MWC COC-SACS Alternative Self-Study

2000-2003

Administration and Resources Committee Report

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Table of Contents

Section 5: Administration and Resources

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Subcommittee on

Administration and Resources

Final Report

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<u>**Introduction**</u>

  The SACS Committee on Administration and Resources was charged to research, analyze, and prioritize recommendations regarding administrative support, organizational structure, and the resource allocation process necessary to implement effectively the goals of the "new university." The Committee approached these tasks by first gathering and reviewing available information in order to clarify the current administrative organization and its relationship between the operations at MWC and JMC. We then developed a questionnaire, which was sent to 24 key administrative personnel. We received 20 completed questionnaires; the responses were summarized and led to the identification of a number of issues that needed to be addressed. The questionnaire and list of administrators that responded are in Appendix 5.

  Our initial findings led to the appointment of three subcommittees. The first committee evaluated and made recommendations concerning resource allocation and the operation of organizational services in the areas of Business and Finance, Student Affairs, Facilities Services, and Human Resources. A second committee evaluated the institution's technology needs both with respect to infrastructure and to instructional. The third committee evaluated the academic operational structure on the two campuses including the areas of admissions, financial aid, academic services, and the library.

  Each subcommittee conducted follow-up interviews and developed recommendations drawn from information gleaned from the initial questionnaire, focus groups, self-study surveys, analog institutions, and college documents. The three subcommittees presented 12 recommendations to the full committee leading to the development of a proposed organizational chart that reflects key organizational changes necessary to our transition to university status Appendix 6.

Campus Differences

Any changes in resource allocations and organizational structure reflect, of course, differences in the two campuses and their different missions and student bodies. The MWC campus primarily has traditional students in the 18-22 age category attending day classes, whereas the JMC campus primarily has non-traditional students with an average age of 37 attending night or weekend classes. Consequently, resource requirements differ significantly between campuses.

MWC is a residential campus with over 2,000 students living on-campus who utilize such campus services as health care, dining, mail delivery, recreation, and student-financed extracurricular activities. JMC is strictly a commuter campus where students attend night or weekend classes and spend a comparatively small portion of their time on campus. Therefore, JMC relies more heavily on electronic communication to convey information to their students.

The two campuses differ significantly in one other area, that of academic programs. MWC focuses on full-time BA/BS degree-seeking students, with an accompanying range of academic and administrative facilities. JMC has part-time graduate degree programs in business administration and education, and a bachelor's degree program in professional studies. Additionally JMC offers a number of certification programs ranging from information security to organizational leadership and a variety of brokered programs from other universities. These numerous academic programs and their administrative support are located in a single multipurpose facility.

These two campuses, then, are significantly different. Funding priorities and organizational structures must be changed to reflect those differences.

The following recommendations are proposed for the administrative organization and resource allocation activities of the new university. The recommendations are divided into those that should be done immediately and those that should be completed within 5 years.

Immediate Implementation

Recommendation: Establish a small representative committee of faculty and staff to review college budget requests and proposals. The committee, chaired by the Chief Financial Officer and the Chief Academic Officer, will evaluate proposals and make recommendations based upon how the proposals support the goals of the university's strategic plan.

Current public practice and theory generally identify the following key features for a budget system: accountability, flexibility, longer time frame, and strategic insight. In *Strategic Planning for Public and Nonprofit Organizations*, John Bryson recommends development of a budgeting system that will "capitalize on strategic planning and strategic plans."[1] Bryson adds: "Most important, however, is the need to make sure strategic thinking precedes, rather than follows, budgeting. This is the key idea behind 'performance budgeting.' Attention to mission, mandates, situational assessments, and strategic issues should precede development of budgets." The state of Virginia has utilized a performance budgeting system for state agencies since 1995. The state's budget system is linked to strategic planning, performance measurement, and program evaluation.

Survey responses and focus group discussions suggest a general element of concern among faculty and staff about how future resource allocation decisions will be structured as the College begins its transition to university status. Since JMC opened in 1999, resource allocation between the two campuses represents a matter of considerable interest for faculty and administrators.

The College budget ultimately reflects institutional priorities as the president determines them. Traditionally, a small group of senior administrators makes most of the key budget decisions at MWC, both for operational funding and for personnel positions, with final approval resting with the College president. Consequently, some members of the College community perceive the process as opaque and lacking adequate participation

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[1] Bryson, John.

by the stakeholders of that community; strategic planning that develop funding priorities must be communicated with greater clarity.

Committee interviews suggest the clear understanding that the College budget should be based directly upon priorities established by the College's strategic plan. Group discussions did suggest a process model centering on a small, representative committee of faculty and staff that would accept proposals from department chairs and other proponents of new programs/positions/needs. Considering the proposals in the context of the university's strategic plan, the committee would then rank the requests and make recommendations to the College president.

Recommendation: Create a Chief Academic Officer (provost) position to better coordinate the academic programs and services offered on the two campuses.

In the responses to our initial questionnaire and the follow-up focus group discussions, a number of administrators indicated that, as we approach university status, a Provost-level position should be added to the administrative structure. Currently, the area of academic affairs on the MWC campus is the responsibility of the Vice President for Academic Affairs and Dean of the Faculty, and the academic activities on the JMC campus are the responsibility of the Vice President for Graduate and Professional Studies and Dean of the JMC Faculty. A number of the administrative offices that support the academic programs on both campuses are ultimately the responsibility of the Dean on the MWC campus, i.e. the registrar, the library, disability services, etc. In the proposed administrative organization, the Dean of the Faculty of MWC and the Dean of the Faculty of JMC would both report to the Chief Academic Officer. The Chief Academic Officer would then be responsible for coordinating the academic programs, ensuring that the curriculum of the two campuses do not overlap, and allocating academic services to the two sites.

Another issue that surfaced during the focus group discussions was the handling of required state reports for the education programs. It was pointed out that although there are two separate education *departments*, one on each campus, the state views the education *programs* at Mary Washington College as a single entity. Therefore, reports

that are mandated by the state must be prepared through cooperation between the two departments. Although this process is working well at present, deadlines may be missed and essential information overlooked or misplaced unless a *single* office is identified as responsible for receiving information from Richmond and filing the required reports. The Provost's Office could serve as the contact point for this documentation, although the actual work of filling out the reports would continue to be the responsibility of the two education programs. In the future, if the education programs continue to grow it might be necessary to establish a school of education with a separate Dean who would in turn report to the provost. A similar situation could develop for the business programs, and with the academic programs organized under a provost, additional schools could be added.

In addition to the Deans, the VP for Enrollment, VP for Planning and Assessment, the Library Director, VP for Academic Affairs and the VP for Grants would also report to the Provost.

Recommendation: Provide "one-stop" shopping on a year-round and reasonable extended schedule on the JMC campus.

In part, the mission of the James Monroe Center is to "support regional economic development and personal lifelong learning and professional advancement through quality full-time and part-time educational programs and appropriate ancillary services." Those ancillary services must be better tailored to the specific needs of the James Monroe Center than they are currently. To some extent, JMC is administratively and operationally dependent on the Fredericksburg campus. Nevertheless, the JMC campus operates on a schedule consistent with the needs of its adult commuter students, while the MWC campus, for the most part, operates on a schedule consistent with the needs of a residential campus population. It has become clear that MWC's schedule of services cannot adequately serve the needs of JMC; non-traditional office hours need to be the 'norm' for the James Monroe Center for Graduate and Professional Studies. For example, the Center operates on a year-round calendar; so year-round services must be made available for students. Also, although the goal of the Center is to provide

information electronically as much as possible, personal contact is still essential, as is an appropriate balance between electronic interaction and personal communication. That balance is lacking at present. Because the Fredericksburg campus operates primarily on an 8:00 a.m. to 5:00 p.m. basis and because major database services are located only on the Fredericksburg campus, vital support services at JMC are often available only on a 'delayed' basis.

This information and these services are crucial not only for enrolled students, but also for prospective students. Admissions, Student Services, and the Registrar's office all need a strong presence on the JMC campus. JMC students should be able to take care of all their academic needs year-round, and at times that fit their schedules.

The James Monroe Center for Graduate and Professional Studies has made progress in providing year round and extended clock hour services. The Office of Academic Advising Services, which in effect serves as the Student Services division for the JMC campus, currently provides office hours from 8:00 a.m. until 7:00 p.m. three days a week and from 9:00 a.m. to noon one Saturday a month. Personnel in the Office of Academic Advising Services have also been trained in the course registration process for students. However, the MWC Registrar's Office must still enter course registration information into the Registration Information Module (RIM).

Recommendation: A "University Council" should be appointed.

Consistently, at both campuses, administrators, faculty, and staff report that MWC/JMC need better communication, both intercampus and intracampus, between decision makers and the staff and faculty who implement college policies and procedures. Faculty and staff also need and desire a better sense of policies and developments at both campuses. The self-study has begun to foster just such communication. We must build on this beginning, and work to increase the level and extent of this communication. We must also work harder to involve the citizens of this institution in decision-making; our first recommendation above speaks directly to one aspect of this need. Finally, as a University we will need an institutional structure in which stakeholders at both campuses can meet regularly, inform each other of current conditions at their respective campuses, and

advise the University's chief decision-makers on matters of shared University concern such as policies, procedures, curriculum hiring and contract policies, etc. Much of this coordination will take place in the Provost's office, but she or he must have the informed cooperation of her or his constituents if real, lasting progress is to be made.

We therefore propose the formation of a "University Council" consisting of representative faculty, staff, and administrators from both campuses. This advisory council would be charged with the following responsibilities:

- Review the College's current operations and procedures and their effectiveness, and provide a yearly report to administration, faculty, and staff.
- Offer recommendations for procedural changes institution-wide.
- Hold monthly meetings alternately on both campuses. Most of these meetings should be open to the University's general population.
- Submit monthly electronic reports to administration, faculty, and staff on both campuses.

The University Council should represent cabinet-level administration, middle management, faculty, and classified staff. Every division in the institution should be considered and represented on some level. The Board of Visitors of the College as well as the College's President should endorse the University Council, thereby validating its existence and its jurisdiction. Specific calendar dates should be set in the institution's calendar to accommodate Council meetings. Recommendations for changes should be studied and made effective, if appropriate, within one academic calendar year.

Recommendation: New administrative software and hardware should be purchased and installed as soon as possible.

The College's current administrative software is clumsy to use, inefficient, and out-of-date. The student and financial systems reside on the HP-3000 and utilize proprietary operating and database management systems that prohibit real-time integration with industry standard third party products and software. Moreover, Hewlett

Packard has officially announced the termination of support for the HP-3000 product line, rendering our current administrative software obsolete within the next few years.

Very few of the gains in efficiency promised by computer technology are being realized by the current system; indeed, it is probably the case that this system causes a net decrease in efficiency, if only in the time and frustration involved in using this system. As one administrative user put it, "It [IFAS] actually causes more work than it was supposed to clear up." In addition, the server on which the software runs is aging and will be due for replacement within the next two years—sooner, if we want to avoid prolonged downtime as the hardware ends its useful life. Clearly, it is past time for a change.

We recommend a new Enterprise Resource Planning system (ERP) that utilizes a robust, high-speed server and database architecture with open database connectivity for maximum ease and efficiency in information retrieval, reporting, and analysis. The open architecture must include real-time integration with industry standard desktop tools. The new software should support and deploy web-based technologies, including electronic commerce capabilities, and be fully integrated with commercial imaging and email systems as well as instructional management systems such as Blackboard. Users should have a single point of system authentication for all campus systems. A student will be able to reserve books at the library, register for classes, pay bills, review the status of financial aid awards, participate in courses, check grades and communicate as a result of this single-authentication system. A robust imaging system should also be purchased and implemented. This would facilitate record sharing between MWC and the James Monroe Center, particularly for admissions (which is already moving in this direction) and for the registrar.

In addition to performing all of the administrative functions the current software enables, the new ERP software should be very easy to learn and permit easy and secure access over the World Wide Web, providing improved and timely services to students, faculty and staff. The underlying ERP system architecture and technology should allow for maximum flexibility and growth as the business needs and academic requirements (and associated logic rules and database events) of the new university emerge and evolve over time.

The cost of not making these changes is very high, and the results will be catastrophic in terms of student services, administrative efficiency, and institutional progress generally. Without this new hardware and software, we cannot continue to meet the administrative needs of the Fredericksburg campus, and we will be unable to address pressing needs for online services (e.g., admissions, student accounts, registration, advising) at the Stafford campus. Data migration is costly and very labor-intensive, and there will inevitably be inconveniences during the changeover. With good planning, however, these can and should be minimized.

Recommendation: Create a cabinet-level position of Chief Information Officer.

In the last decade, Mary Washington College has moved swiftly to equip and prepare for the exponential growth of informational technology and services in higher education. An expensive, and, at the time, state-of-the-art computer network was installed and personnel were hired to get MWC and its various services "on line." Soon after, a director for academic instructional technology was hired and ancillary services and personnel followed such as a Webmaster, a distance learning coordinator, and a help desk. Considerable resources were allocated to this project and to everyone's credit the college made enormous progress.

Currently, however, the system, started with such good intentions, has evolved into a bureaucracy consisting of Administrative Computing; Distance Learning; the Help Desk; Information Systems; Instructional Technology; Network Services; Telecommunications; and Network Services. According to interviews with key personnel, this bureaucracy is fraught with disorganization and internal strife, and is often working at cross-purposes. The two major branches that have evolved, computer and network services and instructional technology, report to different administrative vice presidents (for a time, the webmaster reported to yet a third vice president). With the arrival of the JMC campus and the distance-learning program, another layer of bureaucracy has been added. The common theme gathered from our interviews was the plea for some central organization and direction. In addition, we learned that morale is low as a result of aging hardware and outdated software. Keeping services and

operations going has taken heroic effort from personnel, and the whole system is overburdened.

Clearly, the time is right to hire a Chief Information Officer to take charge, to bring direction and organization, and to champion the causes necessary for this whole system to run smoothly and productively. The move toward university status for JMC and MWC adds yet more urgency. With the retirement of the Associate Vice President for Computer and Network Services and the elimination of the position of Assistant Vice President of Academic Affairs and Instructional Technology (but see recommendations below) a Chief Information Officer seems imperative. To provide the necessary authority and institutional stature, we recommend that the CIO report directly to the President of the College.

Quite independent of our committee's proposed recommendation, the college is currently recruiting for a Chief Information Officer. We strongly support this effort and make several supplementary recommendations below.

Recommendation: Re-institute the positions of a) Assistant Vice President for Academic Affairs and Instructional Technology, b) Associate Vice President for Computer and Network Services.

Rationale for Recommendation "a": While the committee applauds the decision of the college to hire a Chief Information Officer, we strongly urge the reestablishment of the position of Vice President of Academic Affairs and Instructional Technology. It may well make economic sense in these financially tight times to have eliminated this position, especially when money is needed for the new CIO, but we feel that, in the long run, it is not in the best interest of the academic growth of the college. An academic institution cannot run without an infrastructure, but it is easy to lose sight of the fact that colleges and universities are fundamentally about student instruction. The committee believes that the loss of this position leaves the information technology system out of balance and without an advocate for the academic community.

The use and application of technology to academic instruction, almost nonexistent just a decade ago, is now flourishing on our campus. Computers are everywhere: word

processing, PowerPoint presentations, statistical analyses, Internet library searches, web page designs, DVD instructional films - the list goes on and on – are just a few examples of the use of this new educational resource. Most professors have embraced this technology, to one degree or another, and their instruction has been greatly enriched as a result.

To a considerable degree, the present successful application of instructional technology can be attributed to the efforts of the Director of Instructional Technology (later the Assistant Vice President for Academic Affairs and Instructional Technology), supported by the office of Vice President of Academic Affairs and by the Instructional Technology and Media Center staff. Classes were developed to educate professors in the latest educational software. Faculty was urged to publish their classroom findings, and to attend (often with IT support) professional conferences on instructional technology. The Faculty Academy was established as an annual convention to showcase the instructional projects designed by our faculty and to feature interesting outside speakers. A network of Instructional Technology Liaisons (ITLs) was established, with an ITL in each academic building, to aid and assist faculty with instructional technology and with computer inventories, maintenance, and repair. A "help desk" was initiated to assist both students and faculty with computer problems. An instructional program was designed to achieve and certify basic information technology proficiency for every student. Moreover, the Director of Instructional Technology served as an advocate and lobbyist for the academic interests of the college. We strongly recommend the reestablishment of this position, and that this individual should report directly to the newly created CIO.

Rationale for Recommendation "b": Having recommended the reinstatement of the Assistant Vice President for Instructional Technology, we further recommend the reinstatement of the Associate Vice president of Computer and Network Services (CNS) who would also report directly to the newly created CIO.

It is not for our committee to recommend the future form of the administrative structure of the college with regards to information technologies; indeed, we believe this will be one of the first jobs for the new CIO. However, we do foresee two major subordinate structures: information technology vis-a-vis the *college infrastructure* (e.g.,

Administrative Computing and Information Systems; Telecommunications; and Network Services; College Webmaster), and information technology for *academic instruction* (e.g., Instructional Technology; Distance Learning; most Media Services; and the Help Desk). Clearly, the complexity of the former requires a central authority responsible for planning and organization. As noted earlier, the hardware and software responsible for keeping the college services "on line" are becoming obsolete and personnel are overworked and demoralized. Add to this the unknown complexities that will inevitably come with the blending of JMC and MWC into a university, and we believe it is imperative that the position of Associate Vice President for Computer and Network Services be filled.

Implementation within 5 Years

(It is expected that adding additional personnel will be a gradual process but we hope that by the five-year point significant progress will have been made in this area.)

Recommendation: Develop an on-line resource of all the policies and procedures affecting both campuses, and review the current policies so that common university rules are in place with separate program rules only where necessary.

The College does not currently have a single, easily accessible document with all the policies and procedures affecting the activities at both the MWC and JMC campuses. A top priority should be the development of an on-line resource with this information that is easy to use, searchable, and that contains the appropriate links. When the JMC campus opened, it used many of the policies that were in effect on the MWC campus. They have since been modified, but efforts should be made to streamline the procedures as much as possible, as well as to tailor them to individual campuses where appropriate. In other words, as we move to university status it is appropriate to have both university and campus-specific policies and procedures. For example, the fact that courses are offered on the JMC campus at different times and for different periods, seven vs. fourteen weeks, will require different policies in some cases. However, all the policies and procedures should be reviewed to determine if they are reasonable today for an institution with two

separate campuses or if they exist in their current form by default, inherited from the way business has traditionally been done at MWC.

Reviewing the policies and procedures for the institution and putting them on line will be a major task. Although the document will encompass all areas of the college, there needs to be a single office that is responsible for the development of this on-line resource. Since many of the policies will involve the academic program, it is recommended that this become one of the responsibilities of the Provost's office.

Recommendation: New faculty and administrative personnel must be hired to address critical needs.

Several areas face critical personnel shortages that impair their ability to deliver services to the institution and its students. Budget cuts have exacerbated an already difficult problem. With the growth envisioned for the James Monroe Center and with the goal of bringing Mary Washington College's student-to-faculty ratio down from 19:1 to 15:1, additional staff and faculty lines must be added as soon as possible. More faculty members are desperately needed at both campuses.

Mary Washington College is currently working on a program to bring the student-faculty ratio down to 15:1, a ratio closer to that enjoyed by our SCHEV peer institutions. To do this, we must add around 40 new faculty lines. These should be tenure-track lines, perhaps supplemented by nonrenewable term lines (e.g., Postdoctoral Teaching Fellows program or other visiting appointments). With this faculty, we can offer more internship, individual study, and undergraduate research opportunities to our students, and perhaps move toward requiring these for all students. We can keep our classes small, and ensure that faculty has ample time to work with students individually. We can work toward equitable workload distribution across campus. We can also increase our attractiveness to faculty recruits: if we cannot make our salaries competitive with industry or with major research institutions, we can at least make the teaching mission of this college more dynamic and attractive by ameliorating the often punishing teaching load, and increasing opportunities for faculty research to inform the classroom.

The James Monroe Center also faces critical faculty shortages. Six new full-time faculty are needed immediately: one to work with the BPS core courses, one with computer technology, two with education, two with the MBA program. These full-time faculty members will also help with the advising needs at JMC, where currently each full-time faculty member has around forty advisees.

In the registrar's office, the current 30-hr./week position needs to be boosted to a full-time, 40-hr./week position to handle increasing needs for an on-site registrar's presence at the James Monroe Center. An associate registrar's position should also be considered. Currently, the James Monroe Center cannot enroll students or manage their academic records with the flexibility and rapid response the very design of the Center mandates—and promises to its students.

The Library desperately needs an additional staff member at the James Monroe Center, where there is currently only one librarian. When she's out of the office, the library must close a clearly unacceptable situation.

Student Services needs twelve-month contracts (up from eleven months) for many existing personnel, to handle increased business in Disability Services, International Study, and Web-based student services. This office's presence at the James Monroe Center also needs to be increased, particularly in the area of Career Services. As an institution for Graduate and Professional Studies, the James Monroe Center needs a Career Services program tailored to the special needs of its students. Without it, existing students are being shortchanged, and an important element in *recruiting* students is missing.

The office of Academic Affairs needs additional staffing to handle the increasing workload involving student appeals, staffing, and other needs. Perhaps a new assistant dean's position could be added to cover these needs as well as the widely perceived need for a college Grants Officer.

Mary Washington College and the James Monroe Center pride themselves on their personal service. To continue this fine tradition, one that distinguishes us from many other state schools, we will need more people. Skilled, dedicated personnel represent this institution's most important investment. Given declining state funding for higher education, we will almost certainly need to rely more and more on private funds.

Increasing the endowment is thus more crucial than ever before, if we are to continue to grow and better ourselves.

Recommendation: Tenure-track lines should be created in the business and education programs at the James Monroe Center for Graduate and Professional Education, and considered for other programs as warranted.

Since it's opening, the James Monroe Center has found itself increasingly becoming an education *provider* through its graduate programs as well as an education *broker* through its certificate and training programs. Indeed, its role as education *provider* has proven to be its area of greatest growth. The time has come to create tenure-track lines to support this role. In addition to the academic freedom traditionally protected by faculty tenure, three main benefits will accrue: more effective faculty recruitment, greater program stability, and greater mission coordination and cooperation with Mary Washington College.

Faculty Recruitment: JMC's graduate programs demand highly trained faculty whose services are in great demand, both in the private sector and at other institutions of higher learning. It may take a general economic recovery to make its salaries more competitive, but in the short run JMC can make its full-time positions more attractive, and more in line with practices in higher education nationwide, by offering the possibility of tenure to its new hires in education and business.

Program Stability: Although "flexibility" is the watchword at JMC, stable growth is perhaps an even more urgent concern. One may want to replace a certificate program quickly in response to market demand, but a graduate program needs a stable core of faculty with which to build and maintain a program of the highest quality. Clearly, the perceived value and prestige of a JMC graduate diploma rest directly on the quality and stability of the graduate faculty. Tenure also helps ensure that faculty see themselves not so much as employees but as full stakeholders in the institution. The result is a cadre of professionals who work together for the greater good of the entire program.

Greater Mission coordination and cooperation with Mary Washington College: Differences between the two campuses, their missions, and their student populations

should be recognized and respected. Clearly there is no "one size fits all" in treating the two campuses. Nevertheless, for both campuses to work together most effectively, their approach to faculty status and faculty contracts should be brought into greater harmony where possible. Tenure represents the institution's full commitment to its faculty, and in return, it asks for the faculty's full commitment to the institution. With tenure ruled out at one campus and jealously safeguarded at the other, faculty at both campuses perceive a greater divide between educational missions and academic integrity than may actually exist. In particular, many faculty members at MWC feel that a JMC without tenure represents a "new-model" institution whose contract arrangements with faculty will spread to MWC and eventually undermine the stability, commitment, and academic freedom that tenure fosters at the Fredericksburg campus. Faculty at both schools would much more readily see themselves as full partners in the common pursuit of academic excellence if tenure were to be granted at JMC.

Recommendation: The Dean of Students should become a cabinet level position with a Student Affairs Director at each campus reporting to him/her.

Recommendation: Establish a Director of Operations at JMC supported by a small staff performing human resources, business/auxiliary and facilities related tasks.

The initial planning for JMC's organizational structure assumed no duplication of support services. It was felt these could be provided centrally through electronic means and inter-campus mail. In addition, there was uncertainty as to the degree to which the "adult learners" would need or utilize student services. Consequently, all subsequent planning for service delivery, staffing and organizational structure were based more-or-less on an educated guess.

In practice, the first two years of operations at JMC have relied on centralized delivery to a lesser extent than anticipated. The evolving demands and needs of programs and students made modifying the original approach imperative. Staff was added to assist with registration, cashiering, and other basic functions, yet most were placed in the MWC main campus organizational structure. Regular JMC staff have

assisted, or in some cases performed, many of the centralized functions, such as registration, cashiering, providing student services, career advising, etc. These individuals fulfill these duties in addition to their primary tasks of educating, marketing, program development, and academic advising.

Students at JMC have also demonstrated a greater need and demand for some services than had been anticipated. Student programming and activities were excluded in the original planning because it was believed that they would be unnecessary for adult learners. However, demand for student government, clubs, associations, and events have steadily increased.

Additionally, the assumption that all JMC students would fully embrace technology has been modified. Many students feel more comfortable with face-to-face registration, bill payment, counseling, and advising. Consequently, the demand for these services from the JMC based staff is greater than expected.

The need for modification to the existing organizational support structure is apparent. We recommend in particular the following structural changes to address student services and daily operations:

1) **Student Affairs** – This is a critical function on both campuses and one that must be included in all planning and decision making. Many higher education institutions include the Dean of Students at the cabinet level. In the future, a Student Affairs Director, reporting to the Dean of Students, may be necessary at each campus. At Mary Washington College, enrollment growth and accelerating demands of students at both campuses warrant such action. The reality is that students desire a high level of quality student services and will base acceptance decisions on them. These services are also obvious factors in a student's decision to stay at MWC/JMC.

2) **Operations** – The committee's research has identified the need to coordinate better the delivery of centralized services, identify functions that cannot be adequately provided centrally, and relieve current JMC staff of daily operational oversight. A Director of Operations at JMC would provide such

support. This individual would manage and coordinate daily administrative support functions and be the primary liaison with support services management at the MWC main campus. In subsequent years, this position may require a staff including business manager, human resources manager, and facilities manager.

<u>Conclusion</u>

From an operations perspective the new university presents challenges stemming partly from differences among the two campuses' student customers and partly from the complexities of managing a larger, more diverse institution. The college's response will provide a fresh and unique opportunity to reassess its organizational structure and resource planning process to meet effectively the educational dynamics of the 21st century.