



Longwood University

Graduate Studies

Task Force:

Report and Recommendations

A study conducted December, 2015 – May, 2016 to identify strengths, weaknesses, challenges and opportunities for graduate education at Longwood University and to develop recommendations for creating an organizational model to sustain excellence and further enhance graduate programs while continuing to support and protect the core undergraduate mission of the University

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INTRODUCTION

The Graduate Studies Task Force was formed in the fall semester of the 2015-16 academic year by the Longwood President in consultation with the Provost/Vice-President of Academic Affairs to review the current state of graduate education at the University and make recommendations to foster its growth and improvement. Composed of representatives of the graduate faculty, the undergraduate faculty, administration, graduate students, and an outside member, the Task Force met initially in December of 2015 to discuss its charge (see Appendix A), map out its work, and divide into subgroups.

Four subgroups (Student-Focused Issues, Faculty-Focused Issues, Finance/Budget Issues, and Organizational Issues) were formed, with conveners named to each (Drs. Karla Collins, Virginia Beard, Lissa Power-deFur, and Mary Carver, respectively. See Appendix A). Each subgroup used the ensuing months to gather information through interviews with various constituencies, including students, faculty, staff, alumni, and other stakeholders in order to gain a strong understanding of graduation education at the University from a variety of perspectives. Task Force members met with significant groups at Longwood both to apprise them of progress and to elicit their contributions, including Graduate Council, Faculty Senate, the Academic Chairs Council, the Deans of each College (Arts and Sciences, Business and Economics, Education and Human Services, and the Cormier Honors College), and the Graduate Student Advisory Council. In addition to subgroup meetings, the Task Force gathered on several occasions to review initial findings, share impressions, and discuss preliminary recommendations. The Chair met with the Dean of the College of Graduate and Professional Studies (CGPS), the President and the Provost during the course of the process to share an early progress report, and on April 7th Task Force members presented several “top recommendations” from each subgroup to the President and Provost for their initial review and input. The Task Force Chair and the CGPS Dean also were invited to present an overview of the Task Force’s work at the April 2016 meeting of the Longwood Board of Visitors.

In addition to the internal Task Force, the College of Graduate and Professional Studies commissioned an external review through the council on Graduate Schools (CGS), which occurred concurrently. Dr. Dennis Grady (Dean of the College of Graduate Studies and Research at Radford University) and Dr. Amy McCandless (Dean of the Graduate School of the University of Charleston, SC at the College of Charleston), visited Longwood in February of 2016 and interviewed a variety of constituencies on campus as part of this review. Their report is

available on the CGPS web site and their recommendations may be found in Appendix B of this report.

Per the Task Force charge, and upon completion of its work at the end of April (2016), the Task Force will meet with the Provost and President to share its final report, after which the report will be reviewed with Graduate Council (scheduled for May 10, 2016) and with Faculty Senate (projected for fall of 2016), and ultimately the Board of Visitors.

The findings and recommendations herein represent the consensus work of the Task Force over a relatively short period of time. We welcome the opportunity to share these findings with the Longwood University community over the coming months and are grateful for having had the chance to serve.

Respectfully submitted,

Kevin Doyle, Ed.D.
Chair, Graduate Studies Task Force

Executive Summary

The work of the Graduate Studies Task Force at Longwood was both illuminating and validating for its members. Although two programs (Sociology and English) have recently closed, there appears to be a growing interest in and validation of the importance of graduate studies across constituencies at the University. From individual faculty members and students to the Board of Visitors, support for graduate education seems relatively widespread.

Along with this, however, the Task Force identified several areas in need of attention. Among those that stood out most were the following, all of which are detailed further in the subgroups' reports and recommendations that follow this section:

- Increased funding for graduate assistantships in order to attract a larger and even higher caliber of graduate students to Longwood
- Separation of funding requests for graduate student activities from the undergraduate student funding process (as funded by student fees)
- Consideration of a differentiated tuition model for graduate tuition
- More consistent administration of the role and compensation of graduate program coordinators
- Revision of the title of graduate program coordinators to program directors, to reflect the full range of their activities (marketing, recruiting, etc.)
- More consistent recognition of graduate teaching across departments/colleges through teaching load assignments
- Market research to determine viability of potential new graduate programs
- Establishment of an Advisory Council for the College of Graduate and Professional Studies
- Study of faculty lines needed to support existing graduate programs to ensure that adequate faculty resources are in place
- Graduate Curriculum Committee to report directly to Faculty Senate, in parity with Educational Policy Committee for undergraduate curriculum issues
- Further study of graduate school budget models and refinement of current model
- Establishment of a Director of Recruitment and Admissions in CGPS

The report consists of two sections. Section One contains all of the Task Force recommendations divided into One Year, Three Year, Five Year and Ten Year recommendation sections and ordered by subgroup. The second section contains detailed reports from the four subgroups describing strengths, weaknesses, opportunities and challenges for each area followed by the recommendations summarized in Section One.

Section One:

GRADUATE TASK FORCE RECOMMENDATIONS

Year 1: 2016-2017 Year 2: 2017-2018 Year 3: 2018-2019

Expand Graduate Student Support

Graduate Assistantships

- **TF1 Year 1:** Provide more opportunities for focused, quality assistantships that enhance the graduate educational experience at Longwood. (CGPS, Provost)
- **TF2 Year 1:** Fund graduate assistantships at the \$40,000 level of 2008-09 (VPAF, Provost).
- **TF3 Year 2:** Increase graduate assistantships by \$50,000 annually, through year 10. (VPAF, Provost).
- **TF4 Year 3:** Consider program of study-specific graduate assistant positions (CGPS, Provost)
- **TF5 Year 10:** The University funding for graduate assistantships, now at \$490,000, shall increase by the cost of living annually thereafter. (VPAF).

Graduate Student Advisory Council (Student governance)

- **TF6 Year 1:** Separate Graduate Student Advisory Council from SGA so the two groups have parity. (Student Affairs/CGPS, Provost)

Financial Aid

- **TF7 Year 1:** To the extent practicable, advocate for increased funding for graduate student financial aid with the State Council of Higher Education and the Virginia General Assembly (President, Community Relations office).
- **TF8 Year 1:** Determine the proportion of the financial aid that is generated by graduate tuition (VPAF; Dean, CGPS)
- **TF9 Year 3:** Allocate financial aid to graduate students proportional to the amount generated by graduate tuition. (VPAF).
- **TF10 Year 1:** Offer workshops to graduate students on financial aid costs planning, financial literacy, specifically focusing on managing student debt (Office of Financial Aid, CGPS).

Career Services

- **TF11 Year 1:** Determine where the best location for graduate student career services would be: Alumni Relations or Graduate Studies. Provide online and face-to-face learning opportunities for graduate students as they look for jobs. (CGPS)
- **TF12 Year 3:** Create career support services targeting graduate students. Include a variety of options including online services for distance students. (Career Services, CGPS)

Housing

- **TF13 Year 1:** Organize a space where housing opportunities are posted and create parking/policies that focus on the needs of graduate students. (CGPS, Residential and Commuter Life Office-RCL)
- **TF14 Year 1:** Survey graduate students regarding interest in/need for on-campus and Longwood managed off-campus housing; discuss results with Student Affairs; request space; and set aside space that would be available to graduate students in after Year 2 (CGPS, GSAC, Student Affairs, RCL)
- **TF15 Year 3:** Develop the plans for off-campus housing options for graduate students including family-friendly housing. (RCL, VPAF)

Other

- **TF16 Year 1:** Conduct a formal survey of off-campus graduate students to determine their needs and share results with Graduate Council and GSAC. (CGPS; GSAC; Council)
- **TF17 Year 1:** Develop/enhance the plan for an online presence and social media focused on graduate students. (Marketing; CGPS)
- **TF18 Year 1:** Conduct a review for the feasibility of offering health insurance options to graduate students. (Student Health and Wellness; CGPS)
- **TF19 Year 1:** Create a physical space on campus that is designed to attract and meet the needs of graduate students. (Facilities; Master Plan; CGPS; Student Affairs)
- **TF20 Year 3:** A person in student affairs will be designated to represent and support graduate students' concerns, issues, or needs (Student Affairs; GSAC; CGPS)

Graduate Programs: Building and Sustaining

New Programs

- **TF21 Year 1:** Conduct a needs analysis as well as fiscal- and market- based assessments to determine the types, feasibility and viability of new graduate programs that would best fit with the mission of Longwood and the needs of the population and would be fiscally sustainable. (CGPS)
- **TF22 Year 1:** Determine interest among departments, university-wide, for developing graduate programs in their disciplines. (Graduate Council, CGPS)
- **TF23 Year 3:** Develop and implement new graduate programs identified from needs analysis, assessments, and based on department interest and capacity. (CGPS; Provost; Deans; Departments)
- **TF24 Year 5:** Using fiscal and market based assessments, analyze the feasibility of creating doctoral programming including determining necessary funding/infrastructure for possible development of a doctoral program in one major area. (CGPS; VPAF)

Sustaining and Marketing Existing Programs

- **TF25 Year 1:** Develop, fund and implement a model to assess and monitor viability of current graduate programs (enrollment, resources, costs, market potential, comparative analysis with other universities, etc). (CGPS; Graduate Council; VPAF; Provost)
- **TF26 Year 1:** Design and develop marketing plan for existing graduate programs. (CGPS; Strategic Operations)
- **TF27 Year 3:** Continue the use of developed models and assessments to ensure the protection and growth of graduate education at Longwood University and provide data to programs to use in their course content development/program changes (Graduate Council; CGPS)
- **TF28 Year 3:** Market graduate programs internationally once funding and internal support is in place. (International Affairs; CGPS; Strategic Operations)

Faculty-Student Ratio

- **TF29 Year 1:** Develop and fund a committee to assess the faculty student-ratio on Longwood University's campus at the graduate level, to study the faculty-student ratio at peer institutions that offer similar programs, and to review accreditation requirements to determine optimal, graduate faculty-student ratio (Provost; VPAF; CGPS; Council)

- **TF30 Year 2:** Develop a faculty-student ratio guideline that can be used for programs interested in developing a graduate program on campus that is based upon SCHEV guidelines and peer institution comparison (CGPS; VPAF; Council; Provost)
- **TF31 Year 3:** Monitor faculty-student ratio in graduate programs across campus to ensure that high quality graduate education is achievable (CGPS)

Adequate Graduate Faculty

- **TF32 Year 1:** Conduct a systematic study of faculty lines university-wide to determine areas of weakness/need that should be corrected. (VPAA; VPAF)
- **TF33 Year 1:** Conduct a systematic study of faculty lines in all graduate program areas (existing and potential) to assess current lines, number of students served, deficiencies in number of lines, conflicts with need for undergraduate lines, number of lines required for accreditation, quality, maintenance and growth (if applicable) (VPAA; VPAF; CGPS; committee)
- **TF34 Year 3:** Hire faculty to correct for deficiencies in programs that are found to be in the most critical situations university-wide, work with departments to establish a fixed number of graduate faculty lines (classes per semester) that are allocated to graduate instruction, (VPAA; VPAA; CGPS; Deans)
- **TF35 Year 5:** Hire faculty university-wide to ensure that all programs (UG and G) are adequately staffed not only for current enrollments but also for future graduate growth (anticipated additions of graduate programs and growth of existing programs). (VPAA; VPAF)

Differentiated Tuition

- **TF36 Year 1:** Develop a model for differentiated tuition that includes all costs associated with graduate programs as well as operational costs incurred university-wide to support graduate programs. This model will include the number of faculty needed to meet accreditation and program requirements (see faculty-student ratio) and all administrative expenses such as program coordinator compensation, marketing, travel, etc. The model will reflect information from SCHEV guidelines and peer institution comparisons. The model will also include clear guidelines for distribution and use of revenue generated from differentiation, an enrollment and growth plan, and parameters to identify programs whose enrollment would support and sustain a differentiated tuition model. (VPAF; Provost; CGPS; Deans; program coordinators)

- **TF37 Year 2:** Apply the differentiated tuition model to one graduate program. This may include expansion of resources for faculty and or administration of the program. (VPAF; Provost; CGPS; Deans; program coordinators)
- **TF38 Year 2:** Incorporate the differentiated tuition model into a protocol for indentifying the feasibility of creating and/or maintaining a graduate program. (VPAF; Provost; CGPS; Deans; program coordinators)
- **TF38 Year 3:** Evaluate the differentiated tuition model and revise as needed (VPAF; Assistant Dean, CGPS; University Planning Council)
- **TF39 Year 5:** The model for differentiated tuition for graduate programs, as revised after a three year evaluation, will be applied to graduate programs that meet the identified parameters for the model. (VPAF; CGPS)

Structure and Governance

This section requires review of current FPPM policies and university procedures and comparison to other institutions to address the following topics: release time, split level courses, teaching load, culminating assessment compensation, program coordinator, faculty definition, structure/role of the Graduate College.

- **TF40 Year 1 Overall recommendation: Graduate council conducts a thorough review of the FPPM to ensure language appropriately and accurately reflects best practice in graduate college policies and procedures.**

Faculty Compensation/Resources

- **TF41 Year 1:** Review the FPPM policy regarding release time and faculty load for faculty teaching graduate courses and corresponding procedures. Propose revisions if necessary. (Deans; CGPS; Council; Department Chairs; Provost; Senate)
- **TF42 Year 1:** Develop clear policy in regard to 400/500 level split courses, their use in graduate programming, their calculation in faculty load, and corresponding procedures. (Deans; CGPS; Council; Department Chairs; Provost; Senate)
- **TF43 Year 1:** Current policy regarding thesis compensation in the FPPM should be amended to cover all forms of culminating experiences (e.g. thesis, portfolios) and to compensate readers of these documents as well. (Deans; CGPS; Council; Department Chairs; Provost; Senate)
- **TF44 Year 1:** Develop a clear and consistent policy regarding graduate faculty travel and research support. (Deans)
- **TF45 Year 3:** Consistently follow FPPM policy to manage faculty load. (Deans; Department Chairs)

Graduate Program Coordinators

- **TF46 Year 1:** The title of Graduate Program Coordinator should be changed to Graduate Program Director to describe more accurately the workload associated with this position and to maintain parity with peer institutions designation of this role. (Deans; CGPS; Council; Department Chairs; Provost; Senate)
- **TF47 Year 1:** Propose language for the *FPPM* outlining the duties of graduate coordinators (directors) as distinct from undergraduate program coordinators. (Deans; CGPS; Council; Department Chairs; Provost; Senate)
- **TF48 Year 1:** Develop clear guidelines for the compensation for graduate coordinators across programs and ensure consistent application of guidelines. (VPAA; Deans; CGPS)
- **TF49 Year 1:** Review and revise policy on the appointment and reporting structure for graduate coordinators to develop a team process that includes the Department Chair and the Dean of CGPS. (Deans; CGPS; Council; Department Chairs; Provost; Senate)
- **TF50 Year 3:** FPPM policy regarding appointment and compensation of graduate program coordinators should be consistently implemented across all graduate programs. (Deans)

CGPS: College Specific Recommendations

- **TF51 Year 1:** Establish an electronic (online) admissions process. (CGPS; program coordinators)
- **TF52 Year 1:** Graduate course fees shall be administered by the College of Graduate and Professional Studies. (VPAF; CGPS; program coordinators; department chairs)
- **TF53 Year 1:** A VPAF led committee inclusive of all stakeholders will develop guidelines for use of course fees university-wide. (VPAF)
- **TF54 Year 1:** The process for review/approval of graduate faculty status should be revised to enable the Dean of the Graduate College to ensure SACSCOC accreditation requirements are met (does *not* affect promotion and tenure process or reporting). (Deans, CGPS; Virginia Kinman; Provost)
- **TF55 Year 1:** Hire full-time Director of Graduate Recruitment and Admissions. (CGPS; program coordinators; Provost; VPAF)
- **TF56 Year 1:** Designate and host regular graduate coordinator meetings to keep everyone informed across programs. (CGPS; program coordinators; deans)
- **TF57 Year 1:** Review comparable institutions and current funding structure to develop a fiscal plan that will enable the College of Graduate and Professional Studies to provide resources to established programs, assist departments in implementing these programs, and develop new programs. (VPAF; VPAA)
- **TF58 Year 1-2:** Graduate Council, in collaboration with the CGPS Dean, shall develop a proposal for governance of graduate education at Longwood, building on the

reports of the CGS consultants, the Graduate Studies Task Force, and models of other comparable graduate colleges. This proposal will focus on the role of the College of Graduate and Professional Studies in providing oversight and leadership for the enhancement of graduate studies at Longwood. (Graduate Council; Provost; CGPS)

- **TF59 Year 3:** Implement the Graduate Council report on governance and structure. (Graduate Council; CGPS)
- **TF60 Year 5:** Review the Graduate Council report on governance and structure. (Graduate Council; CGPS)
- **TF61 Year 3:** Evaluate the need for, and hire if appropriate, a full-time Director of Marketing for graduate college. (CGPS; Provost; VPAF)

Graduate Council/Policy/Governance

- **TF62 Year 1:** Propose to Faculty Senate the establishment of voting privileges for the Graduate Council Chair (Graduate Council)
- **TF63 Year 1:** Graduate Curriculum Committee reports directly to Faculty Senate, in parity with EPC. (Graduate Council; Faculty Senate)
- **TF64 Year 1:** Graduate Council should engage in an assessment of graduate faculty representation and inclusion of graduate issues on university level committees, determine which committees could benefit from a graduate representative in their membership, and increase graduate faculty representation and inclusion of graduate issues. (Graduate Council)
- **TF65 Year 3:** Maintain graduate faculty representation on committees designated as important to graduate education across the university (Graduate Council)

Friend and Fund Raising

Fund Raising

- **TF66 Year 1:** Request creation of a Foundation account with separate venues for contributing to Graduate Fellowships and/or Graduate Research and Travel. (CGPS)
- **TF67 Year 1:** Solicit funding for graduate student research and travel from graduate alumni and friends (Dean, CGPS; Advancement Office)
- **TF68 Year 1:** Graduate Council should develop a relationship with the Office of Sponsored Programs and Research and the Office of Student Research (Graduate Council; Sponsored Programs; Student Research).
- **TF69 Year 3:** Solicit funding for Graduate Fellowships from graduate alumni and friend (Dean, CGPS, Advancement Office)

Alumni

- **TF70 Year 1:** Develop and market a plan to focus on graduate alumni for mentoring and fundraising. (Alumni Relations, CGPS; Advisory Council)
 - Create graduate-specific reunion activities
 - Create engagement opportunities with graduate alumni (e.g., social events in cities where they are participating in graduate fairs, conferences)

CGPS Advisory Council

- **TF71 Year 1:** Form an advisory council of alumni, donors, and other community leaders to aid in fund-raising and recruitment/promotion of graduate education at Longwood. (CGPS; C. Hodges; Provost; Deans)
 - The Advisory Council will offer mentoring and advice to graduate faculty, students, and programs as well as engaging in fundraising activities.
 - Identify persons with a history of donations for appointment to the CGPS Advisory Council.
 - The CGPS Advisory Council will develop procedures to engage in fund/friend raising on behalf of graduate programs

GRADUATE TASK FORCE VISION

- Longwood will be a place where all graduate students feel a sense of belonging and support with a variety of options for graduate study. All graduate student groups, whether on-campus or off-campus, full time or part time, will know they are an integral part of the greater Longwood University community.
- A strong, viable, well compensated, identifiable graduate faculty will exist at Longwood.
- The Graduate College should be working within the framework of university governance with a comparable budget and responsibility for graduate faculty and students in parity with the other Colleges at Longwood.
- The Graduate College should be a fully functioning entity with a comparable budget that acts as the administrative reporting structure for faculty and students within a workable framework. Graduate Curriculum and graduate faculty and student governance should have parity with other governance bodies on campus.

Section Two: Subgroup Reports and Recommendations

Student-Focused Issues Subgroup

Background:

During the spring (2016) semester, Longwood had 142 full-time and 318 part-time students enrolled in graduate classes. The University is fortunate to have a variety of students in its graduate programs, including on-campus, off-campus, full-time, and part-time, students, representing those directly out of undergraduate work, those already in the workforce, and career-switchers. Although some have never been on Longwood's campus, what the students seem to have in common is their love for and dedication to Longwood.

Strengths:

According to a brief, informal survey of graduate students, most are happy with their graduate programs and the professors who teach their classes. Current graduate students like the convenience and flexibility in the courses, such as hybrid and online courses in addition to face-to-face courses. The students chose Longwood for its reputation for providing a rigorous, practical educational experience. Some graduate students were also Longwood undergraduates; some live in the immediate area; some commute or belong to a cohort across the Commonwealth. Students report liking the close-knit Longwood community and are very proud to be Lancers.

In the past few years, the Graduate Student Advisory Council (GSAC) has become an organized and productive group. The students on GSAC have identified issues on campus and worked for solutions. Some of their recent achievements include:

- Worked with Aramark to develop a meal plan for graduate students that meets their needs.
- Successfully lobbied for a graduate student representative on the parking committee.
- Hosted a reception following the Graduate Commencement for the past few years.

The College of Graduate and Professional Services (CGPS) supports graduate students by offering travel grants for attending and presenting at professional conferences. CGPS also supported and helped GSAC plan and implement a successful Professional Development Day this year.

Weaknesses:

- Programs:
 - The majority of our graduate programs are within the College of Education and Human Services. This limits choice for Longwood undergraduate students and local residents who would like to take graduate courses at Longwood.
 - There are fewer opportunities for research than there would be at a larger research institution.
- Support:
 - There are currently no international graduate students and very little support for them if they did attend (housing, etc.).
 - There is no Longwood housing available for graduate students.
 - The available parking options may not meet the needs of graduate students. For example, an evening pass would not allow a graduate student to park on campus for a graduate assistantship or to meet with an advisor or group of students. There is no option for off-campus students who only attend class on campus occasionally or on a Saturday.
 - Career services are focused on undergraduate students entering the workforce for the first time. Few resources are available for distance graduate students.
 - GSAC is currently operating under SGA and must request funding from SGA when it is needed for graduate events.
 - There is no physical space (other than the office for CGPS) on campus that is dedicated to meet the unique needs of graduate students as a place for them to gather, etc.
- Financial:
 - There are currently limited full-time and part-time graduate assistantships available. There are four fellowships specific to programs but no general fellowships for graduate students.
 - Financial aid for graduate students is in the form of student loans. In order to receive aid, a student must be enrolled at least half time, or 4.5 credits graduate, each semester. For most, this means they must take two classes each semester. Many part-time students are working adults who may only be able to take one class each semester while balancing work and family. Graduate students may accrue an additional 37K in student loans.
 - Graduate students do not have an option for health insurance. Many full time graduate students have aged out of eligibility for their parents' insurance plans.

Opportunities:

Longwood has strong student support systems already in place which enhance and support the undergraduate student experience. There are many opportunities to build on these systems to expand their reach to graduate students. For example, a space in a new building on campus could be designed as a graduate student gathering space. As new programs are introduced and new buildings designed, the unique needs of graduate students should be considered.

Some offices around campus indicated interest in working with graduate students and providing needed services. Some offices, such as Career Services, Sponsored Programs, and Student Research, are prime places to increase collaboration and connections with graduate programs and graduate students.

The upcoming Vice-Presidential Debate offers a unique opportunity to Longwood to recruit new students into the graduate programs. Many people across the country will become aware of the university and will potentially seek more information about Longwood's programs. This may be a great chance to highlight the graduate programs, especially those which can be completed from a distance. The debate will also provide opportunities for current graduate students to be leaders on campus and be part of the Longwood community. As the community comes together for a single purpose, graduate students will have the chance to be part of that cause.

Challenges:

The varied programs present a challenge to determining and meeting the needs of a Longwood graduate student. The biggest part of the challenge is trying to fit a definition of a Longwood graduate student into one box. Students are on campus and off campus; full-time and part-time; immediately out of undergraduate and career switchers; working full-time outside of the home, stay-at-home parents, and young singles. Any recommendations for improvement cannot easily be directed at the entire graduate student group but may only benefit one subset of the larger population.

- Programs:
 - With the increased availability of online education, traditional programs may feel pressure. It is imperative that traditional programs keep their essence and are able to effectively market the benefits of this model to continue to attract quality applicants.
 - While new graduate programs would likely benefit the Longwood community, their addition should be carefully researched and planned before implementation occurs.

- Support:
 - Due to the unique and varied make-up of the graduate student body at Longwood, it is difficult to establish a sense of community among the students. Some off-campus programs work to overcome this by teaching cohorts of students, but on-campus students need a space where they can come together, get to know other graduate students, and feel a sense of belonging and support.
 - The needs of graduate students are not always considered in offices throughout campus. The primary focus of most offices at Longwood seems to be on undergraduate students without taking into account the unique needs of graduate students when designing procedures and policies. This can be a particular burden on students who live at a distance or who do not come to campus on a regular basis.
- Financial:
 - There appears to be discrepancy between what the state provides to Longwood through the Commonwealth Graduate Award as compared to other state universities. This limits Longwood's ability to provide financial awards to graduate students.
 - Sufficient funding is not available to CGPS to fully fund graduate assistantships. This limits the ability of CGPS to guarantee financial assistance for the entire time the graduate student is in the program. Additionally, there are no options in place for graduate students who are in a program which requires a full time field placement to receive an assistantship during their field placement. These may be deciding factors for a potential student who is considering Longwood and other universities for graduate school.

Student Issues Subgroup Recommendations

1 year

- Provide more opportunities for focused, quality assistantships that enhance the graduate educational experience at Longwood. For example, Graduate Resident Advisors might be a good fit for Counselor Education students; Graduate Teaching Assistants in Academic Core Curriculum courses might come from education programs. (CGPS)
- Conduct a formal survey of off-campus graduate students to determine their needs before implementing new initiatives targeted at this group. (CGPS)
- Separate GSAC from SGA so the two groups have parity. (Student Affairs/CGPS)
- Develop/enhance the plan for an online presence and social media focused on graduate students. (Marketing/CGPS)
- Conduct a review for the feasibility of offering health insurance options to graduate students. (Student Health and Wellness/ CGPS)
- Provide financial aid costs planning workshops for graduate students. (Office of Financial Aid/CGPS)
- Conduct a needs analysis to determine the types of graduate programs that would best fit with the mission of Longwood and the needs of the population. (CGPS)
- Design and develop marketing plan for existing graduate programs. (CGPS)

3 Years

- Create career support services targeting graduate students. Include a variety of options including online services for distance students. (Career Services, CGPS)
- Develop and market a plan to focus on graduate alumni for mentoring and fundraising. (Alumni Relations, CGPS)
- Develop the plans for off-campus housing options for graduate students including family-friendly housing. (Residential and Commuter Life Office)
- Develop new graduate programs identified from needs analysis. (CGPS)

5 Years

- Implement new graduate programs identified from needs analysis and developed by CGPS. (CGPS)
- Market graduate programs internationally once funding and internal support is in place. (International Affairs)

- Create a physical space on campus that is designed to attract and meet the needs of graduate students. (Facilities/Master Plan)

10 Year Vision:

Longwood will be a place where all graduate students feel a sense of belonging and support with a variety of options for graduate study. All graduate student groups, whether on-campus or off-campus, full time or part time, will know they are an integral part of the greater Longwood University community.

Faculty-Focused Subgroup

This subcommittee's role was to gather information about the current status and issues related to graduate faculty and teaching graduate level courses at Longwood University. This includes faculty workload, faculty compensation, graduate faculty definitions and designation and graduate representation in key areas on campus.

Background Information:

I. Graduate Faculty Workload

Currently, the FPPM lists the following policy regarding graduate faculty workload and release time: **Currently in the FPPM (2013–2014): Graduate Teaching.** For faculty members teaching a combination of graduate and undergraduate courses, the standard teaching load is based on 21 credit hours (exclusive of thesis direction), or the equivalent, per year. For faculty members teaching only graduate courses, the standard teaching load is based on 18 credit hours (exclusive of thesis direction), or the equivalent, per year; these teaching loads apply to both on campus and distance learning offerings.

Despite, this policy in the FPPM, a study of actual practices indicates that practices of calculating graduate faculty workload are not standardly followed university wide and the lack of inclusion of 400/500 level split courses into faculty load represents a significant workload issue for faculty. Below is the actual practice within programs.

EDUC & SPED: Grad only: 3/3
Undergraduate and graduate faculty: 4/3

School Librarianship: Grad only: 3/3

CSD: Grad only: 3/3
Undergraduate and graduate faculty: 4/3
Clinical education load for the CSD graduate faculty is significant and isn't accurately reflected in the credit hours the students earn

Mathematics and computer science: 12 credit hours per semester. A graduate course is counted as 4 credits. Since we only teach one graduate course at a time, we often teach two semesters of 3 undergraduate and 1 graduate classes (counted at 13 credits), then the third semester we teach 2 undergraduate and 1 graduate class (counted as 10 credits). These three semesters aren't always in a row. Basically, we work on averages.

English: Undergraduate and graduate faculty: 4/5 (with split classes)

Sociology/Criminology: Undergraduate and graduate faculty: 4/5 (with split classes)

MBA: 3/4. But faculty who produce scholarship receive an extra course release, so our MBA faculty end up with a 3/3 load.

Strengths:

Many programs already follow the FPPM regarding faculty load for graduate teaching.

Weaknesses:

There are some programs that have not followed the FPPM policy regarding faculty load.

There is no current FPPM policy to address the inclusion of 400/500 level split courses in teaching load.

Opportunities:

There is the opportunity to ensure that the FPPM regarding faculty load is followed in all cases and to develop a policy regarding split level classes and their calculation in faculty load.

Challenges:

With faculty resources already strained, adherence to the FPPM policy and development of 400/500 level policy may jeopardize the viability of some programs on campus.

II. Graduate Faculty Compensation

The current College of Graduate and Professional Studies budget does not leave room for compensating faculty (in terms of research, travel, payment for thesis direction). As such, the Graduate College has been re-allocating money from the marketing budget to pay for thesis direction as there is no budget for thesis direction. In the two disciplines with programs that are closing, (English and Sociology) faculty taught split 400/500 level classes and were not compensated for their work with either a course release or monetary compensation despite these enrolled students generating tuition.

The Graduate College spans all three academic colleges and by developing a more defined graduate college budget line, using tuition generated from graduate programs, the Graduate College would be better poised to provide incentives and compensation for graduate faculty teaching split courses, graduate faculty research, graduate faculty travel, directing theses and comprehensive examinations.

Strengths:

There is the opportunity to provide a Graduate College budget line, using tuition generated by graduate tuition to provide incentives and compensation.

One academic college on campus has already established its own budget line to provide incentives and compensation for graduate faculty and program coordinators.

Weaknesses:

There is no common approach to incentives and compensation across the board, largely because there is no Graduate College budget line.

Opportunities:

With the budget currently being reviewed, there is the opportunity to develop a study to determine what would be needed to compensate graduate program coordinators and for the graduate college to be able to provide incentives to graduate faculty (thesis payment, comprehensive examination payment, payment for teaching split classes etc.).

Challenges:

Ongoing budgetary challenges for all programs may lead to the perception that enhanced financial support for graduate studies could lead to cuts in other areas.

III. Title and Compensation of Graduate Program Coordinators

While specific duties of the Graduate Program Coordinator are assigned by the Department Chair of each discipline, the general duties of the Graduate Program Coordinator are outlined in the FPPM. The FPPM states that “the department chair, in consultation with the dean, will decide whether to award a stipend or a reduction in teaching load and/or summer compensation for program coordinators, with the type and amount based on the coordinator’s responsibilities, whether or not the program offers a major, the number of majors and other students being taught in the program, whether or not the coordinator is in charge of a separate facility, etc. (See Appendix H for summary of Graduate Program Coordinator responsibilities and compensation).

Strengths:

The FPPM already has a policy in place concerning compensation of program coordinators. Two graduate programs on campus have a firm policy that is supported by the college dean.

Weaknesses:

There is no firm policy in other programs, and coordinators have sometimes worked with no compensation or compensation that varies greatly from year to year.

Opportunities:

The FPPM currently requires some form of compensation (monetary or time) for graduate program coordinators. There is the opportunity to ensure that this policy is carried by both the college and the specific department.

Challenges:

At the college level, deans should enforce the policy and ensure that money is allocated to fund graduate program coordinators for the departments in their college. This is not currently done in all colleges at the University.

V. Graduate Faculty Representation on Campus Committees:

The following committees have been identified as areas of importance to graduate studies at Longwood University: Faculty Senate, the Committee on Faculty Development, the Committee on Finance and Planning, and the Admissions Committee.

The Committee on Finance and Planning has already written into their membership requirements that preferably one member of the committee will have experience teaching graduate-level classes at Longwood. While this is a good policy to put into place for all relevant committees, it should be ensured that someone is designated to specifically consider graduate level issues.

Representation of graduate faculty on university level committees is as follows:

Faculty Senate has a total of approximately 30 members from across the University. Of these members, roughly 10 members are designated as graduate faculty. Thus, there is representation of graduate faculty on faculty senate. However, many of these individuals, while designated as graduate faculty do not routinely teach graduate classes and their primary role on Faculty Senate is to represent their undergraduate discipline. While Graduate Council has membership on Faculty Senate as does the Graduate Student Advisory Committee, both of these positions are a non-voting role.

The Committee on Faculty Development and Research has eight total members, three of whom are members that are designated as graduate faculty.

The Finance and Planning Committee has four members, two of whom are designated as graduate faculty.

The Admissions Committee membership per the FPPM varies with the number of academic departments and includes one faculty representative from each department. The ex-officio members include the Provost/Vice President for Academic Affairs, Dean of Admissions, Dean of the Cormier Honors College, Director of Diversity and Inclusion, and the Director of the Plus Program. The Dean of the Graduate College is not included as an ex-officio member of the admissions committee. Further, no faculty member is designated to address graduate-related issues.

Overall, as with Faculty Senate, while there is representation of graduate faculty on all committees designated as important, these members are primarily there to represent their undergraduate programs and as such issues that are pertinent to consider as they may impact graduate programs, faculty or students may not be adequately considered.

Strengths:

There is strong representation of graduate faculty on university level committees at the university.

Weaknesses:

While there is strong representation of graduate faculty on university level committees, these committee members are often not designated to specifically consider graduate issues in their role and often focus their attention to undergraduate program issues and concerns.

Opportunities:

There is the opportunity to have a Graduate Council representative have a voting position on Faculty Senate and to increase the presence of graduate faculty who are designated as addressing graduate issues as members on committees designated as of importance to graduate education at Longwood University.

Challenges:

There is resistance to graduate faculty representation with voting rights on Faculty Senate because it is seen as one program obtaining two votes in regards to policies and procedures. There has also been a lack of understanding university-wide as to why having graduate faculty representation on many university level committees is important.

VI. Faculty Student Ratio in Graduate Programs

The faculty to student ratio in graduate programs at Longwood University varies across programs. The following lists the faculty to student ratio calculated as an average across nine semesters (beginning fall of 2011 and ending fall of 2015). In Business Administration the average ratio is 6:08 to 1, in Communication Sciences and Disorders the average ratio is 13.26 to 1, in Counselor Education the average ratio is 18.33 to 1, in Educational Leadership the average ratio is 12.94 to 1, in Reading, Literacy and Learning the average ratio is 22.10 to 1, in School Librarianship the average ratio is 23.51 to 1, in Special Education the average ratio is 9.36 to 1, in Sociology the average ratio is 4.61 to 1. The faculty student ratio in English is difficult to determine as the number of graduate faculty is almost impossible to set for a given semester. Here the calculation uses the total number of students relative to the number of graduate faculty instructing courses in that semester. The highest number occurred in the spring of 2012 when the program served 31 students across 17 classes and the lowest number occurred in fall of 2016 when the program served 7 students across 13 classes.

SCHEV offers a formula to determine a good faculty to student ratio for a program (see Appendix I). This formula should be used in conjunction with input from the faculty of the program to determine a good faculty to student ratio for each program to remain viable.

Strengths:

Many departments are able to maintain a low faculty to student ratio which is essential for quality graduate student education in terms of faculty student interaction, research, thesis direction and comprehensive examinations.

Weaknesses:

There are programs on campus that have very high faculty to student ratios which strains the ability of the faculty to provide a quality graduate education. In addition, there are programs on campus that have a low faculty to student ratio which threatens the viability of the programs.

Opportunities:

There is the opportunity to assess the faculty to student ratio across graduate programs at the university to identify areas of strength and areas of weakness.

Challenges:

The Graduate College lacks the funding necessary to assist in such and endeavor and funding is not present to address deficiencies in staffing in programs that continue to grow or to market for programs that have fewer students.

Recommendations:

Graduate Faculty Teaching Load:

Year 1:

- A. It should be ensured that the FPPM policy regarding release time for faculty teaching graduate courses is consistently followed. (Deans)
- B. There should be a clear policy developed in regard to the 400/500 level split courses and their calculation in faculty load and this policy should be consistently applied. (Deans; Senate/FPPM)
- C. Teaching load should be reduced in the semester that the graduate course is taught (Deans; Department Chairs)

Year 3:

- A. Continued use of FPPM guidelines consistently to manage faculty load (Deans; Department Chairs)
- B. A strong, viable, well compensated, identifiable graduate faculty at Longwood University will exist with continued assessment of all previously set goals.

Graduate Faculty Compensation:

Year 1:

- A. The current policy regarding thesis compensation in the FPPM should be amended to cover all forms of culminating experiences (e.g. thesis, portfolios) and to compensate readers of these documents as well.
- B. The Deans of the Colleges should convene to develop a University policy regarding graduate faculty travel and research support (Deans).
- C. Graduate Council should develop a relationship with the Office of Sponsored Programs and Research and the Office of Student Research (Graduate Council).

Year 3:

- A. Evaluate compensation of graduate faculty (TBD).

Year 10:

A. A strong, viable, well compensated, identifiable graduate faculty at Longwood University will exist with continued assessment of all previously set goals.

Program Coordinator Title and Compensation:

Year 1:

A. The title of Graduate Program Coordinator should be changed to Graduate Program Director to more accurately describe the workload associated with this position and to maintain parity with peer institutions designation of this role (

B. Add language to the *FPPM* outlining the duties of graduate coordinators as distinct from undergraduate program coordinators (.

C. Normalize the compensation for Graduate Coordinators across programs (with certain exceptions):

- When the program coordinator is responsible for accreditation of the program, the compensation should be greater than that for coordinators without that responsibility. The data that needs to be gathered and submitted annually is significant. There should be a \$3000–5000 payment annually to the person responsible for accreditation of a program.
- Course release time based on the size of the program and the admissions duties.
- For the MBA, over the last 5 years, enrollment has increased by a compound annual growth rate of 12% and the credit hours offered have increased by a compound annual growth rate of 15%. With continued growth, the annual compensation should grow closer to average compensation rates for this position.

D. The *FPPM* policy should be amended to state that appointment of graduate program coordinators is accomplished by a team that includes the department chair and the Dean of CGPS (.

Year 3:

A. Each program on campus should develop a policy or approach for consistently funding graduate program coordinators that is appropriate for their particular program.

B. The FPPM policy regarding appointment and compensation of graduate program coordinators should be consistently implemented across programs.

C. The Dean of the College of Graduate and Professional Studies shall be part of the reporting structure for graduate program coordinators.

Year 5:

A. A plan should be developed to determine the necessary compensation for a program coordinator for any program wishing to implement a graduate program so that this may be written into the program proposal.

B. Evaluation of previously set goals.

Year 10:

A. A strong, viable, well compensated, identifiable graduate faculty at Longwood University will exist with continued assessment of all previously set goals.

Graduate Faculty Representation on Campus Committees:

Year 1:

A. Graduate Council should engage in an assessment of graduate faculty representation and inclusion of graduate issues on university level committees and a determination of which committees could benefit from a graduate representative in their membership.

B. Graduate Council should move for a designation of voting membership for the chair of Graduate Council.

Year 3:

A. Work to increase graduate faculty representation and inclusion of graduate issues on university level committees

Year 5:

A. Maintenance of graduate faculty representation on committees designated as important to graduate education across the university

Year 10:

- A. A strong, viable, well-compensated, identifiable graduate faculty at Longwood University will exist with continued assessment of all previously set goals.

Faculty to Student Ratio in Graduate Programs:

Year 1:

- A. Allocation of funding to assess the faculty student ratio on Longwood University's campus at the graduate level and the development of a committee to study the faculty to student ratio at peer institutions that offer similar programs as well as determine optimal faculty to student ratio for programs on Longwood Universities campus.
- B. The faculty to student ration should be included in the differentiated tuition model discussed in the finance section of this report.

Year 3:

- A. Continued assessment of faculty to student ration in graduate programs on campus.

Year 5:

- A. Development of a faculty to student ratio guideline that can be used for programs interested in developing a graduate program on campus that is based upon SCHEV guidelines and peer institution comparison

Year 10:

- A. Continued assessment of faculty to student ratio in graduate programs across campus to ensure that high quality graduate education is achievable
- B. A strong, viable, well compensated, identifiable graduate faculty at Longwood University will exist with continued assessment of all previously set goals.

Topic: Finance and Budget Subgroup

This subgroup's role was to gather information about various aspects of funding graduate education at Longwood. This includes tuition and fees, institutional advancement, financial aid and graduate assistantships.

Background Information:

I. Tuition and Fees.

Currently, funds generated from graduate tuition are not separated from the undergraduate tuition. The Vice President of Administration and Finance, Ken Copeland, indicated that the graduate tuition could be calculated separately from undergraduate tuition, and that information will be available by June 30, 2016. The tuition generated by graduate students has enabled the university to limit the tuition increases for undergraduate students in recent years.

Longwood does not differentiate tuition based on the cost of a program. (However, the use of course fees in many graduate programs serves as a proxy for differentiated tuition, generating additional funds to support the unique costs of the program.) As many graduate programs have specific operational costs that are not found in most undergraduate programs (e.g., clinical materials, intensity of clinical supervision, externship placements), the differentiated tuition would be beneficial in assuring the cost of the program is fully covered by tuition. Accurate understanding of the cost of a program is essential in the creation of a model for identifying program viability.

Many graduate classes have course fees associated with them, generally those associated with clinical assignments and externships. According to Mr. Copeland, there currently are no guidelines regarding use of course fees. Course fees are managed by the chair of the department where the graduate program is located.

Strengths:

There is a robust amount of tuition and fees generated by graduate students.

Weaknesses:

The graduate tuition is not differentiated to support each specific graduate program. Course fees are not always managed by the graduate program.

Opportunities:

It can be beneficial to create a model for differentiated tuition and apply to certain graduate programs, for potential use across all graduate programs. Such a model will enable the University to identify the student enrollment and faculty needed to initiate and maintain a program. It would facilitate generation and allocation of sufficient funding to support graduate programs.

Challenges:

Currently, it is not possible to determine the full cost of operating a graduate program. This limits the university's ability to evaluate the viability of a proposed or existing graduate program.

II. Institutional Advancement:

Currently, 3,602 alumni of Longwood's graduate programs give to the university. Of these, 1,573 were not Longwood undergraduate students, with the remaining 2,031 alumni as dual degree donors. Unfortunately, few of these alumni are consecutive givers – only 160 of the 3602 give consecutively, and 95 of these earned both degrees from Longwood.

There are four graduate fellowships: Jason Foundation (for Communication Sciences and Disorders student), Communication Sciences and Disorders, Ann Snyder (for Reading, Literacy and Learning), and Verna Mae Barr (for a southwest Virginia student in School Librarianship).

Strengths:

Longwood has a strong University Advancement office that is willing to work with the College of Graduate and Professional Studies in expanding advancement opportunities.

Weaknesses:

There is a limited pool of alumni of graduate programs who are giving to Longwood, and a smaller pool with a commitment to regular giving.

There currently are no graduate-specific Foundation accounts aside from a few fellowships.

There is a limited number of graduate fellowships.

Opportunities:

Establishment of engagement opportunities with graduate alumni.

Challenges:

Finding opportunities to engage with graduate alumni and create relationship that will result in giving sufficient to fund graduate initiatives and fellowships.

III. Financial Aid, Loans, and Graduate Assistantships

Currently, the only non-need based financial aid available to graduate students at Longwood is the \$6,259 allocated by the Virginia General Assembly. Of the 14 state universities receiving funds, only two universities receive less than Longwood (although all those receiving more funds are doctoral-degree granting universities). The proposed 2016 General Assembly budget increases those funds to \$20,028 for 2017-18.

The university does not offer financial aid for graduate students. Currently, the university offers approximately \$1 million in financial aid to undergraduate students. This financial aid is set aside from tuition generated by both undergraduate and graduate students.

At the time of this report, there are 17 full-time and 20 part-time graduate assistantships at Longwood. The university's base budget for graduate assistants is \$20,000 (with an additional \$1,530 for FICA). (Note that University funding was previously at \$40,000 in 2008-09). The remainder of the funding for graduate assistantships is funded from graduate summer school tuition or funded from various departments. In FY 15-16 there were 16 funded by CGPS (\$157,327), 21 funded by other departments (\$205,885) and one funded jointly by CGPS and other departments. The use of funds not dedicated for graduate assistantships adversely affects other university budgets.

There are currently four modest (approximately \$1,000) Fellowships for graduate students.

With the limited financial aid available, graduate students primary source of funding for their graduate education is loans. These loans are unsubsidized, with interest accruing while the student is in school (no subsidized loans are available for graduate students). The maximum amount that can be borrowed is \$20,500 annually. Students who do not qualify for unsubsidized loans must secure loans that require credit checks or co-signers. Graduate students at Longwood typically incur \$37,000 in debt, according to the Financial Aid Office. It is the experience of the staff in Financial Aid that many graduate students lack a full understanding of managing their debt.

Strengths:

The Financial Aid Office has experience working with graduate students.

The CGPS has experience managing Graduate Assistantships and working with various departments at the University for the creation of assistantships.

Weaknesses:

There is virtually no financial aid for graduate students.

Graduate student tuition is supporting undergraduate financial aid.

Opportunities:

Increasing graduate financial aid, fellowships and graduate assistantships will make Longwood a more attractive institution for potential graduate students, with a likely increase in enrollment.

Challenges:

Reframing the University allocation of financial aid to include graduate students may adversely affect the amount of financial aid available to undergraduate students.

The Commonwealth of Virginia's allocation of financial aid for graduate students is dependent upon the Virginia General Assembly.

Recommendations:

Tuition and Fees:

Year 1:

- A. Develop a model for differentiated tuition that will include specific costs associated with graduate programs as well as operational costs incurred university-wide to support graduate students. (Those costs will include optimum faculty: student ratio to meet accreditation requirements and instructional needs; compensation for graduate programs directors that reflect magnitude of duties; cost of faculty responsibilities for culminating assessment; equipment; admissions; marketing; CGPS and university operational expenses). This model will identify the enrollment needed to cover the costs of operating a particular graduate program. This model will be piloted with one graduate program (Communication Sciences and Disorders is recommended due to its unique clinical costs) and refined as needed (VP Administration and Finance; Dean, CGPS; CSD Graduate Program Coordinator).
- B. Develop guidelines for use of course fees university-wide. (VPAF; Faculty).
- C. Graduate course fees shall be consolidated in the College of Graduate and Professional Studies. (VPAF; Assistant Dean, CGPS)

Year 2:

- A. Evaluate the differentiated tuition model and revise as needed (VPAF; Assistant Dean, CGPS; University Planning Council)
- B. Incorporate the differentiated tuition model into a protocol for identifying the feasibility of creating and/or maintaining a graduate program. (Dean, CGPS)

Year 3:

- A. Apply the differentiated tuition model to additional graduate programs. (VPAF)

Year 5:

- A. The model for differentiated tuition for graduate programs is applied to all appropriate graduate programs. (VPAF)

Year 10:

- A. The differentiated tuition model will be re-evaluated (VPAF, Dean CGPS, Graduate Council).

Institutional Advancement:

Year 1:

- A. Identify persons with a history of donations for appointment to the to-be-created CGPS Advisory Council. (Dean, CGPS; VP of Advancement)
- B. Request creation of a Foundation account for Graduate Research and Travel. (Dean, CGPS)
- C. Create graduate-specific reunion activities (CGPS staff, Alumni staff)
- D. Create engagement opportunities with graduate alumni (e.g., social events in cities where they are participating in graduate fairs, conferences). (CGPS staff)
- E. Solicit funding Graduate Research and Travel to graduate alumni and friends (Dean, CGPS; Advancement Office)

Year 3:

- A. The CGPS Advisory Council will develop procedures to engage in fund/friend raising on behalf of graduate programs (CGPS Advisory Council).

Year 5:

- A. Solicit funding Graduate Fellowships to graduate alumni and friend (Dean, CGPS, Advancement Office)
- B. Request creation of a Foundation account for Graduate Fellowships (Dean, CGPS)

Financial Aid, Loans, and Graduate Assistantships:

Year 1:

- A. To the extent practicable, advocate for increased funding for graduate student financial aid with the State Council of Higher Education and the Virginia General Assembly (President, Community Relations office).
- B. Determine the proportion of the financial aid that is generated by graduate tuition (VP A & F; Dean, CGPS)

- C. Fund graduate assistantships at the \$40,000 level of 2008-09 (VPAF).
- D. Offer workshops to graduate students on financial literacy, specifically focusing on managing student debt. (Office of Financial Aid).

Year 2:

- A. Increase graduate assistantships by \$50,000 annually, through year 10. (VPAF).

Year 3:

- A. Allocate financial aid to graduate students proportional to the amount generated by graduate tuition. (VPAF).

Year 10

- A. The University funding for graduate assistantships, now at \$490,000, shall increase by the cost of living annually thereafter. (VPAF).

Organizational Structure Subgroup

Background:

The Organizational Structure Subgroup of the Task Force reviewed previous efforts to assess graduate studies at Longwood, and studied the current state of Longwood's graduate school organization. The subcommittee examined support services for graduate students, the viability and continuation of current graduate programs, and the current organizational structure.

Unequivocally, the task force agrees that having graduate programs is not only an attractive feature to many faculty members at this university, but also a necessary requirement to retain university status. Some of the key reasons why graduate programs are closing across the university include lack of faculty (resources) to run undergraduate and graduate programs and graduate programs failing to retain market viability.

The programs that have closed have all done so because of the inability to staff both an undergraduate major that is rapidly growing or heavily contributes to general education, in addition to a lack of funding and release time for graduate faculty for programs with multiple concentrations and a large number of 400/500 split level classes. Thus, the key reason for graduate program closure across the three programs is the lack of resources. Some programs also experienced a downturn in applications, acceptances and subsequent graduation rates that have a negative effect on program viability in terms of SCHEV standards. However, in some cases these programs were forced to remain small so that they could still manage their undergraduate teaching loads while in other cases the ability to conduct a market analysis with the assistance of the Graduate College would have enabled the department to re-imagine the program and make it viable and competitive in a new market place. However, funds are not available within the graduate school budget to accomplish this.

Services to graduate students are not always offered in a manner making them accessible to the students. Graduate support at Longwood currently includes travel grants, research symposiums, and technology help. While the website is helpful it is not current to today's standards for admissions and accepting applications. Many issues remain, including a lack of any housing for graduate students, with a special meal plan that has only been in place since the start of the current academic year. Further, Alumni Services, Career Services and Parking provide limited support for graduate students at this time.

For all graduate programs at Longwood, SCHEV standards for enrollment and graduation are used to assess the viability of a program after five years of operation. The number of required yearly enrollment is set by SCHEV and programs that fail to meet SCHEV standards for viability are required to submit an Institutional Action Form that outlines the plan for closure of the program or the justification for continuance of the program despite failure to meet SCHEV productivity standards. While the SCHEV standards for assessment of program viability provide a quantitative review of the productivity of graduate programs in terms of enrollment and

graduation, there are alternate methods of assessing program viability that are not currently utilized. The Graduate College could assist programs in both fiscal and market based viability studies that could provide opportunities for program change prior to encountering issues with SCHEV productivity standards.

Strength(s)

- We have a number of thriving graduate programs at Longwood University currently that could grow exponentially (increasing revenues without significant requirements of expansion for residential students that accompanies significant undergraduate growth) if resources were allocated to ensure proper faculty to manage said growth and to allow graduate faculty in these courses adequate time and funding to prepare graduate level courses and effectively teach graduate level courses.
- There is departmental interest in developing a master's degree or redeveloping their current masters programs. In addition, there are current programs that given adequate resources could grow and/or strengthen.
- The SCHEV process of assessing program viability is a standard that is used to assess higher education in Virginia and as such provides a standard method of assessing viability.
- There are opportunities for students to showcase their graduate research and there is funding available for graduate students traveling to professional conferences.
- The Graduate School website includes detailed information for graduate admissions and registration. Additionally, information is included for international students, although there are currently no international graduate students

Weakness(es)

- The weakness of the graduate program at Longwood are twofold: (1) A lack of accommodation for graduate studies inside the undergraduate model. (2) A lack of any funding commitments to the Graduate School by Longwood University.
- The lack of resources in many departments that teach both undergraduate and graduate courses has led to program closures. The lack of additional resources for graduate-only programs has led these programs to restrict enrollments when they could grow.
- Career Services, Alumni Relations, Office of Professional Services, Housing, and Parking are all focused on the undergraduate student, with little to no accommodation for the needs of graduate students.
- Admissions process is not electronic. Registration cannot be done online until a student is accepted into a program. If professor approval is required for registration in a class, a paper registration must be done. This is an unnecessary hurdle for students, especially those off campus. Further, "orientation information" needs to be provided on the Graduate website.

- Only nine full-time and six part-time (credits paid and stipend) assistantships are available. These are not funded by Longwood but are funded either by Graduate Studies or by departments.
- The SCHEV process, while helpful, should be supplemented by other viability assessment procedures so that programs can adapt and change prior to being notified of failure to meet productivity standards by SCHEV.

Opportunities

- There are many programs on campus that are interested in developing a Master's degree or redeveloping their current Masters programs. In addition, there are current programs that given adequate resources could grow and/or strengthen.
- The Graduate College could assist programs in both fiscal and market-based viability studies that could provide opportunities for program change prior to encountering issues with SCHEV productivity standards.
- There is the opportunity to create a standard approach to assigning teaching load to those who instruct graduate courses ensuring that workload does not become a burden to faculty.
- There is the opportunity to develop an approach to graduate teaching at the department level where faculty lines (number of courses needed per semester at the graduate level) is determined and set so that even when an undergraduate program grows and places more demands upon the department the graduate program is preserved.
- There is the opportunity to develop a market viability program that can be used by existing graduate programs to determine their programs viability and indicate any content changes that may need to be made in order to retain said viability and by departments who are interested in developing a graduate program so that they may determine the most viable way of constructing the new program.
- Finally, there is the opportunity to develop a proactive data gathering program in regards to department need in relation to faculty resources to identify programs that are at risk of closure, not due to lack of student or market interest but due to lack of resources to effectively run the graduate program.

Challenge(s)

- There is a sense that a fully-functioning Graduate College within the reporting structure for graduate faculty and students would create a two-tier structure on campus, divert resources from undergraduate education, and privilege graduate faculty over other faculty in terms of load and resources. The development and implementation of programs that could retain viable programs and lead to the development of new graduate programs requires financial resources to be dedicated to graduate education at Longwood University that are not currently allocated.

- The lack of resources or budget for market analysis makes the development of these new graduate programs and the re-development of other programs something that faculty are hesitant to consider given current workload.
- Funding is not currently available for the Graduate College to assist in these initiatives nor is there a structure/plan in place to use these types of assessments in any formalized way across graduate programs.

Recommendation(s):

1 year recommendations

- Graduate Student Advisory operates in parity with SGA.
- Develop model to determine feasibility of new graduate programs and assessing existing graduate programs.
- Graduate Council, in collaboration with the CGPS Dean shall develop a proposal for governance of graduate education at Longwood, building on the reports of the CGS consultants, the Graduate Task Force, and models of other comparable graduate colleges.
- An advisory council of alumni, donors, and other community leaders be formed to aid in fund-raising and recruitment/promotion of Graduate education at Longwood. The Advisory Board would function as an outside entity, not within the structure of faculty governance, but would be called upon to offer mentoring and advice to graduate faculty, students, and programs as well as engaging in fundraising activities.
- Allocate funding to the Graduate College so that it may provide resources to establish the programs described above and assist departments in implementing these programs.
- Develop a process for the fiscal and market based assessment of current and proposed graduate programs.
- A systematic study of the need for faculty lines university-wide to determine areas of weakness/need that should be corrected. Correcting deficiencies in faculty lines for departments that are primarily undergraduate departments but which also instruct at the graduate level will enable departments to teach their graduate rotations without significant burden to the faculty.
- A systematic study of the need for faculty lines within programs that are solely taught by graduate faculty to ensure that these programs are adequately staffed and resourced for the number of students that they serve.
- Determine interest among departments, university wide, for developing graduate programs in their disciplines.
- Establish a committee to research department need in relation to graduate faculty resources in already established programs.
- Secure a budget to implement fiscal-based and market-based analyses of current and proposed graduate programs.

- Review of all Graduate Faculty status should be moved from the Dean of the College to the Dean of Graduate Studies (does *not* affect promotion and tenure process or reporting).
- Determine where the best location for graduate student career services would be: Alumni Relations or Graduate Studies. Provide online and face-to-face learning opportunities for graduate students as they look for jobs.
- Organize a space where housing opportunities are posted and create parking that focus on the needs of graduate students.
- Establish a committee to research market viability programs and their implementation at other universities.
- Determine interest among departments, university wide, for developing graduate programs in their disciplines.
- Graduate Curriculum Committee reports directly to Faculty Senate, in parity with EPC.
- Establish a committee to research department need in relation to graduate faculty resources in already established programs.
- Propose to Faculty Senate establishment of voting privileges for the Graduate Council Chair
- Hire full-time Director of Graduate Recruitment and Admissions.

3 year recommendations

- Move to an electronic admissions process.
- CGPS changes to the FPPM should be crafted and adopted that make the Graduate College responsible as the reporting structure for graduate faculty and students.
- Consider subject-specific GA positions – Counselor Education students might be interested in serving as an RA in campus housing; Education students might be available to work as teaching assistants in Core Curriculum courses.
- Have a market viability program developed and implemented for current and prospective graduate programs at Longwood University.
- Hire faculty to correct for deficiencies in programs that are found to be in the most critical situations university wide and work with departments to establish a fixed number of graduate faculty lines (classes per semester) that are allocated to graduate instruction.
- Engage in fiscal- and market-based assessment of current and proposed graduate programs.
- Have a program developed and implemented to assess graduate faculty resources in already established programs.
- Implement the Graduate Council report on governance and structure.
- Hire full-time Director of Marketing for whole graduate college.
- Hire full-time Administrative Assistants to support new Directorships and Project Manager.

- Set aside some space in off-campus Longwood housing that would be available to grad students

5 and 10 year recommendations

- The Graduate College should be working within the framework of university governance with a comparable budget and responsibility for Graduate Faculty and students in parity with the other Colleges at Longwood.
- Review the Graduate Council report on governance and structure.
- Continue the use of developed programs and assessments to ensure the protection and growth of graduate education at Longwood University.
- Hire faculty to ensure that all programs are adequately staffed not only for current enrollments but for future projects (anticipated additions of graduate programs).
- Use results of ongoing fiscal and market based assessment to provide data to programs to use in their course content development/program changes.
- Provide results of fiscal and market based assessments to programs wishing to develop graduate programs so that they may use this information in the development of their program/curriculum.
- Use results of fiscal and market based assessments to determine the feasibility of developing a doctoral granting program in one major area.
- Analyze the feasibility of creating doctorate programming including determining necessary funding/infrastructure for possible development of a doctoral program in one major area.

10-Year Vision Statement

The Graduate College should be a fully functioning entity with a comparable budget that acts as the administrative reporting structure for faculty and students within a workable framework. Graduate Curriculum and graduate faculty and student governance should have parity with other governance bodies on campus.

For Example:

ADMINISTRATION OF THE COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

The chief administrative officer of the College of Graduate and Professional Studies shall be the Dean, who shall be responsible for administering and supervising the College of Graduate and Professional Studies. This shall include, but not be limited to:

1. Fostering a climate for Graduate Faculty that is conducive to creativity and scholarship.
2. Furthering the interests of the Graduate Faculty.
3. Supporting and implementing appropriate vehicles for career growth and development within the Graduate Faculty.
4. Supporting and protecting the rights and responsibilities of the Graduate Faculty and in the *Faculty Policies and Procedures Manual (FPPM)*.
5. Upholding standards of quality for appointment to the Graduate Faculty.
6. Implementing policies and procedures for admission and graduate processes.
7. Administering scholarships, fellowships and assistantships.
8. Seeking improved financial support for graduate students.
9. Producing the university graduate catalog, maintaining the graduate college website thesis manuals, and other documents as directed by the Graduate Council.
10. Participating in planning and development of graduate education with assistance from the Graduate Council.
11. Serving as an advocate and spokesperson for graduate education, research and other scholarly activity.

APPENDICES

- A. Task Force Charge and Membership
- B. CGS Consultant Report Recommendations
- C. Overview of Graduate Programs at Longwood
- D. Graduate Studies Organizational Chart
- E. Map of Longwood Graduate Programs
- F. Graduate Studies History
- G. Graduate Student Survey question
- H. Graduate Program coordinator descriptions and compensation
- I. SCHEV Formula

APPENDIX A: GRADUATE STUDIES TASK FORCE

The Task Force on Graduate Studies is charged with conducting a self-study to identify strengths, weaknesses, challenges and opportunities for graduate education at Longwood University. The task force will work during the Spring semester of 2016 to develop recommendations for creating an organizational model to sustain excellence and further enhance graduate programs while continuing to support and protect the core undergraduate mission of the University. In particular, the committee is asked to explore the following areas creatively: (1) the mission and goals of the Graduate College and its structure, role and integration within Longwood University; (2) graduate school models that may offer the best ways for Longwood to support the College's mission and goals, including "best practices" in providing students and faculty with social and intellectual community, engagement, support, and mentorship; (3) the ideal size and composition of the graduate student body across departments and programs; (4) a vision for the future of graduate education in both the near-term and the long-term future; and (5) a timeline for implementing recommendations based on 1 year, 3 year, 5 year, and 10 year feasibility. A draft of the report will be shared with the President and Provost who will offer comments and suggestions. The final report will be reviewed by Graduate Council as part of its duty to "provide for long-range academic planning related to graduate education". Graduate Council will share the report with Faculty Senate and request Senate endorsement of the report and its recommendations. The report will also be shared when appropriate with the Board of Visitors.

GRADUATE TASKFORCE MEMBERS

* Virginia Beard

Vice Chair, Graduate Council, Sociology/Criminal Justice representative

* Xun Bian

Graduate Council: Business

* Leta Bressin

Graduate Council: Graduate Student Advisory Council

* Mary Carver

Undergraduate faculty, Political Science

* Kathy Charleston

Assistant Dean, College of Graduate and Professional Studies

* Karla Collins

Graduate Council: Education

* Kevin Doyle

Task Force Chair, Graduate Council: Counselor Education Program, Vice Chair, Faculty Senate

* Tammy Hines

Graduate Council: Library

* Jeannine Perry
 Dean, College of Graduate and Professional Studies

*Lissa Power-deFur
 BOV Faculty Representative, Communication Sciences and Disorders

* Kat Tracy
 Chair, Graduate Council, English representative

* Sherry Sandkam
 Outside Consultant
 Associate Dean (retired), the Graduate School Virginia Commonwealth University

Subgroups by Topic

- Finance/Budget
- Organizational Structure
- Student Focused Issues
- Faculty Focused Issues

Subgroup Membership

Subgroup	Member 1**	Member 2	Member 3	Member 4	Member 5 <i>as available</i>
Finance/Budget	Lissa Power-deFur	Mary Carver	Xun Bian	Sherry Sandkam	Jeannine Perry, Kevin Doyle
Organizational Structure	Mary Carver	Karla Collins	Virginia Beard	Kat Tracy, Kathy Charleston	Jeannine Perry, Kevin Doyle
Student - Focused Issues+	Karla Collins	Leta Bressin	Kathy Charleston	Tammy Hines	Jeannine Perry, Kevin Doyle
Faculty-Focused Issues	Virginia Beard	Kat Tracy	Kevin Doyle	Sherry Sandkam	Jeannine Perry, Kevin Doyle

** Subgroup Convener

+ Inclusive of Alumni perspective, if possible

Appendix B: Council of Graduate Schools Strategic Consultation Report Recommendations (pages 9 – 14: March 7, 2016)

Recommendations for Year 1 (July 2016 - June 2017)

1. Include the Graduate Dean in all decisions related to the budget for the Graduate College.
2. Ensure that the Graduate College budget is funded sufficiently to support all logistical aspects of graduate programming including course fee distribution, travel and fees associated with off-site instruction, coordinator and other special compensation, and all other expenses related to graduate students.
3. End dependence of the Graduate College on Summer School receipts to fund graduate assistantships and include resources for assistantships in the Graduate College's Equipment & General Budget.
4. Increase the current level of support for graduate assistantships to - \$700,000 (this figure includes money for stipends and tuition) in order to move closer to Longwood's peers in student support
5. Conduct a market analysis for program needs in the Longwood region (50-mile radius for on-campus programming, 100 miles for online programming).
6. Add a staff line for graduate recruitment/admissions and:
 - Create a marketing budget for recruitment materials;
 - Earmark a portion of the travel budget for recruitment fairs and visits; and
 - Revise the assistant dean's position description, removing recruitment and admissions and increasing time spent on public relations, marketing, communication, catalog updates, and assessment.

7. Transition the graduate application process to a totally online system and develop Customer Relationship Management (CRM) software to systemize recruitment and admissions process and:
 - Introduce an additional fee for applicants not using online application;
 - Create secure folders that allow program coordinators/admissions committees to view applicant admissions materials electronically.

8. Develop a cost-benefit analysis template to evaluate existing and new programs; include this template in all forms for new curricula.

9. Complete a Faculty Workload Study to:
 - Determine credit for research time when considering course loads, moving active researchers from a 4 - 4 to a 3 - 3 course load;
 - Standardize release time, stipends, duties/expectations for graduate program directors;
 - Investigate class-size variations among peer institutions (Delaware Study);
 - Explore use of adjuncts for professional courses and use of graduate students for undergraduate discussion sessions.

10. Establish an external Advisory Board for the Graduate College by:
 - Inviting friends and businesses in the community to "share their wealth and wisdom with the Graduate College;"
 - Working with Institutional Advancement to write by-laws and commitment statements;
 - Collaborating with regional businesses and industries to conduct an environmental scan, identifying opportunities and threats in the graduate education market.

11. Collaborate with Marketing to ensure that University print, web, and social media materials include references to and pictures of graduate students, faculty, and programs.

12. Reorganize the Graduate Student Advisory Council to make it separate from and equal to the Undergraduate Student Association and:
 - Work with Student Affairs to create by-laws for an organization separate from and equal to Undergraduate Student Association, with a separate

budget that includes student fees paid by graduate students;

- Use Graduate Student Association resources from student fees to organize networking and professional development opportunities for graduate students;
- Work with the Graduate Dean to have monthly lunches or dinners that include students and coordinators from various graduate programs.

Recommendations for Years 2 -3

- 1 Expand the English as Second Language (ESL) Program to facilitate international recruitment (and generate revenue).

- 2 Use a cost-benefit analysis template to institute differential tuition for the most expensive programs (MBA, CSD).

- 3 Work with the Advisory Board, Institutional Advancement, and local philanthropy to offer scholarships and assistantships to students in programs addressing community needs.

- 4 Add graduate certificates in areas of community interest such as:
 - Legal studies
 - Autism
 - Hospitality Management/Event Planning
 - Public History

- 5 Create new 4 + 1 programs in areas of greatest interest and economic viability such as:
 - Museum Studies/Public History/Social Studies Education
 - Integrated Parks Management Program
 - Athletic Training/Health Promotion
 - Accounting

- 6 Use the CRM system to analyze the nature of admissions inquiries and yield rate on

applicants from various demographics and share the results with marketing and program coordinators.

- 7 Correlate faculty workload with teaching evaluations, research productivity, service projects and adjust if necessary.
- 8 Use faculty workload adjustments to increase enrollments in the CSD Program; Reading, Literacy & Learning (RLL) Program; School Librarianship Program.
- 9 Drop the retail track and add a cybersecurity track in the MBA program to increase enrollment.
- 10 Survey graduate students about assistantships (availability, assignments, stipends), professional development and networking opportunities, program/course offerings, preference for types of delivery, meeting locations and times.
- 11 Use graduate student surveys to evaluate existing models; share results with program coordinators, Graduate Council, Deans' Council, and President's Cabinet.
- 12 Undertake a market survey to determine interest in Master of Science in Nursing (MSN) or Master of Science in Health Administration (MHA), Master of Physician Assistant Studies (MPAS).

Recommendations for Years 4 -5

- 1 Conduct self-studies on programs created in Year 1 to see if they need revision or even possible closure.
- 2 Establish a Master in Public Administration program.
- 3 Add a residential MBA program to attract full-time national and international students.
- 4 Review the CRM data on origin, interests, yield rates on applicants and adjust recruitment efforts to target best markets and recruitment materials to reflect most popular sources of information.

- 5 Review faculty workload assignments and readjust according to productivity specified in established criteria for graduate faculty.
- 6 Create Doctorate of Education in Educational Leadership.
7. Add Allied Health programs that were most attractive in the Year 3 market survey and consider these possibilities:
 - a. Master of Science in Nursing (MSN)
 - b. Master of Physician Assistant Studies (MPAS)
 - c. Master of Science in Health Administration (MHA)

Conclusions

With new leadership sympathetic to growing the post-baccalaureate portion of Longwood's academic infrastructure, with an experienced Graduate Dean and a dedicated Graduate College staff capable of managing growth and development and with a student body devoted to its school, Longwood has many of the essential elements in place to move its graduate profile to the next level. And, while initially the purpose of this consultation was to focus on enrollment and financial models, the situation currently in existence on campus indicated that more foundational work was necessary before meaningful models could be proposed.

Rather than calling for a list of new programs (although a few frequently mentioned ones are identified in this report), some fundamental resource and workload issues need to be addressed by Longwood's leadership. If the faculty are to be expected to teach at the cutting edge of their disciplines and mentor graduate students, they need the time to engage in scholarship and receive recognition for their efforts. This means developing and adhering to a graduate faculty workload policy of something lower than the 12 contact hours a semester currently in the Faculty Handbook. How to get there without significantly increasing faculty

numbers requires an examination of lower-level class sizes and strategic use of adjunct faculty. The budget for graduate student stipends and tuition scholarships lags far behind the institutions Longwood competes against for high caliber students. That portion of the Graduate College's budget should be significantly increased and made predictable from year to year so that the programs can more aggressively recruit more top tier students. And, with competition for top students ever increasing, the Graduate College needs additional staffing to recruit and retain graduate students. In terms of identifying areas for future development, Longwood needs to adopt a business marketing approach to decision making. This would entail a focused market study of the demand for advanced educational

opportunities in the immediate region, as well as, opportunities for programming delivered on-line. Added to the market analysis would be a form of benefit-cost analysis that estimates when/if a program will show a positive cash flow at what point in the future.

With dynamic new leadership, Longwood is poised to move in a very positive direction. If expanded graduate programs are going to be part of that future, decisions will need to be made about investing in the College of Graduate and Professional Studies. It is the hope of the consultants provided by the Council of Graduate Schools that this report will assist in pointing to best practices on how Longwood University might approach those decisions.

In closing, we would like to thank the Longwood community for its warm hospitality, frank and open dialogue, and especially Dean Jeannine Perry and the Graduate College staff for their tremendous assistance in pushing this project forward. We hope and trust this effort will prove to be worthwhile.

Appendix C: Graduate Degrees, Certificates & Endorsements as of January, 2016

In the College of Business & Economics

Master of Business Administration Degree

Business Administration Major

Concentrations

- General Business *
- Retail Management
- Real Estate - Began Fall 2014

In the College of Education & Human Services

Master of Science Degree

Communication Sciences & Disorders Major

Master of Science degree

Education Major

Concentrations

- Algebra & Middle School Mathematics
- Elementary & Middle School Mathematics
- Counselor Education
- Curriculum & Instruction Specialist in Special Education General Curriculum
- Educational Leadership
- Elementary Education (temporarily not accepting applications)
- Elementary Education PreK-6 Initial Licensure (temporarily not accepting applications)
- Health & Physical Education *
- Special Education General Curriculum/Liberal Studies Five Year *
- Special Education General Curriculum K-12 Initial Licensure *

Professional Endorsement Programs

- Educational Leadership Endorsement
- Special Education General Curriculum Endorsement

Certificate Program

- Autism Spectrum Disorders

Master of Education degree

Reading, Literacy & Learning Major *

*Professional Endorsement **

Master of Education degree

School Librarianship Major

Track 1: Licensed Teacher

Track 2: Initial Licensure

Professional Endorsement

Concentrations or certificates closed (within past 5 years)

All of the following concentrations or certificates were closed due to low enrollment in the program as part of a program review from 2011-2015.

- C&I Specialist in Spanish (Education)
- Spanish or ESL PreK-12 Initial Licensure (Education)
- Social Policy & Administration certificate (Sociology)
- Music (Education)
- 6-12 Initial Teaching Licensure (English)
- 21st century leadership and learning certificate

In the College of Arts & Sciences

These degrees were closed for reasons beyond enrollment numbers. While enrollment was not high, it was steady and had growth potential. See individual reports for specific reasons. There are no graduate programs in the College of Arts & Sciences at this time.

Master of Arts degree

English Major

Concentrations

- Creative Writing
- Education and Writing
- Literature

Master of Science degree

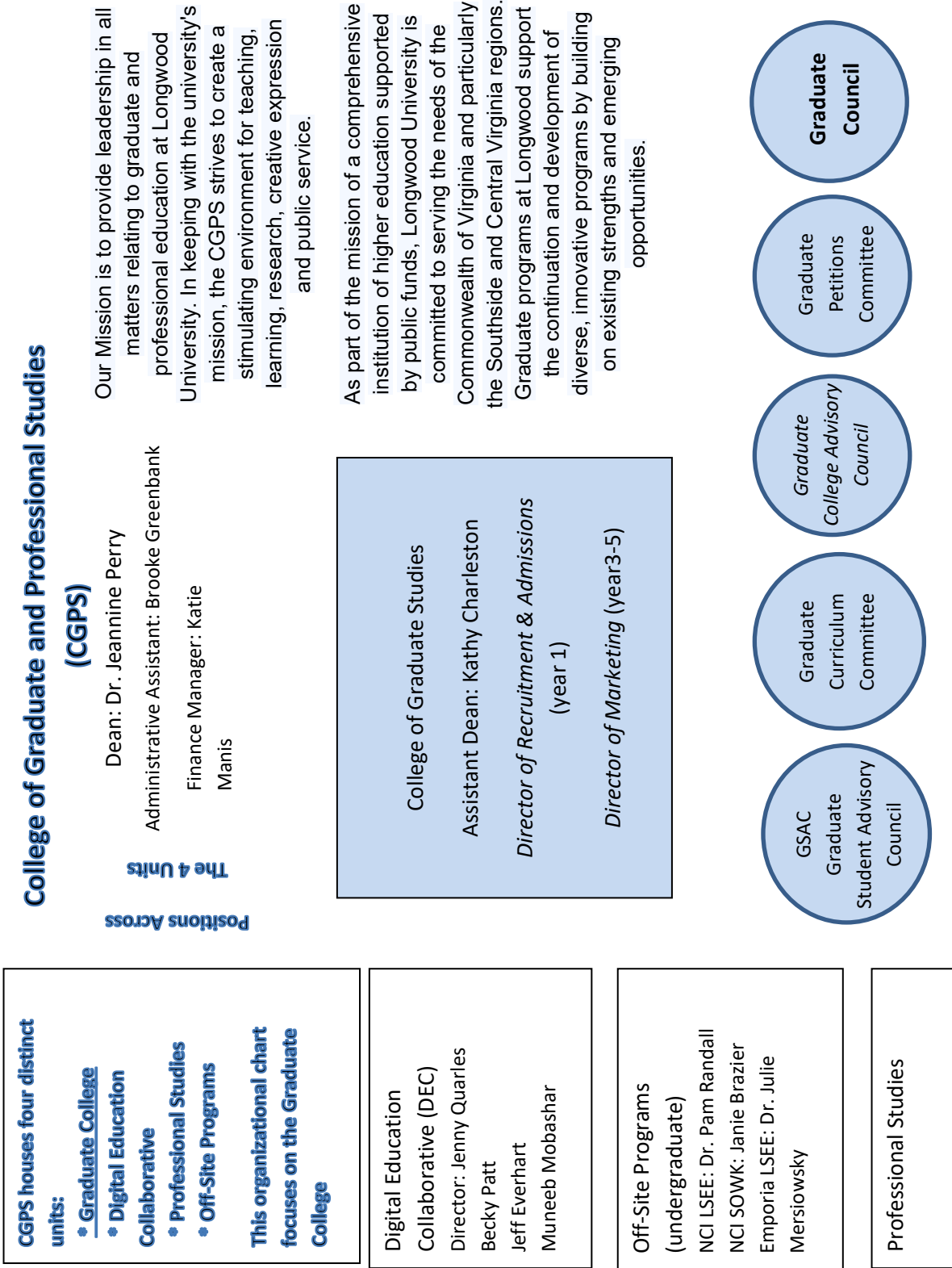
Sociology Major

Concentrations

- Criminal Justice & Social Policy

Criminal Justice & Social Policy 5th Year

Appendix D: Revised College of Graduate & Professional Studies Organizational Structure with focus on Graduate College



Appendix E: Map of Graduate Studies Programs

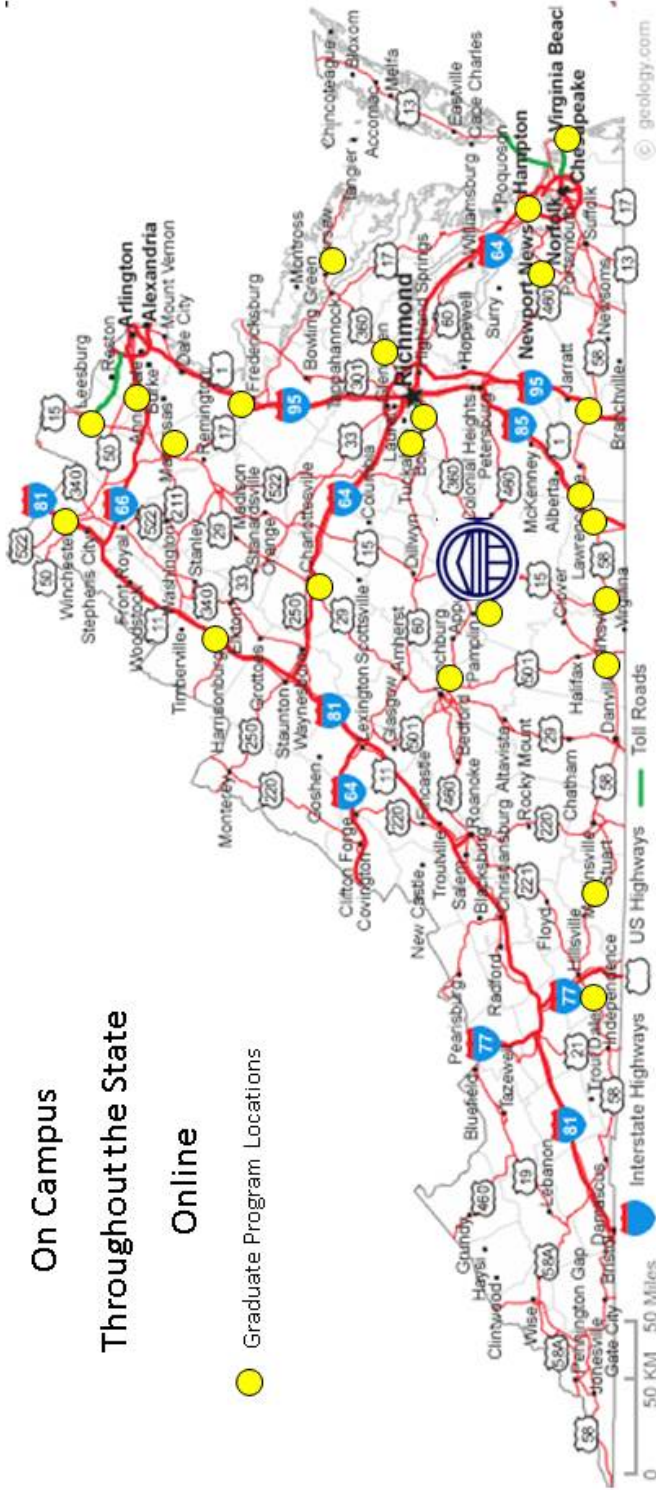
Longwood's Graduate Programs

On Campus

Throughout the State

Online

● Graduate Program Locations



March, 2016

Appendix F: Graduate Studies History

HISTORY *2015 celebrated 60 years of graduate education at Longwood!!*

Summer 1955 GRADUATE STUDIES BEGINS

“The program of graduate studies at Longwood College has been inaugurated to provide opportunity for broader training on the part of public school teachers and other qualified persons.”

Master of Arts in Education: Education, English, History, Music

Master of Science in Education: Biology, Education, Mathematics, Music

1978-1980

Master of Arts in English begins

1994-95

Master of Science in Sociology concentrating in Criminal Justice begins

1997-98

Master of Science Environmental Studies begins

2003-2004

Master of Science Environmental Studies ends

2006-2007

Master of Science: Communication Sciences & Disorders begins

Master of Business Administration: Retail Management begins

2009-2010

Designated College of Graduate & Professional Studies

Our Mission is to provide leadership in all matters relating to graduate and professional education at Longwood University. In keeping with the university's mission, the CGPS strives to create a stimulating environment for teaching, learning, research, creative expression and public service.

As part of the mission of a comprehensive institution of higher education supported by public funds, Longwood University is committed to serving the needs of the Commonwealth of Virginia and particularly the Southside and Central Virginia regions. Graduate programs at Longwood support the continuation and development of diverse, innovative programs by building on existing strengths and emerging opportunities.

- Established Graduate Council
- Initiated Graduate Student Travel Grants, Graduate Awards, Graduate Research Symposium
- Established Graduate Commencement

2014-2015

Master of Arts in English ends

2015-2016

Master of Science in Sociology concentrating in Criminal Justice ends

2015-2016

Graduate Studies Task Force Convenes

Please visit our spotlights page to learn more about our graduate students and faculty

<http://www.longwood.edu/graduatestudies/42827.htm>

Appendix G: Graduate Student Survey question

Graduate Student Survey Questions

How do you feel about the current state of graduate studies at Longwood?

What do you see as the top three benefits of having graduate studies at Longwood?

What do you see at the top three concerns for graduate studies?

How did you learn about graduate studies at Longwood?

Appendix H: Graduate Program coordinator descriptions and compensation

Graduate Program Coordinator Workload and Compensation Summary

Specific responsibilities of program coordinators are assigned by the department chair, and may include:

1. Calling and presiding over meetings that deal with academic, administrative, or budget matters.
2. Providing leadership in the development and/or revision of curricula, including proposing new programs, cooperative programs, etc.
3. Assisting the chair in scheduling classes and in recommending course substitutions for students.
4. Approving all requisitions and/or travel before final approval by the department chair.
5. Assuming responsibility for catalog copy.
6. Assuming responsibility, in conjunction with the chair, for matters of accreditation and external assessment.
7. Assisting the chair in faculty development and recognition.
8. Assisting the chair in assigning workloads, replacing members temporarily absent, recommending adjuncts, etc.
9. Arranging and scheduling special events, and arranging publicity for such events.
10. Assuming responsibility for providing faculty advisors.
11. Assuming responsibility for developing and maintaining a student handbook, advising sheets, brochures, etc.
12. Assisting the department chair in student recruitment, screening and recognition.
13. Performing such other duties as may be assigned by the chair.”

Despite this policy, there are many departments on campus where program coordinators have not been compensated or have rarely been compensated. Further, the rate of compensation varies across time independent of the criteria listed above. See below for compensation across programs:

CURRENT COMPENSATION

- **CSD:** \$1500/semester and 1 course release per year (stipulated by College Dean)
- **Counselor ED:** \$1500/semester and 1 course release per year (stipulated by College Dean)
- **School Librarianship:** \$1500/semester and 1 course release per year (stipulated by College Dean)
- **Heath and Phys ED:** \$1500/semester and 1 course release per year (stipulated by College Dean)
- **Math ED:** NONE

- **ED Leadership:** One course release per year
- **RLL:** One course release and a few hundred-dollar stipend
- **Sociology/Criminology:** No formal policy on compensation. Currently the coordinator has received a total of \$1400, approximately \$200 per year (stipulated by Chair)
- **English:** No formal policy on compensation. Compensation has alternated between \$500 a year or an occasional course release (stipulated by Chair)
- **MBA:** The MBA Director within the College of Business and Economics currently serves as Assistant Dean; 100% of that job is directing the MBA program. The current director is classified as an Administrative and Professional Faculty (A/P), is on a yearly contract, and receives an annual salary for her work. When compared to business school administrative salaries for Assistant Dean or Director: MBA Programs as reported by AACSB International (our accrediting body), the annual compensation is in the 25th percentile.

Further, a review of the *actual* responsibilities of graduate program directors indicates that their duties are more labor intensive than as listed by the FPPM and in many cases mirror the duties of a department chair. See below for results of this analysis:

Time Frame: Full year including summer

Some of the tasks below may be shared with other program team members depending on the program. However, the graduate program coordinator is responsible for managing and ensuring the success of all tasks listed below even when they are shared.

Recruitment/Marketing:

- Contacts including school divisions, interest groups, individuals
- follow up w/all contacts including responding to e-mails, telephone calls
- planning cohorts for both individual prospects and/or group based prospects
- planning and hosting interest meetings
- coordinate w/CGPS in designing marketing materials including brochures, flyers, posters
- design interest surveys in areas of potential
- participate in open houses
- recruit at field related conferences/conventions

Admissions:

- set/revise program admission criteria
- coordinate program review of admission applications and make admission decisions
- maintain a master list of all admitted students beginning with admissions folder
- coordinate follow up on applicants who don't follow through and accept admission if program desires
- track cohort admissions to ensure cohorts fill and nobody gets left out
- ensure students apply for admission within 9 credit hour policy
- review requests for transfer credit submitted with admission application

- determine applicability of LWU graduate course work taken prior to admission
- work with applicants that pursue alternate criteria to be considered for admission after automatic rejection

Advising:

- maintain master list of all admitted students
- coordinate advising assigning advisors if shared
- facilitate consistency across advisors
- keep current with policy and procedures
- review requests to take course work at other institutions
- coordinate with CGPS on all advising issues
- approve any necessary substitutions

Scheduling:

- using master list track all courses taken/needed to schedule classes
- plan rotation of program courses
- plan cohort sequence of offerings
- watch enrollments each semester to add or cancel sections/courses as needed
- ensure course offerings will facilitate timely graduation for all students
- work with other graduate programs that may need a course(s) from your program
- submit master schedule each term to department and registrar's office
- coordinate all off-campus offering locations
- work with CGPS to ensure location arrangements are made

Instruction/Courses:

- advocate for faculty positions in their program
- serve on search committees for their program and/or for the department
- Oversee hiring process for all faculty positions – tenure track, contract & adjunct
- make sure hiring paperwork is completed and in the system in time
- ensure information needed to teach is provided to all program faculty
- make sure all book orders are placed in a timely manner
- make sure all faculty in program complete and store core assessment data;
- ensure all syllabi are current, correct, and contain consistent information on policies, student services
- review curriculum regularly
- propose curriculum revisions, additions, etc. and initiate the University paperwork
- If major revisions or new program are needed, complete market survey, all University and SCHEV paperwork

Reports:

- Maintain assessment and program review using University system (currently WEAVE)
- Maintain specific accreditation and/or university reports as needed
- collect and analyze assessment data
- maintain program budget
- track and maintain contact with alumni

Conduct regular team meetings:

- discuss student issues
- discuss program revision and work on appropriate documents/process
- discuss program assessment and reporting
-

Committees:

- attend department, college, and university meetings
- member of departmental curriculum committee
- member of graduate curriculum committee
- attend graduation and other graduate events (research symposium, open houses, retreats)
- participate in cross campus initiatives/meetings as representative of graduate studies
serves on University committees as required

Appendix I: SCHEV Formula



State Council of Higher Education for Virginia

Virginia Public Higher Education Policy on Program Productivity

Effective October, 2013

I. Statutory Duties Related to Program Productivity Review at Public Institutions

The Code of Virginia, §23-9.6:1, charges the State Council of Higher Education for Virginia (SCHEV) with various duties and accords Council the authority to carry out those duties.

Duty #6

- To review and require the discontinuance of any academic program which is presently offered by any public institution of higher education when the Council determines that such academic program is (i) nonproductive in terms of the number of degrees granted, the number of students served by the program, evidence of program effectiveness, or budgetary considerations, or (ii) supported by state funds and is unnecessarily duplicative of academic programs offered at other public institutions of higher education in the Commonwealth. As used herein, 'academic programs' includes both undergraduate and graduate programs (§23-9:6.1.6).
- The Council shall make a report to the Governor and the General Assembly with respect to the discontinuance of any academic program. No such discontinuance shall become effective until thirty days after the adjournment of the session of the General Assembly next following the filing of such report (§23-9:6.1.6).

Duty #15

- To adopt such rules and regulations as the Council believes necessary to implement all of the Council's duties and responsibilities as set forth in the Code. The various public institutions of higher education shall comply with such rules and regulations (§23-9.6:1.15).

II. Principles Guiding Review of Program Productivity

Council executes its duty to review the productivity of academic degree programs in furtherance of its general responsibility “to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia” (§23-9.3[a]). Accordingly, this policy and the process it governs seek to accomplish the following goals:

- to establish minimal quantitative standards for program productivity in terms of program enrollment and degrees granted;
- to prompt the rigorous institutional review of program productivity, which must include—but need not be limited to—the examination of programs in terms of the SCHEV quantitative standards;
- to utilize the program productivity review to promote the efficient use of resources, including—but not limited to—minimizing unnecessary duplication of academic programs;
- to account for relevant qualitative and mission-related factors in deciding the final disposition of programs under review.

III. Program Productivity Review Stages

SCHEV will review the productivity of academic degree programs at public institutions once every five years. The review will encompass all academic degree programs at all public institutions of higher education. For purposes of this review, Certificates of Advanced Graduate Study (CAGS) and Educational Specialist (EdS) degrees will be treated as academic degree programs subject to review. Minors, concentrations, tracks and the like will not be subject to review.

Associate degree programs are included in the SCHEV productivity review. Council has delegated to the State Board for Community Colleges the functional responsibility to review and discontinue any nonproductive community college associate degree programs. Quantitative standards applicable to associate degree programs are included in the appendix to this policy: “Virginia Community College System—Standards for Productivity Review of Associate Degree Programs.” Associate degree standards specified there will also be applicable to relevant degree programs at Richard Bland College.

Stage 1 Following completion of the fifth year enrollment data collection, SCHEV will provide official notice to four-year public institutions and Richard Bland College of academic degree programs that fail to meet quantitative standards for FTES enrollment and numbers of graduates. Institutions will notify SCHEV promptly of any exemptions, data corrections, or data aggregation options that may be used to remove targeted programs from further review.

Stage 2 Each four-year institution and Richard Bland College will make a submission to SCHEV, which includes:

- (i) a report of all degree program discontinuances since the last program productivity review;
- (ii) notification, via the “Institutional Action Form” provided in this policy, for each targeted program, whether the institution is
 - discontinuing the program; or
 - providing justification for continuing the program.
- (iii) *optional*: a description of institutional planning priorities and deliberative processes that have informed its overall approach to the review of program productivity.

The Virginia Community College System will report the results of its program productivity reviews and the totality of program discontinuances over the last five years.

- Stage 3** SCHEV staff reviews institutional submissions. SCHEV may request additional information and/or meetings with institutions to discuss the overall implications of potential actions that may be taken with regard to targeted programs.
- Stage 4** Following the review of all submissions, SCHEV staff will submit to Council recommendations for action. The final plan approved by Council will include a closure effective date for each program to be discontinued. It is anticipated that recommendations will be submitted at the March meeting and a final plan will be approved at the July meeting, although these targets are subject to modification.
- Stage 5** Following Council’s final action, SCHEV will submit a report on program discontinuances to the Governor and General Assembly, as per Code of Virginia §23-9.6:1.

IV. Four-Year Institution Program Productivity Quantitative Standards

A. Formula for Graduates

$$([\text{Student/faculty ratio}] \times [\text{number of FTEF}=2]) \div (\text{number of years to complete the degree}) = \text{minimum \# of graduates per year.}$$

Variables:

Student/faculty ratio—derived from the base adequacy policy

Number of FTEF—two faculty FTE assumed per program

Number of years to complete the degree—baccalaureate (4); masters/professional (3); doctoral (5)

Illustrative Calculations:

Bachelor's degree in Business: $24 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 4 \text{ years} = 12 \text{ graduates per year}$

Master's degree in Business: $11 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 3 \text{ years} = 7 \text{ graduates per year}$

Doctorate in Business: $9 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 5 \text{ years} = 4 \text{ graduates per year}$

Professional degree in Law: $17 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 3 \text{ years} = 11 \text{ graduates per year}$

B. Formula for FTE enrollment

$([\text{Student/faculty ratio}] \times [\text{number of FTEF=2}]) = \text{FTE enrollment.}$

C. Four-Year Institution Quantitative Standards by Discipline and Level

Discipline Groupings (as per Base Adequacy)	Baccalaureate		Masters/Prof		Doctoral	
	FTE	Grads	FTE	Grads	FTE	Grads
Group 1	48	12	22	7	18	4
Area Studies						
Business & Management						
Interdisciplinary Studies						
Library Science						
Military Science						
Public Affairs						
Social Sciences						
Study Abroad						
Group 2	40	10	20	7	16	3
Communications						
Education						
Home Economics						
Letters						
Mathematics						
Psychology						
Group 3a	36	9	18	6	14	3
Agriculture & Nat Resources						
Architecture & Env Design						
Computer/Information Sys						

Fine & Applied Arts						
Foreign Languages						
Group 3b						
Biological Sciences	36	9	16	5	12	2
Engineering						
Physical Sciences						
Group 4	24	6	14	5	10	2
Health Professions ¹						
Pharmacy	-	-	12	4	-	-
Other	-	-	34	11	-	-
Law						

¹ Excludes medicine, dentistry, and veterinary medicine

D. Utilization of Quantitative Standards in Program Productivity Review

Stage 1 of the program productivity review consists of SCHEV notifying institutions as to which programs have not satisfied both applicable standards (FTE and Grads) as specified in the table above. Upon receiving this notice, institutions should promptly review the information for targeted programs at the following link, <http://research.schev.edu/productivity/default.asp>, and report any apparent inaccuracies to SCHEV. If a data correction results in a program satisfying a previously failed quantitative standard, that program will be removed as a target of the productivity review. At this time, institutions should also notify SCHEV whether they wish to exercise any of the following options to remove eligible programs from further review:

- Five-Year Exemption. Any program that has been in existence for five or fewer years (i.e., since 2008-09) may be exempt from review, at request of the institution.
- Aggregating Data for Programs at the Same Level. For programs that offer more than one degree option in the same subject at the same level, SCHEV may consider aggregated data for all options at that level (e.g. BA/BS in Sociology, or MA/MFA in Music). Normally, this option will require that the aggregated programs have the same CIP code.
- Aggregating Data for Programs at the Master's and Doctoral Levels. For programs with the same CIP code that are offered at the master's and doctoral levels, data on enrollment and graduates may be combined to meet the applicable productivity standards. In such cases, aggregated data for the programs must satisfy the *aggregated productivity standards* for the programs in question.

V. Justification of Targeted Programs on Qualitative Grounds

If a targeted program is not eligible for the five-year exemption and “data aggregation” does not apply, the institution must submit a completed “Institutional Action Form,” indicating whether it will discontinue the program or seek to justify its continuation. If seeking continuation, the institution must indicate which qualitative criteria apply to the program in question and submit supporting documentation for each criterion. Qualitative criteria are indicated on the Institutional Action Form. In general, in order for a proposed justification to be successful, the targeted program must receive a compelling defense in terms of mission centrality, efficient use of resources, quality, and institutional commitment. The specified qualitative criteria are intended to elicit a full range of factors according to which a compelling defense can be made. SCHEV may request additional information with regard to any particular targeted program or with regard to an institution's overall approach to program productivity review and program discontinuances.

Program Productivity Review: *Institutional Action Form*

Complete a separate form for each targeted program

1. Institution:		
2. Program title		
3. CIP Code	4. Degree designation (e.g. AA, BS, MBA, PhD)	5. Date

Check one of the following to indicate action the institution will take concerning this program:

- Institution will close the program. Closure date: _____
- Institution seeks to justify continuation of the program on qualitative grounds and is submitting required documentation. *Proceed to "Program Justification" below.*

Program Justification. Complete only if seeking to justify continuation of the program. Check *each qualitative criterion that applies and attach supporting documentation.*

	Check if applies	Qualitative Criterion
1.		Program is central to the institution's mission. <i>(Provide justification.)</i>
2.		Program courses support general education and/or professional programs. <i>(Provide five-year average of FTE enrollments for lower and upper division courses taught by faculty dedicated to the program.)</i>
3.		Interdisciplinary program. <i>(Provide evidence that a majority of required courses in the curriculum are shared with other degree programs.)</i>
4.		Program shares a substantial number of courses and faculty with other similar programs <i>(Provide CIP codes for other programs and evidence of shared resources.)</i>
5.		Student or employer demand, or demand for intellectual property is high and external funding for research will be jeopardized by program closure. <i>(Provide evidence and cite sources of demand or funding.)</i>
6.		Program provides access to an underserved population or geographical area. <i>(Provide justification.)</i>
7.		Program meets a unique need in the region, Commonwealth, or nation. <i>(Provide justification.)</i>
8.		Program has performed well in objective external qualitative reviews. <i>(Provide excerpts from <u>recent</u> review(s) attesting to program quality.)</i>
9		Institution has specific plans to bolster program performance and increase enrollment and graduates per year. <i>(Explain.)</i>
10.		Other <i>(Explain and provide justification.)</i>

VI. Staff Recommendations and Council Action

Following review of institutional submissions, staff will recommend actions to Council. Council action will generally be to continue or discontinue a targeted program. In certain exceptional cases, Council may place restrictions or ask for follow-up reports on a program that has been approved to continue.

In cases where an institution and SCHEV staff have not been able to come to agreement on a program or programs, the institution may request to appear before Council before final action is taken.

Appendix

Virginia Community College System—

Standards for Productivity Review of Associate Degree Programs

The Virginia Community College System systematically reviews programs and courses for all twenty-three community colleges. The Council of Higher Education has delegated to the State Board for Community Colleges responsibility for review and discontinuance of any associate degree program that is nonproductive, based on the following:

- Through existing campus-based processes, each community college will systematically review each degree program at least once every five years;
- Based on CIP code and standards congruent with SCHEV's minimum standards for productivity, the VCCS will systematically monitor FTE enrollments and numbers of graduates for all approved associate degree programs;
-
- For any program that does not meet standards, colleges will submit to the VCCS: (1) a plan to phase out the program; (2) justification for continuing the program; or (3) strategies to enhance the program's productivity.
- Consistent with SCHEV's procedures for productivity review, the VCCS will report to SCHEV at least once every five years the results of its program productivity review and describe any proposed changes to its policies and procedures.

Quantitative Standards for Associate Degree Programs

Institutional Size	Degree Program							
	Transfer (AA, AS, AA&S)		AAS Agriculture & Natural Resources, Business, Arts & Design, Public Service Technologies		AAS Engineering, Mechanical, and Industrial Technologies		AAS Health Technologies	
FTES ²	FTES	Grads	FTES	Grads	FTES	Grads	FTES	Grads
Less than 1800	17	12	13	8	9	6	7	5
1800-4999	22	15	16	11	12	8	9	6
5000 or greater ³	24	17	18	12	13	9	10	7

² To determine number of FTES and graduates, a factor of .7 was used for institutions under 1800 and .9 was used for institutions with 1800-4999 FTES (VCCS efficiency ratio).

³ SCHEV will continue to review programs at Richard Bland College using standards of 24 FTES and 17 graduates for transfer associate degree programs.