LONGWOOD UNIVERSITY
BOARD OF VISITORS

– MEETING MATERIALS –

DECEMBER 4, 2020

Minutes

LONGWOOD UNIVERSITY
BOARD OF VISITORS MEETING
Friday, September 11, 2020
Minutes

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

Call to Order

The Longwood University Board of Visitors met on Friday, September 11. The meeting was called to order at 2:05 p.m. by Rector Eric Hansen.

Members Present:

Mr. Eric Hansen
Mrs. Eileen Anderson
Mr. Michael Evans
Ms. Pia Trigiani
Ms. Katharine Bond (via Zoom)
Mr. Steven Gould (via Zoom)
Mr. David Hallock (via Zoom)
Mrs. Colleen Margiloff (via Zoom)
Mrs. Nadine Marsh-Carter (via Zoom)
Mr. Larry Palmer (via Zoom)
Ms. Polly Raible (via Zoom)
Mrs Ricshawn Adkins Roane (via Zoom)
Ms. Cookie Scott (via Zoom)

Also present (all via Zoom)

President W. Taylor Reveley IV Justin Pope, Vice President and Chief of Staff
Cameron O'Brion, University Counsel
Dr. Larissa Smith, Provost and Vice President for Academic Affairs
Ms. Louise Waller, Vice President for Administration and Finance
Ms. Victoria Kindon, Vice President for Strategic Operations
Ms. Courtney Hodges, Vice President for Institutional Advancement
Dr. Tim Pierson, Vice President for Student Affairs
Mr. Cameron Patterson, Executive Director of the Moton Musem
Matt McGregor, Associate Vice President of Wellness
Jennifer Fraley, Dean of Students
Dr. Lee Bidwell, Faculty Representative

Mr. Hansen welcomed the Board, noting what a personally and professionally challenging year it has been for all. He expressed his pride in President Reveley, his leadership team and the University as a whole for its work confronting the national challenges of Covid-19 and racial

reckoning. He said the decision to rename the residence halls in honor of Barbara Johns and Gordon Moss was a positive one for Longwood.

Mr. Hansen asked for a motion to approve the items presented as the Consent Agenda, with the exception of the course fee proposal, which would be tabled for further review and consideration. Mr. Palmer, moved, Mr. Evans seconded and the motion was approved unanimously.

President Reveley welcomed the group, noting the somber occasion of the 19th anniversary of 9/11. He echoed the Rector in saying that Longwood should be proud of how it is navigating current challenges with hard work. He expressed his gratitude in particular to Longwood students, who are working hard, sacrificing and carrying themselves with great maturity, no doubt as a result of the many things they've already seen in their young lives. He expressed his gratitude to the faculty, who also under adverse circumstances have been working with great ingenuity, resolve and care for one another and their students. President Reveley expressed his appreciation for Farmville, stating that the relationship between town and University has if anything been strengthened. He also expressed appreciation for the vice presidents and to the Board, saying that if a crisis had to come, this is an exceptionally strong time in Longwood's history in terms of leadership.

Justin Pope gave an overview of the structure of the University's response to Covid-19, describing the separate roles of the Covid Task Force, the Incident Command Team, and the Quarantine Support team. He said Longwood believed the challenge of responding to Covid-19 called for a balance of decision-making and response structures already in place, but also new ones to address new issues particular to this challenge. He said the management system is working well so far, while emphasizing the University fully recognizes and expects case numbers will rise, and has built a system that can scale up if needed. He said case numbers are an important data point, but there are others he watches closely. Some that are encouraging so far are that many of the positives were already in quarantine, indicating the aggressive contact tracing and the quarantine system are proving effective and mitigating spread. Also, with some exceptions but in general students who have been positive have not had large numbers of other students identified as contact exposures, and no non-students, indicating the general precautions in place around campus are working.

Matt McGregor proceeded with a more detailed overview of the planning process over the summer, including the partnership among Longwood, the Virginia Department of Health, and Potomac Healthcare Solutions. He described the process by which students are being tested, and noted tests are being administered liberally even if students may not meet strict testing criteria. He also described how students are being supported through quarantine or exposure. He noted that the number of students in quarantine or isolation can fluctuate substantially from day to day as results come in, and many students are only in quarantine briefly. This has produced fairly rapid turnover in ARC Hall, and the team continues to adjust in its processes for supporting students as comfortably as possible, including medical checks for those symptomatic, academic support, and mental health support. However, most students so far have been able to quarantine/isolate in their own rooms or at home, and capacity for on-campus space has not yet been an issue, though the University has developed plans and preparations to use additional space if needed. Jen Fraley gave an overview of the support services, including representation

from Student Success, Academic Affairs, Conferences and Events, and CAPS, to students in quarantine. She said overall, the response among students to new guidelines has been excellent and positive and there have been very few disciplinary issues.

Dr. Smith began by noting Nursing has enrolled it's largest-ever class, with 83 students, and enjoyed a 100 percent passage rate on the NCLEX exam for the Class of 2020. The Cormier Honors College has 122 incoming first-year students, putting total enrollment above 400 for the first time, with special thanks to Dean Alix Fink and Jessi Znosko, as well as other CHC staff, with support from Admissions. She also welcomed new Honors College Dean Chris Kukk, who she said brings exceptional talents and energy to his new role. She said another bright spot is overall gradate enrollment, which totals 860 this semester. Enrollment in all graduates programs is up over last year. Particularly successful has been the new fully online MBA, which has more than 200 students in its new form. She also noted both the beauty and utility of the newly named Allen Hall, which has helped provide additional classrooms with social distancing, and provided new space for important campus resources including the Digital Education Collaborative and Center for Faculty Enrichment.

Regarding Covid-19, she gave an overview of the substantial adjustments and adaptations Academic Affairs has implemented for learning this semester. She said 20 percent of classes are fully online or hybrid. About 30 percent of classes meet in-person but because the entire class may not be able to be accommodated together at the same time, has at least some students attend some sessions via Zoom. About 50 percent of courses meet in the normal in-person fashion, with proper classroom spacing in place. Physical classroom spaces have been updated with web and document cameras in all classrooms, and with seats arranged to preserve distance of 6-8 feet between desks. Spaces such as Blackwell Ballroom, Martinelli Board Room, and Jarman are being used as class rooms. Academic Affairs worked with department chairs to prioritize classes for larger spaces. All classrooms also have cleaning spray and wipes for use between classes, in addition to heightened normal cleaning protocols. She gave examples in the Board Report of the Faculty Representative, in particular the Music Department, chaired by Dr. Lisa Kinzer, who worked especially hard to develop appropriate ways to teach their discipline this semester.

Ms. Roane commended the provost and the leadership group on their adaptations in light of challenging circumstances. Mr. Hansen suggested Longwood's work developing courses to adjust to the reality of Covid could provide useful lessons for others and inform Longwood's curriculum, in particular as it prepares future educators.

Ms. Meadows gave an overview of the athletics department's response to Covid-19, implementing NCAA guidance and prioritizing support of student-athletes even as fall sports are on hold. These detailed plans include health and practice protocols. In response to a question from Ms. Marsh-Carter, she and President Reveley described the multiple layers of decision-making across higher education and institutions and how they will effect plans for future seasons.

Ms. Hodges said the Covid-19 epidemic has upended virtually all of the known and established techniques of fundraising, creating numerous challenges, but the need is higher than ever. She emphasized the importance of compassion and tone in messaging. Donors continue to be

interested in supporting student scholarships, and donors in particular are particularly interested in supporting future nurses and teachers. She said she was proud of the events team for stepping forward to help the university in other ways in the face of the university's new challenges.

Ms. Kindon gave an update on the ways the epidemic has challenged operations. In particular, she noted in-person activities are usually especially important for Longwood and the Admissions office has had to plan carefully to allow for virtual visits and carefully planned campus visits. She noted her unit worked with approximately 100 students who wanted to try to take a fully online courseload, and said given the challenges the incoming freshman class had held up much better than feared, with "melt" over the summer actually lower than the year before, thanking Emily Heady and the faculty involved with orientation. Looking ahead to 2021, she said it has been an unprecedented challenge to deal with the present challenges of Covid-19 and bringing aboard the incoming Fall of 2020 freshman class, while also planning for a unique year for the fall of 2021 that will be challenging across the board given the uncertainty in the nation, the economy and across college admissions. She also provided an update on the Faculty/Staff Ambassadors program, which expanded the group to 45 members, providing additional personal connections for faculty/staff to connect with prospective students. She noted the financial circumstances of students have clearly been affected by global events. Students who file FAFSA forms are not enrolling in 4-year institutions as much as they have in the past.

Ms. Waller gave a financial overview, saying Covid-related expenses have put meaningful pressure on the budget line set aside this year for one-time Covid expenses such as refitting classrooms, PPE, ventilation checks and improvements and other mitigation efforts. The University budgeted $1.3 million but expects to surpass that. The Office of Environmental Health and Safety has distributed 10,000 face coverings, 500 gallons of sanitizer, and 10,000 gloves as well as hundreds of signs. She commended Human Resources for their help guiding employees through health care, leave and other questions. She also commended the Small Business Development Center for increasing consulting services by 160%, stabilizing 564 jobs and helping businesses receive more than $6 million. Lastly she added landscaping and grounds recently installed 100 Adirondack chairs to help support students spending time outside. In response to a a question from Dr. Bidwell about why fees had been removed from the Consent Agenda, President Reveley said the Board is eager to consolidate fees and approve them in ways that provide more notice and understanding for students, and has decided to review options for doing so before moving forward with approving specific fees at this time. The Provost said Academic Affairs is also working to examine course fees.

Dr. Pierson said he speaks weekly with his Commonwealth counterparts, and Longwood's students and their behavior stand out in a positive way. He noted it's been difficult for students, and keeping students optimistic and giving them something to look forward to is a forefront mission for Student Affairs.

Mr. Patterson described the work of the Equity Action Task Force on actionable steps for the fall semester, and work with new police Chief Doug Mooney on training and protocols. The Task Force's charges included developing recommendations for a Title VI office and process, outlining plans to engage every student with the Moton story, and planning for conversations to take place over the fall semester. He noted the Task Force does not replace other initiatives

underway, notably the University Diversity Council and its efforts to create a strategic diversity plan, and the Bicentennial Initiative to address aspects of institutional history. He noted the appointment of Jonathan Page to lead the Title VI efforts, who via his longtime work around campus on these issue is the perfect person to help build that structure. Regarding the Moton partnership, he noted the power of the unique partnership between the museum and the University, and described the initial recommendations to launch ideas for initiatives, involving both Student Affairs and Academic Affairs. Lastly, he summarized recommendations and steps to expand the work of what had previously been an informal student advisory committee on diversity issues. Ms. Roane said she would be interested in hearing at a future juncture reports on how the conversations on campus have gone. She commended the Task Force for its fast and thorough work. Mr. Patterson said the SGA will kick off the conversation focus with a town hall series being organized along with the Office of Multicultural Affairs. Ms. Raible also praised the thoughtfulness and straightforwardness of the plan. Mr. Patterson said students are eager to be partners in efforts to move Longwood forward on such issues. He said it is OK to feel somewhat uncomfortable as we hear about the varying experiences students have, as discomfort makes Longwood better as an institution. Ms. Margiloff seconded the thoughts of others and asked what the mechanism will be to ensure there is accountability for making sure recommendations are implemented. Mr. Patterson said he is working with Communications and Marketing to make the initiatives visible. Despite the initial conception of the Task Force as preparing for the fall semester, the group is committed to continuing conversations even into the fall semester so we can monitor progress. Dr. Smith noted that three cabinet-level officers serve on the Task Force and will help the full University leadership is committed. Dr. Pierson said this work has been central to the work of the administration over the last six months despite the challenges of Covid, and that student leaders will be watching closely as well and continuing the focus on the work of the Task Force.

Mr. Hansen thanked all for participating and repeated his pride in the University's leadership team for confronting the challenges of 2020, including Covid-19 and racial justice, noting many universities have struggled in addressing them.

There being no further business, the meeting was adjourned at 4:00 p.m.

Consent Agenda

And

Informational Items

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:

- Proposed updates to Policies 1301 and 1303 (Audit) and 4002 (General Fundraising) to reflect accreditation and Virginia code requirements
- A proposed resolution authorizing the University to participate in the Commonwealth's Debt Restructuring Program, and delegating to the President and Vice President for Administration authority to implement
- The standard one-page dashboard financial overview for the University providing current fiscal year budget progress to date
- Proposed housing and dining rates for 2021-22

Policy 1301:
Internal Auditor: Charter

This charter identifies the purpose, authority, and responsibilityabilities of the Office of Internal Audit.

~~The mission of Internal Audit is to enhance and protect organizational value by providing risk-based and objective assurance, advice and insight.~~

I. Purpose and Mission ~~Purpose~~

The purpose of Longwood University's Office of Internal Audit is to provide an-independent, objective assurance and consulting servicesactivity ~~established by the Board of Visitors~~ designed to add value and improve the University~~an organization~~'s operations. Internal -Audit assistshelps the University accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. The mission of Internal Audit is to enhance and protect organizational value by providing risk-based and objective assurance, advice and insight.

II. Authority and Reporting Structure

The Office of Internal Audit reports functionally to the Board of Visitors and administratively to the President. The Director of Internal Audit will have free and full access to the Board of Visitors Audit Committee. These reporting relationships ensure departmental independence, promote comprehensive audit coverage, and assure adequate consideration of audit recommendations. With strict accountability for confidentiality and safeguarding records and information, Internal Audit has complete and direct access to all University records, physical properties, and personnel relevant to the subject of review.

~~University administration has the primary responsibility for establishing and maintaining a sufficient system of internal controls. Internal Audit assists University administration in the effective discharge of its responsibilities by furnishing evaluations of departmental activities, recommendations for improvements in systems and procedures, and other information designed to promote effective controls. The Internal Audit Department may provide "consulting services" which are advisory and are intended to add value and improve Longwood's operations. The nature and scope of the consulting role will be agreed upon with Longwood's Management.~~

~~II. Organizational Structure~~

~~The Longwood University Internal Audit Department reports functionally to the Board of Visitors and administratively to the President. Performance problems with the Internal Audit Department will be immediately reported by the President to the Board of Visitors. These reporting relationships ensure departmental independence, promote comprehensive audit coverage, and assure adequate consideration of audit recommendations.~~

III~~II~~. Independence and Objectivity

All internal audit activities shall remain free of influence from any element in the organization, including audit selection, scope, procedures, frequency, timing, or report content. The Director of Internal Audit and the audit staff shall have no direct operational responsibility or authority over any of the activities reviewed. Accordingly, Internal Audit shall not develop or install systems or procedures, prepare records, or engage in any other activity which would be audited. The Director of Internal Audit shall not direct the activities of any University employee not employed by the internal audit function except to the extent that such employee has been appropriately assigned to audit teams or to otherwise assist the internal auditors.

The Director of Internal Audit and the audit staff will sign an annual conflict of interest and confidentiality statement to disclosure any situation that may impair their objectivity. Any impairment of independence or objectivity, in fact or appearance, shall be disclosed to appropriate parties. The Director of Internal Audit and the audit staff will exhibit the highest level of professional objectivity in gathering, evaluating, and communicating information about the activity or process being examined. Auditors will make balanced assessments of all available and relevant facts and circumstances and not be unduly influenced by their own interests or by others in forming judgments. The Director of Internal Audit will confirm to the Board of Visitors Audit Committee, at least annually, the organizational independence of the internal audit activity.
~~Independence is essential to enable the internal audit function to accomplish its purpose. Accordingly, the Director of Internal Audit has direct and unrestricted access to the President and the Audit Committee. Internal Audit shall be functionally independent of all University operations.~~

~~To avoid conflict of interest in appearance or fact, the Internal Audit Department has neither direct responsibility, nor authority over any of the activities, functions, or tasks that it reviews. The Internal Audit Department may participate in work groups or act as consultants for certain projects. In these cases, opinion and recommendations may be used to set University policies and standards; however, in all cases, the ultimate responsibility for setting and maintaining policies and internal control rests with Longwood's management. Accordingly, drafting procedures and designing or installing operating systems are not functions of audit so performing these activities is presumed to impair audit objectivity.~~

IV. Scope of Internal Audit Activities

The scope of internal audit activities encompasses objective examinations of evidence for the purpose of providing independent assessments to the Board of Visitors Audit Committee, management, and outside parties on the adequacy and effectiveness of governance, risk management, and control processes. The Office of Internal Audit's assessments include evaluating whether:

- Risks relating to the achievement of the University's strategic objectives are appropriately identified and managed.
- Operations or programs tied to goals and objectives are being carried out effectively and efficiently.

- Established processes and systems enable compliance with the policies, procedures, laws, and regulations that could significantly impact the University.
- Information and the means used to identify, measure, analyze, classify, and report such information are reliable and have integrity.
- Resources and assets are acquired economically, used efficiently, and protected adequately.
- Employees' actions are in compliance with policies, standards, procedures, and applicable laws and regulations.

IV. Responsibilities

The Director of Internal Audit and the audit staff have the responsibility to:
~~Meaningful internal auditing requires cooperation among the Internal Audit Department, University administration, and the auditee. Each party's responsibilities in this regard include, but are not limited to the following:~~

~~Internal Audit Department~~

- Ensure the principles of integrity, objectivity, confidentiality, and competency are applied and upheld.
- Develop, submit for the Board of Visitors Audit Committee approval, and implement a flexible risk-based audit plan. Candidate projects come from a risk assessment process, recommendations by senior administration, regular coverage of large functional operations, special requests, and based upon auditor's judgement.
- Provide periodic reports to the Board of Visitors Audit Committee and senior management on the status of the audit plan, including significant changes to the plan.
- Undertake internal audits and reviews in a thorough and adequate manner, including the establishment of objectives and scope, the assignment of appropriate and adequately supervised resources, the documentation of work programs and testing results, and the communication of engagement results with applicable conclusions and recommendations to appropriate parties. ~~with a minimum interference to operations.~~
- Examine existing systems and activities to evaluate efficient and effective use of resources, accomplishment of goals and objectives, reliability of information, accuracy of records, compliance with policies and procedures and integrity of controls.
- ~~Review the reliability, integrity and security of information and the means and technology used to identify, measure, classify and report such information.~~
- Assess the adequacy of management's corrective actions to audit issues through follow-up reviews.
- As appropriate, coordinate audit activities with external auditors and other constituencies to maximize audit coverage and minimize duplication of efforts.
- Undertake special projects as requested by the Board of Visitors Audit Committee or management.
- Provide consulting services which are advisory in nature and are generally performed at the specific request of an engagement client. These services may involve formal or informal advice, analysis or assessment which will be provided at the discretion of the Director of Internal Audit.

- Maintain a professional audit staff that collectively possesses or obtains the with sufficient knowledge, skills, experience, and other competencies needed professional certifications to meet the requirements of the Internal Audit Charter.
- Keep the Audit Committee informed of emerging trends and successful practices in internal auditing.
- Provide a list of significant goals to measure the performance of the internal audit function and report results to the Audit Committee.
- Report and Assist external agencies in the investigation of suspected fraudulent activities within
  the University and notify management and the Board of Visitors Audit Committee of the results.
- Perform substantive work on any hotline call to either substantiate or disprove the allegation.
- Provide consulting services which are advisory in nature, and are generally performed at the specific request of an engagement client. These services may involve formal or informal advice, analysis or assessment which will be provided at the discretion of the Director of Internal Audit.
- Follow applicable directives of the Office of the State Inspector General and comply with reporting internal audit activity to the State Inspector General as needed.

Administration

- Support the Internal Audit Department and communicate this support within their units.
- Participate in the audit process.
- Provide appropriate, clear and consistent direction to the University community through written policies and procedures.
- Follow up on progress of corrective actions for audit findings within their units.

Auditee

- Cooperate with the audit process by providing unrestricted access to facilities, books, records, information, and personnel.
- Respond in writing, within 10 days, to all audit recommendations. Disagreements with recommendations or alternative solutions to identified findings are often acceptable. Each response should contain an estimated implementation date and responsible party.
- Implement agreed upon corrective action programs.

V. Authorization

In the course of its work, Internal Audit, with strict accountability for confidentiality and safeguarding records and information, has full and complete direct access to all University books, records (manual and electronic), physical properties, and personnel relevant to the subject of review.

~~The Internal Audit Department has neither direct responsibility, nor authority over any of the activities, functions, or tasks it reviews. Accordingly, Internal Audit does not develop or write policies or procedures that they may later be called upon to evaluate. Audit may review draft materials developed by management for propriety and/or completeness; however, ownership and responsibility for these materials remains with management.~~

VI. Audit Standards, Ethics, and Core Principles

All audit work meets the *International Standards for the Professional Practice of Internal Auditing* and *Code of Ethics* promulgated by the Institute of Internal Auditors. Generally accepted auditing standards promulgated by the American Institute of Certified Public Accountants and government auditing standards issued by the United States General Accounting Office will be referenced as appropriate.

Internal Audit staff is expected to consistently demonstrate and maintain high standards of conduct, professionalism, independence, and character in order to administer ~~to carry on~~ proper and meaningful internal auditing within the University. In addition, Internal Audit's activities and conduct shall be consistent with the policies of the University.

Internal Audit staff is expected to comply with the Core Principles for the Professional Practice of Internal Auditing as follows:

- Demonstrating integrity;
- Demonstrating competence and due professional care;
- Being objective and free from undue influence (independent);
- Aligning with the strategies, objectives, and risks of the organization;
- Being appropriately positioned and adequately resourced;
- Demonstrating quality and continuous improvement;
- Communicating effectively;
- Providing risk-based assurance;
- Being insightful, proactive, and future-focused; and
- Promoting organizational improvement.

~~VII. Selecting and Scheduling Audits~~

~~The Director prepares an annual Internal Audit Plan for approval by the Board of Visitors. Candidate projects come from a risk assessment process, recommendations by senior administration, regular coverage of large functional operations (cashiering, accounts payable, etc), special requests, and based upon auditor judgement.~~

~~VIII. Reporting~~

~~All audit work is summarized in timely written reports distributed to an appropriate list of recipients. In general, reports are distributed to all members of the Board of Visitors, the President, the Vice President responsible for the auditee department, the Auditor of Public Accounts, the Office of the Inspector General, as well as the auditee, their immediate supervisor, and other~~

~~department heads affected by audit findings. Special request reports may have a more limited distribution.~~

~~Internal Audit will provide administration with adequate time to prepare responses to audit report findings before distributing the reports to appropriate recipients outside of University management.~~

~~A summary of all work performed during the current fiscal year will be prepared and presented to the Board of Visitors on a quarterly basis.~~

VIII~~X~~. Quality Assurance and Improvement Program

The Office of Internal Audit will require an external quality assurance review by an independent party at least once every five years. Quality assurance is essential to maintaining an internal auditing department's capability to perform its functions in an efficient and effective manner. In addition, this review is important in achieving and maintaining a high level of credibility with the Board of Visitors, the President, management, and others who rely on the work of the Office of Internal Audit ~~Department~~.

~~The Internal Audit Department will require an external quality assurance review by an independent party at least once every five years.~~

Revised and approved by the Board of Visitors, September, 2010.
Revised and approved by the Board of Visitors, December, 2013.
Revised and approved by the Board of Visitors, June 2015.
Revised and approved by the Board of Visitors, June 2016.
Revised and approved by the Board of Visitors,

Policy 1303: Reporting Fraud to the Auditor ~~1303~~

I. PURPOSE

The purpose of this policy is to provide procedures for handling all suspected incidences of fraud within the University.

II. POLICY

This institution establishes the following procedures for reporting fraud to the Internal Auditor.

III. PROCEDURE

- Section §30-138~~2.1-155.3~~ of the Code of Virginia requires the head of an agency or institution to notify the Auditor of Public Accounts (APA), the State Inspector General, and the Superintendent of State Police of all incidences of fraud within their agency or institution.
- In addition to compliance with the Code of Virginia, the institution should notify the Office of Internal Audit ~~Department~~ in cases that circumstances suggest the possibility that assets have, or are thought to have, been lost through ~~defalcation~~ fraud or other breaches in the financial and operating systems. Upon such notification, the Director of Internal Audit~~Internal Audit Department~~ should ensure that proper authorities within the institution have been notified and that they are aware of the reporting requirements under the Code of Virginia.
- Although it is not mandatory that the Office of Internal Audit ~~Department~~ investigate each situation, it should be informed and make a judgment regarding the impact of the situation on internal controls and on future audit testing.

Approved by the Board of Visitors November 1988.
Revised and approved by the Board of Visitors, September 7, 2002.
Revised and approved by the Board of Visitors, December 6, 2013.
Revised and approved by the Board of Visitors.

Fundraising and Gift Acceptance

4002

Policy Owner: Vice President for Institutional Advancement

Purpose: This policy governs fund-raising by, or in the name of, the University and the acceptance of gifts to Longwood University. This policy applies to all faculty, staff, students and student organizations, coaches, volunteer support groups and any other entity raising funds from the private sector on behalf of Longwood University.

II. POLICY

It is the responsibility of the Vice President for Institutional Advancement to establish and oversee an organized program for obtaining gift support from alumni, parents, friends, faculty and staff, businesses, corporations, organizations, and private foundations in regard to annual, endowment and capital support. The University President has ultimate responsibility for Longwood's fundraising in order to support the University's mission, priorities and initiatives as identified by the Board of Visitors. The University shall be solely responsible for soliciting donations, donor relations and fundraising strategy. Solicitation of gifts made by anyone for the benefit of Longwood University, or any office thereof, shall require the prior approval of the President through the Vice President for Institutional Advancement.

III. PROCEDURES

1. Responsibilities of Vice President for Institutional Advancement

In order to maximize the effectiveness and efficiency of the services provided by University Advancement, the Vice President for Institutional Advancement shall:

A. Coordinate the solicitation of prospective donors;
B. Establish minimum funding requirements;
C. Prepare and oversee fundraising literature;
D. Record private gifts to the University;
E. Maintain prospect files and records;
F. Coordinate fundraising volunteers;
G. Identify and coordinate solicitations to corporations and foundations;
H. Coordinate public statements regarding gifts to Longwood University; and
I. Oversee maintenance, access, control and security of the University's official alumni and gift record system.

2. Gift Acceptance

When a gift is accepted, the University assumes both a legal and an ethical obligation to conform to the wishes of the donor within the confines of the University's policies. For these reasons, it is essential that donors be encouraged to indicate precisely in writing those restrictions, if any, to be placed on the use of funds provided. Gifts shall be given to, and accepted by, the University and are to be used solely for the benefit of the University. The President shall direct and oversee the use and purpose of unrestricted gifts consistent with, and in support of, the University's mission, priorities and initiatives.

The Vice President for Institutional Advancement and the Provost and Vice President of Academic Affairs shall review and make a determination about the terms and conditions associated with (i) any gifts that impact academic decision making and (ii) any gifts greater than $1,000,000 that imposed new obligations on the University, excluding gifts for scholarships or other financial aid.

3. Gift Processing

Centralized gift processing via the Office of Development (1) is an important, core University function that will help the institution achieve philanthropic success; (2) allows the Office of Development to consistently apply relative University policies and procedures and (3) ensures compliance with Internal Revenue Service regulations pertaining to charitable gifts.

The Office of Development shall ensure: 1) all funds received are credited to the correct account and promptly deposited; 2) gifts are promptly and properly acknowledged; 3) gifts are accepted and administered in a manner appropriate for a tax-exempt educational institution; 4) donor requirements and restrictions are acceptable to the University; 5) gifts are in amounts appropriate to carry out their specified use; and 6) documents related to gifts are maintained in compliance with the Virginia Public Records Act.

Approved by the Board of Visitors, September 7, 2002
Revised and approved by the Board of Visitors, June 15, 2012
Revised and approved by the Board of Visitors, December 4, 2020

RESOLUTION OF THE BOARD OF VISITORS OF LONGWOOD AUTHORIZING THE RESTRUCTURING OF INDEBTEDNESS WITH THE VIRGINIA COLLEGE BUILDING AUTHORITY

WHEREAS, Longwood University, in furtherance of its educational purposes, has borrowed funds from the Virginia College Building Authority (the "Authority") through the Authority's Public Higher Education Financing Program,

WHEREAS, the Governor of the Commonwealth of Virginia (the "Commonwealth") has recognized that the COVID-19 pandemic has had, and continues to have, a tremendous adverse impact on higher education, including the fiscal health of the Commonwealth's colleges and universities, and in response to financial conditions created by the pandemic, the Governor has proposed a debt restructuring plan for debt-funded capital projects of higher educational institutions which will defer debt service payments on certain indebtedness obtained through or with the assistance of the Commonwealth, including debt obtained through the Authority (the "Debt Restructuring Program");

WHEREAS, the Board of Visitors (the "Board") of Longwood University (the "Institution") desires to participate in the Debt Restructuring Program to restructure all or a portion of its indebtedness to the Authority (the "Authority Debt") and desires to delegate to certain officers of the Institution the authority (i) to select the Authority Debt to be restructured and to establish and agree to the terms of such restructuring, (ii) to approve the forms of, and execute and deliver, any and all, documents, instruments and agreements required by the Authority in connection therewith, including any modifications or amendments of loan or other documentation evidencing the Authority Debt (the "Restructuring Documents"), and (iii) to take any and all other action required to effect and implement such debt restructuring, including any post-issuance or post-closing monitoring or compliance requirements.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD:

Section 1. The Institution is authorized to participate in the Debt Restructuring Program and, accordingly, the President and Vice President of Administration and Finance (the "Authorized Officers") are each hereby delegated and invested with full power and authority, subject to the provisions of Section 2 hereof, (i) to select the Authority Debt to be restructured and to establish and agree to the terms of such restructuring, including extending the term of payment and the modification of other terms thereof, (ii) to pledge as required by the Authority the general revenues of the Institution as security to the extent not prohibited by law or otherwise restricted, (iii) to approve the forms of the Restructuring Documents required by the Authority and any subsequent amendments thereto, (iv) to execute and, deliver, on behalf of the Institution such Restructuring Documents, with approval of the terms thereof being evidenced conclusively by the execution and delivery thereof, and (v) to do and perform such other acts, and execute and deliver such other documents and agreements as may be necessary or appropriate to carry out the intent of this Resolution.

Section 2. In connection with the authorization herein provided the Authorized Officers may, in connection with any debt restructuring obligation, provide for (i) the funding of reserves if required, and (ii) the funding of issuance costs and other financing

expenses related to such restructuring; provided (a) the principal amount of any such obligation shall not exceed the amount required to cover the principal of and interest on the indebtedness to be restructured plus amounts permitted by clauses (i) and (ii) above, (b) the interest rate on any such obligation shall be as determined by the Authority, and (c) the restructuring terms, including the rate of interest on any such obligation or method of determining such rate, shall be approved by the Treasury Board of the Commonwealth.

Section 3. If it is determined by the Authority in connection with any Authority Debt restructuring that the Institution is subject to continuing disclosure obligations under Rule 15c2-12 of the federal Securities and Exchange Commission an Authorized Officer is hereby authorized and directed to, enter into a continuing disclosure undertaking in form and substance reasonably satisfactory to the Authority, and the Institution will comply with the provisions and disclosure obligations contained therein.

Section 4. The Board designates the Vice President for Administration and Finance to be responsible for implementing procedures to monitor post-issuance compliance with covenants in any Restructuring Document and any amendments thereto, if required in connection with federal tax law or federal securities law requirements.

Section 5. This resolution shall take effect immediately upon its adoption.

Adopted: _____ __, 20___

_____, Secretary
BOARD OF VISITORS OF
LONGWOOD UNIVERSITY

CERTIFICATE

The undersigned, being the Secretary to the Board of Visitors of Longwood University, does hereby certify:

1. That attached as Exhibit A hereto is a true and complete copy of a resolution entitled "Resolution of the Board of Visitors of Longwood University Regarding Authorization and Approval of Certain Real Estate Instruments Necessary for Financing of The Convocation Center Project" which was adopted by the Board of Visitors of Longwood University, on December 4, 2020. Such Resolution has not been repealed, revoked, rescinded or amended, and is in full force and effect on the date hereof.

IN WITNESS WHEREOF, I set my hand this ____ day of December, 2020.

_____

Michael A. Evans
Secretary to the Board of Visitors

Longwood University
Financial Overview
As of October 31, 2020

FY2020-21 Budget Dashboard YTD

E&G	BOV Budget	FY Forecast	YTD Actual	Percent	PY Percent
Revenues					
Tuition	36,384,683	36,406,820	17,149,854	46.47%	42.65%
Fees	1,063,774	1,085,774	747,201	68.82%	60.28%
General Fund	31,498,893	31,594,893	12,019,329	38.16%	36.35%
Federal Workstudy	50,000	50,000	0	0.00%	0.00%
Other	290,375	304,002	84,303	26.02%	0.00%
Total Revenues	69,287,725	69,441,489	30,000,687	42.94%	40.12%
Expenditures					
Instruction	35,250,016	35,522,384	13,041,117	36.45%	34.81%
Public Service	503,725	569,655	205,267	35.78%	40.90%
Academic Support	6,666,064	6,620,407	2,284,007	34.25%	36.96%
Student Services	4,547,866	4,519,429	1,575,335	34.61%	36.37%
Institutional Support	11,887,958	11,777,214	4,524,400	38.14%	39.01%
Facilities Operations	6,996,422	7,435,536	2,905,047	41.58%	40.70%
Scholarships	3,693,039	3,693,039	2,762,862	74.81%	73.67%
Salary Savings	(257,365)	(276,950)	(276,950)		0.00%
Total Expenditures	69,287,725	69,860,714	27,021,085	38.68%	37.86%
TOTAL	0	(419,225)	2,979,602		
AUXILIARY					
Revenues					
Housing	24,340,895	22,840,895	9,036,302	37.12%	41.70%
Dining	7,898,414	7,898,414	3,593,802	45.50%	79.03%
Comprehensive Fee/Other	29,620,461	28,620,626	10,368,808	35.01%	42.90%
Federal Workstudy	154,300	154,300	0	0.00%	0.00%
Total Revenues	62,014,070	59,514,235	22,998,913	37.09%	46.38%
Expenditures					
Housing	25,921,213	25,279,295	11,927,971	38.65%	31.25%
Dining	7,968,414	7,923,929	4,323,329	54.26%	54.16%
Athletics	9,354,196	9,301,975	4,215,433	45.06%	46.20%
Other Services	18,770,247	19,664,172	8,743,918	46.57%	47.92%
Salary Savings	0	(182,443)	(182,443)	0.00%	0.00%
Total Expenditures	62,014,070	61,986,928	29,028,208	43.35%	41.19%
TOTAL	0	(2,472,693)	(6,029,295)		

Cash & Investment Assets	
Longwood University	21,102,129
All Longwood Foundations *	134,809,390

** Based on 3/31/20 data for LUF and 6/30/20 for others*

Working Paper prepared by management to estimate year end results

Longwood University
Proposed Housing Rates

Housing	**2020-2021**	**2021-2022**
Main Campus-Double	$ 7,956.48	$ 8,193.92
Main Campus-Single	$ 9,284.80	$ 9,748.48
Early Arrival	$75/ day	$75/Day
Register-Double	$ 8,108.80	$ 8,473.92
Sharp-Double	$ 8,108.80	$ 8,473.92
Moss-Double	$ 8,153.60	$ 8,561.28
Johns -Double	$ 8,153.60	$ 8,561.28
Moss-Single	$ 9,284.80	$ 9,750.72
Johns Single	$ 9,284.80	$ 9,750.72
Lancer Park-Quads	$ 9,329.60	$ 9,703.68
Lancer Park-Doubles	$ 10,539.20	$ 10,962.56
New Lancer Park-Quads	$ 10,393.60	$ 10,818.24
New Lancer Park-Doubles	$ 10,550.40	$ 10,962.56
New Lancer Park-Singles	$ 11,524.80	$ 12,102.72
LU Landings-Quads	$ 10,416.00	$ 10,832.64
LU Landings-Singles	$ 11,524.80	$ 12,102.72

Proposed Summer Rates

	2020-2021	**2021-2022**
Room & Board	**Term 202150 & 202160**	**Term 202250 & 202260**
Weekly Rates:		
Room Double	$ 230.72	$ 237.64

Longwood University
Proposed Dining
2021-2022

Dining	**2020-2021**
All Access + $225	$4,858.56
Block 225 + $325	$4,063.36
Block 160 + $350	$3,763.20
Block 80 +$350	$2,280.32
Block 40 + $200	$1,202.88

New Dining Plan Offerings	**2021-2022**
All Access +$350 +10 Meal Exchanges per week	$5,100.48
All Access +$200 +7 Meal Exchanges per week	$4,699.52
All Access +$50 +5 Meal Exchanges per week	$4,200.00
Block 175 +$500 +7 Meal Exchanges per week	$3,946.88
Block 80 +$400 + 5 Meal Exchanges per week	$2,300.48
Block 80 +$500 + 5 Meal Exchanges per week	$2,479.68
Block 80 +$600 + 5 Meal Exchanges per week	$2,661.12
Block 50 +$500+ 5 Meal Exchanges per week	$1,960.00
Block 50 +$600+ 5 Meal Exchanges per week	$2,150.40
Block 50 +$700+ 5 Meal Exchanges per week	$2,340.80
Commuter 50 +$200+ 5 Meal Exchanges per week	$675.36
All Bonus Dollars $850.08	$850.08
Meal Kits - Home Chef meal options voucher dollar increments	$120.00

Deliberation Items

The Farmville Herald

Longwood University seniors Arianne Green and Sophia Tamilio wear their masks as part of the continuing successful effort to allow in-person classes to take place on campus. (Photo by Titus Mohler)

A successful semester

(https://www.farmvilleherald.com/author/titus.mohler/)
By Titus Mohler (https://www.farmvilleherald.com/author/titus-mohler/)
Email the author (mailto:titus.mohler@farmvilleherald.com)

Published 6:00 am Friday, November 20, 2020

Longwood, H-SC make it to the finish line

Longwood University and Hampden-Sydney College took a different path than other institutions of higher education during the fall 2020 semester by choosing to return to in-person classes and maintaining that status even as the COVID-19 pandemic has continued.

Ultimately, both Longwood and Hampden-Sydney have avoided any significant outbreaks of the novel coronavirus. The last day of undergraduate classes for Longwood will be Tuesday, Nov. 24, while H-SC has a bit longer to go, wrapping up Monday, Dec. 14.

Longwood officials and students took a few moments Wednesday, Nov. 18, to grade how the university and its students managed themselves this fall in Farmville in the face of the pandemic.

"I think it went really well," Longwood Assistant Vice President for Communications Matt McWilliams said. "I think a lot of credit is due to our students who took a lot of personal responsibility and, by and large, followed the guidelines that we set in place. The entire community kind of really rallied together and decided collectively that we wanted to make this semester work, and I think it did work.

"So, (I'm) really pleased and really proud of our students, especially, for their behavior and responsibility that they've shown all semester."

Longwood Dean of Students Jennifer Fraley said she would have to echo that reaction.

"Our students were faced with a very difficult challenge for this semester, and they rose to that challenge and really did take personal responsibility for making sure that not only themselves but also their fellow Lancers got to remain here during the semester," she said. "This could have gone poorly, and it did not based on the really hard work that everyone in the community did to make sure that they were being responsible and really leaning on each other to have support and navigate what is a very challenging situation."

McWilliams honed in on specific measures he thought were especially crucial in making the semester a success.

"I think really what worked was our commitment in the processes that we set in place before students got back — we put them in place over the summer — to really aggressively quarantine and contact trace all cases that we knew of on campus, to make sure that students who contracted the virus were isolated from the rest of the community and that we could track who they came in contact with," he said. "And then for students who

were exposed, they had a place to quarantine safely. But then in addition to that, part of the whole equation is that we had to put support systems in place for them so that they could stay on track with their classes, so that they could have meals delivered, so that they felt like their mental health was being taken care of and their physical health was being taken of."

He said Fraley was an integral part of that. Fraley said the university erred on the side of caution.

"We were very aggressive with isolation and quarantine depending on the circumstances," she said. "And that meant that unfortunately, fall being allergy season, there were many students that went into isolation or quarantine based on symptoms that did not have a definitive diagnosis. And as soon as that diagnosis was confirmed that they were not positive or they had not been contact exposed, they were, of course, free to resume their normal lives and activities. But based on that aggressive stance that we took, we were able to really curb those numbers and keep them under control."

Another measure Longwood took was to make sure it had a multi-disciplinary team put together that could streamline all of the processes required to take care of students' daily needs, Fraley said.

She noted that on the academic side of things, this meant making sure faculty were notified that a student would be participating in class virtually. If they had in-person classes or if they had hybrid classes that required them to be in person, the team made sure that faculty knew that the student was absent for medical reasons so they were not penalized.

The multi-disciplinary team made sure that whether students were isolating or quarantining in place, they had meals delivered, they were checked on every day and they had point-of-contact with the University Health Center as well as with someone on the Isolation and Quarantine Management Team.

Fraley said this helped make sure students' needs could be met for the duration of their stay, whether that was for 24 hours in isolation or quarantine, or if it was for 10 days.

Longwood junior Sarah Meeks spent time in quarantine and gave a first-hand assessment of how well the university handled things this fall to make the in-person semester possible.

"Longwood did such an amazing job to keep us healthy and safe during these difficult times," she said. "I am so glad that we were able to stay on campus all of fall semester.

"During my quarantine experience in Arc Dorm, Longwood did everything possible to help make me feel comfortable and safe throughout my stay," she said. "I feel that all of the students appreciate the extra outdoor seating along with the fire pits that have been placed throughout campus, so we are able to socialize with our friends in a safe and social-distancing environment. I appreciate Longwood making college life as 'normal' as possible."

McWilliams said Longwood will look to continue to promote outdoor outlets for student life as the university progresses into the spring semester.

Longwood Student Government Association President Brandon Bowen said he thinks the university's fall semester went extremely well considering the global pandemic.

"We look at other schools such as (James Madison University) and the bigger-population schools and how they were in person maybe two weeks before they had to go home, and we stuck (it) out for the entire semester and maybe at the most we had 35 active cases at one time," he said. "If nothing else, I think that's something that we can really celebrate.

"We worked really hard. I think all the students were pretty diligent. We know that the task force that Longwood had implemented, the COVID task force, they did really well in giving us opportunities for us to continue to enjoy student life while being on campus."

Farmville Mayor David Whitus said he was offering praise to Longwood President W. Taylor Reveley IV on Tuesday, Nov. 17, given how well the university has managed the COVID-19 response.

"I view their dashboard frequently and have been pleasantly surprised at how few cases they have had this semester," he said. "The same is true for H-SC.

"When you see students out in town, most all of them are wearing a mask," he added. "As a community we are most appreciative of their efforts to prevent spread."

Most Longwood students will be headed home next week for good until classes begin for the spring semester on Jan. 13.

"It was a very prudent decision to end in-person classes at Thanksgiving and not have students return to campus after going home," Whitus said. "If we can continue to be vigilant in mask-wearing, hand-washing and social distancing, it appears light is at the end of the tunnel in the form of a vaccine."

Area businesses also benefited significantly from the responsible patronage of the college students this fall, something North Street Press Club and The Fishin' Pig Co-Owner Nash Osborn spoke to.

"We were all obviously a bit nervous to have everybody come back into town with everything going on, but I think that Longwood and Hampden-Sydney did a fantastic job with how they dealt with it, and also the students," he said. "They were very vigilant about following the guidelines and mask-wearing, at least in our businesses. I think that the students played a large role in how successful this really was."

(https://www.farmvilleherald.com/)
The Farmville Herald

The college students showed us the way

(https://www.farmvilleherald.com/author/staff.report.farmville/)
By Staff Report (https://www.farmvilleherald.com/author/staff-report/)
Email the author (mailto:staff.report@farmvilleherald.com)

Published 6:00 am Wednesday, November 25, 2020

The difficult work for Longwood University officials began over the summer.

The school's administration committed to remake the university and turn a student body that treasured community and social interaction into a COVID-safe environment.

Dining options, residence hall living and classroom spaces were all reevaluated to make sure the students had plenty of space to socially distance themselves. COVID-19-related restrictions were attached to the university honor code, making mask-wearing mandatory on campus.

Hampden-Sydney College went through many of the same exercises and came up with a unique fall semester schedule designed to limit exposure to the virus with aggressive testing of every student that established a sort of bubble environment at the school.

Still, in August, members of the community were very concerned about becoming a two-college town again. In response to the student population basically doubling the size of Farmville, the Town Council passed a resolution limiting gatherings to no more than 50 people. Some Town Council members thought 50 may be too high of a number.

The emergency ordinance applied to everyone in Farmville, but it was no secret the measure was aimed at the college students.

Other colleges around the state and the nation struggled, with many universities returning to the safe haven of remote learning and clearing residence halls shortly after students arrived. The odds appeared to be long for any institution of higher learning looking for some sense of normalcy.

But as it turned out, we could learn a few things from the students. While they regularly followed the rules and wore masks even while walking around the streets of Farmville, many of the townspeople could be found shopping area stores and in other gatherings without masks.

Health officials made it clear throughout the fall that the college students were not the cause of community spread in Prince Edward County. The rise in cases was from simple community spread caused by gatherings.

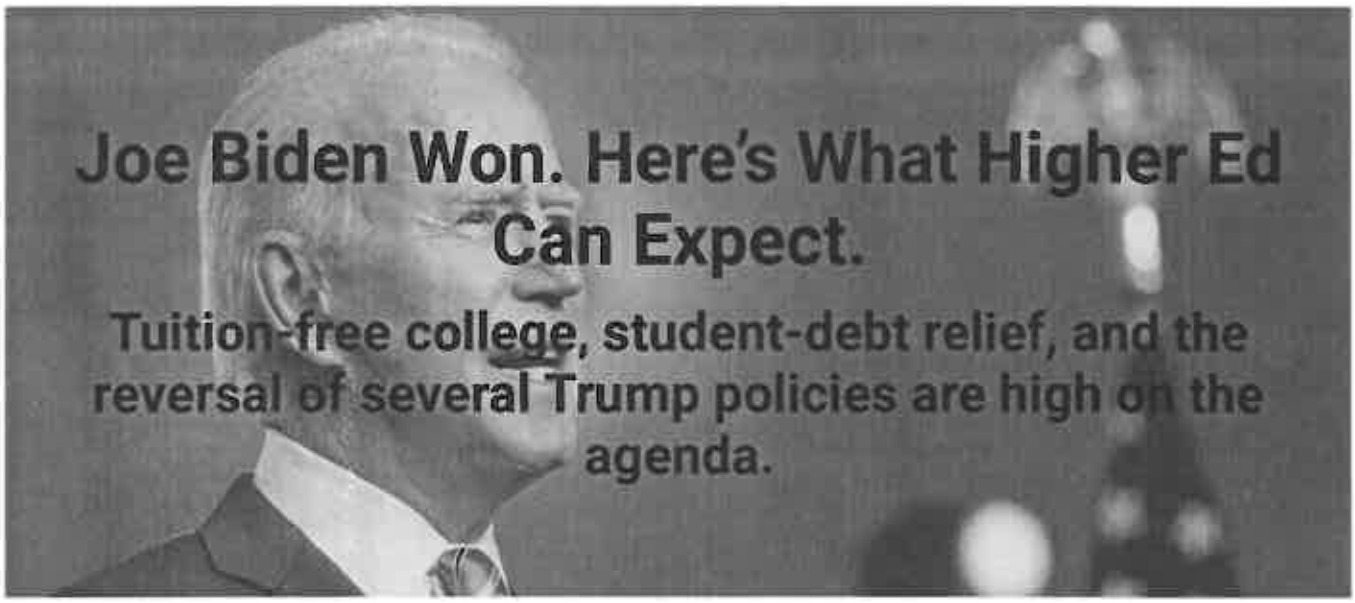
The colleges weren't perfect. Each of them had moments of trepidation where you looked at their COVID-19 dashboards and wondered if the virus was getting ready to explode, but they hung in there, quarantined the people who may have been in contact with those who were positive and moved on.

The successful semesters at Longwood and Hampden-Sydney should show all of us that masks work, social distancing works and contact tracing combined with quarantines is an effective way to control the virus.

May we learn from their diligence and commit to keeping ourselves healthy this holiday season and be a safer community for them when the students return in 2021.

(The views in this editorial are of The Farmville Herald *editorial staff. This editorial was written by Editor Roger Watson. He can be reached at Editor@ FarmvilleHerald.com or (434) 808-0622.)*

THE CHRONICLE OF HIGHER EDUCATION



DREW ANGERER, GETTY IMAGES

ND GOVERNMENT

By Michael Vasquez

NOVEMBER 7, 2020

Joseph R. Biden Jr. crossed the 270 electoral-vote threshold on Saturday and, barring a successful legal challenge, he will be sworn in January 20 as the 46th president of the United States.

In sharp contrast to President Trump, whose administration spent much of the past four years actively attacking higher education, Biden — whose wife, Jill, is a

longtime community-college educator — has signaled his support for the sector. His extensive Plan for Education Beyond High School promises to "strengthen college as a reliable pathway to the middle class."

Before expanding Americans' access to higher ed, however, Biden must first rescue a system beset by pandemic-induced crises that threaten to consume it. Deep financial problems stemming from enrollment drops and increased instructional expenses have forced thousands of layoffs and left an unknown number of colleges teetering on the brink of failure. Biden has called for a sevenfold increase in coronavirus testing — a plan that would provide vital health information to colleges eager to return students and professors to classrooms.

The Democrat appears likely to face a Republican majority in the Senate, which would hamstring some of his plans to revive higher ed. A divided government in Washington would force Biden to lean more heavily on his executive powers to influence higher-education policy. Some legislative items, such as larger Pell Grants, could still survive, but they would most likely be scaled back. Democrats might have one last shot at capturing control of the Senate in January, when both of Georgia's seats could be up for grabs in a rare double-runoff election.

No matter the outcome of the Senate races, a new administration in Washington will have a big impact. Here are some key areas where Biden could shape the future of higher ed:

Campus sexual assault — As Barack Obama's vice president, Biden played a key role in the White House's campaign to push colleges to do more to combat sexual assault on campus. In 2011, he unveiled the landmark "Dear Colleague"

letter stating that the federal gender-equity law known as Title IX made colleges broadly responsible for doing all they could to prevent such crimes and punish the perpetrators.

CHERYL SENTER, ASSOCIATED PRESS

In 2011, Vice President Joe Biden visited the U. of New Hampshire, where he unveiled the Obama administration's landmark guidance on how colleges would be expected to respond to accusations of sexual assault.

But the focus completely shifted under President Trump, whose Education Department instead embraced arguments that the accused are treated unfairly during hearings under Title IX. Those hearings could potentially lead to suspension or expulsion of the accused.

To protect the rights of the accused, who are usually men, the Trump administration forced colleges to adopt more of a courtroom-style process. And hearing procedures were changed in ways that made it harder for survivors to

prove their cases, or even to get a hearing in the first place.

Sage Carson, manager of Know Your IX, a group that advocates for survivors of sexual assault, said the Trump administration's approach represented a radical departure from decades of Education Department policy.

"There is a hope that the Department of Education may return to the rules of the road," Carson said. "And that doesn't mean a third term of the Obama administration, but more returning to what had been done on Title IX, and education, since the 80s."

Under Obama, Carson said, most accusers who contacted her organization were eligible to take their case to a Title IX hearing. Under Trump, a majority of them no longer qualify.

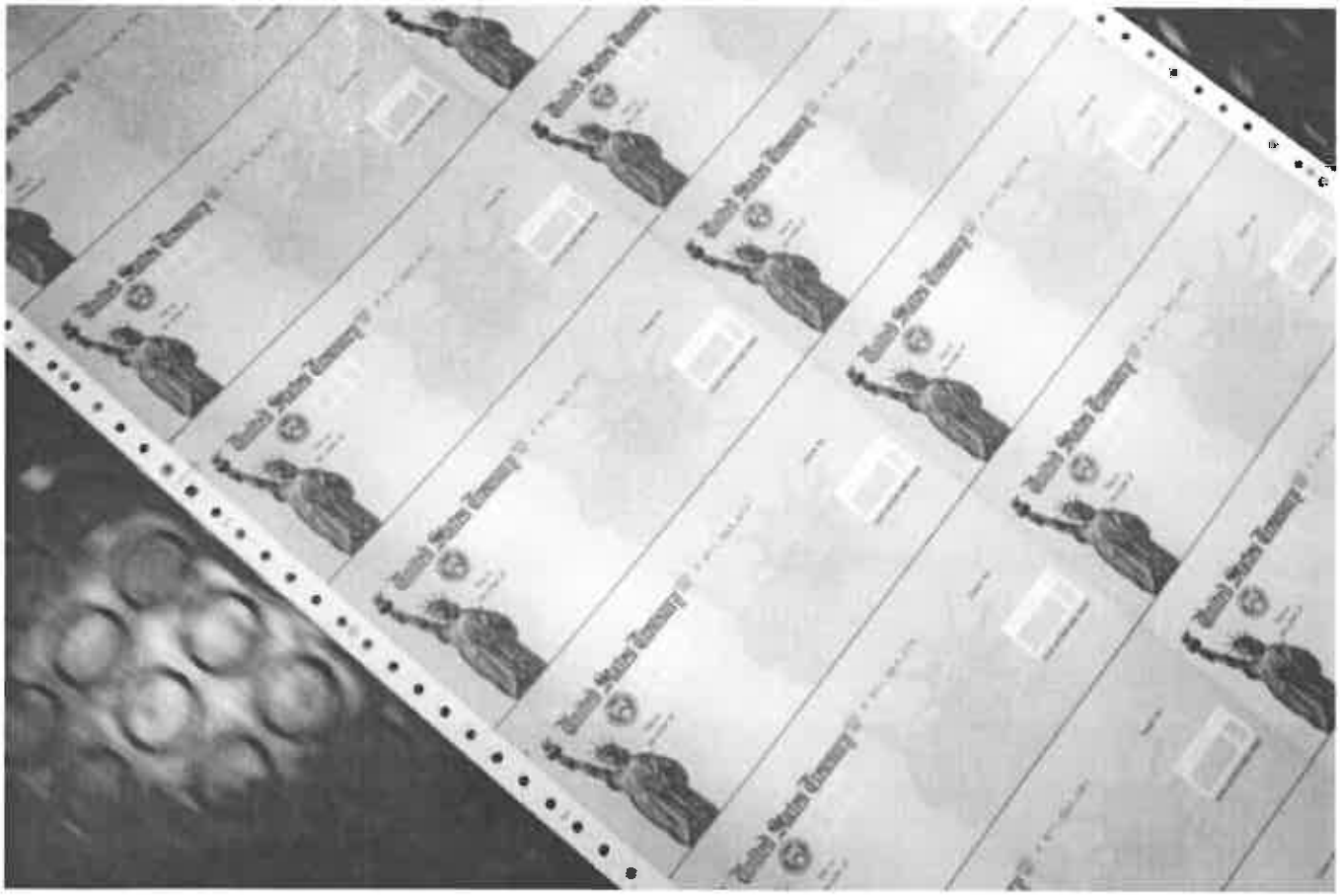
The 2011 letter, released by the Education Department's Office for Civil Rights, caused frustration among some college administrators, as it outlined entirely new standards for how colleges should investigate rape allegations. The letter also made it clear that the federal government would be aggressive in holding colleges accountable for preventing sexual assault.

But the Trump administration's new direction also caused headaches for colleges, because its directives on sexual assault took away much of institutions' autonomy, said Sarah Flanagan, head of the government-relations staff at the National Association of Independent Colleges and Universities.

Under Trump, she said, the Title IX process became "much more expensive for a campus, and much less flexible."

Coronavirus stimulus — The economic collapse caused by Covid-19 has sent many colleges into a financial tailspin, and Congress is under enormous pressure to provide a second round of stimulus money to higher education. If another stimulus bill is approved, some federal dollars could flow to colleges directly, but institutions would also benefit from money awarded to states, since public higher education's fortunes are directly tied to the overall health of state budgets.

Congress could approve a stimulus package under President Trump, during the lame-duck session. Mitch McConnell, the Republican Senate majority leader, said Wednesday that passing a stimulus package would be a top priority, and "we need to do it before the end of the year." McConnell signaled that he is open to including aid to state and local governments in the legislation.



WILLIAM THOMAS CAIN, GETTY IMAGES

If Democrats and Republicans are able to strike a deal, and President Trump signs off on it, that doesn't mean that Biden wouldn't influence the stimulus debate. After taking office, he is expected to push forcefully for additional government spending to reinvigorate the economy. Higher-education funding could become a huge part of that effort — in particular, support for short-term certificate and associate-degree programs that will retrain workers laid off during the pandemic.

One complicating factor: Higher education is now a partisan issue, with Republicans increasingly questioning the usefulness of certain degrees, particularly in the liberal arts. Republicans have also accused higher ed of being biased against conservative viewpoints.

If Democrats fail to capture 50 seats in the Senate, Biden's ability to deliver additional federal aid to colleges could depend heavily on his ability to negotiate with Senate Republicans — and on their willingness to compromise.

College affordability and student debt — Trump used his executive authority to extend a temporary pause on federal student-loan repayments until the end of 2020. As president, Biden could use the same executive power to provide borrowers with broader (and more permanent) debt relief.

Biden campaigned on a plan to provide student-debt relief, but only to certain kinds of borrowers: those who earn less than $125,000, have loans from an undergraduate degree, and earned that degree at either a public university, a minority-serving institution, or a historically Black college.

Biden has also proposed $10,000 in student-loan forgiveness for all borrowers.

The National Student Legal Defense Network, an advocacy group whose founders include former Obama Education Department staffers, is recommending that the Biden administration use its executive powers aggressively when it comes to debt forgiveness. Among the group's proposals: Biden could make debt forgiveness automatic for borrowers whom the federal government deems "totally and permanently" disabled.

Those borrowers are already entitled to loan forgiveness, but roughly 350,000 disabled borrowers have never applied with the Education Department — presumably because they are unaware of their legal rights.

PAUL WINDLE FOR THE CHRONICLE

On the issue of college affordability, Biden has proposed doubling the maximum value of Pell Grants, while also making "public colleges and

universities tuition-free for all families with incomes below $125,000."

Turning those proposals into reality will require getting buy-in from Congress, and if Republicans control the Senate, they will probably be resistant — particularly when there is a Democrat in the White House. That dynamic could force the Biden administration to pursue more-modest affordability measures.

In that scenario, Pell Grants might increase, but not by much.

But the need for a bigger investment in Pell is clear, says the Association of American Universities, which represents more than 60 elite research institutions.

While Biden has called for a doubling of Pell, the AAU says the maximum Pell Grant — set at $6,345 for the 2020-21 academic year — should be tripled.

"When Pell started back in the 70s, the award covered more than 75 percent of the cost of in-state tuition and fees at public universities," said Barbara Snyder, AAU's president. "That's now down to about 30 percent. And that erosion in buying power obviously makes a significant difference for kids from low-income families."

International students — America's higher-education system has long enjoyed pre-eminent status around the world, and colleges in recent years became increasingly reliant on international students to provide needed revenue.

Then the Trump administration applied the brakes — imposing a series of policies that discouraged foreign students from coming to the United States.

RICCARDO SAVI, SIPA VIA AP

Protesters rally at Dulles International Airport in 2017 against President Trump's executive order barring visitors to the United States from seven majority-Muslim countries.

International enrollments didn't completely crash, but they grew at much slower rates than in the Obama years. In the 2014-2015 academic year, for example, the number of foreign students at American institutions grew by 10 percent.

In the 2018-2019 academic year, the population of international students increased by a mere 0.05 percent, according to the annual Open Doors survey sponsored by the U.S. Department of State.

International education is an area where the Biden administration will most likely establish policies that are the complete opposite of Trump-era rules. For example, Biden has promised to repeal the Trump administration's ban on travelers from several primarily Muslim countries. That ban affected both

students and scholars.

Biden has also promised to be more welcoming to foreign students — in particular those studying for STEM careers. A tweet in July signaled his intentions:

Joe Biden
@JoeBiden

Across the world, people come to this country with unrelenting optimism and determination toward the future. They study here, innovate here, they make America who we are. Donald Trump doesn't get that — we need a president who does.

Sahil Kapur @sahilkapur

ICE is telling international students on F-1 and M-1 visas that if their school is doing online-only courses they must leave the country or transfer to a place with in-person instruction—or they'll be deemed in the US illegally and subject to deportation. ice.gov/news/releases/...

5:50 PM · Jul 7, 2020

26.7K 8.4K people are Tweeting about this

That shift in tone, and policy, could influence international students who are considering whether to study at American colleges.

Cash-strapped colleges would welcome that trend with open arms.

For-profit colleges — Oversight and regulation of for-profit colleges is another area poised for big changes under Biden's administration.

Trump's education secretary, Betsy DeVos, has been an ally of the for-profit

college industry, despite persistent scandals surrounding the sector — scandals that one observer said have "thrown a spotlight on flaws in the accreditation system."

While some students are satisfied with their for-profit college experiences, others have complained that they were pressured to enroll in high-cost, low-quality degree programs that failed to lead to a meaningful career.

ALEX WONG, GETTY IMAGES

As President Trump's education secretary, Betsy DeVos has been a friend to the for-profit education industry.

The Obama administration tried to crack down on abuses and hold for-profit colleges accountable with its gainful-employment and "borrower defense to repayment" rules. But DeVos reversed one of those rules and has denied the vast majority of defrauded borrowers' claims under the other.

She also hired former for-profit college executives for high-ranking positions within the Education Department and broke up a team that was investigating fraud within the industry.

As president, Biden has pledged to return to the Obama regulations, and his campaign website promised to "stop for-profit education programs from profiteering off of students."

Biden's running mate, Kamala Harris, battled the for-profit college industry when she was California's attorney general, and that expertise may help the new administration navigate this politically tricky issue.

Amy Laitinen, who directs higher-education policy at New America, a Washington think tank, noted that for-profit colleges enroll large numbers of minority students. It is a racial-equity issue to ensure those students are well-served, she said.

"These things matter because students are borrowing a lot of money to go to schools that are saddling them with a lot of debt, and not giving them the education they promised," Laitinen said. "Those are the students who most need what higher education has promised, and the ones who are being most harmed by its failure to deliver on that promise."

WILLIAM WIDMER, REDUX

GOP control of the Senate could prevent any passage of legislation regulating for-profits, but the Biden administration could still take significant action through both its regulatory and enforcement powers.

Steve Gunderson, president and CEO of Career Education Colleges and Universities, said the for-profit sector is well aware that it will now be put on the defensive.

"Clearly there's going to be a regulatory assault from the Department of Education," Gunderson said. "I think enough of them, including Biden himself, have made clear that they want to do that."

Gunderson acknowledged that some for-profit colleges have behaved poorly, but he said most of those colleges are now out of business. The for-profit sector, he said, is dominated by family-owned vocational schools, not publicly traded mega-corporations.

"Most of the bad actors are gone," Gunderson said. "That's really important."

"I've said to my opponents, Why don't you just declare victory and go home?"

We welcome your thoughts and questions about this article. Please email the editors or submit a letter for publication.

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