

Six-Year Plans - Part I (2017): 2018-20 through 2022-24

Due: July 1, 2017

Institution:

<i>Institution Name</i>	Longwood University
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Institution UNITID:

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Individual responsible for plan

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Six-Year Plans - Part I (2017): 2018-20 through 2022-24
Institution Name Longwood University

ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

Priority Ranking	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2018-2024)								Narrative	Narrative		
	Biennium 2018-2020 (7/1/18-6/30/20)				Biennium 2019-2020 (7/1/19-6/30/21)						Information for 2018-19 and/or for Biennium 2020-2022 (7/1/20-6/30/22)	Information for 2019-20 and/or for Biennium 2022-2024 (7/1/22-6/30/24)
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation									
			2018-2019		2019-2020							
		Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue							
1	Improve Retention and Graduation Rates	2	Incremental:	\$259,074	\$259,074	\$42,595	\$42,595					
			Savings:	\$0	\$0	\$0	\$0					
			Reallocation:	\$100,000	\$100,000	\$100,000	\$100,000					
2	New General Education Curriculum	2,3	Incremental:	\$859,857	\$859,857	\$1,146,562	\$1,146,562					
			Savings:	\$0	\$0	\$0	\$0					
			Reallocation:	\$0	\$0	\$0	\$0					
3	Strengthen the Commonwealth and Region	1,2,4	Incremental:	\$0	\$0	\$0	\$0					
			Savings:	\$0	\$0	\$0	\$0					
			Reallocation:	\$100,000	\$100,000	\$100,000	\$100,000					
4	Undergraduate Research Initiative	2	Incremental:	\$0	\$0	\$0	\$0					
			Savings:	\$0	\$0	\$0	\$0					
			Reallocation:	\$50,000	\$50,000	\$50,000	\$50,000					
5	Faculty Equity, Retention & Promotion Pool; A/P and Classified Equity and Retention Pool ⁷	3	Incremental:	\$0	\$0	\$0	\$0					
			Savings:	\$0	\$0	\$0	\$0					
			Reallocation:	\$0	\$0	\$0	\$0					
			Incremental:	\$0	\$0	\$0	\$0					
			Savings:	\$0	\$0	\$0	\$0					
			Reallocation:	\$0	\$0	\$0	\$0					
Total 2018-2020 Costs												
Incremental (included in Financial Plan line 61)				\$1,118,931	\$1,118,931	\$1,189,157	\$1,189,157					
Savings				\$0	\$0	\$0	\$0					
Reallocation				\$250,000	\$250,000	\$250,000	\$250,000					
Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need												
2018-2020 Biennium												
(Assuming No Additional General Fund)												
Items	2018-2019		2019-2020		2016-17		2017-18					
	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Salary Increase Rate and Tuition Amount	Total Amount	Amount From Tuition Revenue					
Total Incremental Cost from Academic Plan¹	\$1,118,931	\$1,118,931	\$1,189,157	\$1,189,157								
Increase T&R Faculty Salaries ²	\$0	\$0	\$0	\$0			\$0		\$0	\$0		
T&R Faculty Salary Increase Rate ³	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Increase Admin. Faculty Salaries ²	\$0	\$0	\$0	\$0			\$0		\$0	\$0		
Admin. Faculty Salary Increase Rate ³	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Increase University Staff Salaries ²	\$0	\$0	\$0	\$0			\$0		\$0	\$0		
University Staff Salary Increase Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Classified One-Time Bonus FY17	\$0	\$0	\$0	\$0			\$287,463		\$0	\$0		
One-Time Bonus Rate FY17	0.00%	0.00%	0.00%	0.00%			3.00%		0.00%	0.00%		
Increase T&R Faculty Salary Merit Based FY17 ⁵							\$410,076		\$492,091	\$492,091		
T&R Faculty Salary Increase Weighted Average Rate FY17 ⁵							3.00%		0.00%	0.00%		
Increase Admin. Faculty Salaries Merit Based FY17 ⁵							\$202,968		\$243,562	\$243,562		
Admin. Faculty Salary Increase Weighted Average Rate FY17 ⁵							3.00%		0.00%	0.00%		

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
Institution Name Longwood University

ACADEMIC AND FINANCIAL PLAN

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Priority Ranking	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2018-2024)								
	Biennium 2018-2020 (7/1/18-6/30/20)				Narrative		Narrative		
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation				Information for 2018-19 and/or for Biennium 2020-2022 (7/1/20-6/30/22)	Information for 2019-20 and/or for Biennium 2022-2024 (7/1/22-6/30/24)	
			2018-2019		2019-2020				
Total Amount			Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue				
	Increase Classified Staff Salaries FY18 ⁵		\$34,261	\$18,501	\$0	\$0	\$0	\$376,866	\$203,508
	Classified Salary Increase Rate FY18 ⁵		3.00%	0.00%	0.00%	0.00%	0.00%	3.00%	0.00%
	Increase T&R Faculty Salary Merit Based FY18 ⁶		\$29,021	\$14,656	\$0	\$0	\$319,229	\$161,211	
	T&R Faculty Salary Increase Weighted Average Rate FY18 ⁵		0.00%		0.00%		2.00%		
	Increase Admin. Faculty Salaries Merit Based FY18 ⁵		\$14,937	\$7,543	\$0	\$0	\$164,302	\$76,058	
	Admin. Faculty Salary Increase Weighted Average Rate FY18 ⁵		0.00%	0.00%	0.00%	0.00%	2.00%		
	Increase Number of Full-Time T&R Faculty ⁴ (FTE)		0	0	0	0			
	Increase Number of Full-Time Admin. Faculty ⁴ (\$)		\$0	\$0	\$0	\$0			
	Increase Number of Full-Time Admin. Faculty ⁴ (FTE)		0	0	0	0			
	Increase Number of Part-Time Faculty ⁴ (\$)		\$0	\$0	\$0	\$0			
	Increase Number of Part-Time Faculty ⁴ (FTE)		0	0	0	0			
	Increase Number of Classified Staff ⁴ (\$)		\$0	\$0	\$0	\$0			
	Increase Number of Classified Staff ⁴ (FTE)		0	0	0	0			
	Increase Number of University Staff ⁴ (\$)		\$0	\$0	\$0	\$0			
	Increase Number of University Staff ⁴ (FTE)		0	0	0	0			
	Library Enhancement ⁴ (\$)		\$0	\$0	\$0	\$0			
	Library Enhancement ⁴ (FTE)		0	0	0	0			
	Technology Enhancement ⁴ (\$)		\$0	\$0	\$0	\$0			
	Technology Enhancement ⁴ (FTE)		0	0	0	0			
	O&M for New Facilities ⁴ (\$)		\$498,751	\$184,538	\$1,560,000	\$577,200			
	O&M for New Facilities ⁴ (FTE)		0	0	0	0			
	Utility Cost Increase		\$100,000	\$100,000	\$200,000	\$300,000			
	NGF share of state authorized salary increase/bonus		\$0	\$0	\$0	\$0			
	Other Fixed Cost		\$300,000	\$300,000	\$300,000	\$300,000			
	VRS increase		\$0	\$0	\$0	\$0			
	Additional In-State Student Financial Aid From Tuition Revenue		\$0	\$0	\$0	\$0			
	Others (Specify, insert lines below)		\$0	\$0	\$0	\$0			
	Safety and Security Enhancement		\$0	\$0	\$0	\$0			
	Total Additional Funding Need		\$2,095,901	\$1,744,168	\$3,249,157	\$2,366,357			

Notes:

- Please ensure that these items are not double counted if they are already included in the incremental cost of the academic plan.
- If planned, enter the cost of any institution-wide increase.
- Enter planned annual faculty salary increase rate. Any salary increase entered here will be counted when calculating the gap to reach the 60th percentile in the future.
- Enter number of FTE change over the FY2018 level in appropriate columns.
- FY17 increases were merit based and the weighted average was 3% for T&R Faculty and Admin Faculty. These amounts represent 20 pays in FY17 and 24 pays in FY18. Classified received a one-time bonus of 3%.
- FY18 increases were state mandated and will be merit based and the weighted average is estimated to be 2% for T&R Faculty and Admin Faculty. Classified and wage employees will receive 3%. These amounts represent 22 pays in FY18 and 2 pays in FY19. The fund split applied is 49.5% GF and 50.5% NGF for T&R Faculty and Admin Faculty as provided by DPB. The fund split applied for classified is 46% GF and 54% NGF as provided by DPB.
- A pool of funds will be established to be used to address salary compression issues, promotion, as well as funds to retain high-quality faculty and staff who have been offered positions outside the University. Some employees may receive no increase and others will receive varying amounts - these funds will not be given to faculty or staff across-the-board.

Six-Year Plans - Part I (2017): 2018-20 through 2022-24

Institution Name Longwood University

Six-Year Financial Plan for Tuition and Fee Increases and Nongeneral Fund Revenue Estimates

Items	2016-2017 (Estimated)		2017-2018 (Estimated)			2018-2019 (Planned)			2019-2020 (Planned)		
	Student Charge	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue
E&G Programs											
Undergraduate, In-State	\$7,350	\$30,049,975	\$7,620	3.7%	\$32,440,875	\$7,920	3.9%	\$34,616,097	\$8,220	3.8%	\$36,386,513
Undergraduate, Out-of-State	\$21,780	\$5,022,800	\$22,560	3.6%	\$5,065,736	\$23,430	3.9%	\$4,255,191	\$24,330	3.8%	\$4,674,673
Graduate, In-State	\$7,872	\$2,559,780	\$8,160	3.7%	\$2,859,597	\$8,496	4.1%	\$3,195,403	\$8,832	4.0%	\$3,352,831
Graduate, Out-of-State	\$22,248	\$257,595	\$23,040	3.6%	\$259,591	\$23,928	3.9%	\$283,277	\$24,888	4.0%	\$302,308
Law, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Law, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Medicine, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Medicine, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Dentistry, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
PharmD, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
PharmD, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Other NGF		\$1,800,700			\$1,800,700			\$1,820,700			\$1,820,700
Total E&G Revenue - Gross		\$39,690,850			\$42,426,499			\$44,170,668			\$46,537,025
Total E&G Revenue - Net of Financial Aid		\$37,146,116			\$39,881,765			\$41,625,934			\$43,992,291
E&G Revenue Used for Faculty Salary Increases ¹		\$410,076			\$639,865			\$0			\$0
Average T&R Faculty Salary Increase Rate		3.00%			3.00%			0.00%			0.00%
Auxiliary Program											
Mandatory Non-E&G Fees											
Undergraduate	\$4,890		\$5,100	4.3%		\$5,280	3.5%		\$5,460	3.4%	
Graduate	\$3,024		\$3,168	4.8%		\$3,288	3.8%		\$3,408	3.6%	
Law	\$0		\$0	%		\$0	%		\$0	%	
Medicine	\$0		\$0	%		\$0	%		\$0	%	
Dentistry	\$0		\$0	%		\$0	%		\$0	%	
PharmD	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine	\$0		\$0	%		\$0	%		\$0	%	
Total Auxiliary Revenue (ALL including room and board)		\$55,880,000			\$57,194,861			\$59,258,561			\$61,786,352
Total Tuition and Fees											
Undergraduate, In-State	\$12,240		\$12,720	3.9%		\$13,200	3.8%		\$13,680	3.6%	
Undergraduate, Out-of-State	\$26,670		\$27,660	3.7%		\$28,710	3.8%		\$29,790	3.8%	
Graduate, In-State	\$10,896		\$11,328	4.0%		\$11,784	4.0%		\$12,240	3.9%	
Graduate, Out-of-State	\$25,272		\$26,208	3.7%		\$27,216	3.8%		\$28,296	4.0%	
Law, In-State	\$0		\$0	%		\$0	%		\$0	%	
Law, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%	
Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Dentistry, In-State	\$0		\$0	%		\$0	%		\$0	%	
Dentistry, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
PharmD, In-State	\$0		\$0	%		\$0	%		\$0	%	
PharmD, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Student Financial Aid (Program 108)		\$2,544,734			\$2,544,734			\$2,544,734			\$2,544,734
Sponsored Programs (Program 110)		\$3,178,393			\$3,178,393			\$3,178,393			\$3,178,393
Unique Military Activities		\$0			\$0			\$0			\$0
Workforce Development		\$0			\$0			\$0			\$0
Other (Specify)		\$0			\$0			\$0			\$0

(1) E&G Revenue Used for Faculty Salaries in FY17 reflects 20 pays. FY18 reflects the total payments for FY17 plus the FY18 amount for 22 pays.

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
Institution Name
Longwood University

FINANCIAL AID PLAN

Note: If you do not have actual amounts for Tuition Revenue for Financial Aid by student category, please provide an estimate. If values are not distributed for Tuition Revenue for Financial Aid, a distribution may be calculated for your institution.

Allocation of Tuition Revenue Used for Student Financial Aid

2015-16 (Actual)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108) **	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$29,888,379	\$1,565,762	5.2%	\$1,565,762
Undergraduate, Out-of-State	\$3,943,876	\$342,506	8.7%	\$342,506
Graduate, In-State	\$2,384,138	\$220,235	9.2%	\$220,235
Graduate, Out-of-State	\$313,252	\$2,652	0.8%	\$2,652
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$36,529,645	\$2,131,155	5.8%	\$2,131,155
In-State Sub-Total	\$32,272,517	\$1,785,997	5.5%	\$1,785,997

***2016-17 (Estimated) Please see footnote below**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108) **	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$30,049,975	\$1,755,459	5.8%	\$1,755,459
Undergraduate, Out-of-State	\$5,022,800	\$591,639	11.8%	\$591,639
Graduate, In-State	\$2,559,780	\$192,800	7.5%	\$192,800
Graduate, Out-of-State	\$257,595	\$4,836	1.9%	\$4,836
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$37,890,150	\$2,544,734	6.7%	\$2,544,734
Total from Finance-T&F worksheet	\$39,690,850	\$2,544,734	6.4%	
In-State Sub-Total	\$32,609,755	\$1,948,259	6.0%	\$1,948,259

2017-18 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108) **	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$32,440,875	\$1,755,459	5.4%	\$1,755,459
Undergraduate, Out-of-State	\$5,065,736	\$591,639	11.7%	\$591,639
Graduate, In-State	\$2,859,597	\$192,800	6.7%	\$192,800
Graduate, Out-of-State	\$259,591	\$4,836	1.9%	\$4,836
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$40,625,799	\$2,544,734	6.3%	\$2,544,734
Total from Finance-T&F worksheet	\$42,426,499	\$2,544,734	6.0%	
In-State Sub-Total	\$35,300,472	\$1,948,259	5.5%	\$1,948,259
Additional In-State	\$2,690,717	\$0	%	\$0

2018-19 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108) **	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$34,616,097	\$1,755,459	5.1%	\$1,755,459
Undergraduate, Out-of-State	\$4,255,191	\$591,639	13.9%	\$591,639
Graduate, In-State	\$3,195,403	\$192,800	6.0%	\$192,800
Graduate, Out-of-State	\$283,277	\$4,836	1.7%	\$4,836
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$42,349,968	\$2,544,734	6.0%	\$2,544,734
Total from Finance-T&F worksheet	\$44,170,668	\$2,544,734	5.8%	
In-State Sub-Total	\$37,811,500	\$1,948,259	5.2%	\$1,948,259
Additional In-State	\$2,511,028	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	\$0

2019-20 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108) **	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$36,386,513	\$1,755,459	4.8%	\$1,755,459
Undergraduate, Out-of-State	\$4,674,673	\$591,639	12.7%	\$591,639
Graduate, In-State	\$3,352,831	\$192,800	5.8%	\$192,800
Graduate, Out-of-State	\$302,308	\$4,836	1.6%	\$4,836
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$44,716,325	\$2,544,734	5.7%	\$2,544,734
Total from Finance-T&F worksheet	\$46,537,025	\$2,544,734	5.5%	
In-State Sub-Total	\$39,739,344	\$1,948,259	4.9%	\$1,948,259
Additional In-State	\$1,927,844	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	\$0

* Please note that the totals reported here will be compared with those reported by the financial aid office on the institution's annual S1/S2 report. Since the six-year plan is estimated and the S1/S2 is "actual," the numbers do not have to match perfectly but these totals should reconcile to within a reasonable tolerance level. Please be sure that all institutional offices reporting tuition/fee revenue used for aid have the same understanding of what is to be reported for this category of aid.

** As Longwood University cannot report with certainty sources specifically allocable by student category, the "Tuition Revenue for Financial Aid" amounts were based on the estimated distribution of financial aid in FY17.

Six-Year Plans - Part I (2017): FY2016-2017

Institution Name **Longwood University**

INTELLECTUAL PROPERTY ASSIGNMENTS AND EXTERNALLY SPONSORED RESEARCH

Background

The intellectual property (IP) worksheet captures report information for the most recently ended fiscal year as required by § 23.1-102 subdivision 2 of the Code of Virginia. Assignment of IP interests to persons or nongovernmental entities and the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the IP research performed by the institution, or any entity affiliated with the institution are captured by the worksheet. Information is sought on research that yields IP regardless of the project's intent. Information is sought about IP transferred as a result of either basic or applied research. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

Data Collection

Special Note: *The information requested below pertains to the institution as well as any affiliated entity.*

FY 2016-2017	Principal Place of Business in VA	Principal Place of Business outside VA
Number of assignments of intellectual property interests to persons or nongovernmental entities	0	0
Value of funds from persons or nongovernmental entities to support intellectual property research	\$0	\$0
Number of patents (by type) developed in whole or part from external projects funded by persons or nongovernmental entities:		
Patent Type - Design	0	0
Patent Type - Plant	0	0
Patent Type - Utility	0	0
Total	0	0

Definitions

Assignment: A transfer of ownership of Intellectual Property from one entity to another, including exclusive and royalty bearing licenses.

Design Patent: A patent that may be granted to anyone who invents a new, original, and ornamental design for an article of manufacture.

Intellectual Property: Creations of the mind – creative works or ideas embodied in a form that can be shared or can enable others to recreate, emulate, or manufacture them.

Nongovernmental Entities: An entity not associated with any federal, national or local government.

Patent: A property right granted by the Government of the United States of America to an inventor "to exclude others from making, using, offering for sale, or selling the invention throughout the United States or importing the invention into the United States" for a limited time in exchange for public disclosure of the invention when the patent is granted.

Plant Patent: A patent that may be granted to anyone who invents or discovers and asexually reproduces any distinct and new variety of plant.

Sponsored Research: Research that is supported and compensated by a sponsoring agency.

Utility Patent: A patent that may be granted to anyone who invents or discovers any new, useful, and nonobvious process, machine, article of manufacture, or composition of matter, or any new and useful improvement thereof.

Value of Funds: Total value of all monetary and in-kind support provided by an external sponsor of Intellectual Property research.

Six-Year Plans - Part I (2017): FY2016-2017
Institution Name Longwood University
ECONOMIC DEVELOPMENT: CONTRIBUTIONS (HB515)

Requirement: As per § 23.1-306 (A) of the Code of Virginia each such plan and amendment to or affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.

Special Note: After a thorough review of existing documents and surveys, a workgroup comprised of mostly institutional members recommended that the following metrics be used to satisfy this reporting requirement. The reporting period is FY17. The metrics serve as a menu of items that institutions should respond to as applicable and available to them. Please leave fields blank, if information is unavailable.

Section A: Provide information for research and development (R&D) expenditures by source of fund with a breakdown by Science and Engineering (S&E) specific and non-S&E.

VA PLAN Strategy Reference	Section A: Research and Development (R&D) Expenditures by Source of Fund				
	Source of Funds	*S&E	Non S&E	Total	
4.3	Federal Government			\$0.00	
	State and Local Government			\$0.00	
	Institution Funds			\$0.00	
	Business			\$0.00	
	Nonprofit Organizations			\$0.00	
	All Other Sources			\$0.00	
	Total		\$0.00	\$0.00	\$0.00
	* S&E - Science and Engineering				

Section B: Provide number and dollar value of grants, contracts and sub-agreements by discipline. If your institution prefers to report by industry, please modify table accordingly.

VA PLAN Strategy Reference	Section B: Grants, Contracts and Sub-Agreements by Discipline						
	Discipline	Category					
		Grants		Contracts		Sub-agreements	
		No.	\$ Value	No.	\$ Value	No.	\$ Value
4.3	Engineering						
	Physical Science						
	Environmental Science						
	Computer Science						
	Life Sciences	1	\$135,650.00				
	Psych/Social						
	Other Science						
	Non-Science and Engineering (non-S&E)	2	\$232,852.00			1	\$300,000.00
	Total	3	\$368,502.00	0	\$0.00	1	\$300,000.00

Section C: For the following items, provide responses in appropriate fields. Insert an X for yes/no responses. Use Number/Amount field for other information. A Comments field has been provided for any special information your institution may want to provide.

VA PLAN Strategy Reference	Section C: General Questions	Yes	No	Number/Amount	Comments
4.1	Does your institution offer an innovation/ entrepreneurship/career-themed student living-learning community?		x		
4.1	Does your institution offer startup incubation/accelerator programs?		x		
4.2	Does your institution offer maker-space?	x			
4.2	Does your institution have an entrepreneurship center?	x			SBDC
4.2	Does your institution have Executive(s)-in-Residence?	x			
4.1	Number of students paid through externally funded grants or contracts.			12	

4.1	Number of entrepreneurship degrees/ courses/programs (credit and noncredit) offered?			2	One entrepreneurship course offered once per year with approximately 30 students each. Also LSBDC offers internship credit for students with entrepreneurs and small business owners.
4.1	Pertaining to question above, number of participants of these degrees/courses/programs? Include degree programs with concentrations in entrepreneurship separately as well as special trainings for students and faculty.				40 per year
4.1	Number of academic units that have courses/programs requiring a capstone project, experiential learning activities, or internships.			100%	
4.2	Number of intellectual property licenses executed.			0	
4.2	Amount of licensing revenue resulting from intellectual property licenses executed.			\$0.00	
4.2	Number of university start-ups from faculty intellectual property.			0	
4.5	Number of jobs created as a result of university start-ups during the last fiscal year.			0	
4.5	Average wages of alumni living (in-state).			Data not currently catalogued	
4.4	Number of outside organizations/businesses served, for example but not limited to companies working with your career center, companies sponsoring research, etc.			265 employers worked with career center; 7935 positions posted in Handshake. 472 entrepreneurs and 281 training attendees through LSBDC	
4.4	Number of units offering K-12 STEM outreach programs.			1	Institute for Teaching Through Technology
4.4	Count or estimate of K-12 STEM outreach program participants.			Average 182 teachers and 52 students annually	Institute for Teaching Through Technology
4.4	Number of units offering other outreach/extension/public service programs related to STEM-H.			0	
4.4	Count or estimate of other outreach/extension/public service program participants.			700 individuals access business development services annually through LSBDC	
4.3	Number of Small Business Innovation Research Grants (SBIR and STTR).			0	
4.3	Dollar value of Small Business Innovation Research Grants (SBIR and STTR).			\$0.00	
4.3	Number of Commonwealth Research and Commercialization Fund awards (CRCF).			0	
4.3	Dollar value of CRCF awards.			\$0.00	

4.1	Does your institution's tenure policy support commercialization? If yes, please provide brief explanation in comments section.			N	
4.2	Does your institution offer a seed fund and/or proof of concept fund? If yes, provide dollar amount available in FY17 in the number/amount field.			N	
4.1	Does your institution offer continuing education programs to industry? If yes , please provide dollar value or headcount for such programs in the number/amount field.			N	

Section D: These items are VCCS specific. Please provide responses in appropriate fields. A Comments field has been provided for any special information the VCCS may want to provide.

VA PLAN Strategy Reference	Section D: General Questions - VCCS Specific	Number	Value	Comments
4.1	Number and value of federal, state or private grant resources to support development of, or access to, training programs leading to workforce credentials, certifications and licensures.			
4.1	Number of training programs leading to workforce certifications and licensures.			
4.1	Number of students who earned industry recognized credentials stemming from training programs.			
4.1	Number of industry-recognized credentials obtained, including certifications and licenses.			
4.1	Number of Career/Technical Education certificates, diplomas and degrees awarded that meets regional workforce needs.			

Longwood University

2017 SIX-YEAR PLAN

Part II (Narrative)

Part II (Narrative) of the Six-Year Plan contains the following sections. Please be as concise as possible with responses.

- A. Institutional Mission – Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period. Any changes to institutional mission must be formally submitted to SCHEV for review and approval.**

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.

Approved by the Longwood University Board of Visitors, July 1997.

The Longwood University Board of Visitors approved a new strategic plan in 2014. Among its key principles and priorities: transforming lives, improving retention and graduation, a cutting-edge curriculum, regional prosperity and improved organization, structure, and governance.

- B. Strategies – Describe in more detail the strategies proposed in the spreadsheet. Identify each strategy with the title used in the spreadsheet. Institutions seeking to pursue grants from the Virginia Research Investment Fund should include strategies related to their research efforts in the Academic Plan.**

1) Improved Retention and Graduation Rates

Objective 2 – Optimize Student Success for Work and Life

Improving retention and graduation rates remains the top strategic priority for Longwood University. Longwood is well-positioned to take the next steps in these efforts with new and expanded initiatives over the next two years, as we have repurposed five positions at the university for a renewed strategic focus on student success. We are developing a strategic retention plan to ensure that we are providing the most effective support possible to help students succeed and graduate. We continue to utilize predictive model analysis and best practices in the industry. We are also forging partnerships with other university divisions, so that ultimately the entire campus moves as one in our efforts to maximize student success.

Our efforts will be boosted by the opening of the new Student Success Center, Brock Hall, in 2017. Brock Hall will be a “one-stop shop” that brings student academic support

services together under one roof. The clustering of these services will create a single destination where students can find academic support, answers and referrals, thus creating a better learning environment and increasing the potential for students' long-term academic success. We appreciate the Governor and General Assembly's support for this critical capital project.

The following initiatives will be a particular focus for Longwood:

- **Seamless transition for Transfer Students:** A new director of strategic initiatives for enrollment management is undertaking a fresh look at Longwood's community college partnerships, including an analysis of current articulation agreements to find ways we can build better pathways for transfer students and improve the overall transfer process. Longwood was recently awarded a National Science Foundation grant to partner with five Southside Virginia community colleges to increase the number of students who transfer into Longwood's mathematics and science teacher education programs.
- **Early Alert Program Expansion:** Longwood's Early Alert Program, piloted in fall 2016, will be expanded in 2017-18. The system, described in greater detail in Section D, enables faculty to alert Student Success staff well before the traditional mid-semester grading period if a student appears to be experiencing academic or personal challenges. Staff can then provide the student with the appropriate services to meet his or her needs and, if necessary, undertake an intervention. Longwood will be expanding the program with a more comprehensive and systematic approach to identifying student needs, both through improved use of data and input from faculty, peer mentors, resident assistants and even the students themselves. One unique feature is an emphasis on fostering a student growth mind-set, which has proven to be an effective practice for increasing retention and student success at other universities. We are undertaking deep-dive analysis of the factors associated with poor academic performance, as well as those with persistence, to identify and target strategies for improvement, including faculty training, curricular re-design and additional support services for students in certain courses.
- **Student Success Initiatives for First-Generation and Pell-Eligible Students:** An analysis of student success trends has revealed that students at Longwood who are most at-risk of not completing their degrees are both first-generation college students and Pell-eligible. Longwood has been focusing on this particular population of students for the past year. A Longwood Seminar (LSEM) section specifically for first-generation students to address their unique transition and support needs was piloted in fall 2016. We have also met with Secretary of Education Dietra Trent and SCHEV to discuss ways to improve retention and graduation rates for students who are Pell-eligible.

During the fall of 2017, Longwood will begin a targeted initiative to increase success among first-generation and Pell-eligible students. The students will be assigned to special advisors trained in "intrusive advising" techniques and to special sections of an English course with faculty specifically trained to work with this population. Approximately 200 students will receive some kind of special

intervention, whether in a learning community, a mentorship opportunity, or a specially designed section of LSEM or freshman composition.

2) A new Core Curriculum

Objective 2 – Optimize Student Success for Work and Life

Objective 3 – Drive Change and Improvement through Innovation and Investment

Longwood has been engaged in a multi-year process to develop a new General Education or “Core” Curriculum that is tied more closely to Longwood’s mission of transforming students into citizen leaders who will lead successful and fulfilling lives. The new Core Curriculum will be a centerpiece of a Longwood education, providing students with a strong foundation in the liberal arts and sciences, while preparing them for professional opportunities in a range of disciplines. Students will learn civil discourse, quantitative, scientific, and ethical reasoning, and critical thinking skills. Writing and speaking will be emphasized throughout the Core.

The new Core Curriculum will also better align student learning with the learning goals of the Commonwealth and the workforce needs of the 21st century. The Core was developed in close consultation with SCHEV’s learning goals with an eye to the student success initiatives described above in Strategy 1. Under the existing general education program, students have been unable to count courses toward both a major and a general education requirement. Under the new Core, students may count up to three Core classes toward a major or minor. This change will help students graduate on time and will enable them to better understand the connection between the Core and their degree program. In addition, the new curriculum will provide students with expanded opportunities to pursue minors or double majors. The Core was designed to be flexible, providing more options for students who transfer in to Longwood from another institution, and for students who choose pre-professional programs, such as nursing. We expect the core not only to better prepare students for citizenship and the workforce, but through these efficiencies to improve student retention and lower student debt upon graduation.

The Core consists of three “levels”: The Foundations level will focus on effective communication, fundamental knowledge and informed citizenship. Perspectives level courses will be designed to encourage students to integrate knowledge across courses, fields, and disciplines, as well as considering its application beyond the classroom. At the Symposium level, students will be prepared to serve the common good by applying their cumulative knowledge, skills and perspectives from their Longwood experience. The Symposium will encourage students from different disciplines to collaborate with one another on solving complex, multi-disciplinary problems of the kind they are likely to encounter in the workforce and in democratic society more broadly.

Core classes will be kept relatively small to maximize opportunities for classroom interaction. Creativity and innovation will be important in teaching the courses. Faculty development resources will be used to assist faculty in gaining the expertise they will need in order to effectively guide students through the Core. Our faculty has responded enthusiastically, submitting 29 different pilot course proposals that have been approved. Nine courses will be piloted in fall 2017, and 20 courses will be piloted in spring 2018.

3) Strengthening the Commonwealth and Region

Objective 1 – Provide Affordable Access for All

Objective 2 – Optimize Student Success for Work and Life

Objective 4 – Advance the Economic and Cultural Prosperity of the Commonwealth and Its Regions

As the only public four-year university in Southside Virginia, serving our community and the greater Southside region has always been an important priority for Longwood. We are also working to align our undergraduate and graduate programs with the workforce needs of the region and the Commonwealth, with a particular focus on STEM-H and other high-demand fields.

- **Early Childhood Education.**

Objectives 1 and 4

Our region faces a critical shortage of early childhood education providers and facilities. This growing problem affects the recruitment of Longwood faculty and staff as well as other professionals to the region. Most importantly, it harms the growth and development of the children in our region, particularly those from low income families, given the critical importance of quality early childhood education in preparing students to learn. It is also an economic obstacle to families more broadly, by preventing some parents from joining the workforce.

For the past two years, Longwood has been developing a three-pronged early childhood development initiative. The initiative will provide physical space for the education of preschool children, as well as professional development and “upskilling” opportunities for providers and educators working with children from ages birth through eight years old. Additionally, Longwood will create an early childhood degree program to train our students in a growing and much-needed field and in turn, create an early childhood education workforce for our region and the Commonwealth.

Thanks to a generous gift from an alumna, Longwood is on track to open the Andy Taylor Center for Early Childhood Development in a newly-renovated space in Farmville in fall 2017. The Center will educate preschool age children from Prince Edward County and the surrounding community and will offer internships and other opportunities for Longwood students to gain first-hand experience working with preschoolers.

Longwood is focused on creating a pathway for students to earn a bachelor’s degree in early childhood education through a “Plus Two” program. Many public preschool programs now require that their teachers hold bachelor’s degrees. Currently, there are few opportunities for students with an associate’s degree in early childhood education to earn a bachelor’s degree that includes teacher licensure in this field, unless they begin anew in a four-year teacher training program. Longwood is one of a handful of four-year institutions in Virginia working on an articulation agreement with six

community colleges – including Patrick Henry Community College in Martinsville.

Our faculty has been working with the other institutions to refine the associate's degree in early childhood education that is currently offered by the six participating community colleges. The next step is the development of the bachelor's degree program – the "Plus Two". This will enable community college students who have earned their associate's degree to transfer into Longwood, complete their final two years of study and earn their teacher licensure in a timely manner. In the future, we would like to support expanding dual enrollment courses in early childhood education to local high schools.

- **Expanded STEM and Health Professions Degrees :**

Objectives 2 and 4

Longwood continues to look for opportunities to expand capacity in some of our most successful STEM-H programs. This initiative will be aided through a National Science Foundation grant we recently received (described in more detail in Section D), which will provide academic and scholarship support for talented students from underrepresented populations who are pursuing degrees in mathematics and science disciplines, thus increasing the numbers of students in STEM-H fields.

We recently completed the first year of our RN-to-BSN program, designed for working nurses who want to increase their salaries and advance in their field by completing a BSN. The program is very flexible so that nurses with varying work schedules can enroll. There are in-person classes, as well as live-streaming and recorded classes. The students who are enrolled in the program are employed at regional hospitals or clinics, so the graduates will contribute their knowledge and expertise in our region. With additional resources, we would be interested in expanding this program.

Longwood's campus master plan also includes a future project to expand and renovate Willett Hall, which is home to several growing programs, including Health and Athletic Training and Kinesiology.

- **Cyber-Security Initiative:**

Objectives 2 and 4

We are seeing growth in enrollment in our cyber security program. Since 2012, enrollment in the Information Systems and Cyber Security program has doubled. Longwood established the Center for Cyber Security within the College of Business and Economics in 2012, before most universities had recognized the future growth in the cyber field. Virginia cannot currently meet the demand for cyber security graduates, and there are thousands of unfilled jobs in the Commonwealth. Longwood is unique compared to many of our

peers, in that we can offer the technical skills cyber graduates will need in the workforce, but also a traditional liberal arts education that emphasizes critical thinking and effective communication skills.

Cyber security faculty at Longwood are working with faculty from computer science and other departments to bring a more collaborative, interdisciplinary approach to the program. We are broadening our curriculum to ensure that students have the strong fundamentals needed to succeed as cyber security professionals. We are also removing bureaucratic barriers that will open the door for more students to enroll in cyber courses and to pursue a major or minor in cyber security. Renovation of Coyner Hall, a top priority in Longwood's capital outlay plan, will provide specialized lab space for an expanded Cyber Security Center.

Longwood is pursuing certification with the National Security Agency and the Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense.

Two Longwood faculty/staff members serve on the Executive Steering Committee of the Virginia Cyber Range, the statewide initiative to enhance cybersecurity education in Virginia's high schools, colleges and universities.

- **Expanded outreach to Southside:**

Objectives 1 and 4

As the only four-year public institution of higher education in Southside Virginia, Longwood serves as a catalyst for regional prosperity and advancement. To serve the needs of the region, Longwood provides place-based educational opportunities to meet local employment needs in underserved areas, and supports small business, economic development and community redevelopment throughout Southside.

Longwood has important and long-standing relationships with two of the higher education centers in Virginia: the Southern Virginia Higher Education Center in South Boston, and New College Institute in Martinsville. Due to lack of demand for the program, Longwood will close the instructional site at the Southside Virginia Education Center in Emporia in 2019 after teaching out the students who are currently enrolled in the Liberal Studies with Elementary School Licensure program.

Fifteen students are currently enrolled in Longwood's Educational Leadership endorsement program at SVHEC in South Boston. Longwood continues to support the Institute for Teaching through Technology and Innovative Practices (ITTIP), which provides professional development for PK-12 teachers in best practices for teaching and incorporating technology, including on the integration of science, technology, engineering, and mathematics in the classroom.

At NCI, Longwood offers two degree programs: Liberal Studies Elementary Education and Social Work. Twenty-six students were enrolled during the 2016-17 academic year in the Liberal Studies Elementary Education program. (A formal assessment of need conducted in May 2016 revealed 85 vacant Virginia elementary teaching positions within a 25-mile radius.) Fourteen students were enrolled in the Social Work program. Students enter these programs with an associate's degree and/or have completed all lower-level general education requirements at a community college or other institution.

Over the past several years at NCI, enrollment and revenues have risen and degree completion is up. Longwood's ongoing commitment to furthering the educational attainment level of the region is demonstrated through financial support (internal plus externally secured funding), administrative and logistical support from Farmville and full-time off-site directors, strong partnerships with the local community colleges and school divisions, intentional community outreach, expansion of program offerings, and continuous strategic improvements. Our College of Graduate and Professional Studies devotes .65 FTE staff to supporting off-site locations, with additional substantial support from the offices of admissions, the registrar and financial aid.

Another critical pillar of support in our region is Longwood's Small Business Development Center, discussed in greater detail in Part F of this report. The SBDC serves 26 localities in Southern Virginia and operates office locations in South Boston and Martinsville as well as Farmville and Petersburg. Longwood's associate vice president for community and economic development leads economic development outreach and serves as the executive director of the SBDC program. Longwood and participating localities also provide funding that is matched by a grant from the Small Business Administration. The SBDC had a successful year in 2016, serving 472 potential and existing businesses, securing \$8.1 million in new capital for business development, and creating or retaining 221 jobs as a result of consulting services. The SBDC also hosts four to five student interns each semester who gain real-world experience working with businesses.

Longwood is an active partner in the Go Virginia initiative, serving on advisory committees and providing research and information support to the Go Virginia Region 3 Council. Longwood connected Region 3 staff to the SBDC Peer to Peer program, which consists of key small business owners in the region, to survey and gather input for the regional planning process. Longwood's SBDC also provided research reports that were utilized for Virginia's Growth Alliance (VGA). This data focused on the needs of entrepreneurs in the VGA region, which covers a substantial portion of GO Virginia Region 3. The Longwood University Real Estate Foundation plays an active role in community revitalization in Farmville and has recently been involved in the development of several transformative projects, described in Part F.

4) Undergraduate Research Initiative

Objective 2 – Optimize Student Success for Work and Life

Longwood is committed to providing high-level research opportunities for undergraduate students. The development of research skills has been shown to improve students' critical thinking, information literacy and communication skills. Providing research opportunities for undergraduate students is a key focus of Longwood's Quality Enhancement Plan (QEP), a five-year plan to prepare students for civic life and the workforce that is required by our accrediting body. The number of new QEP Disciplinary Courses funded for the 2017-18 academic year has been increased from three to six, thereby providing more students with opportunities to participate in research-based courses tailored to the QEP's student learning outcomes.

Longwood sponsors two important summer research programs. Perspectives on Research in Science and Mathematics (PRISM), a highly successful program, began in 2013 and is focused on students in the STEM disciplines. During the summer of 2016, Longwood launched a second program, Summer Undergraduate Research and Inquiry (SURI), which pairs students studying the humanities with faculty in an eight-week intensive partnership. Half of the students' time is spent on their own research, and the other half is focused on the faculty member's research. Five students, along with three faculty mentors, conducted research in last summer's SURI pilot. This summer, we are expanding the program to accommodate up to 11 students and 11 faculty members, and we hope to accommodate even more students and faculty next year.

Students in both PRISM and SURI receive a stipend in addition to room and board for the eight weeks they are participating in the programs, which can help defray costs for students and potentially lessen debt after graduation.

Our efforts to maximize student engagement in the research process will also be strengthened with the rollout of the new Core Curriculum, which incorporates research throughout the curriculum and highlights the deliberate and systematic inquiry that lies at the heart of citizen leadership.

5) **Faculty equity, retention and promotion pool**

Objective 3 – Drive Change and Improvement Through Innovation and Investment

Attracting and retaining the most skilled and capable faculty is essential to Longwood's success and remains a top priority for the university. Faculty salaries at Longwood significantly lag salaries at similar institutions, according to the 2013 JLARC Report on Academic Spending and Workload, the AAUP faculty survey for 2015-16, and a Compensation Report commissioned by Longwood's Board of Visitors in 2012. Despite carrying among the heaviest teaching workloads in the Commonwealth, the average salary for full and associate professors at Longwood was the second-lowest for public universities in the Commonwealth, according to last year's AAUP survey. Additionally, 94.2% of full-time Teaching and Research faculty at Longwood ranked their salary as "not competitive" in JLARC's 2013 staff survey of Virginia faculty, compared to a statewide average of 71.2% for public colleges and universities.

Longwood has internally funded merit-based pay increases to the faculty equity, retention and promotion pool for several years. These targeted increases have encouraged high-

performing faculty to remain at Longwood, improved morale, and helped to address salary compression. The increases have also begun to close the pay gap that currently exists between Longwood and most other four-year public institutions in Virginia. Longwood plans to continue to provide funding for the pool when possible, while continuing to keep tuition and fee increases low. We recently began to participate in the Delaware Cost Study and will continue to do so. This will allow some benchmarking related to faculty compensation by discipline and type of institution.

- C. Financial Aid – TJ21 requires “plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans.” Virginia’s definitions of low- and middle-income under TJ21 are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.**

Objective 1 – Provide Affordable Access for All

Roughly a quarter of Longwood’s student body is made up of the neediest students – those who are eligible to receive a Pell Grant, and about 71 percent of all Longwood students receive some form of financial aid to help them pay for college. However, according to SCHEV’s Partnership Model for disbursing state-funded financial aid, Longwood and one other four-year institution receive a smaller percentage of total needed aid than all other institutions. In order to provide low and middle-income students with the financial aid they need to enroll and to graduate on time without being burdened with too much student loan debt, Longwood will continue to set aside 5%-7% of total tuition revenue for undergraduate financial aid.

The Longwood University Foundation is also very focused on raising more money for scholarships. The Foundation contributed nearly \$1.7 million for scholarships during the 2016-17 year, and with the encouragement of President Reveley is shifting its primary emphasis to fundraising for student financial aid starting in 2017-18.

- D. Evaluation of Previous Six-Year Plan – Summarize progress made in strategies identified in 2015-16 Six Year Plan. Note how additional General Fund support, savings and reallocations were used to further the strategies.**

Improved Retention and Graduation Rates

Longwood’s four-year graduation rate has improved to above 50% for the first time in decades, with the entering cohorts of both 2012 and 2013 achieving that mark. According to federal IPEDS data, fewer than one in 10 of the more than 700 public four-year institutions in America have a four-year graduation rate at or above 50% for their full-time first-time students, so we are very proud to have surpassed the 50% mark.

Since 2013, Longwood has been utilizing technological tools and predictive modeling to develop a stronger understanding of factors related to student success and risk and to

reach out to students who are most at-risk of not completing their degree. While the full fruits of these efforts will take some time to appear and measure, we are making headway improving retention and graduation rates, primarily through reallocation of existing resources, as well as additional general fund support.

- Summer bridge program for at-risk students: Longwood was awarded a National Science Foundation S-STEM grant that will provide support for at-risk students who are drawn from underrepresented populations. This program, which includes a strong mentorship component that extends throughout the students' time at Longwood, will be implemented during the summer of 2017.
- Early Alert Program: Student Success staff worked with faculty to implement an early alert system that helps faculty identify students exhibiting behavior consistent with poor academic performance. The program was piloted in the fall of 2016 with a few courses that have higher-than-average non-completion rates. Faculty encouraged students to take advantage of Academic Success resources, resulting in a 6% increase in pass rates in these targeted courses. Student Success staff have also trained faculty teaching high freshman enrollment courses to help them identify early signs of risk that are not as obvious as missed class or missed assignments.
- Enhanced advising program: An "intrusive advising" program, first piloted in the spring of 2014 with students on academic probation at the end of their first semester, has expanded. Over the past three years, first-year students who participate in the program are 23% more likely to be retained on average than students who do not participate.
- Targeted outreach to at-risk students: Longwood has initiated special outreach efforts to students identified as moderate to high-risk, including a welcome note from Academic Success highlighting support services; a communication in the second week focused on the Writing Center and tutoring availability; coordination of outreach efforts with Residence and Commuter Life in residence halls where there are "clusters" of at-risk students; and collaboration with advisors following add/drop to garner their support in connecting most-at-risk students to support services.
- Use of "Big Data": Predictive modeling is underway to identify students most at-risk in their first semester with respect to performance in English courses.
- Investments in the Writing Center: Longwood hired a new Writing Center director in 2015. Instead of relying solely on referrals, the director and staff collaborated with faculty to design and implement successful writing-support programming specific to courses and disciplines. We are now embarking on an initiative to embed Writing Center consultants within three English courses for students identified as the most-at-risk in writing performance. In just the first year of the retooled Writing Center, Longwood's efforts to improve tutor training and the overall experience for students resulted in an 82 percent usage increase over the previous year, as well as the highest usage of the Writing Center in the past five years. The data analysis shows that at-risk student populations are using the Writing Center more frequently than their less at-risk peers. More than 50 percent

of the freshmen who visited the center were students who—based on predictive models—were more likely to encounter academic difficulty in their first year on campus.

- **Changes to Course Registration Process** – Longwood implemented changes to the course registration process for new students in the fall of 2016. Students now share their course interests, strengths and challenges during the orientation registration process. This insight, along with recommendations from faculty, is used to create the optimal first semester schedule for students, by taking into account their course needs for progress toward graduation, their interests and their strengths, which should lead to improved academic performance in the first semester.
- **Enhanced Degree Audit:** Longwood has been utilizing an enhanced degree audit unit within the Registrar's Office to help faculty advisors and students identify opportunities for students to make small adjustments in their course schedules to promote on-time degree completion. In addition, department chairs moved the deadline for the graduation application earlier in the junior year. Prior to these changes, some students may not have known until well into their senior year what their remaining requirements were for degree completion, limiting their ability to graduate on-time.
- **Combine University Career Services and Alumni Affairs:** Longwood recently merged the office of Alumni Affairs with the Office of Career Services, thereby strengthening connections with current job-seeking students and active alumni. The new combined office works closely with alumni to help students make connections and build their network, as well as identifying job and internship opportunities. Over the last year, there has been a remarkable surge in one-on-one appointments with undergraduate students in University Career Services. We have seen an increase of 700 appointments during the 2016-17 year over the previous year.

A new Core Curriculum

(Referred to as "New General Education Curriculum" in previous plan)

Longwood has been developing a new Core Curriculum to replace the current general education program. A committee of faculty members has studied the University's current program, its history and assessment, the current research on general education, and other universities' programs, and workforce needs, all while seeking input from faculty, staff, students and others. Multiple workshops were held over the course of the past three years.

Longwood's Board of Visitors approved the new Core Curriculum in December 2016, and the faculty immediately began working on creating new and revising existing courses. Seven faculty workshops occurred this past spring, resulting in the development of student learning outcomes for courses that will provide the foundation of

the new Core Curriculum. Faculty in over 20 different disciplines submitted 29 different proposals for pilot courses that were approved. Nine courses will be piloted in fall 2017, and 20 courses will be piloted in spring 2018. As a top strategic priority for the university, the work so far on this project has been funded through reallocation of existing resources.

Strengthen the Commonwealth and Region

- **Early Childhood Education:** In partnership with the National Academy of Medicine, the Virginia Early Childhood Foundation and other key stakeholders in the Commonwealth, Longwood faculty participated in the drafting and publication of a discussion paper on “upskilling” Virginia’s early childhood educator workforce. Longwood is also expanding professional development opportunities for individuals in the Southside region who work with children, both in Farmville and Martinsville. Longwood faculty are also working with education organizations and identifying potential funding streams and grant opportunities.
- **Early Childhood Education:** The Andy Taylor Scholarship Fund has been established and will enable families and children with limited means to have access to the benefits of the Reggio-inspired early childhood education when the Andy Taylor Center for Early Childhood Development opens in fall 2017.
- **STEM-H and Health Professions:** Longwood’s nursing program continues to excel. Every member of the 2016 graduating class of nurses passed the NCLEX exam, the national licensing exam that all nurses must pass to practice. More honors students than ever before are enrolled in the program. Longwood also recently completed the first year of the RN-to-BSN program. More than 50 local nurses have entered the program since its inception.
- **Cyber Security:** Cyber security faculty recently initiated an outreach program to high schools in Virginia, reviewing cyber-related high school curricula and teaching courses to high school students in the fall of 2016 and spring of 2017. The program is designed to make students aware of career opportunities in cyber security. Longwood held a Cyber Security Summit in September 2016 that featured four of the most well-respected leaders in the field of cyber security. Additionally, two Longwood students were among the 15 undergraduate students in Virginia who received the newly created Virginia Cyber Security Public Service Scholarship for the 2016-17 academic year.
- **Expand Outreach in Southside:** Longwood values its partnerships with SVHEC in South Boston and NCI in Martinsville, and we are proud that we have educated dozens of students in underserved areas of Southside, enabling them to earn a bachelor’s degree and a path to a rewarding career. Longwood has undertaken several initiatives to strengthen our program offerings at NCI and our relationship with the community, including joining the Martinsville/Henry County Chamber of Commerce; joining the Patrick Henry Community College Advisory Board; and most recently adding Virginia Communication and Literacy Assessment (VCLA) tutoring.

- **Expand Outreach in Southside:** Longwood supports an office of community and economic development and an associated Small Business Development Center (SBDC) to facilitate, support and enhance regional economic development efforts. The SBDC's accomplishments in 2016 include:
 - Serving 472 clients, including 113 in Halifax, Danville and Martinsville
 - Holding 38 seminars for a total of 218 attendees.
 - Securing \$8.1 million in new capital investment, including \$4.5 million in Danville and \$907,000 in Martinsville.
 - Creating or retaining 221 jobs as a result of consulting services, including 37 jobs in Danville and 21 in Martinsville.
 - Most recently – and not included in the totals above - assisting Destination Downtown South Boston with a Community Business Launch Program in partnership with the Virginia Department of Housing and Community Development, which led to the establishment of five new small businesses in downtown South Boston. SBDC provided a six-week educational program and assisted in the evaluation and judging process.

Undergraduate Research Initiative:

Longwood provided an opportunity for hundreds of students to share their research this year when the university hosted the first Student Research Showcase and Assessment Day in April. The projects included class-based inquiry activities as well as individual student research projects mentored by faculty. Sixty-eight students participated in SPUR: Spring Presentation of Undergraduate Research, which coincided with the other research and assessment day activities across campus. SPUR presentations were viewed 3695 times on SlideShare, an online slide-hosting platform.

- Enrollment in Quality Enhancement Plan courses in Spring 2017 was 129, and that number is expected to increase as both faculty and student interest in conducting course-based research grows.
- The Office of Student Research has also increased the number of student research and travel awards, awarding 26 research awards and 42 travel awards. Progress in undergraduate research initiatives has been achieved through reallocation of existing resources.

Faculty and Staff Equity, Retention and Promotion Pool

Longwood implemented targeted, performance-based pay increases for eligible faculty and staff in FY17. The increases averaged 3% for Teaching and Research Faculty and Administrative/Professional Faculty. Classified employees received 3% bonuses. Longwood will implement the state mandated and partially-state funded 2% salary increases for faculty and 3% salary increases for classified staff in FY18. Progress has been achieved through reallocation of existing resources as well as General Fund support.

E. Tuition Rate Increases – Provide justification for selected rates.

Longwood's Board of Visitors approved tuition and fee increases in May 2017 that continue the university's four-year trend of holding annual cost increases well below recent statewide averages. Tuition and mandatory fees will increase by 3.9% next year for in-state undergraduate students. We believe that college affordability is a moral imperative, and our plan calls for keeping tuition increases below 4%.

The state-mandated salary increases for faculty and staff have a direct impact on tuition increases. Other factors impacting tuition include contributions for health insurance – which will increase 8.7% in FY18 - and VRS, as well as unavoidable cost increases for utilities and maintenance. For example, sharing the cost of the expedited repayment of deferred contributions to VRS will cost Longwood \$217,667 NGF in FY18. Health insurance increases will cost us between \$250,000 and \$300,000. Cuts to state appropriations, of course, have an impact on tuition as well.

F. Contributions to Economic Development – Describe the institution's contributions to stimulate the economic development of the Commonwealth and/or area in which the institution is located. *If applicable*, the information should include:

- a. **University-led or public-private partnerships in real estate and/or community redevelopment.**
- b. **State industries to which the institution's research efforts have direct relevance.**
- c. **High-impact programs designed to meet the needs of local families, community partners, and businesses.**
- d. **Business management/consulting assistance.**

Objectives: 3 and 4

Longwood University supports an office of community and economic development and an associated Small Business Development Center to provide support to new and existing small businesses and to grow, support and enhance regional economic development efforts. Longwood and our affiliated real estate foundation are also very active in community redevelopment efforts.

- **Community Redevelopment:** The Longwood University Real Estate Foundation has undertaken some significant redevelopment projects in downtown Farmville.
 - In the fall of 2017, Longwood will open its new bookstore location in the heart of Downtown Farmville. The Bookstore will reside in a prominent location at the main intersection of the community. In a previous life, the property served as the First National Bank Building; however, the building had been unused for a number of years, despite its prominent location in the middle of Main Street. The Farmville Downtown Partnership received \$35,000 in grant funds from the Virginia Department of Housing and Community Development to explore potential uses and ways to revitalize the property. As a result of the study, a local developer purchased the property. The Longwood Bookstore will be the anchor tenant, and upper floors will contain loft apartments.

- The Longwood University Real Estate Foundation and the Longwood University Foundation are also involved in the restoration of the Weyanoke Hotel, an historic renovation of a 70-room boutique hotel right on the edge of campus. The \$12.2 million project, which is being developed with the help of historic tax credits and Virginia Tourism Development Financing Program (TDFP) assistance, is expected to create 76 new jobs.
 - The Longwood University Real Estate Foundation is leading the development of the Andy Taylor Center for Early Childhood Development, described in Part B, which will provide much-needed childcare for the local residents.
- **Small Business Development Center:** The cornerstone of regional outreach is the Small Business Development Center. The SBDC serves 26 localities in Southern Virginia through several office locations – Farmville (Lead Office), Petersburg (Crater SBDC, in partnership with Crater PDC), South Boston (In partnership with The Southern Virginia Higher Education Center), and Martinsville (In partnership with New College Institute). The SBDC mission is to grow the local economy, and consequently the tax base, through support to new and existing small businesses.

Longwood funds the position of associate vice president for community and economic development, which leads economic development outreach and serves as executive director of the SBDC. The SBDC staff also includes an associate director, two regional directors, two full time business analysts and a cadre of independent contractors skilled in various aspects of entrepreneurship. The SBDC hosts four or five student interns each semester who work with various real life business case studies. Longwood and 25 localities served by the SBDC provide funding annually for the SBDC network, which is matched by an annual Small Business Administration grant for operations.

Capital invested and jobs created by the SBDC client base are the measurements of success. In calendar year 2016, the SBDC accomplished the following activities and related successes region-wide:

- 472 clients - potential and existing entrepreneurs (60% existing businesses)
 - 38 seminars for a total of 218 attendees
 - \$8.1 million in new capital for business development
 - 221 jobs created or retained as a result of consulting services
- **Regional Economic Development Collaborative:** Longwood's Office of Community and Economic development takes the SBDC activities to a broader level in support of regional economic development. During the 2016-17 year, the office led efforts to research outstanding models of regional university engagement as it relates specifically to economic development. In March 2016, Longwood officials and local leaders, including the mayor and county administrator, traveled to McNeese State University in Lake Charles, Louisiana to study how McNeese State has successfully facilitated and supported a model of regional partnerships in response to economic hardships following Hurricane Rita. McNeese State partnered with The Southwest Louisiana Economic

Development Alliance (SWLA EDA) to create a hub supporting the economic recovery and development of a five parish region. McNeese State, together with the SWLA EDA, the regional planning commission, the Chamber of Commerce, and others, established the Southwest Louisiana Economic and Entrepreneurship Development Center (SEED Center). This “one-stop” development center houses the SWLA EDA, Chamber of Commerce, SWLA Foundation, and the planning district commission. McNeese State operations housed there include their Small Business Development Center, Continuing and Professional Studies, as well as an incubator for new and expanding businesses. The university supplies an administrative manager to direct clients to appropriate resources within the facility.

The facilities at the SEED Center are impressive. However, the more important aspect of this case study is reflected in how the partners came together, continue to regularly meet and plan together and share resources. Facilitating and supporting a model of shared resources and joint planning activities would greatly benefit our rural region, and is a role Longwood University is exploring with local partners.

Upon return from Louisiana, the group, which we are calling our Regional Economic Development Collaborative, met to determine the first joint project that would showcase our region and bring visitors and others to the area. We decided to develop a regional website focused on the assets and tourism potential of our area. The result is www.visitfarmville.com, our area’s first jointly developed visitor portal. The web and social media campaigns have reached over 1.3 million people, with 60,671 becoming actively engaged on the site since the launch in September 2016.

- **Community Engagement:** The Regional Economic Development Collaborative continues to mine ideas for university, county and town engagement, growing to include the president of neighboring Hampden-Sydney College. In May 2017, the SBDC worked with the Collaborative to facilitate a community workshop to gather ideas on creating and sustaining an entrepreneurial and innovative economy here in Farmville. Dr. Angeline Godwin, President of Patrick Henry Community College and the founder of the IDEA Center at PHCC, led a very interactive group session on evaluating and working with our existing community assets. Thirty-eight leaders, business owners and educators gathered for this workshop. The group was surveyed prior to the workshop to help develop a list of assets. Dr. Godwin used a five-principle approach to encourage the group to narrow the focus to two or three themes to form the basis of a working plan. Three themes were:
 - Retaining our untapped workforce from our institutions of higher learning. This would include current students as well as alumni.
 - Developing and connecting our “Destination Assets” - High Bridge, the Appomattox River, Green Front Furniture, Moton Museum, and others.
 - Developing and connecting our arts niche – performing arts in particular.

We are working now on plans to engage participants and move forward.

Longwood is also serving on advisory committees and providing research and information support to the GO Virginia initiative, described in Section B.

- **Commonwealth Regional Council:** The Commonwealth Regional Council serves as our local regional planning district commission, serving Prince Edward, Buckingham, Amelia, Charlotte and Lunenburg. Longwood has recently been invited to have a non-voting seat on the board in order to evaluate future potential partnerships. The CRC is in the process of re-applying for certification as an Economic Development District, leading to access to Federal Economic Development Administration (EDA) funding. As the first step in the process, the CRC has applied for EDA funding to conduct an initial Comprehensive Economic Development Strategy (CEDs). While an outside consultant will be hired to conduct the process, Longwood will be supporting this effort with staff assistance utilizing research databases such as ESRI and JobsEQ as well as the talent of our student interns at OCED and the SBDC.

G. Capital Outlay – Note any capital outlay projects that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, or student charges. Do not provide a complete list of capital projects, only those projects that would be a top priority and impact E&G and NGF costs.

The capital projects listed below are top priorities for Longwood in 2017-2018 and impact E&G and NGF costs.

1. Construct New Academic Building - Equipment

Objectives 2 and 3

The New Academic Building is a pool project that has been approved through construction (Chapter 759/769). A funding request in the amount of \$2.488 million to purchase furniture, fixtures, and equipment was submitted in June 2017.

2. Renovate Coyner Hall

Objectives 2, 3, and 4

This project will renovate Coyner Hall and a small portion of the connected Hiner Hall to remedy serious building and programmatic deficiencies.

The project will enable the co-location of the Math and Computer Science Department and the Center for Cyber Security (a program of the College of Business and Economics). Since 2012, enrollment in the Cyber Security program has doubled, and Computer Science enrollment has increased by nearly 20%. Math and Computer Science and Cyber Security courses and programs have become more intertwined and collaborative recently. Students from both disciplines are taking courses from the other, so co-location of both organizations will enhance academic collaboration and space efficiency.

Coyner Hall is located in the central area of campus and is physically connected to Hiner Hall, home of the Cyber Security Center. It can be renovated for a reasonable cost. The size, location, and financial efficiency of this renovation projects make it an ideal home for the Math and Computer Science Department and the Cyber Security Center.

3. Renovate and Expand Facilities Annex Building

Objectives 3 and 4

This project will renovate and expand the Facilities Annex Building to replace the current small and outdated Bristow Building for the Facilities Management and Operations, Campus Planning and Construction, and Environmental Health and Safety organizations. In the 45 years since the Bristow Building was built, enrollment has more than doubled, as has Longwood's building infrastructure, and the current facility no longer meets the functional needs of the Facilities organizations.

In addition, the Bristow Building sits in a highly visible location at one of the main entrances to the Longwood campus. The new University Master Plan 2025 recognizes that a maintenance facility with its associated equipment, delivery trucks, and storage areas is no longer the best and highest use for this very public location, and recommends that a new music facility be located there. Longwood's current music facility, Wygal Hall, is in poor physical condition. These physical problems have been cited as the primary future issue in the most recent accreditation assessment by the National Association of Schools of Music.

4. Renovate Lankford Hall

Objectives 2 and 3

This project will renovate Lankford Hall to remedy serious building and programmatic deficiencies. The project will provide space for the Longwood University Police Department, Office of Emergency Management, and several significant new academic programs.

The University Police Department is currently located in several tiny locations dispersed around campus, an arrangement that severely hinders the effective provision of safety and protection services to the University community. In addition, Longwood has recently initiated two academic programs, including the Core Curriculum, that will significantly enhance learning and the academic growth of our students. Renovating Lankford Hall will provide a space-effective and cost-efficient solution to vital safety and academic requirements.

H. Restructuring – *This section pertains to Level II and Level III institutions: Please list areas, issues, or specific items of additional authority that you would request through legislation and/or renegotiated management agreements.*