the mitigation of catastrophic events that have the potential to endanger people and collections. Emergency preparedness anticipates and avoid emergencies, provides strategies to effectively respond when an emergency occurs, and guides the recovery of collections. The LCVA abides by its emergency preparedness plan in the event of a disaster.

a. Disasters are prevented as far as possible through the practice of emergency preparedness measures such as inspections of entire facility and systems and preventive maintenance of the facilities, systems, and equipment.

b. Emergency preparedness measures are based on risk analysis of locally occurring hazards.

c. The LCVA Emergency Preparedness Plan is reviewed and evaluated in consultation with Longwood University's Director of Emergency Management (Police and Public Safety Office) annually.

d. The LCVA's staff contact list is reviewed and updated annually.

e. The plan addresses measures to be taken before, during, and after an emergency.

f. The LCVA Director of Operations and Director of Collections maintain emergency supplies, inventory them annually, and replace as needed.

3. Damage to Collection or Borrowed Objects

Damage should be documented in both written and photographic form in all cases.

a. Damage (direct or indirect) caused by staff members must be reported promptly curatorial staff. Immediate steps by the Registrar, Preparator, or Director of Collections should be taken to prevent further damage to the items in question.

i. The staff member must prepare a written Object Damage Report (Appendix U) and submit it to the Registrar.

ii. A detailed Condition Report (Appendix V) must be prepared.

iii. If the damaged work is on loan to the Museum, the Registrar will alert the lender of the damage and provide a written damage report and detailed condition report. The Registrar will work with the Curator of Exhibitions and Longwood University's Material Management department to coordinate an insurance claim for the borrowed work if loss exceeds the LCVA's deductible.

b. Damage (direct or indirect) caused by a visitor, or suspected to have been caused by a visitor, must immediately be reported to curatorial staff, who will then inform the Executive Director. Immediate steps by collections and exhibitions staff must be taken to prevent further damage to the items in question.

i. The Registrar must prepare a written report, acquiring information from all relevant parties. If the visitor-caused

damage occurs or is discovered on a weekend or other time when collections or curatorial staff is unavailable, the gallery attendant must verbally inform an appropriate supervising staff member, at home if necessary, and will prepare and leave a written report for follow-up by the Registrar.

ii. If the damaged work is on loan to the Museum, the Registrar will alert the lender of the damage and provide a written damage report and detailed condition report. The Registrar will work with the Curator of Exhibitions and Longwood University's Material Management department to coordinate an insurance claim for the borrowed work if loss exceeds the LCVA's deductible.

c. Damage caused by environmental failure, must immediately be reported to curatorial staff, who will then inform the Executive Director. Immediate steps by collections and exhibitions staff must be taken to prevent further damage to the items in question.

i. The Registrar must prepare a written report, acquiring information from all relevant parties. If the environmental damage is discovered on a weekend or other time when collections or curatorial staff is unavailable, the gallery attendant must verbally inform an appropriate supervising staff member, at home if necessary, and will prepare and leave a written report for follow-up by the Registrar.

ii. If the damaged work is on loan to the Museum, the Registrar will alert the lender of the damage and provide a written damage report and detailed condition report. The Registrar will work with the Curator of Exhibitions and Longwood University's Material Management department to coordinate an insurance claim for the borrowed work if loss exceeds the LCVA's deductible.

XIV. DOCUMENTATION AND RECORDS

Documentary control is an essential element in the sound management of the museum's collections, and allows for the easy retrieval of information, location of the object, and the object itself. The LCVA is committed to creating, maintaining, and securing accurate and complete records of its collection.

Creation, maintenance, and preservation of permanent collection accession records, loan records, records of deaccessioned objects, insurance records, and records for objects borrowed for exhibition are the responsibility of the Registrar. Documentation is maintained in electronic and paper formats that are housed in the Collections Department. Retrieval is

through the use of the accession number or loan number as appropriate. Inventory is conducted using one of these numbers as appropriate.

A. RESPONSIBILITIES

1. The collections department and curators are responsible for compiling information on collection and loan objects that fall within their jurisdictions (i.e., donor/lender contact information, object information, etc.).

2. The Registrar is responsible for creating and maintaining records on collection objects. The Curator of Exhibitions is responsible for creating and maintaining records on loan objects.

3. The Registrar maintains records that pertain to the conservation assessment and treatment of collection objects.

B. CONFIDENTIALITY

1. Access to confidential information in curatorial, registration, or conservation records will be restricted to only those persons with a right-to-know. The right-to-know rests with the Director of Collections, Registrar, and ultimately the Executive Director.

2. Confidential information, relative to collection or loaned objects, includes purchase price or original donation values, insurance valuation, storage locations, and acquisition source. Confidential information, relative to donors or lenders, includes names, street addresses, email addresses, telephone numbers, and fax numbers.

3. Anonymity of donors, previous owners, or lenders must always be respected when those persons have requested it, to the degree permitted by law.

C. PHOTOGRAPHIC RECORDS

1. The Registrar shall be responsible for arranging photography of all permanent collection objects as they are acquired. All photographs shall be maintained in files that are controlled by the Director of Collections.

2. Objects on loan to the Museum may be photographed in various formats for purposes such as documentation, educational use, or publicity purposes, provided that the Museum has permission from the lender to do so.

3. The Museum's exhibition and displays shall be documented photographically.

D. PERMANENCE

Records relating to the Museum's collections, including but not limited to acquisitions, accessions, deaccessions, loans and exhibition records, are considered a permanent part of the Museum's holdings, and will be preserved for posterity as part of the Museum's mission-based obligation to present and future generations.

E. CATALOGUING

Cataloguing is the methodical classification of an object and is comprised of the identification and description of each object in detail, and the assignment of a unique identifying number. Cataloguing is part of documentary control of the collections, placing the object into proper context and determining information important and unique to that one object. The catalogue provides a centralized place for all known documentation of an object for effective management.

1. The LCVA maintains a unified cataloguing system using accession numbers. That system is both handwritten and electronic (collections database). Terminology is standardized and codes are not used. The standardized categories basic to all collecting divisions are supplemented by additional categories as needed to customize the catalogue of each collecting area.

2. All accessioned collection objects are catalogued in a timely manner.

3. The accession number system utilized by the LCVA is alpha-numeric and includes the calendar year of acceptance, followed by a number indicating the sequence of transaction, followed by the number of objects in the transaction. The calendar year is written in full, and the number of order of acceptance is separated by a period from the year (e.g., 2019.1.1). Each accession, whether it consists of a single object or collection of objects, is assigned one unique accession number.

4. Cataloguing is the responsibility of the Registrar and Director of Collections, and only they have the authority to assign catalog numbers within the appropriate collecting division.

5. Objects may not be loaned until they are accessioned and catalogued.

6. Unaccessioned objects shall be clearly identified with a numbering system to differentiate these objects from permanent collection.

    a. Education Object – EO prefix (e.g., EO2024.1.1

    b. Temporary – TMP prefix (e.g., TMP2024.1.1)

    c. Campus Loan – CL prefix (CL2024.1.1)

    d. Found in Collections – FIC prefix (e.g., FIC2024.1.1)

XV. INVENTORIES

Regular inventorying of collections ensures accountability for objects in the custody of the LCVA. Inventories provide important opportunities to check condition, environment, records, and security for all objects.

A. RESPONSIBILITY

The Director of Collections ensures that periodic physical inventories are conducted to establish that recorded collection objects are accounted for and to verify location records.

The Registrar, in consultation with the Curator(s) and Director of Collections, will monitor and update conservation records and will make recommendations for conservation of appropriate works. A periodic schedule for review of conservation needs for the permanent collection will be carried out in conjunction with a qualified conservator.

B. TYPES OF INVENTORIES

The LCVA practices five types of inventories: accessions, property control, spot-check, relocation, and comprehensive.

1. Each **accession** must have an accounting of the incoming objects and documentation to provide a baseline. Accessions inventory is the responsibility of the Registrar.

2. A **property control** inventory is conducted every other year accounting for all objects that are valued at $5,000 or more.

3. A **spot-check** inventory is conducted on a regular basis as needed for a specific group of objects, cabinet, or shelf. Spot-check inventory is the responsibility of the Registrar.

4. A **relocation** inventory is conducted at any time an object or collection is moved. Relocation inventory is the responsibility of the Registrar.

5. A **comprehensive** inventory is performed for each collection category every 10-15 years, conducted over the course of two years.

C. UNLOCATED OBJECTS

If an object is unlocated during any of the above types of inventories, the Director of Collections will:

1. Conduct interviews with any personnel who may have been in contact with the object prior to disappearance

2. Review Collections Committee minutes, exhibition records, and archives to acquire additional information

3. Notify the LCVA Executive Director, Longwood University Provost and Vice President for Academic Affairs, and Longwood University Risk Management; record all information in the database and object file; and keep a log of missing objects

4. If after two comprehensive inventories the object is not found, the Director of Collections will process an insurance claim and a notation will be made in the records. The records will remain in perpetuity in the event that the object is recovered.

D. UNDOCUMENTED DAMAGE

1. Objects located during inventory with previously unreported damaged during any of the above types of inventories must be reported to the LCVA Executive Director and appropriate Curator(s) in writing within 24 hours.

2. Document the area and/or damage and file an incident report within 24 hours of observed incident, with copies to the LCVA Executive Director, Longwood University Risk Management-and campus police; assist with any investigation.

3. Take measures to ensure that a similar incident does not occur in the future.

4. Work with professional conservators to obtain a treatment proposal, cost estimate, and timeline for the repair of any damaged works in a timely fashion.

5. Report conservation plan to the appropriate Curator and Executive Director for approval.

6. Schedule conservation, ensure that a well-defined agreement with conservator is in writing, arrange transportation and packaging, and provide oversight.

7. Ensure proper documentation (including written and photographic documentation) of conservation.

8. Record all information in the object record.

E. MISSING OR DAMAGED WORKS ON LOAN

If *works on loan* are noted as damaged or missing during inventory, the Curator of Exhibitions will

1. Report all problems to the Executive Director and Lender in writing within 24 hours.

2. Document the area and/or damage with photographs, sketches, floorplans, etc. and file an incident report with the Registrar, Executive Director, and campus police and assist with any investigation within 24 hours of observed incident.

3. Work with University campus police on reporting and recovery.

4. Initiate action plan within 24 hours.

5. Complete initial reports to Executive Director and University administration regarding insurance claims within 24 hours.

6. Take measures to ensure that a similar incident does not occur in the future and promptly convey information to Executive Director, staff, and appropriate University administrators.

7. If conservation is needed and authorized by the lender, work with professional conservators in obtaining a treatment proposal, cost estimate, and timeline for the repair of any damaged works promptly.

8. If conservation is refused by lender and will cost less than value of the work, facilitate the paperwork necessary for the lender to receive monetary compensation for conservation treatment and return the work to the lender.

9. If conservation is agreed to and will cost less than the value of the work, obtain written approval of the treatment plan from the lender and the Executive Director.

10. If conservation will cost more than the value of the work, facilitate the paperwork necessary for the lender to receive monetary value of work based upon appraisal information provided in loan contract; the work becomes property of the LCVA, and its disposition will be determined by the Collections Committee.

11. If conservation is approved, schedule conservation, ensure that a well-defined agreement with conservator is in writing and signed by the lender and Executive Director, arrange transportation and packaging, and provide oversight.

12. Ensure proper documentation, including written and photo documentation, of process and conservation.

13. Record all information in loan files.

14. Provide copies of documentation to lender.

XVI. LOANS

Borrowing and lending objects are inherent practices in a museum and require specific procedures to assure object management. Loans do not involve transfer of title but are the temporary reassignment of objects from the LCVA (outgoing) to another institution or to the LCVA (incoming).

All loans are for a defined period of time and for the stated purposes of exhibition, research, education, or inspection. Third party or permanent loans and commercial use of loaned materials is prohibited.

The Museum will loan objects from the collection to institutions for exhibitions or organized projects that are consistent with the educational goals and purposes of the Museum. In deciding whether to loan an object, the staff will consider its importance to the collection, its rarity, its fragility and ability to withstand travel.

A. AUTHORITY

Loans are by authority of the Executive Director, Curator, Registrar, and Director of Collections. Loans are initiated by the appropriate Curator and transmitted in writing for processing to the Registrar. A written Loan Agreement must accompany every loan with specifications on rights and responsibilities of each party. The Loan Agreement must stipulate the conditions of the loan to ensure adequate storage, environmental protection, and safety precautions during transit, handling, and use. Loan Agreements are kept on file in the collections office and with the appropriate Curator. It is the responsibility of the Registrar to notify the Curator of the return and completion of a loan. The Registrar, in consultation with the Director of Collections, establishes the procedures for packing and transportation of all loans. Electronic signatures and electronic copies of loan documents are acceptable.

B. APPROVAL

All loan activities (outgoing or incoming) that require a financial or physical commitment by the LCVA of other than a minimal nature, or obligates the Museum to other than normal investment in the care, maintenance, or protection of an object, must be approved by the Executive Director and Curator.

C. OUTGOING LOANS

LCVA collections are maintained for the benefit of its students and the public, and objects are loaned to reach a wider audience and facilitate research. While on loan, objects must be afforded at least the same level of care and protection as provided by the LCVA. Because of these considerations, loans are made only to other similar institutions, non-profit agencies, and educational organizations.

Outgoing loan requests for domestic venues should be received at least six months in advance, and at least one year in advance for international venues. Final exhibition dates and all supplementary materials (facility reports, environmental readings/recordings) and any other required material must be received no later than four months in advance of the exhibition opening date for the request to be considered.

Requests for outgoing loans must be approved by the Executive Director after consultation with the Director of Collections, Registrar, and appropriate Curator. Requests for loans must state in writing the intended use of the work(s) of art and the period for which the work(s) of art are required and provide a completed copy of the most recent version of the American Alliance of Museums General Facilities Report for review and approval prior to the loan authorization.

Only LCVA owned and fully accessioned objects are considered for loan. Unaccessioned or uncatalogued collections will not be loaned. The Executive Director, Director of Collections, or Registrar may further restrict the kinds of objects or materials eligible for loans based on nature, rarity, monetary value, research priority, and/or management considerations of the objects.

The LCVA does not lend to commercial galleries under any circumstances.

1. Outgoing Loan Request Considerations

    a. Acceptable Loan Purposes

        i. Public exhibition as part of a temporary installation or loan exhibition.

        ii. Research, destructive analysis, or related educational purposes for stated institutional purposes.

        iii. Conservation, identification, or examination.

    b. Loan Request Evaluation

        i. Availability of the object.

        ii. Ability of the object(s) to withstand the physical conditions presented by the loan (packing, transportation, handling, light, environmental conditions).

        ii. Adequacy of the proposed borrower's facility and ability to meet required security standards.

        iv. Amount of lead time given to properly prepare the loan.

        v. Schedule of pre-existing loan agreements and staff availability to prepare the loan.

vi. Importance of the exhibition, particularly new contributions to the scholarly dialogue or new audiences for the work(s).

vii. Published scholarly catalogue in conjunction with the project.

viii. Importance of the solicited object(s) to the exhibition.

ix. Loan history of the work.

x. Physical condition of the object.

xi. Time and expense of any required conservation of the work.

xii. Ability of the borrower's staff to handle and install the object(s).

xiii. Availability of an appropriate LCVA staff member trained to accompany the loan, if necessary, and oversee conditioning, unpacking, installing, deinstalling, and repacking.

2. Outgoing Loan Conditions

Once a preliminary determination has been made that an institution is qualified to borrow a given work or works of art from the permanent collection, the borrowing institution must agree in writing to LCVA Outgoing Loan Conditions (Appendix W) before the physical transfer may take place.

a. The LCVA and Longwood University maintain proprietary rights over the object(s) loaned.

b. Borrower must provide proper care and security, and provide a facility report for verification of their environmental, storage, exhibition, and security conditions and procedures for the handling and transit of objects. Objects must be packed and transported in the safest possible way in accordance with the nature and condition of the objects.

c. Borrower will pay all costs associated with preparing the loan, including any necessary conservation/treatment, handling, packing, insurance and transportation of the work(s) of art. The method of transport must be approved by the LCVA.

d. The loan period should not exceed six months or one year if the exhibition is part of a multi-venue traveling exhibition. Request for an extended loan period will be considered on a case-by-case basis. Review and approval are at the discretion of the Director of Collections and Registrar based on the condition assessment of the object. Returned loan objects must undergo inventory and

evaluation by the Registrar and Director of Collections before being loaned again.

e. All objects sent out on loan are insured by the borrowing institution. Current and reasonable values are to be determined by the LCVA Registrar in consultation with the appropriate Curator. Insurance must be all risk, wall-to-wall coverage. The borrower must issue a Certificate of Insurance for the borrowed artwork(s) prior to transportation of the loaned objects. The borrower will assume full responsibility for any loss of or damage to the work(s) of art while in transit or at Borrower's location. If the borrowing institution is unable to provide insurance, the LCVA cannot approve the loan.

f. The Registrar must be notified when cancellation of or changes in insurance coverage occur. The loan then may be subject to cancellation. Failure to maintain adequate insurance coverage in no way releases the Borrower from liability for loss or damage.

g. Insurance claims for damaged or lost objects are the responsibility of the Borrower.

h. The Registrar must complete a condition report prior to outgoing shipment of a loan and after its return to the Museum. The condition report must include photographs and becomes part of the object record. The Registrar is also responsible for providing appropriate information to the borrowing institution relating to a loan. Borrowers will be required to sign a receipt attesting that the condition of the work(s) of art when received and unpacked at the destination is/are the same as described at the time of release by the lender. The Borrower will sign and promptly return this receipt to the LCVA.

i. Objects on loan cannot be altered, cleaned, or repaired nor may the work(s) be unframed or modified in any way either for display or for research purposes unless permission to do so is authorized in writing by the Executive Director after consultation with the Director of Collections and the appropriate Curator.

j. LCVA loans must be identified for exhibition and publication with the credit line supplied by the museum.

k. LCVA may require that an outgoing loan be accompanied by an LCVA staff member serving as courier for both incoming and outgoing transit. The courier will supervise all packing, mounting and condition reporting; all courier expenses will be the borrower's responsibility.

l. Although the LCVA considers lending works from its collection a key element of its strategic plan and central to fulfilling its mission, the Museum reserves the right to require a loan fee for preparing and providing materials from the collection for loan should circumstances necessitate it.

m. Borrower photographs, reproductions, and replicas of borrowed objects may only be used for documentation, research, exhibition, and educational purposes unless otherwise agreed to with written approval by the LCVA. Lighting conditions, environmental alterations, and other conditions of reproduction and replication must be provided by the LCVA Registrar and/or Director of Collections.

n. LCVA must be credited in all publications and exhibitions associated with the loan object, including photographs and reproductions, and must receive two (2) copies of any publication. The object(s) should be identified by its catalogue or accession number.

D. INCOMING LOANS

LCVA will never have the space or financial resources to house every object that it might utilize in one of its various education, exhibition or research projects. The Museum will at times borrow objects for its programs to fulfill its strategic priorities. These include the pursuit and fostering of interdisciplinary collaborations that spark creative inquiry; engaging and inspiring our community through transformative art experiences rooted in our collections and programs, strengthening our connections with one another, and fostering social and physical well-being; and contributing meaningfully to contemporary conversations with our peer institutions.

Incoming loans are approved by the Executive Director in consultation with the appropriate Curator and are requested only for specific purposes and periods of time. The Museum strongly discourages long-term loans that are not related to exhibitions or specific pedagogical purposes. Unless the lender requests to provide their own insurance coverage, the museum will cover all incoming loans under its All-Risk Fine Arts policy. A Certificate of Insurance will be issued.

1. Acceptable Incoming Loan Purposes

   a. Exhibition as part of a temporary installation or loan exhibition

   b. Research or related educational purposes for stated Museum purposes

   c. Inspection and study as possible donation or purchase.

2. Incoming Loan Responsibilities

   a. The LCVA Registrar, in consultation with the Curator of Exhibitions, is responsible for ensuring the proper security and handling of the work(s) of art, including the creation of condition reports, issuances of certificates of insurance (COI), and accurate location tracking of the loan and, if applicable, immediate damage notification to the lender.

b. If the lending institution or individual does not provide a loan agreement, the LCVA will use its incoming Loan Agreement (Appendix X) to document the incoming loan. The Museum must exercise at least the same care with objects on loan as it does with its own objects. No modifications will be made to such objects without the prior consent of the owner.

c. LCVA uses an alpha-numeric to track loans, which includes the letter L (for loan), followed by the calendar year of the loan, followed by a number indicating the sequence of the loan, followed by the number of objects in the loan. The calendar year is written in full, and the sequence number and number of objects are separated by a period from the year (e.g., L2000.1.12). Each loan, whether it consists of a single object or collection of objects, is assigned one unique loan number. Loan numbers apply to incoming loans.

d. Extended loans (long-term loans) must be available for sudden withdrawal by the lender, unless otherwise specified in the loan receipt. When informed of the death of a lender, the Museum must promptly notify the family or heirs of the lender that the Museum has possession of property of the deceased.

3. Incoming Loan Conditions

a. No object will be accepted on loan that has been acquired by illegal and unethical means. Loan objects can be received only from the legal owner or authorized agent.

b. Loans of personally owned objects from LCVA staff members, the University administration, the Longwood University Board of Visitors, or their immediate families are discouraged unless there is a clear curatorial benefit to the LCVA to include such works in an exhibition. Any such loan must be reviewed and approved by the LCVA advisory board.

c. The impact that a proposed loan may have on the overall operation of the museum must be taken into consideration. If the loan will place an undue hardship on the LCVA, the merits and drawbacks of the request for, or acceptance of, a loan should be carefully weighed.

d. The LCVA must have the ability to ensure the preservation and security of the object. This includes maintaining an acceptable environment, proper handling by trained staff, adequate human security, electronic security measures, fire detection and suppression systems, disaster preparedness and mitigation, and appropriate shipping including the use of couriers, if required.

e. The museum must adhere to any requirements that are stipulated by the lender as part of the loan agreement, to the degree possible under applicable law.

f. The museum should not accept loans for storage.

g. All incoming loans or deposits, solicited or unsolicited, shall be accompanied by appropriate forms or written documents that are maintained by the Registrar and shared with the appropriate curator.

h. Loans must be consistent with the LCVA's Code of Ethics. The museum must examine the lender's relationship to the institution to determine if there are potential conflicts of interest, or an appearance of a conflict, such as in cases where the lender has a formal or informal connection to the LCVA. The museum shall also consider the ethical implications of borrowing specific objects in terms of the illicit trade in antiquities or claims of restitution or repatriation.

i. All incoming loans must be insured. It is the responsibility of the Registrar, in consultation with the Curator of Exhibitions, to make appropriate arrangements for insurance of the loan objects. All incoming loans that are insured must include the conditions:

    i. All incoming loan agreements must include Longwood University and Commonwealth of Virginia standard provisions.

    ii. It is the responsibility of the lender to set insurance valuations. The type of valuation must be stated on the loan agreement (fair-market, replacement, conservation, material, or special consideration).

    iii. The LCVA does not provide evaluations or appraisals for a loan object(s).

j. The Registrar may require the lending party to certify that the loan object(s) can withstand ordinary strains of packing, transportation, and handling. The Registrar may request that the lending party send a written condition report prior to the transportation of the object(s). It is the responsibility of the LCVA Registrar to monitor the condition of the loan object(s).

k. Upon receipt of the loan by the Registrar, the object(s) must be inventoried, inspected, photographed (where appropriate), and written notation made of the findings.

l. Any inconsistency in the loan inventory or any change in the condition of the loan object(s), must be reported immediately to the Registrar and the appropriate Curator. The Registrar must notify the lending party and, when

appropriate, notify the insurance company and prepare a full condition report.

m. It is the responsibility of the Registrar to handle insurance claims in consultation with the appropriate Curator.

n. The LCVA Registrar is responsible for the prompt return of the loan object(s). The object(s) must be inventoried, inspected, photographed (when appropriate), and written notations made of the findings on an outgoing condition report.

o. The LCVA reserves the right to cancel a loan or remove the loan object(s) from exhibition at any time. All loans are for a set period of time that is listed on the loan agreement.

p. Packing and shipping arrangements of a loan object(s) are the responsibility of the Registrar.

q. The Registrar or appropriate Curator should notify a lender of the LCVA's intent to terminate a loan for an object(s) for which a written loan agreement exists.

r. Property on loan to the LCVA for five years or more, and for which no written loan agreement exists, and to which no person has made claim according to the records of the LCVA, is considered abandoned.

s. Loans are returned to the lending party identified on the loan agreement at the stated address unless an authorized agent of the lender has given notice of change of ownership or location.

E. CAMPUS LOANS

LCVA maintains a Campus Loans Collection distinct from its permanent collection for use in campus staff offices. Permanent Collection objects are made available on a case-by-case basis for display in the offices of the president, provost, vice-presidents, and college deans, provided that the conditions for the loan are met and consistently followed. Final selection of artwork is under the discretion of the Director of Collections in consultation with the Executive Director and appropriate Curator.

1. Campus Loan Request Process

   a. Request for loans of works of art should be made in writing (or email) to the Director of Collections and be accompanied by a completed LCVA Campus Loan Request form (Appendix Y). Borrowers agree to comply with conditions and eligibility requirements.

   b. Campus Loan Request Borrower Information

i. Proposed space description (private office, semi-public office/suite), public access area (e.g., corridor, lobby)

ii. Security measures in place

iii. Environmental conditions

iv. Access hours (when space is unlocked and locked)

v. Type of work preferred (paintings or prints)

vi. Aesthetic preferences (abstract, representational, experimental, conceptual, portraits, landscapes, genre/still life, other subject matter, etc.)

c. Once the request is received, the Director of Collections will place the request on an active waiting list. The wait will depend on the size of the current list, as well as other LCVA priorities, including collection care, exhibitions, and public programming.

d. The Director of Collections will contact the borrower to set up a site inspection appointment to be held in the space that the artwork will be installed.

e. LCVA staff will review the request and propose a list of works to match the Borrower's criteria as closely as possible. These images will be electronically sent to the main contact/liaison for the Borrower as a PDF object checklist. In-person viewing of the artwork selected may be scheduled at the Museum before a final selection and prep work needed has occurred.

f. Once work has been selected, any framing needs will be assessed, and the borrower will be notified if additional charges need to be applied. All expenses must be approved by the LCVA Executive Director in consultation with the Director of Collections.

2. Campus Loan Conditions.

a. The Borrower agrees to make the work available for exhibition and study purposes at the request of the LCVA. A formal request will be made at least one week in advance. If the work is needed for an extended period of time, a replacement work will be made available.

b. A staff member or department head in the office will assume responsibility as the contact person for the safety of the objects on loan. This contact person is expected to assume responsibilities

outlined in the Campus Loan Agreement (Appendix Z), and be prepared to give LCVA sufficient notice (at least 10 business days except in the case of emergency) for movement or altering the work on loan to their office. The contact person is also the main advocate in the office for the care and preservation for the works on loan, including overseeing the safety, treatment, and security of the works while in their care.

c. Works of art covered by this agreement shall remain in the condition in which they were received. Objects may not be unframed, removed from mats, mounts or bases, cleaned, repaired, retouched, or altered in any way whatsoever, and no materials are to be attached to paintings, prints, or frames. LCVA numbers or tags may not be removed.

d. LCVA staff will conduct an annual inventory of Campus Loan works. The borrower agrees to make the works available for inventory purposes. In addition, Museum staff will periodically monitor environmental conditions by visiting the spaces an assessing temperature, humidity, and light levels.

e. Should loss, damage, deterioration, or theft occur while on the Borrower's premises, the Director of Collections must be informed immediately. If possible, damaged objects should remain on site until an appropriate museum staff member can visit the site and determine the best method of removal.

f. The LCVA will determine the suitability and security and environmental conditions for the safety of the object before it is placed in any area. Once the object is installed, it may only be moved by the LCVA.

g. LCVA collections staff must supervise installation, maintenance, and other factors affecting the safety of the object. Movement and removal of objects must be performed or supervised by appropriate LCVA staff.

h. If renovation or any other facility work is to take place at the site where the loan object is installed, all artwork in the area must be returned to the LCVA for the duration or an appropriate storage location must be identified and approved by the Director of Collections and/or Registrar.

i. Borrowers may not loan objects to other offices or individuals.

3. Campus Loan Recall

a. The LCVA reserves the right to recall any object for its own purpose upon reasonable notice to the borrower. The replacement of recalled object(s) is at the discretion of the Museum. If a loan object is no longer desired, the LCVA Director of Collections must be contacted to arrange for its return.

b. LCVA reserves the right to recall works of art that it deems are in jeopardy, which no longer meet the eligibility requirements, or which have been on view longer than advised by LCVA's Director of Collections and/or Registrar, particularly in the case of works of art on paper.

4. Campus Loan Insurance

Only works from the museum's permanent collection are insured under the university's Fine Arts Policy. Campus Loan Collection works are not insured under this policy. The value of loaned objects is confidential and may not be released by the borrower to any other party without the LCVA's written permission.

5. Loan Period

Objects shall remain in the custody of the borrower for the term stated on the loan agreement. Upon completion of an inventory and condition report, campus loans may be renewed provided the condition of the work warrants its continued display.

6. Campus Loan Photography

The object(s) may not be photographed or reproduced in any way. The LCVA might not be the holder of all rights associated with the object(s), such as copyright, and additional clearances from outside organizations may be required prior to reproducing the object(s); therefore, all rights and reproduction requests for loaned objects should be referred to the Director of Collections and/or Registrar.

F. TEMPORARY DEPOSIT OF NON-LOAN OBJECTS

Frequently, objects other than formally requested loans are temporarily placed in LCVA custody for examination, attribution, identification, exhibition and/or study; such objects may be accepted for this purpose by the Executive Director, Curator(s), or Director of Collections.

The LCVA Director of Collections/Registrar should always be notified prior to the delivery of an object. Museum staff should not accept artwork without the proper documentation provided by the Director of Collections/Registrar, who will issue an incoming receipt with the object's stated purpose to the owner upon taking custody of the object. Upon release of such objects from the Museum, the Director of Collections/Registrar will issue an outgoing receipt indicating that the museum is releasing custody to the owner.

The work(s) of art placed in the custody of the Museum for purposes of examination, attribution, identification, exhibition or study are not to be used for display without the express written consent of the owner.

XVII. ACCESS TO COLLECTIONS AND RECORDS

Access to LCVA collections and collection records must be tightly controlled to ensure the safekeeping of both the artwork and confidential information that might be contained within the collection records (digital and hard copy). LCVA is committed to accessibility within the parameters of professional best practices.

A. ACCESS TO COLLECTIONS

The LCVA carefully controls access to collection areas. Control of access to the public, researchers, and LCVA staff limits the opportunities for unauthorized use, damage, loss, theft, and/or destruction of collections. It also aids in the control of human traffic in collections housing areas. The Executive Director will designate those members of the staff who may have unaccompanied access to storage areas. Others, including staff and visitors, may only enter storage areas when accompanied by an authorized staff member.

The Executive Director, in consultation with the Director of Collections and Registrar, may grant temporary access to collections for study purposes on an appointment basis at the convenience of the museum. Such access must be supervised by appropriate LCVA staff and must not in any way endanger the collection. The LCVA reserves the rights to request, verify and evaluate recommendation before providing access to the permanent collection.

1. Collections Storage Access

   a. Physical keys are only issued to select LCVA staff. **Keys are not issued to volunteers or visitors under any circumstances**. Electronic keys will be given to only a select number of staff with limited access to the storage vaults.

   b. Security measures must be in place for access and reducing harm to the collections. Controlled access includes signing in and out, issuance of keys, identification badges, keypads, and security cameras. Reducing harm includes housekeeping, an integrated pest management system, functioning and well-maintained HVAC systems, emergency preparedness, preventive conservation and collections management best practices, record keeping, and insurance.

   c. Access to collections areas by gallery attendants, interns, maintenance workers, outside contractors, and custodial staff must be approved by the Director of Collections and supervised by appropriate Museum staff members.

d. New staff and interns receive training regarding the requirements and responsibilities of their position with regards to collections access.

e. Access is granted on authorization of the Executive Director in consultation with the Director of Collections and/or Registrar. Access to collections is ultimately at the discretion of the Executive Director.

fi. For security reasons, daily access to art storage areas shall be limited to the absolute minimum number of LCVA staff members necessary to conduct museum business.

g. Use of art storage rooms for viewing artworks, or for other purposes, must be scheduled in coordination with the Director of Collections and/or Registrar. They will authorize and accompany persons without regular approved access to gain access to art storage areas. A sign-in log shall be maintained to document the admittance of authorized non-staff persons into the storage rooms.

2. COLLECTIONS RESEARCH ACCESS

a. Collections available for research are those that have been accessioned and cataloged or works on loan for the purpose of scholarly research and publications, with the permission of the lender.

b. Researchers, donors, students, cultural groups, or others seeking access to collections must first present a request to the Director of Collections, who evaluates the risk in consultation with the Registrar.

c. Collections research should be conducted in a secure room separate from the collections housing area unless a general survey of a large number of works is being conducted. The person making the request has access only to the collection objects requested. A relocation inventory is required when materials are moved into the secure room and when moved back into the housing room at the completion of the request.

B. ACCESS TO RECORDS

Access to collection records is restricted to LCVA collections staff, appropriate curators, Longwood University Provost and Vice President for Academic Affairs, Longwood University President, and others designated by the Executive Director. The Director of Collections and Registrar, with the approval of the Executive Director, will develop and maintain procedures for ensuring the confidentiality of appropriate collection records. At the discretion of the Executive Director, Curator, or Registrar, materials from the collection records that are not subject to Longwood University's Confidential Information

Disclosure policies (Appendix AA) may be made available to individuals for purposes of scholarship, education or publicity. At no time will information be shared that could put the object at risk.

LCVA staff will adhere to the Registrar's location movement guidelines of all accession folders. See Appendix for Accessions Folder Movement Form (Appendix BB).

C. COLLECTION OBJECT MOVEMENT

1. The LCVA will follow all accepted professional best practices and guidelines when handling collection objects. Only trained and authorized personnel shall handle objects.

2. The Director of Collections and/or Registrar are responsible for managing all aspects of shipping, including making shipping arrangements for objects, initiating requests for packing and crating, and organizing couriers.

3. Packing of objects for shipment is the responsibility of the Preparator in consultation with the Director of Collections and/or Registrar.

4. Unpacking of artworks shall be performed by the Registrar and preparator in consultation with the appropriate Curator and/or the Director of Collections.

5. Out-of-house transportation of objects must be performed in an appropriate authorized vehicle.

6. The Registrar must record the movements of objects so that they can be located at all times. All staff members who have the authority to move collection objects shall cooperate in a timely manner with the Registrar's movement processes to facilitate location tracking.

XVIII. RIGHTS AND REPRODUCTIONS

A. Use of images of LCVA objects for research, exhibit, publication, programming, and publicity purposes is a common practice and, when used appropriately, such images serve to share the LCVA's collections more widely. The Museum will develop and maintain a file of current photographs and/or digital image files of the permanent collection and exhibition installation photography. Such photographs shall be made available together with appropriate identification, credit line, and documentation for purposes of scholarship or publicity.

B. It is the responsibility of the Director of Collections and/or Registrar to develop and maintain a schedule of fees to be charged for reproducing collection records, supplying photographs and granting reproduction use. Particular care must be taken in this respect to protect intellectual property rights, copyrights and to determine

which collection objects may be restricted. A full credit line citing the appropriate collection of the Longwood Center for the Visual Arts with the appropriate designation (i.e., Museum Purchase, Gift of..., etc.) shall be required when any object from the Museum's permanent collection is published or reproduced.

C. The Executive Director has final authority to determine if an image, in any format, may be made public, or whether to give permission for an image to be used or made public by a third party. Such decisions must be made with consideration for the appropriateness of use, security of information, quality of reproduction, and any applicable copyright considerations. Images should not be used in any situation that is without value or merit or which compromises the integrity of the LCVA.

D. The Director of Collections and/or Registrar maintains negative, transparency and/or digital files for the photographic documentation of works in the collection.

E. All requests to reproduce images from the LCVA's collection must be made by completing an Image Request Form and are subject to the terms and conditions outlined in the Terms and Conditions User Agreement (Appendix CC).

F. Image Reproduction Conditions

1. Photography and Image Reproductions for Personal Use

a. Visitors may photograph, for their own personal use, Museum-owned objects on display using cameras on their phone without flash. No specific permission is required for such photography. Permission is required for the use of a handheld camera with the use of auxiliary lighting equipment and tripods. Photography of objects on loan to the Museum is only allowed if the lender has given permission.

b. To obtain permission to photograph works on exhibit using a handheld camera, auxiliary lighting equipment, or tripod, visitors must fill out the Museum's Request to Photograph/Film form. The Registrar and/or Director of Collections will review the request and determine whether the individual will be granted or denied permission.

c. Students, scholars, researchers, and the general public may obtain images for collection objects for personal use from the Director of Collections and/or Registrar. A request must be made in writing. A User Agreement must be signed indicating that the image will be used for personal use only prior to providing the photograph. A fee may be charged for such photographs. Charges if applicable, must be prepaid.

2. Photography and Image Reproductions for Educational/Research Use

a. Photographic reproduction of collection objects for educational/research purposes is permitted only from images supplied

by the LCVA and only after specific permission has been granted by the museum. Requests must be made to the Director of Collections and/or Registrar. Approval will be granted or denied after review by a curatorial committee composed of the Director of Collections, Executive Director, and the appropriate Curator(s). A fee may be charged, and invoices must be prepaid. Only in special instances will photographic reproductions from images taken by persons not affiliated with the LCVA be allowed.

b. Authorized reproduction of photographic images for educational/research purposes is permitted with the expectation that LCVA will be properly credited. The museum reserves the right to approve all images. Permissions, once granted, are for one-time non-exclusive use; separate permissions must be obtained for any future reproductions. A User Agreement must be signed indicating that the image will only be used for intended purpose stated on the request form prior to providing the photograph.

c. Unless otherwise agreed to by the LCVA, one copy of any publication in which a museum object has been reproduced must be provided free-of-charge to the LCVA. In the case of electronic image reproductions, a printed hard copy should be supplied. The copy will be retained in the Director of Collections or Registrar's office.

3. Photography and Image Reproductions for Commercial Use

a. Photographic reproduction of collection objects for commercial purposes is permitted only from images supplied by the LCVA and only after specific permission has been granted by the museum. Requests must be made to the Director of Collections and/or Registrar using the Image Request Form. Approval will be granted or denied after the Curatorial Committee has given consent. A fee will be charged, and invoices must be prepaid. Only in special instances will photographic reproductions from images taken by persons not affiliated with the LCVA be allowed.

b. Authorized reproductions of images for commercial purposes are permitted with the expectation that appropriate credit to the Museum will be given. The museum reserves the right to approve all images. Permissions, once granted, are for one-time non-exclusive use; separate permissions must be obtained for any future reproductions. A User Agreement must be signed indicating that the image will only be used for intended purpose stated on the request form prior to providing the photograph.

c. Unless otherwise agreed to by the Museum, one copy of any publication in which a museum object has been reproduced must be

provided free-of-charge to the LCVA. In the case of electronic image reproductions, a printed hard copy should be supplied. The copy will be retained in the Director of Collections and/or Registrar's Office.

d. The LCVA reserves the right to deny reproduction permission to any commercial applicant whose product is not acceptable for any reason. The museum may also refuse to accept future applications from a commercial applicant, if, in the museum's opinion, acceptable standards of reproduction, care of materials, or professionalism have not been maintained in previous transactions.

G. GENERAL PUBLIC IN-GALLERY PHOTOGRAPHY/FILMING AND SKETCHING

1. Visitor Photography

a. Visitors are authorized to take photographs-for personal use only. Flashes, selfie-sticks, and tripods of any kind are prohibited, unless permission is secured through the curatorial/collections departments.

b. Visitors requesting permission to photograph with prohibited equipment must submit a formal request to the Registrar. If approved, the collections or curatorial department will schedule a day and time for the photography/filming to take place. An appropriate LCVA staff member must accompany all individuals photographing/filming the collection. Flash bulbs, hand-held flash attachments separate from the camera and tripods are prohibited for non-commercial purposes. It is the responsibility of the curatorial and collections staff to alert security of any special photographic/film restrictions (i.e., loans).

c. All photography/filming is subject to the reproduction restrictions outlined in the Image Request forms. Artworks must not be used as a backdrop for posed photographs or films without permission of the LCVA, artist, and lender (if applicable). Visitors and staff are not permitted to take photographs of individuals touching art or the appearance of touching art or jeopardizing or appear to be jeopardizing the welfare of an object.

d. All photography for publication purposes (including online publication) should go through the LCVA's formal image licensing processes.

2. In-Gallery Sketching

Sketching from permanent collection artworks in pencil is permitted and is subject to any restrictions of copyright. The use of other related dry materials, such as pastel or charcoal, must be requested in writing and approved by the Director of Collections and/or Registrar.

IXX. ACADEMIC FREEDOM

As an academic unit of the University, the LCVA is committed to providing a learning environment that encourages the free pursuit of truth and its free exposition. While the LCVA is cognizant of its diverse constituency, it is also keenly aware of its position within an institution of higher learning to provide catalysts for intellectual discourse. In this role the LCVA considers carefully the content of its exhibitions and programs. It diligently provides professionally developed and researched interpretation as well as educational opportunities for the dissemination and discussion of the content of its exhibitions and programs. However, neither the LCVA nor the University shall censor the content or remove object(s) from exhibition based upon controversy or requests from individuals or groups who may not agree with the content or its physical manifestation. In the event that controversy takes place, the University and LCVA shall work in concert to provide additional forums for discussion and educational opportunities.

The LCVA shall follow the guidelines regarding academic freedom outlined in the Longwood University Faculty Policies and Procedures Manual. For the LCVA "the teacher" shall refer to the Executive Director, Curator(s), Director of Education and Outreach, or other authorized individual acting on behalf of the LCVA in the delivery of exhibitions and educational materials. For the LCVA "the classroom" shall refer to any space in which objects are publicly exhibited or where educational programs are delivered. (Appendix DD)

XX. POLICY COMPLIANCE, REVIEW, AND REVISION

The Longwood Center for the Visual Arts is committed to openness and transparency in the creation and implementation of its policies. Both the LCVA's Code of Ethics and Collections Management Policy are living documents, subject to ongoing change and revision over time.

The importance and complexity of managing the collections and works on deposit make it imperative that this policy be reviewed periodically, updated when necessary, and improved whenever possible. The Chief Curator, Director of Collections, and Registrar shall be responsible for monitoring compliance with the provisions of this Collections Management Policy. Instances of non-compliance must be reported to the Executive Director. Those individuals, with the assistance of the Collections Committee and appropriate staff members, shall review this policy for effectiveness and applicability.

The Director of Collections, Registrar, and Executive Director are responsible for recommending changes to the Collections Management Policy to keep the document current. Staff recommendations for changes should be made to the Director of Collections, who will consult with appropriate administrative and curatorial staff. Any member of the Collections Committee may recommend changes to the approved policies for consideration and review.

New members of the Longwood University Board of Visitors, Longwood University Campus Police, Facilities Management, Capital Planning, Public Safety, Institutional Advancement, Office of Materiel Management, and any other applicable department will be made aware of

policies herein upon any orientation they may receive and are expected to understand policies that may relate to their duties. This policy shall be made available on the LCVA shared drive, LCVA and Longwood University websites, and in hard copy form. LCVA staff should redact portions of the policy that might jeopardize the safety or security of the staff, collection, or facility.

A formal review shall take place no less than every 10 years. Recommendations for revisions to this manual shall be made in writing to the Director of Collections. The Director of Collections is responsible for advising the Executive Director. The Executive Director shall make formal recommendations to the Collections Committee, who then will vote on any changes. Approved changes will then be approved by the LCVA Advisory Board. Final approval rests with the Longwood University Board of Visitors.

XXI. GLOSSARY

Abandoned Property: Objects within the museum lacking clear title such as unclaimed loans, the owners of which are unknown or cannot be located.

Accession: (1) [noun] An object that has been accepted into the museum's collections. (2) [verb] The formal process used to accept and record an object into the museum's collections.

Accessioning: The act of recording/processing an addition to the permanent collection; one or more objects acquired at one time from one source constituting a single transaction between the museum and a source or the transaction itself.

Accession Number: The unique identification number assigned and affixed to each object in the museum's collections.

Acquisition: An object that has been accepted into the museum's collections.

Advisory Board: The group of persons, appointed by the LCVA Executive Director, and approved by the Longwood University president, which convenes periodically and serves to support the museum's mission, functioning as an extension of the Museum's efforts in building support and audience. Advisory Board members serve as community liaisons between the community and the museum.

Appraisal: A valuation of property by an authorized, licensed, and knowledgeable third-party person.

Bequest: Property, the ownership of which is transferred by a will or formal agreement to LCVA through Longwood University.

Catalogue: (1) [noun] A collection of records that classifies and describes objects in the museum's collections. (2) [verb] The act of creating a record that classifies and describes an object in the museum's collection.

Collections Committee: A group of persons which makes recommendations on proposed acquisitions that have values at or above certain set amounts, and which also gives advice on works that are proposed for deaccessioning.

Collections Management/Stewardship: Practices and procedures that prescribe the prudent acquisition, care, display, documentation, loan, preservation, security, disposal of, and accountability for, collection objects.

Collection Object: an object that has been or will be accessioned into the permanent collection

Condition Report: A form completed upon examination of an incoming or outgoing object that notes the physical condition of the work.

Conditions Governing Loans: A document outlining the conditions under which an object will be lent or borrowed; used in conjunction with wording specified in a Loan Agreement form.

Conservation: Planned care of an object, and its environment, to mitigate deterioration, destruction, or neglect conducted by a trained professional.

Credit line: The wording by which a lender, donor, or funding source is officially acknowledged.

Curatorial Committee: A group of museum staff members that discusses collection related issues including but not limited to acquisitions, deaccessions, and loans.

Deaccession: (1) [noun] An object that has been permanently removed from the museum's collections. (2) [verb] The formal process used to permanently remove an object from the museum's collections.

Deed of Gift: A form, signed and dated by a donor and countersigned and dated by the museum Executive Director and Longwood University Provost and Vice President for Academic Affairs, that transfers legal title of a donated object to the museum.

Disposal: The physical act of removing a deaccessioned object from the museum's collections.

Donation: See "Gift".

Exchange: The transfer of ownership of an object(s) from one institution to another institution in return for a different object(s) being given in reciprocation.

Exhibition: The presentation of ideas through the display of objects with the intent of educating the viewer.

Facility Report: A document that provides information regarding building construction and configuration, environmental controls, fire detection and suppression systems, security measures, staffing, and art handling procedures and that is used to evaluate institutions as potential borrowers of objects.

Fake: See "Forgery."

Forgery: An object that was intentionally made or sold for the purpose of defrauding a buyer; synonymous with the term "Fake".

Gift: Something voluntarily transferred without compensation by a donor to the museum.

Incoming Loan: An incoming object placed in the temporary custody of the museum (not involving change of ownership) for display, special exhibitions, research, conservation assessment or treatment, or acquisition approval.

Incoming Receipt: A form which is used when an object is received by the museum; it records information on the object, its owner, date of receipt, condition, and placement of insurance liability.

Insurance Valuation: The monetary value (usually fair market value) of an object used for insurance purposes, generally established by the owner of the work (unless appraised by a licensed appraiser).

Inventory: The act of physically locating objects for which the Museum is responsible and comparing them with museum records.

Loans: Temporary transfers of collection objects from the museum or temporary transfers of similar objects to the museum for stated museum purposes as formalized by a written loan agreement; the transfer of custody does not involve a change of ownership

Loan Agreement Form: A form used between a lender and a borrower that identifies the lender, specifies the object(s) to be lent, and outlines the conditions of the loan and the respective responsibilities of the lender and borrower.

Loan Number: The unique identification number assigned to an incoming loan upon receipt of the work.

Long-term Loan: (1) An incoming loan to the museum for a period of one year or more (with the exception of loans for special temporary exhibitions); (2) An outgoing loan (with the exception of loans for special temporary exhibitions) lent for a period of one year or more.

Museum Staff: Full and part time paid employees of the museum.

Outgoing Loan: An object in the museum's collections, or on long-term loan to the museum, which is lent to a borrower (not involving change of ownership), generally for the purposes of display or special exhibition.

Outgoing Receipt: A form which is used when an object is released from the custody of the museum; it indicates the object involved, borrower information, dates of loan period, date of receipt by the borrower, and placement of insurance liability.

Permanent Collection: Objects acquired by the museum through gift, purchase, bequest, transfer, or exchange that are to be retained for the long term. Designates all works of art owned by the museum as part of its permanent collection.

Preservation: The act of keeping an object and safeguarding it from any harmful changes.

Promised Gift: An object in the museum's custody considered a loan until title has been passed to the museum.

Provenance (or Provenience): The origin, source, and ownership history of an object. Provenience refers to the archaeological context and associations of an object, provenance to that object's ownership, source, custody and history.

Purchase: The act of obtaining ownership of an object by paying money for it.

Record: The documents and information pertaining to the receipt, acquisition, management, and disposition of an object in the museum's custody.

Repatriation or Restitution: The process of returning an object to the people or nation that holds legal title or which otherwise has a legitimate claim to the work. Repatriation generally refers to return to a sovereign entity or community; restitution refers to return to an individual.

Reproduction: An object that was made or sold for the purpose of reproducing an original object but not with the intent to defraud a buyer.

Restoration: The act of returning an object to its presumed original appearance and condition by removing later additions, replacing missing parts, cleaning, inpainting, etc. by a trained conservator. See also Treatment.

Rights and Reproduction Request: A form to be completed by an applicant for the purchase of photographic images of objects in the museum's collection and/or for permission to reproduce such images in a publication or other form. The form records information on the applicant and the intended use of the photographic image, and provides rules governing rights and reproductions issues.

Risk Management: A program of practices and procedures to control losses and minimize damage to objects for which the museum is responsible.

Solander Box: Trade name for a type of large, flat storage box with a hinged lid, typically used for storage of works on paper.

Temporary Deposit Object: An object that is not owned by the museum, but is left temporarily in the museum for other than loan purposes (i.e., attribution, identification, or gift or purchase consideration)

Title: The legal right to possess an object. Possessing "good title" to an object is understood to mean that the object is free of all liens, encumbrances, and claims of any kind.

Touring/Traveling exhibitions: Objects collected by the Curator(s) for loaned exhibitions; usually borrowed from other sources, private and institutional, and consolidated at the museum for exhibition and traveling exhibition tours

Transfer: The conveyance of ownership of an object from one entity to another.

Treatment: The act of returning an object to its presumed original appearance and condition by removing later additions, replacing missing parts, cleaning, inpainting, etc. by a trained conservator. See also Restoration.

Unaccessioned Object: An object that is owned by the museum but not accessioned into the permanent collection; primarily used for study collection and low security loan venues.

Wall-to-Wall Fine Arts Insurance: Insurance that covers an object for loan to a borrower (including transits) from the time it leaves its normal place of rest under a lender's care and control until the time it returns to that normal place of rest.

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XXIII. APPENDICES

A. LCVA Code of Ethics

B. LCVA Emergency Plan

C. LCVA Advisory Board Guidelines

D. Association of Art Museum Directors (AAMD). *Report of the AAMD Task Force on the Spoliation of Art during the Nazi/World War II Era (1933-1945)*

E. American Alliance of Museums (AAM). *Unlawful Appropriation of Objects During the Nazi Era.*

F. Association of Art Museum Directors (AAMD). *Guidelines on the Acquisition of Archaeological Material and Ancient Art*

G. International Council of Museums (ICOM) Red Lists of Antiquities at Risk

H. IRS Form 8283

I. LCVA Collecting Plan

J. Deed of Gift

K. Longwood University Policy #1014

L. Promised Gift Agreement Template

M. Accession Record

N. Association of Art Museum Directors (AAMD). *Professional Practices in Art Museums*

O. Deaccession Record

P. Virginia Statutes Regarding Abandoned Property

Q. Incoming Receipt

R. Outgoing Receipt

S. Housekeeping Guidelines

T. Current All-Risk Fine Arts Insurance Policy

U. Object Damage Report

V. Condition Report

W. Conditions Governing Loans – Outgoing

X. Incoming Loan Agreement

Y. Campus Loan Request

Z. Campus Loan Agreement

AA. Confidential Information Disclosures

BB. Accessioned Object File Movement

CC. Image Reproduction Request/Terms and Conditions

DD. Longwood University Faculty Manual

Vice Presidents' Reports

Academic Affairs

Larissa M. Smith, Provost & Vice President

Highlights

- **Barbara Johns statue receives final Congressional approval to be installed in Statuary Hall at the U.S. Capitol.**
- **Professor Tim Coffey wins DI Faculty Athletics Representative of the Year Award from NCAA.**
- **Prince Edward County wins award for its collaboration with Longwood's Civitae Core Curriculum.**

Academic Affairs

In June 2025, The Virginia Department of Historic Resources (DHR) announced that the Commission for Historical Statues in the United States Capitol (the Commission) has voted unanimously in its public meeting on June 18 to approve the statue of civil rights leader Barbara Rose Johns for installation at the U.S. Capitol. After the statue is reviewed at the federal level by the Architect of the Capitol and approved by the Joint Committee on the Library, it is expected to be unveiled as one of Virginia's two contributions to the Statuary Hall Collection by the end of this year. On August 1, Longwood and the Moton Museum learned that the Joint Committee on the Library had approved the Barbara Johns statue to be installed in the U.S. Capitol. The Commission anticipates an installation date in November or December 2025, with Emancipation Hall as the preferred location.

Dr. Tim Coffey, associate professor of kinesiology, has been awarded DI Faculty Athletics Representative (FAR) of the Year for 2025 from the NCAA's Faculty Athletics Representative Association (FARA). Up until the recent NCAA Division I (DI) governance restructuring, Dr. Coffey served on the DI Council, the Council Coordination Committee, and chaired the Strategic Vision and Planning Committee. He is also serving on the committee that is guiding the transition to the new governance structure. Dr. Coffey has also served on the Competitive Safeguards and Medical Aspects of Sport (CSMAS) and the CSMAS Research subcommittee.

He has been recently appointed to the Field Hockey Oversight Committee and will continue to serve on the Injury Surveillance Program Data Request Advisory Panel.

Dr. Coffey recently finished a sabbatical in spring 2025, where he assisted with the creation of NCAA legislation and policy involving the use of wearable and performance technology and drafted a manuscript on the background and justification of that legislation and policy. In addition to the literature review he completed, Dr. Coffey gave an invited talk, entitled "The current landscape of wearable and performance technology in collegiate sports," at the NCAA Summit on Performance Technology in May 2025.

Brock Experiences

Summer Brock Experiences went well for the four courses that ran this summer. The courses took the following number of students: Yellowstone – 22, New Orleans – 19, Alaska – 23, Chesapeake Bay – 12 (5 Longwood, 7 non-Longwood as part of a National Collegiate Honors Council Civic Seminar). While previous years featured large classes, faculty teaching this year focused on class community cohesion and more personalized mentoring with students. A class size of around 20 students seems to strike a balance between cost effectiveness to students and the ideal faculty-to-student ratio to promote that kind of interaction.

Looking ahead to summer 2026, Brock Experiences will travel back to Yellowstone and New Orleans. This fall, faculty who have completed a Brock fellowship and run "mature" Brock courses will have an opportunity to apply to run a course in summer 2026. Applications will also be accepted for Brock faculty fellows, who will develop new courses that will run in Summer 2027.

The Brock Leaders program begins this semester with 22 students in the inaugural cohort. A full slate of workshops and programs has been planned for the fall to supplement the two shared courses in which the students will participate. Students in the Brock Leaders cohort will participate in two courses that are part of the Civitae Core Curriculum. The first is CTZN 110: Exploring, Connecting, Building: Community-Centered Leadership, and the second is SOC 105: Sociology in Practice. These shared courses will provide a foundation on which they can explore their unique role as citizen leaders. In spring 2026, they will complete another two shared courses that satisfy additional Civitae requirements. In summer 2026, these students will be eligible to participate in a Brock Experience, having satisfied the prerequisites through the Brock Leaders program.

Civitae Core Curriculum

For the last three semesters, Longwood has held its Symposium Day, the capstone of the four-year Civitae curriculum, in collaboration with local Prince Edward County officials in order to give seniors an opportunity to flex their civic capacity for solving problems. In turn, the project demonstrates a trend of strengthening ties between the University and the surrounding community in areas of education, business, government, and housing. The principles of Symposium are to investigate, discuss, and advocate a position on a civic issue based on the common good and to demonstrate skills that are useful to build consensus. Throughout the day,

students strategized ways to address local population decline and develop ways to attract and retain young professionals and families to Prince Edward County. The suggested approaches generated at Symposium were delivered directly to Prince Edward County Administrator Doug Stanley who presented the ideas to the county Board of Supervisors. One of the ideas—to create a community center to serve as a local hub for Longwood students and the community to engage in educational activities, athletics, and recreation in which students could offer assistance—was incorporated into the County's comprehensive plan. The Virginia Association of Counties recently gave Prince Edward County an achievement award for this collaboration with Longwood's Civitae Core Curriculum.

This semester Symposium students will partner to work with Farmville Mayor Brian Vincent, who will task the students with ways to encourage Farmville's economic growth. This fall's Symposium Day will be held Thursday, September 25.

Cook-Cole College of Arts and Sciences (CCCAS)

Over the summer, CCCAS faculty and students have been active with scholarship and performance activities. Some highlights are below:

Dr. David Moore, assistant professor of music and director of the Jazz Ensemble, was commissioned by the Illinois Five Cities Baroque Festival to arrange J. S. Bach's Cantata 140, "Wachet auf, ruft uns die Stimme," also known as "Sleepers Awake," for jazz quintet. He performed the composition at the festival and gave a pre-concert talk/presentation on the arranging process and similarities between baroque music and jazz bebop. He was invited to return to perform with the festival orchestra for the keynote concert in summer 2026.

In May, Longwood representation at the Virginia Academy of Science meeting was excellent with a total of 14 students and faculty in attendance, three oral presentations, and five poster presentations. Two students won awards. Amanda Doty (mentored by Amanda Starr, assistant professor of biology,) received the first-place student presentation award in her section. Hannah Newton (mentored by Jamison Hinkle, lecturer in environmental science) was presented with the Vera Remsburg Scholarship that is sponsored by VAS.

Dr. Ryan Stouffer, associate professor of communication studies, announced that one of his students, Jacob Halloway, won a regional Emmy for the documentary, *The Choice of a Few: The Story of Davis v. County School Board of Prince Edward County*, completed in the COMM 445: Digital Storytelling course. The documentary can be found on YouTube. In total, that makes three regional Emmy awards and an honorable mention awarded to Longwood students over the course of eight years.

In Theatre, Todd Parrott, assistant professor of acting, performed in the summer production of Stephen Sondheim's *Into the Woods*, part of the Virginia Theatre Festival at the Culbreth Theatre in Charlottesville.

Scott Chapman, professor of technical theatre, designed lighting for *Hamlet* for Wolfbane Productions in Appomattox and designed lighting and set and directed *The Play That Goes Wrong* at Waterworks Players in Farmville.

Professor of English Brett Hursey's play *Riding Lessons* was recently produced as a short film by Theater Resources Unlimited in New York City. The movie will be entered into festival competitions and features Elizabeth Teeter, who starred in Broadway productions of *Beetlejuice* and *Heathers,* and Sky Lakota-Lynch, who was recently nominated for a Tony Award for his Broadway performance in *The Outsiders*.

College of Business and Economics (CBE)

The College of Business and Economics placed 82 students in internships this summer, the largest number in recent years. The McGaughy Internship and Professional Development Center secured a continued gift from Enterprise Mobility Inc. to support student-experience programs.

CBE is embracing AI in the curriculum in ways that help promote student learning of content areas, as well as training students to use AI ethically and efficiently. The college approved an AI syllabus statement last academic year. This year, the Brown Bag seminar series at CBE will continue to focus on teaching with AI tools and learning strategies. The college has also embarked on a pilot program with Boodlebox of AI access to all CBE faculty and staff this fall.

Thanks to a contribution from the Longwood Foundation, the College also secured a subscription to *FactSet* for all the students and faculty at the university. FactSet is a provider of integrated financial data and analytical applications used by investment professionals in asset management, investment banking, and other financial markets roles. This subscription will greatly enhance the learning experiences of the CBE students, in particular the Accounting and Finance majors and the MBA students.

CBE faculty have published in top journals and in the popular press this summer. Dr. Hanbing (Harper) Xing, assistant professor of accounting, published a paper, titled "Business Strategy and Blockchain Adoption," in *Accounting Horizons*, a top-tier journal in the Accounting field. Dr. Meg Michelsen, associate professor of marketing, has published a research paper in *Rutgers Business Review* entitled "Stand Out from the Crowd! Sparking Online Consumer Curiosity for Gender-Neutral Fashion Apparel." Dr. Haley Woznyj, associate professor of management, has written an opinion piece at Salon Magazine, titled "Millionaire CEO's rejection of work-life balance exposes the problem with hustle culture."

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

<u>Distinction in Health Professions</u>
CEHHS prepares students to enter careers in high demand health professions including nursing, speech language pathology, social work, therapeutic recreation, and other health sciences disciplines.

- <u>Nursing:</u> The Department of Nursing continues to demonstrate excellence in preparing its graduates for professional practice. During the Summer 2025 reporting period, 100%

of first-attempt student test takers passed the NCLEX licensure exam, sustaining a multi-year pattern of exceptional outcomes and reaffirming the strength of the program. The Board of Nursing will conduct a site visit review of the program in September 2025. Reviews are completed every 10 years in accordance with Virginia regulations.

- Communication Sciences and Disorders: Starting this semester, the Communication Sciences and Disorders (CSD) program introduced an accelerated bachelor's-to-master's degree pathway that allows qualified students to complete the requirements to become licensed speech language pathologists one year sooner, saving time and money while maintaining high academic standards. Longwood's program is the first accelerated CSD program in Virginia.

- Interprofessional Education: A signature event held annually each spring in CEHHS is the Interprofessional Education (IPE) Event. This event convenes hundreds of students and regional employers in case studies to practice working in interdisciplinary teams with other health professionals and educators. Recently, the IPE committee led by Dr. Shannon Salley, professor of communication sciences and disorders, and Dr. Jenn Cuchna, associate professor of health and kinesiology, published an article about Longwood's event, entitled "The Role of Interprofessional Education in Preparing the Next Generation of Pre-Service Professionals: A Pilot Study," in the journal *Teaching and Learning in Communication Sciences & Disorders*. Other contributing authors included Tammy M. Hines, associate professor of library science and head of collections in Greenwood Library; Dr. Karla Collins, professor of school librarianship; and Dr. Jennifer Hutchinson, associate professor of nursing.

Longwood's Commitment to Supporting P-12 Education

Longwood's campus stays busy year-round with activities that support and develop P-12 educators. This summer, CEHHS faculty and staff provided numerous engaged learning opportunities for local educators and schoolchildren through multiple outreach events and camps:

- 21st Annual Summer Literacy Institute: Hosted by the Department of Education and Counseling, the institute brought Virginia educators, reading specialists, and librarians together for professional development featuring award-winning authors and storytellers.

- ITTIP Camps and Summer Programs: The Institute for Teaching Through Technology & Innovative Practice (ITTIP) hosted numerous on-campus day camps, providing children with an opportunity to participate in hands-on courses led by faculty and local teachers on forensic science, art, music, and engineering. Two STEM camps for elementary-age students integrated arts, sports, game design, and LEGO building. An additional 10 STEM campus were provided in partnership with five divisions through a Virginia Department of Education Advancing Computer Science Education grant.

- Call Me MISTER Summer Institute: Longwood's Call Me MISTER program encourages students to pursue careers in teaching. The program co-hosted its annual summer institute on Longwood's campus in partnership with the University of Mary Washington. This year's theme was "Building on Legacy: Being a Person of Influence." The event brought

high school students together with LU and UMW teacher candidates who served as peer mentors and inspiring veteran teachers from around the Commonwealth.

Beginning this fall, the twelve superintendents from the Southside region will bring their monthly meeting to Longwood's campus, meeting at the SEED Innovation Hub. These collaborative meetings convene P-12 school leaders, VDOE representatives, and community college representatives with Longwood's administrators to discuss trends, opportunities, and solutions to challenges.

Faculty and staff are also busy preparing for an accreditation review of all 23 of Longwood's education licensure programs with the Council for the Accreditation of Educator Preparation (CAEP) that will occur in September. The virtual site visit, which occurs every seven years, is held in conjunction with the Virginia Department of Education review.

College of Graduate and Professional Studies (CGPS)

Graduate Studies

The Graduate Studies marketing team created new materials and updated website presence for both the Counselor Education and Communication Sciences and Disorders Accelerated Master's tracks so that current Longwood undergraduates can begin those two programs in their senior year.

Graduate Studies and the Digital Education Collaborative (DEC) teamed up to schedule and conduct interviews for the newly-opened SEED Innovation Hub to capture the stories behind some of their pioneering student projects.

The annual Graduate Professional Development Day was held on August 13, featuring sessions focused on the pedagogical impacts of generative artificial intelligence (GenAI), creating interactive spaces with Canvas Studio, exploring possible grant opportunities, and discussing graduate updates. The day concluded with a tour of the SEED Innovation Hub that sparked rich conversations about ways in which graduate programs, faculty, and students might take advantage of available hands-on opportunities to further explore their content.

Graduate Studies also hired 39 graduate assistants (GAs) to support graduate work across campus in the upcoming academic year. In addition, staff engaged in planning and preparing for upcoming Graduate Immersion Days this September for Counselor Education and Master of Business Administration (MBA) programs, in alignment with and support of the Post-Graduate Success Initiative.

Dr. Sarah Tanner-Anderson '02 M.S. '07, associate professor of educational leadership, has joined the College of Graduate and Professional Studies team as Associate Dean. In this role, Dr. Tanner-Anderson will support graduate programs with curriculum development, assessment and accreditation, enrollment and retention, research and marketability, and graduate outreach.

Dr. Tanner-Anderson hosts the Graduate Studies podcast, Longwood GradCast: Beyond the Degree. This podcast highlights the unique and varied voices of Longwood's graduate alumni

and the impacts of Longwood's master's programs on their respective career trajectories. Episodes now available include:

- Wil Miles '16 and M.S. '17, "Winning Big: From Teacher to Fantasy Football Champion,"
- Devin Kaiser '21 and M.S. '22, "From SPED to STEM Innovation: Stepping Beyond the Classroom,"
- Jason "Ferg" Ferguson, M.S '12, "A New Era in Admissions: Jason Ferguson on Shaping the Longwood Experience,"
- Travis Mason, MBA '22, "The Business of Saving Lives: Powered by an MBA,"
- Daija Fowler, M.S. '23, "Beyond the Clinic: Shaping Lives Through Communication,"
- Maria Hamilton, M.Ed. '21, "More Than Words: A Literacy Advocate's Path to Meaningful Change,"

Professional Studies
In collaboration with the Virginia Department of Education (VDOE), Professional Studies hosted 16 teachers on campus for the week-long Career & Technical Education Institute. In addition, Professional Studies partnered with the Moton Museum in Farmville and the Virginia Holocaust Museum in Richmond for their summer teacher workshops, which are offered on-site at the museums, and offer educators rich learning experiences they can take back to their classrooms.

Digital Education Collaborative (DEC)
For Summer 2025, DEC offered various trainings and professional development sessions for faculty, including the Longwood Online Technology Institute (LOTI) training, an intensive, eight-week session that provides faculty with skills and technical knowledge to design and develop online and hybrid courses. Ten faculty successfully completed the training.

In conjunction with faculty course peer reviewers, DEC also completed eleven course reviews to ensure Longwood's online and hybrid courses meet University standards.

In addition, DEC finalized the roll-out of New Quizzes, an enhanced quizzing tool within Canvas, Longwood's learning management system, that offers modern question types and an improved user experience that supports academic integrity and accessibility.

Cormier Honors College for Citizen Scholars (CHC)

The motto of the Cormier Honors College (CHC) is "Cormier is where cognition unites with compassion to build community." The values of cognition, compassion, and community are introduced to students during the Honors College Leadership Retreat. The 154 CHC students of the Class of 2029 participated in their Leadership Retreat August 18-21.

During the retreat, students participate in workshops facilitated by Longwood faculty and staff. Some of the workshops presented include:

Chemistry, meet art (CHEM): This workshop will explore the interdisciplinary nature of science. We will look at how all of our fields of interest overlap and rely on other fields.

The World of Business (ECON): Students interested in the world of business and economics are invited to a hands-on learning experience on the role of business in society. In this workshop, we will consider central issues and critical perspectives surrounding everyday decision-making. Students will come away with an understanding of the importance of markets and the role they play in the allocation of resources.

AI and Human Flourishing (PHIL): This workshop will use philosophy to help students consider how AI may affect the quality of human life. Students will consider just what a human life is and what it might mean in general for humans to flourish. Then we will consider a possible (perhaps likely) future wherein many people lead AI infused lives. Dr. Blincoe will make the argument that such an AI mediated existence may involve us coming to view humans much differently, thereby accepting another standard for human flourishing. The question will be put to the students whether this possible future is one worth pursuing or not, and what role a Longwood education has in light of such a possible future.

Glam It Up! Liberation Through Art Pop and Glam Rock (HONS/MUSC): Music and performance can be a potent source of liberation personally, socially, culturally, and politically, especially where marginalized peoples are concerned. Art pop and glam rock—which share similar aesthetics and approaches—have influenced generations of music-makers and audiences in myriad ways, while always questioning: What does it mean to be authentic? In discussion and through a few activities, this session will explore the past, present, and future of the influence of art pop and glam rock.

Improving Your Well-Being (HONS/CAPS): This workshop is a snapshot of HONS 251: Well-Being, a hands-on course where students learn about mental health and apply skills to improve their overall functioning and resilience. This workshop will cover the first lesson of the course, which talks about different types of stressors and previews the types of activities you can expect in this class.

Dealing with the Hands We're Dealt (CGE): College is full of competition and collaboration. How are students from so many different schools, hometowns, and backgrounds supposed to know the rules of the game? How do you succeed when you're in a new, unfamiliar place? Join this session for a fun card game that will challenge your expectations and get you thinking about how you can adapt well to new surroundings.

The CHC is compassion-oriented and that was clearly reflected in the Leadership Retreat. Students took over Willett gymnasium and packed over 37,000 meals for the nonprofit organization, Rise Against Hunger.

The CHC is also about strengthening and building community, both on and off campus. The first-year students were introduced to the local community through various activities:

- They all participated in a "Community Quest" exercise where they fanned out throughout campus and Farmville meeting various community members.
- They visited the Moton Museum.
- They kayaked and canoed at the Sandy River Reservoir; they "walked in the trees" at Sandy River Adventure Park; and they rode bikes on the High Bridge Trail.

- They dined at local restaurants such as Charley's Waterfront Café, Fish 'n' Pig, Fox & Lamb, La Parota, one19, and the North Street Press Club.

Greenwood Library

Greenwood Library is the lead partner of the Southside Area Libraries Sharing Access (SALSA) Library Consortium. SALSA circulated a total of 5,389 items by courier between libraries in FY25, an increase of 1,473 items. Of that total, Longwood received 571 items from the Farmville, Buckingham, and Cumberland public libraries, and Hampden-Sydney College, and sent 1,402 items to consortium libraries by courier.

Fall is a busy time for Greenwood Library programming. Upcoming events include:

- The library will honor faculty who received promotion and/or tenure in the 2024-25 academic year at the annual Faculty Bookplate Ceremony on September 9, 4:30 pm, in the Greenwood Library Atrium.
- Adam M. Davis, multidisciplinary naturalist and visiting professor of environmental science, will present *transformational nature encounters and relationships: Personal stories and inspirational readings* in the Greenwood Library Atrium, October 21, 4:00 pm. Attendees will have the opportunity to share meaningful nature stories, read brief excerpts from inspirational nature literature, and listen to the stories of others.

Office of Accreditation & Compliance, Assessment & Institutional Research

A new director of assessment, Dr. Anna Kuthy, started on June 25 and is working to reestablish and strengthen relationships with campus partners and the Office of Assessment & Institutional Research (AIR). She has met with each college dean and is working with a team from Student Affairs to administer the NSSE survey in spring 2026. Over the fall semester, AIR staff will test, implement, and train on new Watermark assessment tools; work with the Civitae Committee on improving organization and process of assessment; and bolster the overall assessment process of both academic and administrative units to maintain compliance with SACSCOC expectations and institutional goals.

Office of Teacher Preparation

In August, the Office of Teacher Preparation (OTP) hosted the annual University Supervisor training where 24 supervisors attended professional development. University Supervisors provide supervision for student teaching candidates in their culminating field experience and primarily serve candidates in the elementary education program, the University's largest teacher preparation program.

The OTP also hosted an annual Seminar Day, a celebratory milestone where fall and spring student teachers, University Supervisors, and faculty are welcomed with a keynote speaker and are provided time to meet and collaborate prior to the start of student teaching. For the 2025-2026 academic year, 152 student teachers will be placed across the Commonwealth, the largest cohort since 2020.

A virtual on-site visit by the Council for the Accreditation of Educator Preparation (CAEP) will occur September 22-24 as part of the reaccreditation process. The CAEP external review team, which includes a member from VDOE staff, will interview groups from all aspects of our teacher preparation, including current students, alumni, university supervisors, cooperating teachers, OTP staff, and faculty across both Longwood's undergraduate and graduate programs related to teaching licensure. A draft report of recommendations will be provided by the external review team, and the CAEP Accreditation Council will meet April 2026 to provide the final report and accreditation status to Longwood at that time.

Center for Faculty Enrichment (CAFE)

August is a busy month of programming for the Center for Faculty Enrichment. CAFE hosted its annual New Faculty Orientation on August 11 and 12, along with President Reveley's annual reception welcoming new faculty on August 19. As a means to develop camaraderie and enhance teaching practices, new faculty will participate in a cohort-building, yearlong program to include a reading group focused on teaching and learning. They will also have an opportunity to connect with new faculty at nearby Hampden-Sydney College at the Moton Museum and the Longwood Center for the Visual Arts.

During Graduate Faculty Professional Development Day, held on August 13, CAFÉ offered a series of sessions designed to strengthen teaching, research, and innovation across graduate programs. Faculty explored the role of generative AI in teaching and research, learned to use Canvas Studio for creating interactive video content, and received key updates from the College of Graduate and Professional Studies. Additional sessions focused on strategies for developing competitive grant proposals and on opportunities to integrate resources from the SEED Innovation Hub into graduate education. Together, these sessions provided faculty with practical tools, timely information, and innovative approaches to enhance graduate teaching and scholarship.

In collaboration with the Digital Education Collaborative (DEC), Cormier Honors College, the Civitae Core Curriculum, and the Post-Graduate Success Initiative, CAFE hosted the third annual Undergraduate Faculty Development Day on August 14. Over 120 faculty engaged in a range of interactive workshops, including sessions on the faculty role in students' post-graduation planning, Civitae-focused discussions, an assignment design peer-review workshop, AI Across the Disciplines: Lunch and Learn, and Navigating Disruptive Behaviors in the Classroom: Insightful and Inclusive Approaches.

Center for Global Engagement (CGE)

As if playing for the men's soccer team, maintaining an excellent GPA as an Honors scholar, and coming to Farmville from his home in Argentina wasn't enough of a challenge, Longwood economics major Joaquin Soñez took the opportunity to spend six weeks studying at the prestigious London School of Economics (LSE) this summer. After successful completion of LSE's summer program, Joaquin is back on campus and deep into soccer season, building on what he learned in London in his fall coursework. In total, 63 students left the comfort of home to study this summer in Belize, Costa Rica, Germany, Ireland, Italy, New Zealand, South Korea,

Sweden, Tanzania, and the United Kingdom. Forty-five of those students participated in study abroad programs led by Longwood faculty. Lauren Rice, associate professor of art, and Dr. Melissa Kravetz, professor of history, led the "Art and History of Berlin" course, and Christy Pribble and Elizabeth Zirkle, both clinical educators in nursing, led the "Global Health and Wellness in Ireland" course. Five Lancers participated in Longwood exchange partner Sogang University's summer program in Seoul.

On the international student side, after a recruitment cycle that utilized "armchair" recruitment rather than extensive travel, the number of students enrolling for Fall 2025 will increase by three over Fall 2024. At census, the campus is expected to host 63 international students. Notably, all of Longwood's students were able to obtain or renew their visas and successfully return to campus. Students this fall will represent 22 countries, contributing unique perspectives in the classroom and sharing cultures with the campus community. Longwood's DI athletic teams continue to benefit from both the athletic talent and strong academic performance of the international student athletes, exemplified by Joaquin Soñez.

Baliles Center for Environmental Education at Hull Springs

It has been a very busy summer at the Baliles Center, and reservations going into the fall are robust as well. There has been an increase in usage from a number of new campus groups, including retreats held by the Longwood Women's Basketball Team; Longwood Speech, Hearing and Learning Services; the Student Government Association; Lancer Productions; and the Call Me MISTER programs from Longwood and Mary Washington Universities.

While the addition of the cabins for housing students and faculty/staff has been wonderful, the Baliles Center still needs a full kitchen and dining space to accommodate larger groups. To that end, local architect Krister Allen of Straight-Line Building Design, Inc., of White Stone, has been hired to design an expanded/improved version of the former "camp house." The new structure will feature an exterior river cottage-style, blending with the research lab and new cabins, featuring vaulted ceiling with exposed beams, indoor and outdoor wood-burning fireplaces, an open great room for dining/meeting, a full kitchen, laundry room and restroom facilities. The building will be centered at the southern end of the area where the research lab, cottages and screened pavilion are located.

<u>Grant Opportunities</u>
The Baliles Center will be applying for two grants that help to fund "bricks and mortar" projects. Any grant awards would serve to augment ongoing fundraising efforts to pay for the new "camp house."

In addition, the Executive Director is working with the Northern Neck Planning District Commission to prepare an application for a 2025 Infrastructure, Investment and Jobs Act (IIJA) Grant, awarded to the Virginia DEQ by the EPA. This funding is for the implementation of non-agricultural Best Management Practices, geographically limited to only those areas within the designated "Most Effective Basins (MEB)," which includes the Balies Center at Hull Springs. An award would be used to expand the existing living shoreline in front of the Ames House.

New Connections

The Executive Director and Research Manager are always in search of strengthening existing partnerships and creating new ones at the Baliles Center, especially within the Northern Neck community. Stratford Hall's Executive Director introduced Dr. Lara Coggin, granddaughter of American author John Dos Passos, to the Baliles Center. Ms. Coggin, who has spent her career in education, is now working to establish the John Dos Passos Institute in Westmoreland County as a center for community, education, and environmental sustainability. A September meeting to discuss partnership opportunities has been scheduled. The Longwood University Department of English and Modern Languages gives the annual John Dos Passos Prize for Literature to current American writers who experiment with form, explore a range of voices, and whose work merits further recognition.

Richmond County Schools have reached out and will tour the property in September to incorporate opportunities for their students in environmental science classes. As another example of connection with local schools, a teacher and her students from the Chesapeake Bay Governor's School have been monitoring and recording data for nearly 6 months on two oyster cages housed off the Ames House dock.

Longwood Center for Visual Arts (LCVA)

The LCVA is undergoing its national reaccreditation from the American Alliance of Museums (AAM), which takes place every 10-15 years. As part of the process, the museum reviews and revises all of its governing documents, policies, and procedures to ensure they are consistent with AAM's criteria for an accredited museum. Of the estimated 33,000 museums in the United States, only three percent are accredited; college/university museums comprise only 16% of accredited museums. The revised Collections Management Plan submitted for BOV approval is a product of the reaccreditation process, which includes a site visit from AAM peer reviewers to evaluate staff, collections, operations, and facilities. That site visit will occur in spring 2026.

Over the past five years, the LCVA's education and exhibitions departments have worked collaboratively to increase visitor engagement within the museum galleries. This has included creating gallery sketch packets and hands-on activity areas. This fall the museum's Art-on-the-Go program will surpass 40,000 packets distributed to the community since the program's inception in 2020.

This fall the Longwood Center for the Visual Arts (LCVA) features two exhibitions curated and organized by Alex Grabiec, Curator of Exhibitions. *CHASM: Intuition, Risk, and Certainty* invites visitors to explore art created from a confluence of balanced opposites, nature, and the complex nature of personal symbology. The exhibition, showcasing the artwork of Helen Frederick, Madalyn Marcus, and Randi Reiss-McCormack, is complemented by an important loan of Indigenous Australian works from The Kluge-Ruhe Aboriginal Art Collection at the University of Virginia. It is accompanied by a full-color catalogue featuring an essay by noted American artist and art critic Buzz Spector.

Together, Again is a collection of magical, familiar, and tender moments found in the work of Cozbi A. Cabrera. Cozbi A. Cabrera is the author/illustrator of *My Hair is a Garden* and *Me &*

Mama, which won a 2021 Coretta Scott King Honor and a Caldecott Honor. This artist, dollmaker, quilter, and author takes notice and finds meaning present in everyday experiences. Rooted in family, shared memories, and the warmth from care, Cabrera's themes are present in a variety of mediums. Her paintings, textiles, and dolls bring stories of joy, childhood, and the strength and guidance found in family and friends. The exhibition is part of the LCVA's annual Arts and Letters children's literature illustration exhibition series, which is developed in partnership with the Virginia Children's Book Festival.

Moton Museum

Educational programming is the heart of the Moton Museum's work. In the 2024–25 school year, Moton staff and volunteers hosted more than 4,000 teachers and students.

This summer, Moton staff hosted the fifth annual Moton Museum Teacher Institute. Twenty-one K-12 teachers from across Virginia came to Farmville to participate. Over three days, participants engaged with civil rights and judicial review content, explored Jim Crow recreation history at Twin Lakes, and visited the SEED Innovation Hub. Teacher feedback included:

- "This was the best professional development experience I've ever had … I plan to propose that we revamp the civil rights unit and incorporate the Barbara Johns story."
- "I loved this institute. It was one of the best I have attended."
- "Thank you for the opportunity to learn about Farmville, Barbara Johns and the student-led Civil Rights Movement … The institute was applicable to K-12 and provided rich resources."

Scheduling for educational programs has already begun for academic year 2025–26. The museum also facilitated welcome-back tours for the Cormier Honors College at Longwood and the Hampden-Sydney College Wilson Center. Scheduling is also underway for multiple sections of Longwood's CTZN 110: Inquiry into Citizenship course.

In early August, the fall 2025 Bridge Builders program launched with its first full cohort of 12 students, six each from Prince Edward County High School and Fuqua School. The program emphasizes Virginia history with a focus on Moton content and concludes with a capstone project designed to leave a positive impact on Prince Edward County. A community fundraiser to support the program was held on August 30.

This summer, the Moton Museum hosted Hewan Teka, an intern from Washington and Lee University, who supported Moton's social media, educational and promotional projects. Her work advanced student comprehension of Supreme Court cases, expanded outreach about Moton programming and strengthened Gen Z social media engagement. Social media engagement has grown significantly, with a 25% to 31% increase over the past 28 days. Audiences are especially responsive to short-form video and reels, a trend identified with the support of the summer intern. This underscores the importance of investing in resources to maintain and expand digital storytelling.

Upcoming Programs:

- The Prayer Breakfast series will return Sept. 9, Oct. 14 and Nov. 11, 2025, from 7:30 to 8:30 a.m. Centra Health has provided sponsorship to offset meal costs. As the museum's longest-running program, the Prayer Breakfast continues to serve as a space for community reflection, unity and shared purpose.
- On Friday, September 12, the Moton Museum will host the VA250 Mobile Museum for school field trips, with both Cumberland County and Prince Edward County schools confirmed. On Saturday, September 13, during the Heart of Virginia Festival, the VA250 Mobile Museum will be open to the public, and Moton will launch an incentivized "exploration passport" program encouraging festival-goers to visit local museums. Prizes, including cash and vacation packages, will be provided through community partners.

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

Since August 2024, Longwood faculty and staff members submitted grant proposals to various federal and state agencies, as well as private foundations, totaling more than $23.5M in requests. A few large proposals account for most of the digits in that total, and those remain in review by their respective agencies. The number of digits in a request, though, is not the indication of the significance of the work to be done.

A few highlights of successful proposals include:

Dr. Erin Rierson, assistant professor in biology, received funding from the Virginia Association of Science Teachers and the American Society of Plant Biologists to develop a board game focused on the carbon cycle. The game will be developed in collaboration with our undergraduate students and local teachers, and then it will be made available for use in K-12 classrooms.

Dr. Heather Lettner-Rust, professor of English and Civitae Core Curriculum Director, received funding from Interfaith America through their Civil Pluralism in the Core Curriculum program. Heather will facilitate work by a team focused on piloting a day of dialogue for our CTZN 110 students.

Faculty in the Department of Mathematics and Computer Science received funding from the Commonwealth Cyber program to purchase a specialized work station. It will be used to enhance existing courses by adding new practical hands-on instruction that leverages industry experience and our alumni network.

Dr. Pam Randall, associate professor of education and director of Longwood's program at the New College Institute, received funding from the Virginia Department of Education to provide full financial support to paraprofessionals who will complete Longwood's elementary education program. It is not an overstatement to note that this is a life-changing opportunity for those educators in the Martinsville region.

Office of Student Research (OSR)

The Undergraduate Research Apprentice Program (URAP), Longwood's introductory research and inquiry initiative, has proven highly effective at fostering future engagement in independent research among students. Over 50% of students who participated in URAP have continued to be engaged in undergraduate scholarship after the end of the program. Specifically, out of the 37 students who participated in this program, four students also participated in the PRISM summer research program, three students participated in exclusive summer REU programs at other research universities, eight students completed the Senior Thesis program, eight students published in *Incite*, four students presented at the prestigious National Conference on Undergraduate Research (NCUR), thirteen students presented their research at conferences outside of Longwood, and one student published a peer-reviewed manuscript. This evidence demonstrates the success of this program. The OSR is looking forward to continuing to foster early engagement in research and inquiry through this and other introductory opportunities.

In Summer 2025, Sarah Porter, professor of chemistry, led the Longwood Summer Scholars program—a six-week research initiative designed for local high school students. Fifteen participants from five area schools collaborated with PRISM summer scholars, engaging in hands-on STEM research. This immersive experience offered a meaningful opportunity to spark curiosity, build skills, and foster early connections to scientific inquiry. Each year, one or two students from the Longwood Summer Scholars program choose to enroll at Longwood because they were inspired by the meaningful and positive experiences they had during the program.

The OSR is looking forward to the Fall Student Showcase on November 19. This event will highlight student research and inquiry projects from all academic colleges. This fall the Student Showcase will also include career-development workshops where students can learn how to highlight communication, collaboration, critical thinking, and professionalism skills to employers and graduate schools.

Administration & Finance

Matthew McGregor, Vice President

Highlights

- **Preparation for Student Returns**
- **Dorrill Dining Hall Renovation and Re-Opening**
- **Wygal Hall Replacement Building Construction to Begin**

The return of students in August is always an exciting time on campus. As operations ramp back up to full speed, coordination and collaboration are vital to the start of each semester and this is an area where Longwood excels. Everything from preparing the residence halls and managed apartments for the welcoming of more than 2,400 students back to campus, to ensuring meal plans and parking permits are in place, to finalizing student account details with our students and families require coordinated effort across campus. Staff from all parts of campus step in to assist new and returning students in their Longwood journey.

One of the exciting changes this summer has been the renovation of Dorrill Dining Hall. Aramark and Longwood University are celebrating 70 years of our campus partnership with this facility refresh that includes creating more openness and sightlines, improving access to food and beverage areas, new equipment and food storage systems, and improved dining furniture that enhance the sense of community throughout the facility.

The new music building, which will replace Wygal Hall, the home of Longwood's music department for 50 years, will begin to take shape soon. Demolition of Bristow Hall and the early phases of construction should begin in late September.

These specific changes as well as the "normal" annual preparations for the academic year requires the expertise and care of the professionals throughout our Administration and Finance team.

Campus Planning

Capital Design and Construction Department The construction contract for the Wygal Hall Replacement Building has been signed, and construction is expected to commence by late September. Progress continues on a capital project to replace the air conditioning chillers in Eason Hall (work commenced in July), Longwood Center for Visual Arts (LCVA) (contract awarded), Lankford Hall (contract awarded), and Communication Studies and Theatre Arts Center (CSTAC) (contract to be awarded soon). An invitation for bids has been issued to replace the metal roof of the Rotunda dome to stop water infiltration.

The following Capital Project Requests were submitted in July to the Virginia Department of Planning and Budget for consideration by the 2026 General Assembly session:

1. Replace roof, windows, and external doors at Lankford Hall
2. Replace and renovate building systems at Coyner Hall
3. Improve public safety, external ADA access, and campus infrastructure efficiency
4. Replace and repair building systems in six non-general fund buildings
5. Replace roof-mounted air handlers and exhaust fans, and roof at Chichester Science Center

Operations
The Operations division encompasses Environmental Health & Safety (EH&S), Facilities, Heating Plant, Lancer Print Shop, Lancer Post Office, and Landscape & Grounds. Over the summer, these teams partnered closely with Residential and Commuter Life, University Events and Ceremonies, and the Budd Group to ensure a successful Fall move-in.

Environmental Health & Safety coordinated and completed life safety inspections of fire alarms, sprinklers, shutters, and pumps across all non-residential campus facilities. The team facilitated training with the Farmville Fire Department, conducted confined space training for Heating Plant employees, and provided safety training for student groups in collaboration with Emergency Management. EH&S also continued mentoring student interns.

Facilities successfully relocated to Charter Hall. Work continues under the Energy Savings Performance Contract, with audits underway. Roofing repairs were completed on 11 buildings, and the department participated in a June Mock Shelter Exercise. Preparations for Summer 2025 residence halls were finalized, while significant HVAC repairs and replacements are ongoing at the Blackwell Chiller Plant and Cooling Towers (serving Grainger, Rotunda, Maugans, and French), Sharp/Register, Willett Hall, Longwood House, and Clark House. Campus beautification efforts included extensive power washing of walkways and building exteriors.

Heating Plant staff prepared boilers one, four, six, and eight for inspection, all of which passed successfully. Boiler seven is scheduled for inspection in the coming days. Routine maintenance was completed on silos one and two, including bearing and ring assembly replacements. Steam and condensate line repairs are nearly complete, with one expansion valve replacement remaining. The sawdust fuel contract was reviewed, with renewal recommended for four of five vendors.

Lancer Print Shop reorganized storage spaces with additional shelving and strengthened operations by onboarding student workers. The shop is collaborating with Procurement Services to implement a standardized ordering system.

Lancer Post Office expanded shelving in overflow areas to handle increased package volume anticipated with the incoming freshman class. The office continues to rely on part-time and student staff, including returning student workers with prior experience.

Landscape & Grounds successfully maintained campus grounds despite heavy rainfall and limited staffing. The team partnered with Admissions to ensure landscaping standards met expectations for prospective student visits. Erosion control improvements were made in key areas prior to Fall move-in, while the Sports Field crew balanced field maintenance with ongoing work on the baseball turf project.

Capital Design and Construction Department

August 18, 2025

Major Projects In Design

Description	New Construction	Renovation	Appropriation To Date	General Funds	Non-General Funds	Total Expenditures and Encumbrance	Authorized Design Phase	Current Design Phase	Milestones and Comments
Wygal Hall Replacement	60,894 SF	0 SF	$97,256,161	$97,256,161	$0	$8,007,060	Working Drawings	Working Drawings	The construction contract has been signed, and construction is expected to commence by late September.
Replace Steam Lines to Four Campus Buildings (Jarman, Eason, Greenwood, Wygal)	1,025 linear feet	0 SF	$4,267,000	$4,068,684	$198,316	$0	Working Drawings	Working Drawings	Design will commence in September 2025.
Replace Rotunda Dome Roof	0 SF	dome roof	Longwood Maintenance Reserve Funds	$800,000	$0	$124,504	Construction Bid Documents	Construction Bid Documents	Replace the building's metal dome roof. The General Funds amount is the initial estimate for design and construction. Construction bids are

Major Projects Under Construction

Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrance	Construction Contract Amount	Percent Completed	Construction Start Date / Completion Date
Baseball Field Turf Conversion	0 SF	3.63 acres turf	Philanthropy	$0	$1,832,096 cash and commitments	$388,740	$2,464,000	90%	Funded by philanthropy. Work commenced in late May 2025, and is expected to be completed by the end of August.
Renovate Dorrill Dining Hall Upper Level	0 SF	10,971 SF	ARAMARK funds	$0	ARAMARK funds	ARAMARK funds	ARAMARK Funds	99%	Funded by ARAMARK. Renovate lobby, serving area, and dining area. Longwood will assist with project management, inspection, and coordination with other state agencies. Substantial Completion was attained on August 14.

Major Projects With Multiple Subprojects

Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and	Percent Expended and	Subprojects Status
HVAC System Controls and Equipment Replacement -- COVID-19 Response (five sub-projects)	0 SF	Equipment	$3,773,000	$3,715,000	$58,000	$2,711,588	72%	1. Maugans chiller: Complete 2. Hiner fan coil units: Complete 3. Bedford HVAC controls: Complete 4. Building Automation System interface units for multiple buildings: Complete 5. McCorkle Chiller: The initial set of Working Drawings is expected to be submitted to DEB in September 2025.
Replace Air Conditioner Chillers in CSTAC, Eason, Lankford, and LCVA	0 SF	Equipment	$5,000,000	$5,000,000	$0	$2,027,142	41%	1. CSTAC: Contract is expected to be awarded in September 2. Eason: Work commenced in July 2025. 3. Lankford: Contract has been awarded. 4. LCVA: Contract has been awarded.

Community & Economic Development

Longwood's Office of Community and Economic Development (OCED) and our Small Business Development Center (SBDC) provide business and economic development support for a 24-county region in Southern Virginia. OCED outreach is rooted in the work of the SBDC. SBDC is a nationally accredited program funded in part by U.S. Small Business Administration with a 36-year history at Longwood university (LU) as one of the first two SBDC's in Virginia. They provide direct confidential consulting and training to entrepreneurs and small businesses.

OCED is primarily grant funded with support coming from local investments from local governments, state level partners (Go Virginia and the Virginia Tobacco Region Revitalization Commission) and federal programs (US Small Business Administration, US Economic Development Administration, National Science Foundation). Local investment in SBDC drives local and regional connections, leading to participation in economic development and strategic planning initiatives within the region. SBDC continues to generate economic impact throughout the region and clients are regularly surveyed to assess the economic impact of SBDC services. In FY25, SBDC provided consulting services to 372 entrepreneurs and business owners, who reported $10.4 million in new capital raised or invested and 134 jobs created as a result of accessing SBDC services.

The SEED Innovation Hub provides a community centric space for innovation in collegiate and community programming, resources, and business development. A series of community engagement events are being scheduled in the coming year to celebrate SEED as we transition from soft opening to full community membership access. www.seedva.org

At SEED we overlap our strategic goals of supporting creatives, creators, innovators, and entrepreneurs with metrics of student engagement and success. Since January, and completion of construction, SEED has hosted 201 students who worked on over 120 prototypes while engaged in their entrepreneurship and innovation coursework. SEED has also hosted 28 tours and events for over 200 community members. See the article and video at this link to learn more about student, community and business engagement at SEED:
https://www.longwood.edu/news/2025/entrepreneurship-ideas-come-to-life-for-students/

All programming at SEED is focused on leveraging existing resources in new ways, elevating Longwood's success in the Quality Education Plan through student engagement and achievement, recruitment and retention, student pipeline development, social innovation and entrepreneurial development. The focus at SEED is not creating "new" programs, it is creating new energy and growth by combining the resources of current successful activities in new ways in a community accessible space.

Examples of programming already underway or in the planning phase at SEED: Growth Labs consulting for existing businesses, Community Innovations Labs, host Entrepreneurship Studies Classes from LU & Hampden-Sydney College (HSC), Youth Teacher Education Programs, Makers Space Workshop & Memberships, Collaboration with Virginia's Heartland Regional Economic Development Alliance (VHREDA) and Community Meeting Space.

Human Resources

Human Resources (HR) is a customer-focused department, dedicated to serving the Longwood University community, by providing services and guidance to Longwood faculty and staff through onboarding, benefits, recruiting, and general inquiries. HR promotes positive change by offering resources to faculty/staff through Anthem EAP Training and Wellness Seminars as well as bringing partner vendors such as VRS, TIAA, Corebridge and Aflac to campus to educate our employees on their services available to them.

HR provides policies and guidelines related to a variety of topics, including recruitment of faculty/staff, conduct, compensation, etc. HR staff are continuously working to improve processes and procedures for greater efficiency and effective use of time and resources. Many HR systems and functions involve highly sensitive employee information, which is managed with the highest level of discretion and confidentiality. Maintaining employee trust and confidence is essential, as HR's role is to support, guide, and simplify the experience for faculty and staff, allowing them to focus on our shared purpose of serving students.

Financial Operations

Financial Operations provides fiscal services to the university and serves as liaison with external agencies for fiscal matters. Financial Operations provides quality customer service to students, parents, employees, vendors and other Longwood constituents while ensuring that all funds are properly received, recorded, expended and reported in accordance with university policies, and State and Federal regulations. The unit is responsible for maintaining the integrity of financial data within the university's finance system and the accurate reporting of financial information. Financial Operations includes four functional areas: Financial Reporting, General Accounting, Student Accounts, and Procurement Services.

Procurement Services

We have fully implemented the centralized procurement model with success. Procurement has fully remodeled the eVA routing system to ensure that each procurement is rigorously vetted and properly approved.

LU Procurement was a pilot participant in the Commonwealth's Small Purchase Charge Card (SPCC) reporting and certification program. We assisted in the testing of the early program and will be among the first two waves to officially launch the program. This program will ensure that timely reconciliation and auditing of SPCC transactions are completed, monitor card/user activity, monitor card requests and spend limit changes, as well as require reporting of the cardholders who are not compliant with their reconciliations.

Financial Reporting

FY25 year-end close was smooth and financial statements are currently undergoing preparations in accordance with Commonwealth reporting schedules, with a completion date of September 18, 2025, with the Cash Flow Statement and accompanying notes to the statements to be finished in the following months. The FY25 NCAA revenue and expense statements are being prepared with review of those documents scheduled for October.

General Accounting

Senior Director of General Accounting creates forecasting models for university resources. This has been an exceptionally helpful management tool to ensure that the university meets our obligations to the Commonwealth, vendors, students, and families.

Student Accounts

Student Accounts is part of the university team that welcomes students to campus during move-in week. They recorded a successful move-in and report excellent communication with the other departments across campus, who are integral to welcoming our students.

Financial Planning and Analysis

The office of Financial Planning and Analysis consists of overseeing both our budgeting and payroll departments. The *Budget Office* is responsible for creating and overseeing the organization's budget, analyzing financial data, monitoring expenditures, and ensuring compliance with financial policies. It plays a key role in planning and aligning budget allocations with strategic university goals. The *Payroll Office* handles the day-to-day management of employee salaries, and tax withholdings, ensuring accurate and timely payments. It also maintains records and addresses employee inquiries related to compensation.

Financial Planning and Analysis plays a major role in vital functions such as: FY26 operating plan was successfully submitted and approved by the Board of Visitors (BOV), FY26 Tuition and Fees were approved by the BOV, FY26 operating budget was loaded successfully into Banner, successfully closed out on FY25, and the Six-Year plan was completed successfully.

Longwood University
Financial Overview
As of July 31, 2025

FY2025-26 Budget Dashboard

E&G	FY26 BOV Budget	Adjustments	FY Estimate	YTD Actual	Percent	PY Percent
Revenues						
Tuition, Fee, and other E&G Revenue	37,223,670	138,133	37,361,803	6,370,441	17.10%	17.53%
State Appropriation - GF	53,332,034		53,332,034	5,876,767	11.02%	11.83%
Federal Work Study	50,000		50,000	0	0.00%	0.00%
Total Revenues	90,605,704		90,743,837	12,247,208	13.51%	14.23%
Expenditures						
Instruction	43,665,791	383,085	44,048,876	3,732,128	8.47%	7.42%
Public Service	531,833	21,920	553,753	38,334	6.92%	8.19%
Academic Support	8,203,278	366,201	8,569,479	590,535	6.89%	7.27%
Student Services	5,126,419	76,117	5,202,536	427,256	8.21%	8.34%
Institutional Support	21,231,583	426,504	21,658,087	2,395,857	11.06%	8.03%
Facilities Operations	9,842,173	(274,138)	9,568,035	945,710	9.88%	18.75%
Scholarships	3,507,529	(511,890)	2,995,639	4,170	0.14%	-0.17%
Salary Savings	(1,502,902)		(1,872,861)	(233,840)		0.00%
Total Expenditures	90,605,704		90,723,544	7,900,150	8.67%	8.26%
TOTAL	-		20,293	4,347,057		
AUXILIARY						
Revenues						
Housing	26,236,865		26,236,865	1,454,302	5.54%	6.98%
Dining	9,969,569		9,969,569	255,795	2.57%	3.61%
Comprehensive Fee	21,722,856	150,000	21,872,856	2,736,404	12.60%	32.08%
Other Revenues	4,154,397	150,000	4,304,397	895,881	21.56%	0.00%
Component & Philanthropic	5,026,403		5,026,403	0	0.00%	0.00%
Federal Workstudy	154,300		154,300	0	0.00%	0.00%
Total Revenues	67,264,390		67,564,390	5,342,383	7.94%	8.07%
Expenditures						
Housing	25,618,521	(15,000)	25,603,521	3,034,856	11.85%	16.50%
Dining	10,668,873	(885,756)	9,783,117	442,648	4.52%	0.47%
Athletics	9,815,882	946,342	10,762,224	832,739	5.80%	11.92%
Other Services	16,482,341	223,002	16,705,343	1,292,745	7.61%	20.13%
Scholarships	4,978,773		4,978,773			0.00%
Salary Savings	(300,000)		(300,000)	(28,605)		0.00%
Total Expenditures	67,264,390		67,532,978	5,574,383	8.39%	13.71%
TOTAL	0		31,412	(232,000)		
Institutional Total	157,870,094		158,256,522			

LOCAL	**FY26 Budget**	**YTD Expense**
Academic Affairs	1,606,111	(121,050)
Advancement	565,019	(57,403)
Athletics	1,200,000	(91,869)
Other Local	1,024,000	(114,313)
Totals	4,395,130	(384,635)

INVESTMENTS AND CASH	
University Component Unit Expendable Assets	$57MM
Endowment - Longwood University Foundation	$110MM

Working Paper prepared by management to estimate year end results

Institutional Advancement
Courtney Hodges, Vice President

Highlights

- **Donors gave $15.5M in FY25, highest since 2019.**
- **Virtual Engagement Officer strengthening philanthropic pipeline**
- **Endowed Professorship Matching Gift Initiative met with positive reception**
- **Summer 2025 programming welcomed a diverse mix of returning camps, statewide conferences, and civic engagement events**

DEVELOPMENT

Fiscal year 2025 was an extraordinary year for Longwood, made possible by the generosity and vision of donors who continue to invest in the university's students and campus. Together, they contributed more than $15.5 million from nearly 2,700 donors—the highest total since 2019. This remarkable achievement reflects growth in both major gifts and annual giving, with support reaching every corner of campus. Donors made a difference in athletic teams and facilities, Brock Experiences, endowed professorships, student experiences, and scholarships—continuing to champion the shared priority of making Longwood accessible and affordable for all students. The institution is deeply grateful to the institutional advancement team for their dedication, hard work, and passion, as well as the pride they take in connecting donors with opportunities to make an impact.

With the momentum of this record-breaking year, Longwood looks ahead to fiscal year 2026 with optimism and excitement. This report offers a preview of the efforts already underway.

Annual Giving

We continue to work with Novus Creative to provide a more tailored and data-driven approach to annual giving. The Fall Campaign is scheduled to launch the first week of October and will highlight the needs of students across campus by sharing stories from a variety of perspectives.

Younger constituents remain a key focus for our annual giving efforts. Through data from previous campaigns, we identified significant gaps in our database, particularly with missing or outdated addresses, phone numbers, and email addresses for this group. To address these challenges, we are launching an address update campaign, using both email and direct mail outreach, to capture more accurate information. In addition, we are developing a survey specifically targeted to younger alumni and friends to gain deeper insight into their giving motivations and preferences. This survey will ask why they choose to give—or not give—and

what types of communication and content they would like to see more of across email and social media. These initiatives are designed not only to strengthen our database but also to create a more tailored and engaging approach that resonates with this important group of future loyal donors.

- **Parent Giving**
  The IA team is ready to welcome Class of 2029 parents and demonstrate how philanthropy enhances the Longwood experience. Guided by prior-year assessments, we'll meet parents where they are with a three-pronged plan: (1) major-gift families in the Family Impact Leadership Society, (2) athletics parents through the Blue & White Society and team campaigns, and (3) all parents via Annual Giving so every gift counts. As fall begins, staff are engaging each group to start conversations, secure support, and steward gifts with gratitude.

- **Planned Giving**
  Planned Giving remains a priority for Institutional Advancement. We hosted a Leadership Gift Officer retreat at the SEED Innovation Center to align on program approach, gift vehicles, 1839 Society stewardship, opening donor conversations, and portfolio reviews. To refine FY26 outreach, we surveyed alumni (Classes of 1965–76: received 35 out of 824 responses; Classes of 1977–97: received 81 out of 1,413 responses). The 116 responses (5.2%) affirmed our strategy; donors understand how gifts are used, find giving easy, and prefer email. We also briefed the Foundation Board and launched a streamlined planned giving website inviting conversations with gift officers and the Director of Donor Impact.

- **Virtual Engagement Officer: Ellie**
  Since Ellie's launch in early June, her portfolio has grown to over 1,000 constituents, with nearly all receiving multiple, meaningful touchpoints—demonstrating consistent coverage and strong relationship-building. In less than three months, her efforts have generated more than $20,000 across more than 130 gifts, underscoring her impact in expanding personalized outreach and strengthening Longwood's philanthropic pipeline.

  Ellie is not here to replace humans. Instead, she helps us connect with the 95% of donors who are not in a gift officer's portfolio, giving us the ability to provide more donors with personal, two-way communication. Ellie's role is to strengthen relationships by reaching out regularly—usually 8 to 12 times a year—with most messages focused on updates, invitations, and thanks rather than direct solicitations. Donors might receive event invitations, news, impact stories, volunteer opportunities, or a thank-you after making a gift. Ellie communicates mainly through friendly, conversational emails and text messages, occasionally sending robotically handwritten notes to first-time donors in the portfolio. She also uses short video messages featuring her avatar, which she introduces in the first message to be transparent that she is a virtual engagement officer. This approach allows us to expand our reach and keep more donors meaningfully connected to Longwood.

Athletics Annual Giving

- **For the Blue & White Society**
  We are also proud to share the continued growth and impact of our For the Blue & White Society, a leadership giving community that now includes 20 dedicated members representing nine different sports, along with the Student-Athlete Excellence Fund. Together, these individuals have committed $200,000 in unrestricted support, providing critical resources that directly enhance the experience of every Longwood student-athlete. From academic support and wellness programming to facility improvements and team operations, these dollars are helping elevate the standard of excellence across all programs. The society's growth reflects a deep belief in the mission of Longwood Athletics and a shared commitment to developing champions in competition, in the classroom, and in life. Looking ahead, we remain steadfast in our goal to expand this influential group of supporters, ensuring the long-term stability, competitiveness, and personal development of our student-athletes for years to come.

- **Ready the Roster – September 10-** This fall marks the inaugural year of Ready the Roster, a one-day giving initiative launching on September 10. The campaign was created following a comprehensive review of athletic fundraising performance during fiscal year 2024–25, which highlighted both strengths and areas for growth.

  The primary goal of Ready the Roster is to increase the giving level of our lower-tier donors. By offering smaller monthly giving options, donors who have traditionally made one-time gifts will have the opportunity to elevate their support in a manageable and consistent way. This approach is projected to yield a significant percentage increase in annual giving from this segment of our base.

  Each athletic program will set specific fundraising goals that directly impact student-athlete needs such as enhanced training equipment, team travel opportunities, updated technology, and recruiting resources. The campaign is structured as a unified, athletics-wide initiative that strengthens the culture of philanthropy while allowing donors to see the tangible impact of their increased commitment.

  Ready the Roster is designed to generate meaningful momentum heading into the season, provide critical resources for our teams, and establish an annual tradition that advances the competitive success and development of every Longwood student-athlete.

- **Sports Advocates and Supervisors Program** – Athletics Annual Giving is encouraged by the strong momentum generated through the Sports Advocates and Supervisors Program, a strategic collaboration between the Office of Development and the Department of Athletics. This initiative has significantly enhanced communication, strengthened interdepartmental partnerships, and reinforced our commitment to sport-specific fundraising. Over the past few months, sports advocates, supervisors, and Head Coaches have met regularly to align on key fundraising initiatives, driving a more targeted and philanthropic approach to athletic fundraising.

Additionally, the integration of Teamworks has proven so successful that it will remain the cornerstone of our communication and fundraising strategy moving forward. The heightened engagement created through Teamworks has deepened relationships with alumni, donors, parents, and supporters, while also bolstering fundraising results and strengthening the overall sense of community within our athletic programs.

- **Homecoming and Alumni Engagement** – Looking ahead to Homecoming, we are working to create a stronger connection with our former student-athletes by organizing an Athletic Row of sport-specific tents at the community tailgating area. Each team will be represented and invitations are being extended to all former student-athletes to return and reconnect with their programs. This effort reflects our commitment to honoring the legacy of Longwood Athletics while creating new opportunities for engagement and community among alumni, current student-athletes, and supporters.

Events

The Thank You Writing Workshop is scheduled for Nov. 12–14, 2025. This annual event provides scholarship recipients with dedicated time and support to write personalized thank you notes to their donors and complete a student profile, which will be mailed to donors in late January.

The workshop is a collaborative effort between the Institutional Advancement Office and the Longwood University Foundation. It continues to be an important way to connect donors with the impact of their generosity while reinforcing gratitude and communication as part of the scholarship experience.

To assist students with understanding scholarship responsibilities and opportunities, we recently launched a new website for scholarship recipients. The site provides a central resource for students, offering guidance on thank you notes, student profiles, event participation, and other expectations associated with donor-funded scholarships. Looking ahead, this platform is expected to streamline communications, support student engagement with stewardship requirements, and enhance the donor experience by facilitating timely and meaningful connections between students and their supporters.

Stewardship

As part of our follow-up from the Spring Campaign, stewardship efforts continue to highlight the impact of donor generosity. On Aug. 20, 2025, we sent an email update featuring one of our spring student stories, Jiovanni Raymond, to all donors who contributed. The email achieved an open rate of 42%, reflecting strong donor engagement with Jiovanni's follow-up.

For donors without email addresses on file, printed copies were mailed the same week to ensure every supporter received the update. This multi-channel approach helps keep donors connected to the students they support and reinforces the meaningful difference their gifts make.

LEADERSHIP GIVING

Endowed Professorships

The endowed professorship matching gift initiative has been met with positive reception since its launch in the spring of 2025. The initiative provides a 2:1 match for donors who establish an endowed professorship (or chair) with a gift of $125,000. The matching donor will provide $250,000, creating a total endowed professorship fund of $375,000. As of August, six of the eight available matches have been met with endowment agreements complete or in progress.

Major Gifts, Planned Gifts and Scholarships

Work has continued on the Family of Scholarships 2.0 Initiative, with only 6 of the initial 30 scholarship match opportunities remaining. To date, the initiative has resulted in seven new scholarships for students in the nursing department, and 17 new unrestricted scholarship funds.

Other significant gifts include:

- A $1million newly documented planned gift to support student leadership development;
- A six-figure estate gift realized from an alumna from the class of 1964 which established a new, unrestricted scholarship endowment; and
- A $50,000 gift to the Longwood Baseball program to support immediate impact scholarships.

UNIVERSITY EVENTS AND CEREMONIES

The University Events and Ceremonies (UE&C) team plays a central role in shaping Longwood's campus experience, ensuring events are well-coordinated, welcoming, and reflective of the university's commitment to excellence. Their work supports Longwood's mission by creating spaces—both physical and experiential—where learning, celebration, and connection can thrive. Whether partnering with campus colleagues or engaging with organizations from beyond the university, the team approaches each request with professionalism and attention to detail. This report offers a look at their recent accomplishments, illustrating how their efforts help foster community, elevate Longwood's profile, and create memorable experiences for all who come to campus.

Campus Activity – Summer and Fall

The University Events and Ceremonies team, (UE&C) is currently on par with this time last year, currently having touched/processed over 3,000+ event needs/requests from campus partners and external clients since the beginning of January 2025. This includes the basic day-to-day room scheduling, meetings/events with multiple event needs, Commencement & summer conference season.

The department is starting off the fall semester anticipating serving the community consistently with the services rendered last year:

- 70 % University Academic classes and activities (Internal Events)
- 25% University Co-Sponsored Events and activities in partnership with an external constituent/client (Internal/External Jointly)
- 5% Events sponsored by Non-University/External clients/constituents (External Events)

Conference season 2025 welcomed back the Virginia Department of Forestry (VDOF), multiple LU Women's & Men's Basketball camps, LU Cross Country camp, LU Soccer camps, Cheer camp, VA Literacy Act Training, American Legion Auxiliary Virginia Girls State (ALA Girls State), Summer Literacy Institute, multiple Longwood University Institute for Teaching through Technology and Innovative Practices (ITTIP), VDOE Literacy & Math Camps, Call Me Mister, and the Talented and Gifted (TAG) program. The only overnight guests are the VDOF, ALA Girls State, and Call Me Mister. Choosing to pass on additional overnight camps has continued to prove a welcome and meaningful change to the University. Campus partners were afforded a more reasonable amount of time to prepare with more attention to detail in the residence halls for our own incoming students resulting in a significant reduction of move-in related complaints.

In addition to the classic summer programming, we were pleased to welcome and coordinate the following events that came to campus this summer:

- 2025 SCHEV Day of Dialogue on Civic Learning & Engagement which included a panel showcasing how Longwood has integrated civic engagement into the general education curriculum and campus culture.

- 2025 Virginia Higher Education Foundation CEO & Leadership Conference. This meeting brings together the leadership teams of the public University Foundations for VA Colleges and Community Colleges (UVA, Va. Tech, William & Mary, JMU, ODU, VCU, George Mason, Norfolk State, etc.).

- This past June Longwood hosted the joint meeting of the State Review Board and Board of Historic Resources.

- University Events and Ceremonies works hand in hand with LUPD/Campus Safety and was pleased to be the planning partner for Managed Shelter Full Scale Exercise, which was held on campus from June 24 - June 26. This State Managed Shelter Program is a statewide initiative that provides temporary shelter and basic services to individuals displaced by emergencies or disasters. Longwood University's Willett Hall, Pierson Hall, and Brock Garage are designated state-managed shelter sites.

Fiscal Year End Report

LONGWOOD UNIVERSITY

Fundraising Report

As of June 30, 2025

FUNDRAISING OVERVIEW

TOTAL PHILANTHROPIC DOLLARS

$15.5M

Fiscal Year	Total Raised
2016	$4.18M
2017	$11.18M
2018	$12.41M
2019	$17.61M
2020	$4.00M
2021	$5.98M
2022	$10.1M
2023	$6.7M
2024	$10.9M
2025	$15.5M

TOTAL ANNUAL GIVING DOLLARS

$1,707,534

Fiscal Year	Unrestricted	Annual Giving
2016	$415,737	$1,214,689
2017	$379,208	$1,628,532
2018	$336,465	$1,970,098
2019	$241,895	$1,113,041
2020	$203,876	$951,818
2021	$193,796	$985,800
2022	$263,974	$1,551,804
2023	$236,524	$1,655,467
2024	$199,995	$1,550,957
2025	$278,250	$1,707,534

ALUMNI PARTICIPATION

4.33%

Fiscal Year	Total Alumni Donors	# of Undergraduate Alumni of Record	Alumni Participation
2016	3,126	27,894	11.21%
2017	2,890	28,691	10.07%
2018	2,813	29,522	9.53%
2019	2,303	30,286	7.60%
2020	1,773	31,074	6%
2021	2,257	31,803	7.10%
2022	2,052	32,458	6.32%
2023	1,861	33,002	5.64%
2024	1,579	33,582	4.70%
2025	1,474	34,068	4.33%

TOTAL DONORS

2,689

Fiscal Year	Total Donors
2016	5,700
2017	4,933
2018	5,463
2019	4,409
2020	2,867
2021	3,928
2022	3,564
2023	3,458
2024	2,890
2025	2,689

LONGWOOD UNIVERSITY

Fundraising Report

As of June 30, 2025

FUNDRAISING INITIATIVES

LOVE YOUR LONGWOOD DAY

Year	Donor Goal	Total Donors	Total Dollars
2016	500	533	$65,000
2017	1,839	1,405	$126,000
2018	1,790	2,976	$268,000
2019	2,500	2,700	$325,000
2020	2,020	Cancelled due to Covid-19	
2021	1,839	1,863	Over $390,000
2022	1,839	1,723	$392,500
2023	1,839	1,894	$735,247
2024*	1,839	1,773	$1.03M
2025	1,839	1,509	$919,162
2026	Save the Date: 2/18/26 Noon - 2/19/26 Noon		

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

LONGWOOD UNIVERSITY Family SCHOLARSHIP PROGRAM MATCHING CHALLENGE

Family	# of Scholarships Offered	# of Scholarships Available
E. Laverne Moore (Nursing)	10	3
Longwood Foundation (Unrestricted)	20	3
TOTALS	30	6

Intercollegiate Athletics

Tim Hall, Vice President

Highlights

- **Men's Soccer Preseason Poll & Recognition**
- **Women's Soccer Start, Sam Fischer**
- **Men's Basketball Non-Conference Schedule Released**
- **Women's Basketball Non-Conference Schedule Released**
- **Pomp Sports Performance Center**
- **Buddy Bolding Stadium Update**
- **Indoor Track**

Men's Soccer Preseason Poll & Recognition

Longwood men's soccer was picked third in the Big South preseason poll, matching the highest ranking in the league's annual preseason poll since joining the conference in 2012.

In addition, six Lancers were recognized as top returners in the league: David Ambaek, Aaron Asamoah, Brando Bedolla, Aristhid Kamdjin, Jesus Macaya and Joshua Yoder.

Asamoah and Bedolla earned Big South postseason accolades a season ago, with Asamoah claiming a spot on the All-Big South First Team while Bedolla garnered All-Freshman Team honors.

Women's Soccer Start, Sam Fischer

Longwood women's soccer got off to its best start in more than two decades when it opened the season 3-0, matching the 3-0 starts in 2001, 1998 and 1995. The team sits 3-1 through four matches.

The Lancers also have been powered by a freshman, Sam Fischer, who became the first player since the Lancers joined the Big South in 2012 to score four goals in her first three collegiate matches.

Fischer was named the Big South Offensive Player of the Week after the opening week of the season and the Big South Freshman of the Week in week two.

James Madison Matchup Highlights Men's Basketball Non-Conference Schedule
Longwood men's basketball released its non-conference schedule in August, and the Lancers will face a 15-game gauntlet with multiple marquee matchups befitting a mid-major program.

The biggest highlight is a James Madison matchup at the Joan Perry Brock Center on November 12, a fitting stage for two of the most successful programs in the Commonwealth in the past four years.

Longwood also hosts Binghamton on November 15 for the Homecoming game, a weekend that has quickly become a staple in the Longwood calendar.

In addition, Longwood will travel to Power 4 foes Pittsburgh and Wake Forest, along with a trip to Columbia out of the Ivy League.

Women's Basketball Non-Conference Schedule Released
Longwood women's basketball also released its non-conference schedule. The 13-game slate sees the Lancers host seven home games while also having the opportunity to play in the Puerto Rico Clasico over Thanksgiving weekend.

Notable home matchups include regional foes George Washington and UNCW, while mid-major opponents Troy and Western Kentucky also square off with the Lancers at the Joan Perry Brock Center.

At the Puerto Rico Clasico, Longwood will take on Buffalo and Stephen F. Austin, and the Lancers take on Power 4 foes Virginia and Ole Miss as well.

Pomp Sports Performance Center
The Pomp Sports Performance Center opened in August in Iler Hall. The striking new facility has already received rave reviews from the student-athletes.

The fully donor-funded project is a transformational space that, coupled with the Basketball Performance Center, gives Longwood premier sports performance facilities that rival the best facilities across mid-major schools around the nation, and tops in the Big South.

The Pomp Sports Performance Center doesn't simply feature new, state-of-the-art equipment that will service 14 teams, but it also features new flooring, audio equipment and branding that cements Longwood as a top-tier competitor dedicated to excellence.

Buddy Bolding Stadium Turf Update
The renovations at Buddy Bolding Stadium also are nearing completion as part of a multi-step project to upgrade facilities.

The fully donor-funded project elevates Longwood's baseball facility towards the top of the Big South. The state-of-the-art turf surface will have a major impact on the program, as the team will

now able to effectively handle harsh weather that will limit both missed practice time and games while providing rental opportunities to generate revenue.

In addition, the renovations continue to showcase the strong donor support that helps empower Longwood's commitment to excellence.

Indoor Track Joins Big South

The Lancers will add indoor track officially for the 2025-26 competition season and compete in the Big South Championship.

The team ran multiple indoor meets last year as part of their buildup for outdoor track competition, and both the men's and women's track teams continued to show growth at the Big South Championship, with multiple runners qualifying for final events.

Strategic Operations

Dr. Jennifer Green, Vice President

Highlights

- **Strong year for admissions**
- **Parent Engagement efforts underway**
- **Communications team focusing on storytelling**

Admissions Update – *On the Rise*

As we welcome a new academic year, Longwood Admissions has adopted the phrase used in Athletics: *on the rise*. That phrase has been taken up by Dean of Admissions Ferg Ferguson, to describe and inspire the work of the Admissions Office. "It continues to capture the energy and ambition that define our work today," says Ferguson. "In Radcliff Hall, we are carrying that same spirit forward into Admissions."

This year's recruitment cycle reflects meaningful upward momentum. We expect increases in both headcount and new full-time enrollment, driven by stronger yield efforts, an improved campus visit experience and deep collaboration with campus partners. Even more encouraging, we are seeing gains in academic profile, with more students selecting Longwood as their top choice—even over institutions that once seemed beyond our competitive reach. Our value proposition—personal faculty mentorship, transformative undergraduate teaching, affordability and a mission-driven culture—is resonating more deeply than ever with prospective students and their families.

Our funnel indicators point to sustained growth heading into Fall 2026. Of admission's potential applicant marketing pool, **12.57% converted to prospects**—students who actively responded to our outreach. That's an improvement from last year's 11.62% and reflects an **18.72% year-over-year increase in total prospects** generated through our combined recruitment strategies. Momentum is especially strong in Virginia, where **prospects are up 34.9%** and the **conversion rate has climbed from 12.22% to 18.19%**. At a time when many institutions are struggling to generate new leads, Longwood's funnel is expanding in both volume and quality.

We continue to innovate in our approach. Our campus visits are designed not just to show facilities, but to tell Longwood's story in a way that invites prospective students to "see

themselves here." Employing full-time student workers as summer tour guides gave us a competitive advantage, adding authenticity and peer-to-peer connection. Strategic outreach is also expanding through our regional admissions counselor model, allowing for stronger partnerships with high-school counselors and community organizations, and intentional engagement with rural and first-generation students across the commonwealth. Collaboration with faculty is deeper than ever, enabling us to speak authentically about outcomes and opportunity.

Just as importantly, our Admissions team is thriving. This is a veteran group that believes deeply in Longwood's mission and in the students we serve. Training, data-driven decision making and a culture of collaboration define their work. And while Admissions leads the effort, success depends on the whole campus. Every professor who pauses to talk with a visiting family, every student who shares their Longwood story back home, every staff member who offers a warm welcome plays a role in shaping how prospective students experience this place. Recruitment at Longwood is not a department—it is a community-wide calling.

On the rise continues to be more than a slogan—it is a mindset. Led by Dean Ferguson, Admissions is embracing that mindset: enrolling more students, strengthening our academic profile and extending Longwood's reach. Momentum is real, it is growing, and it reflects a shared belief in Longwood's future.

We are on the rise.

Student Success

As part of our ongoing efforts to support new students and their families before arrival, we placed a strong emphasis this summer on personal engagement and clear communication. These efforts helped reinforce students' decisions to make Longwood their home and eased the transition into college life.

Summer Activities

Our expanded 2025 Summer Webinar Series saw record participation, with significantly higher attendance than in prior years. Sessions covered key topics such as course registration, academic planning, campus safety, housing, billing and financial aid, student involvement and how we support first-generation students. A final "Last-Minute Questions" session—hosted just days before move-in—allowed families and students to receive timely answers and reassurance. Feedback highlighted the convenience, clarity and responsiveness of these sessions, underscoring the value of proactive engagement.

Orientation participation was notably strong, with an average show rate of 95.3%, up from 92.4% the previous summer. Stronger communication and pre-arrival outreach were key drivers of this increase. Among 265 evaluation responses (158 families, 107 students), both groups consistently described feeling welcomed, informed and excited to begin their Longwood journey. Students emphasized the value of early connections with classmates, peer mentors and faculty,

while families highlighted the organization, warm hospitality and the relevance of sessions such as the Parent Transition Threshold and Parent Panel. Importantly, both groups noted how clear pre-arrival communication reduced anxiety and built confidence.

New Initiatives

- *Coffee Talks*: To foster deeper student-faculty connections, Student Success Services launched Coffee Talks, where students can invite a professor for informal conversation using a $15 Starbucks gift card provided by our office. The initiative encourages confidence, communication skills and early academic relationship building. To support participation, students receive conversation templates, coaching and guidance from Student Success coordinators.
- *Semester-at-a-Glance*: In response to student feedback, all incoming students will now participate in an interactive time-management seminar during New Lancer Days. Led by peer mentors, the session provides each student with a custom Longwood semester calendar and strategies to plan around key deadlines and high-stress periods. This initiative directly addresses one of the most cited first-year challenges and equips students with practical tools for success.

Together these efforts reflect our commitment to building a welcoming, well-prepared and connected community. By engaging students and families early, responding to feedback and creating opportunities for meaningful connection, we are strengthening both the student experience and the foundation for long-term success at Longwood.

Pell Initiative for Virginia (PIV)

Longwood University is actively engaged in three SCHEV PIV programs designed to recruit, retain and graduate Pell-eligible students, particularly from Southside, Central and Southwest Virginia. These programs provide targeted financial support and wraparound academic services and foster a sense of community to ensure student success. Key initiatives include relational recruiting efforts, additional financial aid to bridge gaps in the cost of attendance and the hiring of Student Success coordinators who leverage the CIVITAS Learning System to enhance retention by providing early alerts and personalized support. Longwood also provides financial incentives for students who receive tutoring and one-time grants to support students to stay on track and complete their degree. As part of its commitment to continuous improvement, Longwood has implemented an institution-wide Barrier Review (IwBR) process, which addresses emerging barriers in real time while fostering collaboration across departments. To further enhance these efforts, Longwood has partnered with Fig Education Lab for an external evaluation of the Guiding Talent program to ensure the effectiveness of these strategies in supporting Pell recipients, first-generation students and other vulnerable populations.

Marketing, Communications and Engagement

New team members and evolving roles strengthen storytelling and content strategy

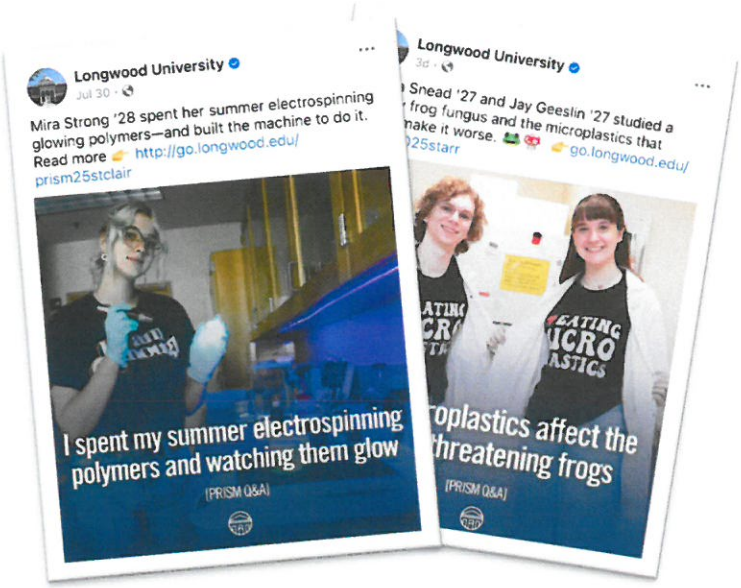
To better support our long-term strategic content and brand storytelling goals, we welcomed two new members to the Marketing, Communications and Engagement team this summer. **Chris Cook**, director of storytelling and publications, is now leading long-form content strategy and *Longwood magazine* following the transition of longtime editor Sabrina Brown to a different role ahead of retirement. Cook returns to Longwood after previously serving as associate vice president for athletics communications. **Ashley Kaleta '24, MBA '25**, joined as a content specialist, managing student content creators and social platforms. At the same time, Dustyn Hall, our associate director of content, has taken on expanded admissions-facing responsibilities, helping strengthen enrollment communications strategy. Together these changes position us to tell Longwood's story with greater impact, agility and alignment across channels.

Interactive web feature spotlights the Class of 2029

Building on the proven success of past student-focused storytelling, we launched an **interactive web feature and companion story** on the Class of 2029. The series highlights the diverse backgrounds, goals and personalities of our newest Lancers—from a surfing violinist to a future neuroscientist—and is being amplified on social media to showcase the individuality and energy this class brings to Longwood. Meet the Class of 2029: go.longwood.edu/longwood29

Budding science writer helps spotlight fellow students' research, driving record engagement

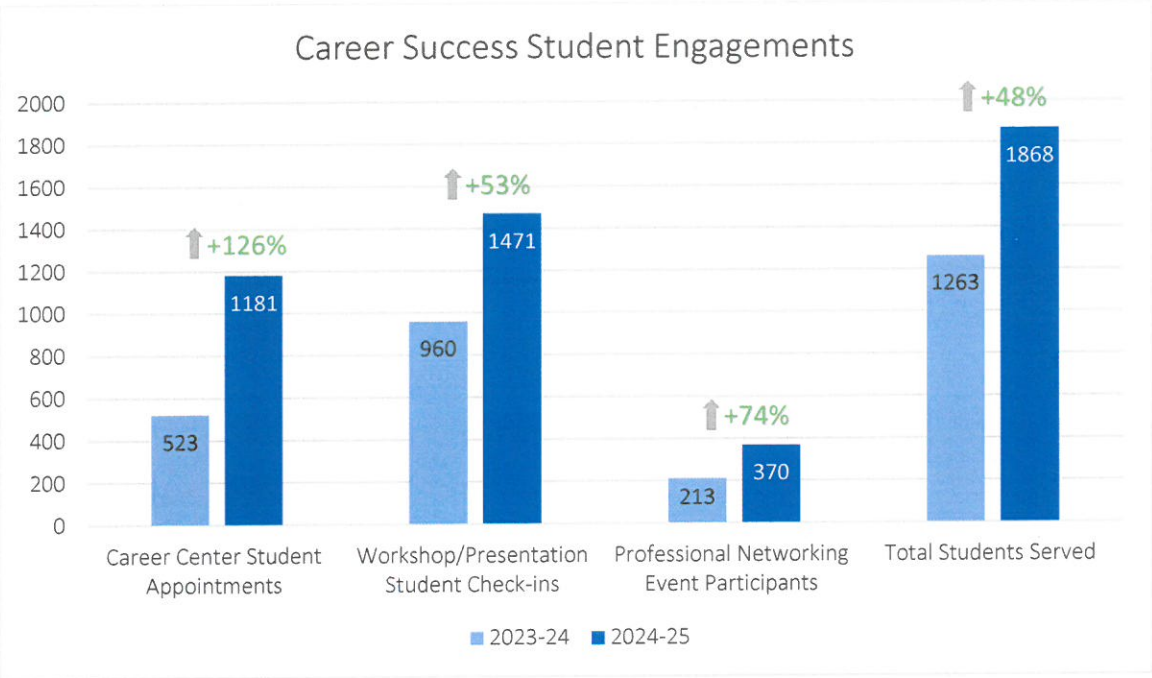
PRISM—Longwood's flagship summer research program—pairs students with faculty for intense, hands-on research. We share these stories to highlight the faculty-student collaboration and experiential learning that define Longwood. This year, we extended that spirit by putting these Q&A features into the hands of Jordan McPherson '26, a student worker and budding science writer. This student-led storytelling, paired with the web team's new social tactics using graphics and A/B testing led to a **1,100% increase** in engagement, and article views **nearly tripled** over our previous PRISM web series.



Office of Alumni and Career Success (OACS)

Longwood's reimagined Center for Career Success celebrates a record-breaking year of student engagement in 2024-25

A look back at 2024-25 reveals the powerful results of strategic investments in Longwood's post-graduate success efforts. Through cross-campus collaboration, deeper alumni engagement and innovative programming, the Alumni and Career Success team drove a **48% increase in total students served**, with even greater gains in overall engagement. Technology upgrades—including full implementation of the Handshake platform—modernized operations and significantly expanded student access to services, resources and events.



Robust series of regional alumni events planned this fall

This fall, Alumni Engagement is rolling out a robust lineup of regional programs designed to connect Lancers across the commonwealth. Upcoming events are planned in Richmond, Northern Virginia, Hampton Roads, Martinsville/Henry County and Farmville. We also have launched our newest regional group—the **Blue Ridge Lancers Alumni Network**—to serve alumni in the Harrisonburg area. These gatherings will help to strengthen alumni connections, expand networking opportunities and build pride in the Longwood community. To see more about upcoming events, visit: www.longwood.edu/alumni/events/

Information Technology Services (ITS)

ITS and the Registrar's Office worked together to meet with multiple departments on campus to demonstrate the new applications and gather feedback for additional improvements.

The Windows 11 and Network Refresh projects are on track.

ITS is working to migrate faculty, staff and students to Microsoft 365, which will expand access to productivity tools and provide integration within the Microsoft environment. This required new options for email filtering, account backups and archiving. The selected solution, Barracuda Premium, provides comprehensive protection at an annual cost that is less than our previous email filtering solution and it includes additional services that benefit Longwood. Implemented in just 60 days, the system now blocks or quarantines 25% of incoming email using AI-driven threat detection. The transition involved minimal disruption and has significantly strengthened campus cybersecurity.

Student Affairs

Cameron Patterson, Vice President

Highlights

- **The Office of Fraternity & Sorority Life host Summer Regional Meet and Greet events welcoming first-year students, families, returning students, and alumni.**
- **Student Affairs supports Campus Opening with a number of key activities. A few key programs include our Honor & Integrity Ceremony, Welcome Home Lancers Program, and a new F1RST Lancers Program.**
- **The Student Activities office lead a re-envisioning of our "First Friday Back" event in collaboration with the Farmville Downtown Partnership.**
- **Student Affairs launches a number of new initiatives for the Fall semester including our Lancer Leaders.**

This summer has been full of activity for our team in Student Affairs as we prepared for the return of our students along with facilitating a number of staff development opportunities. Our team in Residential & Commuter Life supported various summer housing needs along with helping to ready our residence hall spaces for students to return. One thing we continue to be pleased with our efforts to grow our Housing occupancy which has continued to grow again this year. Since fall 2023, the housing occupancy has increased by 135 students, which is a 5% increase. The 12-month housing program has continued to encourage more seniors to remain in Longwood housing. As we begin the fall, we are housing 77% of all Longwood undergraduates. The Office of Fraternity and Sorority Life sponsored Summer Regional Meet & Greet events. These gatherings included a number of current students as well as new, incoming students and family members. We held the events in Norfolk, Richmond, Charlottesville, and Arlington.

We have made it through an exciting first few weeks of classes here at Longwood. The opening of campus is always one of our busiest and most demanding moments—but it is also an exciting moment for our staff as we welcome back to campus the energy of our Lancers. One of the things that is most impressive is the way in which our campus community comes together for our Campus Opening. It truly is a collective effort as we welcome our students back to campus. A few activities from move-in included our "Welcome Home Lancers" program which greeted both new and returning students. Welcome tents were staffed by students and faculty/staff volunteers who provided support for new student move-in. Additionally, our Student Conduct & Integrity Office was able to lead our Honor & Integrity Ceremony alongside President Reveley, Provost Smith, and our faculty. Our Longwood University Honor System comprises the Honor Code, the Honor Pledge, the Academic Pledge, the Honor Creed, and the Honor Code of Conduct Standards and Regulations. Our Honor Code is a proud tradition at Longwood and really sets the tone for how we come together as a campus community. One element of that system is our student members of the Honor and Conduct Board. Our students are highly trained to facilitate conduct and honor hearings. We are proud that their efforts help to build on the strength of student governance which is important to our community.

Longwood's First-Generation students (the first in their family to earn a Bachelor's degree) continue to be actively supported by coordinated efforts. F1RST Lancers, a new student program funded through a grant from SCHEV, enhanced the transition of 23 new, Pell-eligible students. We were thankful to implement this program in collaboration with the Strategic Operations Division. We look forward to continuing to build on our First Gen program efforts.

The opening weeks of the semester also present an opportunity for re-envisioned programming efforts. The Student Activities office led our "First Friday Back" program, which was held in collaboration with the Farmville Downtown Partnership. The event featured a band, giveaways, more than 25 local businesses, and food trucks. The office also worked closely with over 165 student organizations to host our Club & Organization Involvement Fair. This presents a great opportunity for us to continue building upon our Meaningful Engagement Initiative. *Meaningful Engagement* (*It's All About ME!*) as we encourage students to consider the quality of extracurricular involvement versus quantity, and, in keeping with Longwood's Post-Graduate Success initiative, to think about how their involvement is connected to career and life plans.

Dean of Students Unit

Dean of Students

The 2025-2026 Student Handbook, which contains updated policies and procedures, was published to students at the beginning of August. The Dean of Students' office assisted students and families over the summer with issues, including family and personal emergencies, temporary medical leaves, and academic concerns. Final statistics for the 2024-2025 academic year show that the Dean of Students' office and the Care Team assisted with 1444 non-clinical case management cases, a 53% increase from 2023-2024. The majority of non-clinical case management types stemmed from issues and concerns with academics, family/home concerns, financial difficulties, health/medical concerns, mental health and/or psychological emergencies, and military service.

Work continues to secure grant funding for the Resources for Individual Student Essentials (RISE) initiative. The goal is to remove essential needs insecurity barriers; this will be accomplished through research, evaluation, and program and practice changes. This initiative will facilitate the collection of real-time data on LU students' essential needs and current campus and community resources to develop a holistic action plan and strategy, followed by implementation and continuous assessment. LU will scale up existing infrastructure and services addressing such needs as food insecurity, housing instability, and unmet health needs.

Accessibility Resources

To date, 520 students have registered a documented disability with Accessibility Resources (ARO). The majority of those registered display significant mental health concerns, ADD/ADHD, and specific learning disabilities. The top four areas of disabilities include emotional disabilities (mental health) - 29%, attention deficit hyperactivity disorder combined and uncombined - 24%, specific learning disabilities - 21%, and chronic health disabilities/conditions - 13%. ARO continues to see an increase in requests for emotional support animals and disability-based housing for incoming and returning students.

ARO welcomed 27 new students during ARO Empowers, our transition program for new students who register with ARO before arrival on campus. Four current students who are registered with the office were selected to serve as peer supports - ARO Ambassadors. ARO partnered with Student Success to transition the ARO Empowers participants into a Coaching Group with professional staff serving as their Student Success Coaches.

The content management system, AIM, has been integral in streamlining processes and student support capabilities. ARO launched a new Canvas course aptly titled "Accessibility Accommodations, AIM, and Inclusive Design" in August. It was distributed to all faculty and staff. It was well received with positive feedback, including "Wow, thanks for the Accessibility Accommodations, AIM, and Inclusive Design Canvas class. I appreciate all the hard work creating this Canvas class and imagine it will be very useful for all of us!" And "I love the Canvas course that ARO created!! Very thorough and has great resources and information. Well done!"

Residential and Commuter Life

Housing occupancy continued to grow again this year. Since fall 2023, the housing occupancy has increased by 135 students, which is a 5% increase. The 12-month housing program has continued to encourage more seniors to remain in Longwood housing. This summer, 408 students took advantage of the 12-month housing program, which permits students to reside in their apartment over the summer months at no additional cost to the student.

During the summer of 2025, RCL partnered with the Real Estate Foundation (REF) to replace all 227 student mattresses in the Lancer Park North building. Student mattresses will be replaced in the Lancer Park South building during the summer of 2026. We were also grateful for additional projects that included a full paint refresh of Stubbs, a new set of stairs and pathway from the

student parking area to Brown Commons at Lancer Park, and some HVAC updates to a number of our Residence Hall spaces. Scheduled and planned capital replacements are critical for the continued enjoyment and stability of housing occupancy.

Residential and Commuter Life (RCL) staff have continued a strong partnership with the Meaningful Engagement Initiative. RCL staff have supported student engagement through the First Friday Back planning committee and coordinated groups of students to attend key campus events. Student Staff completed the Fall Training Leadership Workshop. Students were trained in a variety of areas that included Opioid Antagonist training, Title IX, Mental Health Response, Leadership Skills, Crisis Response, Programming, and Meaningful Engagement. These student staff members play a pivotal role in supporting the success of residential students.

Student Conduct and Integrity

Student Conduct and Integrity cases increased by 19% in the 2024-2025 academic year compared to the previous academic year, increasing from 162 to 192. Of these 192 cases, nine were appealed; outcomes determined as one finding of responsibility with sanctions upheld, and eight findings of responsibility upheld with sanction modifications. Eighty-one students were charged with alcohol policy violations, with sixty-two percent of those charged being first-year students, an increase of thirty-four cases from the 2023-2024 academic year. There was one student charged with a drug-related violation during the 2024-2025 academic year, which is a decrease from three in the 2023-2024 academic year. Nine students were charged with violations of Longwood's cannabis policy. Four students were found responsible for cannabis-related charges in the 2024-2025 academic year, noting a slight increase from three cases in the 2023-2024 academic year. First-year students accounted for fifty-five percent of cases heard by the Honor and Conduct Board, forty-three percent of Administrative Hearing Officer cases, and forty-nine percent of the cases resolved by an Agreed Resolution Officer.

The Honor and Conduct Board selection process resulted in an excellent candidate pool. The 2025-2026 academic year has begun with fifteen members on the Honor and Conduct Board, representing a variety of majors and class years. Training for the board took place in August 2025, culminating with participation in the Honor and Integrity Ceremony during New Lancer Days.

Title IX

During the 2024-2025 academic year, the Title IX Office received 53 reports of notice. This number is close to the previous academic year, with a receipt of 50 reports of notice. Of those reports, the alleged discrimination included instances of sexual assault, sexual harassment, dating and relationship violence, or stalking. In compliance with requirements, all parties were offered supportive measures, most of whom engaged with resources across campus, such as CAPS, the Dean of Students' office, and notifying faculty of medical or court-related absences. LUPD has also assisted several students with criminal complaints and/or protective orders.

Four reports escalated to a formal complaint. Two were resolved via informal resolution, and two were resolved through formal investigations. Four students received support for issues pertaining

to pregnancy and parenting, compared to three students the previous academic year. This indicates steady use of support through Title IX over the past several years. The remaining reports fell into one of three categories: 1) no formal complaint was filed, 2) the complaint did not fall within Longwood's purview of authority, or 3) it was classified as supportive measures only.

Student Engagement Unit

The Student Engagement staff is excited about the new academic year, with a focus on creating and offering experiences focused on innovative and transformative student learning and development strategies, and creating an environment where all students can experience success.

Meaningful Engagement (*It's All About ME!*) will continue to be a central area of focus during 2025-26. Staff will encourage students to consider the quality of extracurricular involvement versus quantity, and, in keeping with Longwood's QEP (Post-Graduate Success), to think about how their involvement is connected to career and life plans. In this second year of efforts, a goal is to build on the momentum of students' adoption of this concept. These efforts are also supported through social media and a "Lancers Engage" Instagram.

"Welcome Home Lancers" greeted both new and returning students. Welcome tents were staffed by 60 students and 25 faculty/staff volunteers who provided support for new student move-in. During New Lancer Days, the Clark House Cookout, hosted by the CHANGE (Community, Humanity, Allyship, Grace, and Equity) student coalition on Friday evening, introduced new students to upper-class peers and campus engagement opportunities. Students provided much of the cooking and food for over 100 attendees. "Rock the Brock" on Saturday evening featured the energy of over 30 student groups and campus offices who shared information and giveaways while students participated in a range of activities.

Longwood's First-Generation students (the first in their family to earn a Bachelor's degree) continue to be actively supported by coordinated efforts. F1RST Lancers, a new student program funded through a grant from SCHEV, enhanced the transition of 23 new, Pell-eligible students. A welcome event for new First-Gen students will be held in September. The First Gen Lounge in Upchurch continues to grow as an important resource for studying and relaxing. Over 80 faculty and staff who were First Generation students themselves continue to serve as First Gen Allies and resource persons. 41% of the new students this fall are First Generation.

Lancers Vote is a student-led effort supported by Student Engagement, which actively encourages voter registration, education, and participation. A series of events and programs will occur on campus leading up to the upcoming elections in Virginia.

Fraternity and Sorority Life

There were important gains in student membership in Greek letter organizations last year, and plans are in place for continued outreach and growth. For a third year, the Fraternity and Sorority Life office sponsored Summer Regional Meet & Greet events. These gatherings included a

number of current students as well as new, incoming students and family members. This year, these occurred in Norfolk, Richmond, Charlottesville, and Arlington, and attendance increased by 35% over the previous year. An Alumni Newsletter shared the many highlights from the past year and was an important point of connection with alumni. "Meet the Greeks" will be held on Brock Commons during the first week of classes. The National Pan Hellenic Council (NPHC) chapters will make increased use of the Clark House for activities.

Multicultural Affairs

The Office of Multicultural Affairs (OMA) continues to provide key mentoring and support, both to individual students and student groups. BOND (Building Our New Direction), a signature transition program for incoming first-year students, was led by OMA for a third year. Twenty-eight new students were welcomed to Longwood for four days before New Lancer Days and paired with a BOND Mentor who introduced them to campus life and a number of Longwood offices and resources.

Planning for the NH Scott Center on the main floor of Lankford Hall made critical progress over the summer, including improvements to paint, carpeting, furniture, technology, and other equipment. The NH Scott Center will feature meeting rooms, study spaces, lounges, a meditation space, and a ballroom for larger events. This will be a space open to all Longwood students.

Education and Prevention Programs

The office of Education and Prevention Programs continued to coordinate mandatory education and prevention programs on the topics of human trafficking, alcohol and other drugs, sexual misconduct, and hazing. Incoming students complete the *On Watch* and *Not Anymore* online programs, as well as the in-person program, *Hazed and Confused: Let's Clear Things Up*. Additionally, during New Lancer Days, the office sponsored Dr. Linda Hancock, whose program *Perception vs. Realty: What's Happening on Campus?* has been well-received by students for a number of years and supports their transition to college life especially related to substance use. Hazing Prevention Week in September will feature tabling, social media, and a presentation by the Love Like Adam Foundation who will be returning to campus for a fourth year to address the community on the dangers of hazing. It has proven to be a very moving and impactful program.

University Center and Student Activities

The Student Activities office led the re-envisioning of the traditional "First Friday Back," which was held in collaboration with the Farmville Downtown Partnership. The event featured a band, giveaways, and food trucks. The office also worked closely with over 165 student organizations to provide important resources. Many of these groups also participated in the Involvement Fair on September 4, which provided the chance for new and returning students to learn about Longwood's student groups as well as community service and volunteer opportunities. Lancer Productions will continue to sponsor programs on Friday evenings creatively. Mortar Board is focused on planning the highly anticipated Oktoberfest events on October 4. This summer, Longwood's Mortar Board chapter received The Ruth Weimer Mount Chapter Excellence Award, the highest national award given to a chapter.

Well-Being Unit

Campus Recreation

This summer Campus Recreation had time to reflect, prepare, and help the Farmville Community "Be Active." Spirit Sports once again utilized the Lancer Park turf field for a popular Sunday Summer Soccer league. Pierson Hall Fitness Center hosted summer conferences, including Call Me Mister, Longwood LIFE, and STEM Camp. For two days the Fitness Center served as the location for the State Shelter exercise. Our FY26 focus will be Career/Purpose Well-Being to equip our student employees for post-graduate success better. All Staff training welcomed more than 60 student employees and an opportunity to teach them problem solving, leadership, and the hard skills needed to run our facilities and programs.

An Athletic Trainer for our 25 Sport Club teams was hired by Potomac Health and is a welcome addition to the staff. Fall Semester preparations also included the refurbishing of our basketball and racquetball courts. Both floors were sanded down to the wood and lines were repainted.

Counseling and Psychological Services

We continue to facilitate our Mental Health Workforce Initiative which is funded by the State Counsel for Higher Education in Virginia (SCHEV). This program has provided our team with two Resident-in-Counseling positions. The mission of this initiative is twofold: (a) to expand access to mental health services for all Virginians in need and (b) fortify the mental health workforce by dismantling barriers to licensure. CAPS also recruited and trained two Counselors-In-Training from Longwood University's Counselor Education program. The Counselors-In-Training will provide clinical services to Longwood University students under the supervision of CAPS licensed providers.

The Virginia Department of Behavioral Health and Developmental Services grant-funded *Longwood's Collegiate Recovery Program* leadership transitioned from Counselor Education to CAPS, and a Licensed Professional Counselor who is American Society of Addiction Medicine trained and certified is serving as Program Director. The mission of Longwood Recovers is to engage students in meaningful, relevant, and accessible education, outreach, and support. The program's core is support for students in recovery by providing high-quality services and removing barriers to use of those services. This year will serve as a needs assessment period to determine if the investment is yielding the desired impact on the campus community.

Longwood University Police Department

The Longwood University Police Department (LUPD) started the academic year fully staffed. LUPD stood up the Emergency Communication Center for a number of large-scale community and campus events over the summer. LUPD and campus partners also met throughout the summer to devise and update plans for the August 2025 Move-In. The Director of Emergency Management and other LUPD command staff responded to flooding incidents on campus and through the Town of Farmville. LUPD secured grant funding from the Virginia State Police HEAT grant to secure mounts for the patrol vehicles.

Lt. Lenhart and Dr. Giles received the Texas A&M Engineering Extension Service (TEEX) Infrastructure Protection Certification after completing five required courses. The agency will utilize what they learned to enhance risk assessments, special event planning, and event security. LUPD will sponsor two TEEX courses on campus this fall--Crisis Management Affecting Institutions of Higher Education (MGMT 361) on October 7-8, and Enterprise Risk Management for Institutions of Higher Education (MGMT 370) on October 9. The courses are open to all campus partners. In August 2025, Lt. Lenhart and Lt. Raybold began coursework in the Chesterfield County Command Excellence course, which will consist of four two-day sessions concluding in November 2025.

Chief Comer participated in the parents' panels during Stummer Orientation Week, presented Campus Resilience and Safety training to over 100 faculty and staff members in early August, and disseminated Campus Safety Placards to campus partners. LUPD staff conducted three Code Red presentations, one safety talk with the Honors College, two sessions of preparedness training with the Honors Leadership Retreat, and a safety awareness presentation for Campus Recreation staff.

Informational Items

Report from Faculty Representative to the Board of Visitors
September 4, 2025
JoEllen Pederson, Professor of Sociology

I am pleased to share highlights of the impactful work undertaken by Longwood University faculty during the summer months—work that reflects our continued commitment to academic excellence, student success, and community engagement. Although this period falls outside the typical contract months for most faculty, many devoted their time and expertise to initiatives that advance the mission and values of Longwood.

This report is organized into three key areas:
- **Innovations for the Future** – advancing academic programs and research.
- **Student Mentorship** – supporting students beyond formal responsibilities.
- **Community Outreach** – strengthening Longwood's impact across Virginia and beyond.

These examples reflect the dedication of our faculty to both the immediate and long-term success of our students, our university, and the communities we serve.

Innovations for the Future

- Dr. Sara Miller, Professor of Education and Counseling, worked with colleagues to develop an Early Childhood Special Education Endorsement track for in-service teachers, addressing a statewide educational need.

- Mr. Jameson Hinkle, Lecturer of Biology and Environmental Science, attended a National Science Foundation-funded conference on CRISPR technologies to bring cutting-edge biotechnology instruction into the classroom.

- Dr. Melissa Rhoten, Professor of Chemistry; Dr. Mark Fink, Professor of Biology; and Dr. Carl Riden, Professor of Sociology, co-taught a Brock Experience as a National Collegiate Honors Council Civic Seminar. Students from five institutions explored environmental, cultural, and economic issues in the Chesapeake Bay region.

- Dr. Tim Holmstrom, Professor of Physics, contributed to the international GeP nuclear physics experiment at Jefferson Lab and helped design an electron calorimeter.

- In the LU@Alaska Brock Experience, students created an eight-episode civic engagement podcast, *Voices of Alaska*, guided by Dr. JoEllen Pederson, Professor of Sociology; Dr. Phillip Poplin, Professor of Mathematics; Dr. Mark Fink, Professor of Biology; and Ms. Sarah Reynolds, Associate Professor and Librarian.

Student Mentorship

- Dr. Matthew Lucas, Professor of Health, Recreation, and Kinesiology, submitted two scholarly articles co-authored with undergraduate students.

- Dr. Scott Grether, Associate Professor of Sociology, submitted four articles for review and continues collaborating with a student on a fifth manuscript.

- Dr. Kathryn M. Miller, Associate Professor of Nursing, supported student poster submissions accepted for presentation at the upcoming Virginia Henderson Research Symposium.

- Mr. Jameson Hinkle, Lecturer of Biology and Environmental Science, mentored a student whose work enhanced environmental DNA sample processing and will accelerate future thesis research.

Community Outreach

- Dr. Dorothy Suskind, Associate Professor of Education, led eight free webinars for K–12 teachers through the Southside Virginia Writing Project, with participants from 18 school districts.

- Dr. Jen Gerlach and Dr. Kat McCleskey, Associate Professors of Counselor Education, facilitated 16 mental health and suicide prevention trainings (SAMHSA-funded), reaching over 170 community members. A program alumna led an additional nine sessions, continuing the initiative's impact.

- Dr. Adam Blinco, Senior Lecturer in Philosophy and Honors Faculty, and Dr. Sarai Blinco, Director of Program Effectiveness and Professor of Psychology, launched *A Giving Tree*, a nonprofit upscale resale store that donates all proceeds as grants to local organizations meeting basic community needs.

- Dr. Alec Hosterman, Professor and Chair of Communication Studies, installed his photography exhibit, *There's Just Us*—focused on the 2017 Unite the Right rally—at the Rosa Parks Museum in Montgomery, Alabama.

- Dr. Roland Karnatz, Associate Professor of Music, led two musical outreach sessions at Piedmont Regional Juvenile Detention Center, featuring the clarinet and didgeridoo.

- Dr. Alecia Blackwood, Assistant Professor of Education, co-led an AI training workshop for 23 Virginia educators in partnership with the Moton Museum and SEED Innovation Hub.

- The 21st Longwood Summer Literacy Institute brought 100 educators to campus for professional development. Planning faculty included Dr. Audrey Church, Professor of School Librarianship; Dr. Alecia Blackwood; Dr. Sarah Tanner-Anderson, Assistant Dean of the College of Graduate and Professional Studies; Dr. Carl Harvey, Associate Professor of School Librarianship; and Ms. Kandace McCabe, Administrative Assistant.

- Dr. Melissa Kravetz, Professor of History, taught for the 10th consecutive year at the Virginia Holocaust Museum's Alexander Lebenstein Teacher Education Institute. Her work was featured in *The Farmville Herald.*