

**MWC COC-SACS Alternative Self-Study
2000-2003**

MWC COC-SACS Steering Committee Report

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- 1. Proposed Organizational Chart***
- 2. Faculty Staffing Goals***

Introduction

On September 19, 1998, the Board of Visitors to Mary Washington College charged the administration, in conjunction with the scheduled SACS reaffirmation self-study, to conduct an alternative self-study to develop a strategy accommodating the college's transition to university status. A key part of this charge included specific language that the self-study consider this transition with the participation of its entire community, "making sure to preserve the programs, name, and distinctiveness of the existing college of arts and sciences."¹ What follows is a summary report of the findings and recommendations of the Steering Committee for the alternative self-study.

This report is organized in a manner that reflects the larger university structure that should be implemented in the future; a strategic plan that keeps administrative infrastructure to the minimum required to maintain the efficient operation of the institution, and to safeguard the autonomy of the individual colleges. The overarching strategy for the university, then, is addressed first with a focus on shared administrative resources and academic programs and services. Recommendations for each college follow in separate sections, in order to help keep the differences in mission and instructional programs clear and definitively distinct.

These recommendations are not intended to be prescriptive; rather, they seek to provide a model, a working target that will allow the institution to maintain its focus under both optimal and adverse financial circumstances, while simultaneously safeguarding the integrity of Mary Washington College and the James Monroe Center. It would be disingenuous not to acknowledge the budgetary crisis that the Commonwealth currently faces; responding to these challenges while protecting our instructional programs remains the central concern of this institution. The Steering Committee recognizes that the implementation of much of what follows will be constrained by funding difficulties currently affecting the entire Commonwealth; nevertheless, this

¹ The notion of preserving the existing college is crucial. What drives the current self-study reflects the fact that the strategic decision to establish JMC as a separate campus was made a decade ago as a specific way to attend to the growing regional needs for professional and graduate training while protecting MWC's traditional focus on the liberal arts and sciences.

report represents what we consider to be close to an ideal system for transition, and should assist with prioritizing goals during this process.

This summary reflects the deliberations of the Steering Committee. The Steering Committee reviewed the reports from the seven alternative self-study sub-committees and drew the conclusions presented here.² Over the past two years, working with the Steering Committee, these seven sub-committees conducted sustained and extensive research among analog institutions that have developed and executed similar transitions in order to establish patterns of success and to guard against the naïve repetition of errors. Further, they designed and conducted multiple surveys, focus groups, and interviews in order to assess the best ways to achieve the transition to university status from a broad range of sources. Current and prospective students, alumni, faculty, staff, administrators, and local business and community leaders all contributed thoughts and ideas to this effort. The specific committee charges address the following topics: Administration and Resources, Academic Affairs, Co-curricular Affairs and Student Services, Faculty Governance, New Programs, University Mission and Image, and University Relations and Development.³ The Committees' individual charges reflect a multi-pronged approach to the alternative self-study. In the context of its overarching goal, to produce a plan for the transition to university status, both conceptual and pragmatic concerns have been addressed in order to minimize disruption in the efficient operation of the new university. Moreover, the Steering Committee had to take into consideration that this transition has been in progress since 1999.⁴ Many of the Steering Committee's deliberations focused on refining, amplifying, revising, but ultimately building on strategies for the transition already in progress. These also include an effort to incorporate new initiatives into the Self Study, especially the recently announced 'customer-service' philosophy the institution encourages the faculty and staff to embrace. The Steering

² By design, the Compliance Committee has been operating independently. The chair of that committee has not been participating directly in the deliberations presented here. The Compliance Committee constitutes an eighth self-study committee.

³ The reports of the individual committees are included in Sections 4 thru 10. Alternatively, the individual reports submitted by each committee, with appropriate supporting documentation, are available on-line for perusal at your convenience at <http://www.mwc.edu/sacs/reports>.

⁴ This circumstance, in fact, shaped much of the discussion surrounding the work of the sub-committee on Academic Affairs (Section 4), and that of the committee on New Programs (Section 8).

Committee's goal is to unify, streamline, and coordinate this complex process by designing an overarching strategic plan.

With the director of the alternative-side of the Self-Study, the chairs of each sub-committee formed the core of the Steering Committee for the Self-Study, augmented by an editor, a consultant, and several ex-officio members representing various administrative functions. The Steering Committee met and deliberated over the course of the past two academic years and during retreats held over the summers to discuss, refine, and synthesize our research. This report represents not a summary of the individual sub-committee reports; rather, it is a synthesis of the deliberations conducted over this period, shaped by the Steering Committee. The central question at stake is: How can we develop a model for a university that provides, within the constraints of limited physical growth, educational opportunities that effectively serve the professional needs of our regional community, while preserving the integrity of the traditional residential liberal arts and sciences milieu that has historically defined Mary Washington College? Below we present our best efforts at answering that question.⁵

Mission and Image

Beginning with first principles, the Steering Committee endorses the work of the Committee on Mission and Image and recommends the adoption of the three mission statements below, one for the university, and one for each of the respective colleges, in the following context.

The new university will be the only public university located in the center of the busy Richmond—Washington, DC corridor. The university currently consists of two colleges serving two distinct student populations that require substantively different

⁵ It is important to note that the committee decided to pursue its charge as efficiently as possible, and to avoid duplicating, or indeed impeding, the efforts of other college committees as they continue their work. For example, some of the changes that we support in this document—especially those that surfaced early in the deliberations—have already been at least partially initiated by independent college action. The most important of these concerns address issues that affect technology and innovation at both campuses; a standing college committee is already devoting a considerable amount of time and research exploring how best to deploy specific technology across both campuses. Moreover, in August the college appointed a new director of information technology. Once that search was announced, the Steering Committee decided that the interests of the College would be best served by allowing the new CIO to reorganize his department in coordination with other senior administrators. The relationship of the Self-Study and its recommendations to ongoing change at the college, then, has been negotiated as carefully as possible and is noted in this report where appropriate.

missions. Mary Washington College, our original institution, is the only public liberal arts and sciences college in Virginia. The institution is justifiably proud of its accomplishments, and strives continually to improve the academic and co-curricular quality of its offerings. Its success depends on the dedication of its administrators, faculty and staff, and their willingness to respond and adapt to a rapidly changing set of expectations from its students. MWC endeavors to offer an education comparable to the traditional private Ivy League colleges, but at the cost of a public institution. James Monroe Center is a growing school of applied sciences and professional studies. JMC aspires to define the high quality professional education college, offering higher quality programs than its private and for-profit counterparts, at the cost of a public institution. Further, JMC serves its regional constituents, and does not limit its offerings to those that are currently profitable. As a specific and important part of its mission, JMC offers programming specifically designed to respond to the needs of our community.

Neither school's mission includes aspirations to become a large graduate research institution, and both seek to retain a traditional emphasis on teaching excellence. A university with a small college 'feel,' the missions of both schools exemplify traditional values of academic excellence: small classes, and a high degree of interaction between faculty and students. Graduate research programs are added only where appropriate to each school's respective mission, although research certainly represents an essential part of what students and faculty do as a matter of course. At this institution, however, research is not an end in itself; rather, it enhances the teaching effectiveness of our programs.

The university must provide the administrative structure for supporting two campuses serving two distinct populations: traditional age students seeking a residential, liberal arts and sciences education, and adult students pursuing professional or graduate education. Each campus has its own academic culture, appropriate to its mission. The two campuses possess separate faculty, while sharing senior administrative staff, facilities services, and other support infrastructure. The university must be designed to remain flexible in response to the changing needs of its two communities.

The recommended university mission statement, leaving aside the question of its name, reads as follows:

BLANK University is committed to serving as a premier public institution of higher education, by cultivating an environment of academic excellence and fostering life-long learning. The university provides the structure to enable multiple colleges and centers serving distinct populations to fulfill their missions. The university is designed to remain flexible in response to changing needs.

The committee recommends the adoption of the following mission statement for Mary Washington College:

Mary Washington College emphasizes excellence in the liberal arts and sciences through freedom of inquiry, personal responsibility, and intellectual integrity. Instructional and experiential programs provide students a sound general education, the understanding of their responsibilities as citizens in the broader, diverse community, and the skills necessary for creative and productive lives.

The committee recommends the adoption of the following mission statement for the professional College:

BLANK College supports regional economic development, professional advancement and personal life-long learning by providing accessible, quality education. The College offers programs tailored to the needs of adult learners, professionals, and the larger business community.

We also recommend that the James Monroe Center for Graduate and Professional Studies be renamed the James Monroe College as we move towards becoming a university. We also endorse the committee's recommendation to hire an outside consulting agency to help us define an appropriate image for the colleges and the university, and to implement an effective marketing campaign that will communicate our vision for the university to all our constituents.

Once the vision and mission statements are accepted, the work of developing and marketing images can begin. A strong consensus among all of the subcommittees indicates that MWC and JMC should promote largely separate and distinct images.

Further, the images of the colleges should be promoted ahead of that of the university, for at least the first five years, in order to capitalize on both our resources and our strengths. Nevertheless, the committee endorses the recommendation of the Mission and Image sub-committee that the image of the new university should be defined as a premier public institution of higher education, both in the liberal arts and sciences and in the growing areas of professional education and applied sciences. Academic descriptors to promote the new university include: academic excellence; broad based and widely applicable curricula; challenging; diverse graduate and undergraduate degree programs; highly respected; intellectual, and most importantly selective with an unwavering commitment to honor.⁶

Bearing in mind the distinct populations that each college serves, the image for JMC should promote its emphasis on professional or graduate education. The image should focus on academic descriptors that appeal to its student population; e.g., advanced degrees; career enhancement; faculty with diverse experience; graduate programs, etc. Institutional descriptors should include: accessible facility; adult-friendly; convenient; flexible schedule; non-traditional; technology-oriented, etc. JMC should also continue to promote its image as an affordable option for programs and professional advancement. Finally, JMC should continue to emphasize that it provides Graduate and *Professional* education, rather than Graduate and Continuing Education. One of JMC's key strengths and one source of its competitive edge, is its focus on offering a quality education, rather than on profits, for adult students in both undergraduate and graduate programs.⁷

Mary Washington College's image as a public liberal arts college should continue to be promoted in the context of its residential, traditional age student body. There is strong consensus at the institution that the quality of its programs, and its reputation for excellence and affordability be preserved. Academic descriptors appropriate to its mission include: access to technology; attentive faculty; challenging curriculum; diverse internship opportunities; emphasis on teaching; small classes, study

⁶ See further the sub-committee report on University Mission and Image (Section 9), as well as the sub-section on JMC below (See footnote #28). The commitment to a student-governed honor system is important to the history and tradition of MWC, and its inclusion in the university mission statement reiterates its importance in a significant way.

abroad; etc. Institutional descriptors include: community values; residential campus, service learning, and picturesque setting. Athletics, student Services, career preparation, and prestige should also be included in developing MWC's image. Finally, given current economic conditions that are expected to continue for the short term, MWC should promote its affordability and comparability to a significantly more expensive Ivy League experience. The traditional and the innovative, then, should form the core of MWC's image.

A Vision for the University

In light of these mission statements and the goals they reflect, the Steering Committee has synthesized its findings first in terms of the larger shared organizational structure of the university itself, and second in terms of the specific structure of each college, targeting key needs and objectives. The largest number of new positions and resource allocations (exclusive of faculty) operate on the university level; these include several new senior staff positions and additional support staff. The university will coordinate many of the functions for both colleges including admissions and financial aid, registration and other academic services, student affairs, university relations and development, library services, distance learning, and information technology. The university must tailor these functions to fit the different needs of the respective faculties and students at each campus by working closely with the administrators in the individual colleges.

The Steering Committee recommends several changes to the existing organizational structure to create a flexible university-level management system that can adapt to foreseeable, as well as unforeseen changes, in the years to come. In many ways the changes proposed resemble a traditional university structure; however, great care has been taken to optimize the academic autonomy of the colleges on the one hand, and enhance communication and coordination at all levels on the other. There is absolutely no question that both Mary Washington College and the James Monroe Center are well-run institutions, and that their operational success is due to the Herculean efforts of many

⁷ This is a point of considerable significance. The research conducted by the Committee on University Mission and Image supports the perception that for profit institutions produce a markedly less valuable educational experience, documented in Section 9.

of its administrators. The current organizational structure, however, is overextended by the demands placed upon it. In order to maximize the efficiency and capitalize on new opportunities, some reorganization to improve coordination and communication is warranted. Central to this reorganization is the addition of three university-level positions that we feel should be put in place early in the transition: a Chief Planning Officer, a Chief Academic Officer, and a Chief Information Officer.⁸ A revised organizational chart is appended (Appendix 1).

University Planning

The appointment of a Chief Planning Officer preferably reporting to the President with responsibility for coordination of all strategic planning for the university seems of paramount importance at this time. The Steering Committee recognizes that planning is a multi-dimensional operation at any academic institution. Different operational responsibilities need to be coordinated in light of separate organizational functions and demands on limited resources. At this level, planning responsibilities should include the areas of Business and Finance, Student Affairs, Facilities Services, Institutional Research, and Human Resources. Currently, planning is conducted in a piecemeal fashion, with different responsibilities parceled out to different offices that operate on different time schedules and with very different goals. One office should be accountable for coordinating these efforts.

Strategic planning especially with respect to resource allocations will be crucial to the successful operation of the new university.⁹ Effective budgeting depends upon the quality of an institution's strategic plan. Such a plan must balance the heavy demands on resources necessary for both operational and instructional programs, and set goals

⁸ We have avoided assigning specific titles such as Provost, Vice President, etc. to these positions. The intent of the titles we are using is to describe the function of these positions.

⁹ 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. 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." Bryson, John FILL IN FOOTNOTE. The work of the committee on Academic Affairs (Section 4) and the committee of Administration and Resources (Section 5) share this emphasis with respect to planning. Both committees concur that coordination is crucial to the efficiency of the transition to the new university. See also the report from the Committee on New Programs (Section 8).

accordingly. The Commonwealth of Virginia has utilized a performance budgeting system for Commonwealth agencies since 1995. The Commonwealth's budget system is linked to strategic planning, performance measurement, and program evaluation. A CPO would perform the same function at the new university, coordinating all these operations with the instructional programs, in consultation with appropriate administrators, faculty, and staff.

Further, this office would coordinate the research and data collection activities of other aspects of the university's operations, including market studies required for new program development, the assessment of current programs to ensure conformity with COC-SACS and State Council of Higher Education of Virginia (SCHEV) requirements and to assist with academic planning in individual academic departments and programs.

Academic Affairs

The Steering Committee endorses the recommendations from the Administration and Resources Committee to create a position of Chief Academic Officer (CAO) reporting directly to the President. We also concur that the new CAO should be an outside hire, even though this practice can be fraught with peril. This is a vexed question. Certainly, arguments to hire a CAO from within the institution can be compelling. Yet, most of such arguments trade on the notion that institutional memory and familiarity with the faculty, including cognizance of faculty politics, are helpful to administrative success in some cases. However, it is precisely this privileging of past practices and traditions that we feel could be detrimental to the new institution, and should be avoided on the university level. Drawn from a national search, with extensive experience in administration at the university level, such an individual could provide a fresh vision for the new university, while safeguarding the strengths in each college in conjunction with its Dean of the Faculty. One key charge for the CAO is to support the autonomy of each college by ensuring that the university coordinates all academic services efficiently, and delivers them in a way to meet the needs of the different Colleges, Centers, and Programs. Further, the CAO would provide communication and coordination between the colleges, providing assistance to each, while preserving the autonomy of both, ensuring that unnecessary duplication is avoided. In the committee's view, this appointment is

critical to the long-term success of the university and the development of a strategic academic plan.

While academic affairs at the campuses will become increasingly independent, they must be coordinated at several levels. Currently, JMC requires the support of MWC staffing and services in most areas. Administrators at both campuses agree that the complete duplication of administrative offices and services is neither feasible nor reasonable in the near future, and that a large part of academic services for the university should remain centralized on the MWC campus, in part due to space limitations at JMC. These services include the offices of the registrar, career services, disabilities services, and international programs. Other responsibilities coordinated by the Chief Academic Officer would include the academic catalog, academic program review, and accreditation.¹⁰

The addition of a CAO to the university's organizational structure will allow the roles of the Dean of the Faculty at MWC to be better focused and more clearly dedicated to faculty affairs, and the specific demands its academic programs represent. Currently, the office of the Vice President for Academic Affairs and Dean of the Faculty supports academic services at JMC. As a result, this office is over-burdened as it attempts to respond efficiently to demands from substantially different communities. In order to relieve this situation, in the proposed administrative restructuring, the Dean of the Faculty of MWC and the Dean of the Faculty at JMC would both report to the Chief Academic Officer. The CAO would then be responsible for coordinating academic programs, ensuring that the curriculum at the two campuses do not overlap, and coordinating academic services at both sites. The university will eventually need to add additional administrative staff to JMC in order to accommodate its growth.

Finally, the role of the CAO is specifically conceptualized to accommodate growth at both campuses, particularly when both campuses share an investment in programs that logically connect. In the areas of both Business and Education, for example, the difficulties with respect to coordination are already acute. The relationship between the Business programs at MWC and JMC needs to be clarified with respect to

¹⁰ This is not to suggest that planning, program review and assessment should not be done at the college level; indeed, it is expected that the office of the chief academic officer will draw heavily from data collected at the respective colleges.

policies and procedures so that faculty and students at both campuses are satisfied that the high standards of both colleges are upheld. More immediately, concerns with respect to the university's large education programs must be addressed. Focus group discussions consistently indicated concerns in this area that could be resolved by a central academic office.¹¹ Specifically, although education programs are administered separately at each campus, the State views them as a single entity. Therefore, state-mandated reports must be prepared with extensive cooperation between the two departments. In order to maximize the efficiency of the extremely successful education programs on both campuses, a single office should be identified as responsible for accurately filing reports with the State. The CAO's Office could serve as the contact point for this documentation and develop procedures to streamline and facilitate these mandated demands. 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 CAO. Business programs have also been identified as significant points of growth at the new university; with the academic programs organized under a CAO, additional schools could be added with a minimum of disruption.¹²

Information Technology

In accord with the recommendation by the Administration and Resources Committee and in light of the greater demands that a university system will place upon our information technology infrastructure, the committee recommends the creation of an Office of Information Technology, under the direction of the Chief Information Officer (CIO) who was hired in July 2002, and currently reports to the Vice President for Budget and Finance. Given the critical role of information technology in all facets of the educational enterprise, we think the needs of the institution would be best served if the CIO reported directly to the President. The centrality of information technology to the efficient operation of the university cannot be overstated. Information technology serves

¹¹ The urgency with respect to the need to develop a mechanism to conform to the State's reporting requirements in educational program should not be underestimated. See the reports from both the Committee on Administration and Resources (Section 5) and the Committee on New Programs (Section 8)

¹² This conclusion reflects input from both the committee on Administration and Resources and that of the Committee on New Programs. In order to move forward effectively with plans to expand the degree offerings at JMC, this difficulty must be resolved. See Sections 5 and 8, respectively.

two very different functions, one to support academic computing, and the other to enhance teaching, incorporating technology into the traditional purview of academics. In order to accommodate this dual function, a specific technology plan is clearly called for and should be a high priority for the new CIO.¹³

While the needs of academic computing to support academic services appears obvious, the importance of the use and application of technology to academic instruction is of equal importance to the success, credibility, and competitiveness of the university on both campuses. The use and application of technology to academic instruction, almost nonexistent just a decade ago, is now flourishing on both campuses. Computers are everywhere: word processing, PowerPoint presentations, statistical analyses, Internet library searches, web page designs, and DVD instructional films, 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 at MWC 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

¹³ The work of the Committee on Administration and Resources has thoroughly investigated and described the overarching status of information technology in their report (Section 5). Parallel recommendations appear in the report from the Committee on Academic Affairs (Section 4). Distance learning and its

student. Moreover, the Director of Instructional Technology served as an advocate and lobbyist for the academic interests of the college. This kind of progress must be sustained and expanded.

Further, the technological side of the mission of the James Monroe Center dramatically increases the already expanding demand for technology in the areas of teaching, student services, and student affairs. Distance learning on both campuses, adequate support for using technology in the classroom, and the need for flexible and user friendly administrative systems, demands a dedicated office to support these multiple functions.

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; and Telecommunications. According to interviews with key personnel, this bureaucracy is fraught with disorganization and internal strife, and is often perceived to be 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 interviews was the plea for some central organization and direction. In addition, we learned that morale falls as frustrations with ageing hardware and outdated software systems increase. Keeping services and

concomitant demands on technological resources is documented below and in the report from the Committee on New Programs (Section 8).

operations going has taken heroic effort from personnel, and the whole system is, like that of Academic Services, overburdened.

Coordination among various operational functions again surfaces as a key task for this university-level position. Additionally, the CIO should oversee the university webmaster to work in concert with University Development, Admissions, and other offices in order to ensure the safeguarding of our image and the consistency of our web pages. Further, in coordination with the CAO, a well-indexed, easily searchable format for all policies and procedures should be made available on line as soon as possible. The College does not currently have a single, easily accessible website containing all the policies and procedures affecting 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 contains the appropriate links that pertain to each campus. 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, including academic regulations, readily available. For example, the fact that courses are offered on the JMC campus at different times and for different periods, e.g. seven vs. fourteen weeks, will require different policies in some cases. Moreover, 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 a shared responsibility between the offices of the CIO and the CAO.

Clearly, the time is right to encourage the new 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. Information Technology is central to the function of the institution as a whole and for this reason we think this individual should report to the President.

Admissions

Although the Steering Committee recommends one academic catalog for the university, the office of admissions should continue to provide separate admissions catalogs for MWC and JMC.¹⁴ An academic catalog is not a marketing tool; admissions catalogs are, and remain central to recruiting excellent students to both MWC and JMC. Marketing is at the heart of any institution's success and the new university will be no exception. Marketing must be coordinated between the office of admissions and the office of university relations to ensure that marketing is unified to the effect that neither campus advertise to the detriment of the other's programs.

To serve that goal, the university should continue current practice, with one central Admissions Office coordinating admissions for both campuses. An Admissions Office should continue to be located on-site at the James Monroe Center. A central office serves to coordinate effort and avoid redundancy, yet it is important to have a branch office on-site at each campus. Given that the adult undergraduate and graduate student admissions process serves a different population and must be more flexible than the traditional BA/BS model, there is a need for maintaining an on-site office and skilled admissions professionals to field inquiries and facilitate not only admission but also registration, on an expanded schedule.¹⁵

Student Affairs

The success for the College's recently announced initiative for a 'customer-service' approach to delivering instructional and co-curricular services will be most obviously tangible and immediately visible in the areas of student affairs. We endorse the

¹⁴ See the subcommittee report on University Mission and Image, Section 9, Appendix 14 on the debate over the catalog

recommendations from the Committee on Co-curricular Affairs and Student Services. Clearly, as the institution grows, the Office of Student Affairs will need to expand its services to students on both campuses. At both the individual Colleges, discussed below, and at the university level, this office needs to work at better communication with students on both campuses, especially with respect to financial aid, and policies and procedures that directly affect student life. The development of appropriate web pages may resolve some of these concerns. Scholarship information needs to be better disseminated; funding for scholarships must be increased on both campuses.

The Steering Committee endorses the College's efforts to expand its athletic facilities, and notes that additional athletic training staff will be needed to support the health and safety of student athletes. The university should consider adding lighting to some outdoor facilities, and make sure that running tracks and fields are maintained in good order. The committee also notes that the facilities are currently designed primarily for the students on the Fredericksburg Campus. Additional concerns regarding the athletic facilities are addressed below in the section on Mary Washington College student affairs.

Parking continues to be an issue of great concern on both campuses; parking must be expanded at both facilities. Proximity of parking to facilities is important to faculty, students, and staff. Security concerns at parking lots also need attention, especially as the university considers proffering the notion of parking decks and off-site arrangements for the future.

Given that the resources at MWC and JMC are at a premium, the greatest impact SACS Self-study could have on the immediate developmental needs of students is through changes of policies and procedures. The data collected through focus groups and the Self-Study Survey of JMC and MWC students frequently indicated a need for greater flexibility on the part of the administration.¹⁶ One of the most repeated concerns focused on the flexibility of operational and facility hours. The traditional time frame of the business day works well for administrators and staff, but may not be as beneficial for

¹⁵ This is a consistent theme that surfaced in almost every aspect of our research. See the reports from Academic Affairs (Section 4), Administration and Resources (Section 5), Co-curricular and Student Services (Section 6). The college may wish to consider rescheduling staff as soon as possible.

students. JMC students readily complained that the hours of operations for administrative offices often conflicted with the schedules of adult learners. Students on the MWC campus consistently point out that the 9 am to 4 pm time frame often conflicts with class schedules. Having a designated day of expanded hours once per week was suggested as a way of alleviating some of these challenges in the short term. The motif of flexible scheduling recurs in more general facilities use, and students should be able to make optimal use of both campuses.

The Steering Committee endorses the institution's long-term goal to purchase and renovate a multi-use facility, or convocation center east of College Avenue to provide a venue for expanded programming. Student surveys indicate strong support for bringing programs of national reputation to campus; however, current space limitations preclude the feasibility of contracting such entertainment until an adequate space is available to ensure profitability. In the short term, the office of Student Affairs should work more closely with students to assist them with publicizing events on campus. Additionally, such a center would greatly enhance our athletic facilities, providing greatly needed opportunities for students to pursue a wider range of physical activities.

Student Affairs represents 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 student retention.

Administration and Infrastructure Investments

Although a central long-term goal for the university is raising capital for the expansion of JMC's classroom facilities, in the short term the largest allocation of financial resources necessary for the transition to university status connects to

¹⁶ See the recommendations and survey results in Section 6, Co-curricular Affairs and Student Services and footnote 15.

technological functions. Other long-term investments should be determined by the university's growth rate, the need to respond to COC-SACS requirements (or other matters concerning accreditation), and quite simply by the operating funds allocated by the General Assembly. It has been a consistent and prudent operational practice for the institution to keep administrative overhead to a minimum in order to squeeze out dollars for other priorities. In this context then, the near-term investment priorities suggested here pertain to academic services (including the registrar and library), and to technological innovation in the classroom, including distance learning as it would operate in distinctive ways at each college. We strongly recommend that the existing administrative computer system be replaced as soon as possible, and new software installed to centralize and allow access to the wide variety of data bases it currently supports. Further, we support the New Programs Committee recommendation that we investigate and subsequently invest in the technology (hardware and software) required to support further development of distance learning on both campuses.¹⁷

New administrative software and hardware should be purchased and installed as soon as possible. Much of 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 completely 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 [our current system] actually causes more work than it was supposed to clear up."¹⁸ In addition, the server on which the software runs is aging

¹⁷ See the New Academic Programs Report (Section 8).

¹⁸ Administrators, faculty and staff are all clearly frustrated by these difficulties; see the extensive documentation in the subcommittee report on Academic Affairs, Section 4. Much of the information contained in the technology section here follows closely the recommendations from the report on Academic Affairs, other supporting documentation can be found reports on Administration and Resources (Section 5);

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 approach 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 potentially 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.

Our research demonstrates that students at both campuses need better access to academic services and technological support, both for distance learning and for traditional contact courses. Specifically, students have indicated a need for greater access to these areas during non-conventional hours of business. Therefore we concur with the recommendation from the Academic Affairs Committee that additional staff be added in the registrar's office, and in other areas of academic services to provide students with appropriate and timely access to these functions. Moreover, the university structure will need to be sensitive to the very different academic scheduling tracks and calendars in operation at each college, and ensure that information systems access is not interrupted at either site. Finally, implementing a streamlined system would alleviate student concerns for expanded scheduling for these services outline above.

At both campuses students are technologically savvy and would benefit from 24/7 help desk support for computer assistance. This will become of even greater importance as distance learning and other advances in pedagogical technology are incorporated at both colleges. Initially student aides and the judicious application of database technologies with search capabilities may allow expansion of this service with minimal costs.

In accord with the recommendations of the Academic Affairs Committee, the Steering Committee also recommends the appointment of more general administrative support, including in the Office of the Registrar, Academic Services, Information Technology to provide needed personnel for the JMC Campus as soon as possible. Moreover, we recommend additional staff in the Offices of Business and Finance, and Legislative Relations to provide assistance with project specific support.

Communication & Coordination

Although a central objective for the effective transition to university status remains the safeguarding of the autonomy of the individual colleges, especially in the areas of curriculum and faculty governance, communication and coordination between

the campuses must be maintained in order to create a real university community. To enhance communication, coordination and participation in the decision-making process, the Steering Committee advocates the formation of three new committees that would operate on the university level: a committee on Planning, Assessment, and Resource Allocation Council (PARAC); a University Council, and a Faculty Assembly.¹⁹

Working with the CFO and the CPO, PARAC will develop and implement a university-wide planning process linked tightly to the budget. PARAC would be responsible for the coordination of planning and assessment activities across the university. PARAC should be made up of faculty and Senior Staff. Long-range planning efforts should include input from both the instructional and the operational branches of the university, including input from the operational plant, building maintenance, and ground keeping. Fiscal issues should be reviewed and updated on a regular basis. Measurable goals and objectives for all offices should be one outcome of the planning process established by PARAC. 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.

PARAC would also provide a venue to explore new ideas and prioritize decisions about their relative value and potential for further development, including current programs, special programs to attract and retain minority student populations, increasing student participation and course offerings in summer school, establishing study-abroad incentives for students.

The college budget ultimately reflects institutional priorities as the president determines them. Traditionally, a small group of senior administrators make 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 participatory

¹⁹ These recommendations represent some adjustments from the preliminary reports of the sub-committee on Administration and Resources (Section 5) and that of Faculty Governance (Section 7). The goal of these committees at the university level, regardless of what they are called, can be distinguished by the focus of

access from the stakeholders of that community; strategic planning that develop funding priorities must be communicated with greater clarity. Consensus with respect to funding cannot, perhaps, be hoped for, but an informed, if disgruntled, community would represent progress in this area.

The University Council would serve as a conduit to improve a consistent perception that a communication breakdown interferes with the optimal functioning of the institution. Regular meetings among representatives from all components of the university should be established to inform administrators and key faculty about concerns that would interfere with the smooth operation of the university. This Council should be chaired by the CAO and involve other administrators in its agenda on a routine basis. Consistently, at both campuses, administrators, faculty, and staff report better communication is needed among MWC and JMC decision makers and those staff and faculty who implement college policies and procedures. Faculty and staff also need and desire a better sense of internal policies and developments at both campuses. We hope that 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, especially when morale is already low due to fiscal crises. Furthermore, the university requires 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 administrators on matters of shared university concern including but not limited to such areas as procedures, curriculum, hiring and contract policies. Much of this coordination will take place in the CAO's office, but the informed cooperation of constituents must be obtained if significant, lasting progress is to be made.

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 to the College as well as the college president should endorse the University Council, thereby validating its

their respective charges, budget and resource allocations, more traditional faculty governance, and improving the communication and cohesiveness of the university community.

existence and its areas of jurisdiction. Specific dates should be reserved in the institution's calendar to accommodate Council meetings.

The Faculty Assembly, made up of faculty representatives from all colleges, would serve in an advisory capacity to the CAO within the traditional provenance of Faculty Affairs. The institution will need—at some point in the future—a university-level system of governance to address faculty concerns and serve in an advisory capacity, with an eye to expanding collaboration and communication between the two campuses.

Data collected from analog institutions indicates that at some point in the development of the university structure, institutions have needed an overarching structure to consider issues of concern to the entire faculty. Even at institutions where most faculty governance takes place at the home campus through a system of faculty committees, some kind of faculty senate, faculty council or faculty assembly operates on the university level. The traditional provenance of this assembly is to review and to recommend university-wide policies of interest to the faculty such as welfare, long and short-term institutional academic planning, and other matters pertaining to faculty rights and responsibilities.²⁰ One area of particular concern in this respect, for example, is that of intellectual property rights. This is especially true for faculty teaching in electronic environments.

University Relations

The Office of Development and University Relations seeks financial support and promotes the image of the university to its broadly based constituency. Increasing the endowment of the university is a central priority for this office. In terms of fund-raising, university development should continue to work to promote the university among alumni from both colleges and from among its other benefactors. Marketing and image then serve the university not only in terms of attracting qualified students, but also in terms of supporting its long-term financial goals. Plans for implementing a new facility for this office, that will significantly improve its presence on campus are already under way.

Specifically with respect to the transition to university status, the Office of University Relations and Development must work carefully to preserve the image of the

²⁰ See the data collated by the Committee on Faculty Governance (Section 7).

university and of both colleges. Broadly speaking, marketing and image must be coordinated through a single office, and should be coordinated closely with the Office of Admissions. There should be centralized accountability as we develop a process to coordinate marketing and image among university relations, admissions, and our public website. Moreover, a concentrated effort to disseminate the status of our transition must be made available to interested alumni and other members of the Mary Washington community. The college's website, and other communication tools such as *MWC Today* could focus on the College's planning for the transition. Our community must be well informed about our efforts to safeguard and protect MWC's commitment to the liberal arts and sciences. At the same time, a concrete understanding of JMC and its mission will help our community to better appreciate the extraordinary potential of their programs.²¹

The Development Office must continue to work hard to expand the endowment of the institution to help offset the painful reductions in operating funds generated by the State's budgetary crisis that will continue to degrade the institution's ability to maintain its mission, at least for the next five years. Realistically, recovering from the consequences of these budget cuts will take at least ten years should funding be restored, simply to close the gap on deferred projects. Additional funds are desperately needed to provide scholarship monies, increase faculty development opportunities, fund building projects, and generally support the long-term goals of the institution. Good progress has been made in the last decade to increase the endowment, and the Mary Washington College Foundation hopes to continue to increase its fundraising success. The safeguarding of the quality of the institution can no longer rest so disproportionately at the mercy of the vagaries of a rapidly shifting economy. Recruitment and retention are already suffering among both faculty and staff. The Development Office should continue its efforts to identify and aggressively pursue new donors to fund specific institutional goals, including ways to promote diversity through the funding of significant minority scholarships.

Alumni relations represent a significant area of responsibility for this Office, and programs must be developed to appeal to the very different interests of graduates from

²¹ See further the subcommittee reports from University Relations and Development (Section 10), and University Mission and Image (Section 9). This was another strong point of agreement among the Steering Committee members during discussion.

JMC, while ensuring that the needs of both campuses are adequately represented. Ultimately, staffing in this area will need to be expanded in order to provide the necessary resources to accomplish this goal. The Steering Committee concurs with the recommendations from the subcommittee on University Relations to restructure the alumni association to include graduates from JMC.²²

The Vision for the Colleges

The Committee recommends that in the areas of Faculty Governance and Curriculum each college work independently. All of the subcommittees agreed that autonomy for each college is of central importance to the successful development of their very different missions. Decisions affecting curriculum would remain under the control of each faculty; however, the committee agreed that the CAO, in concert with the CPO and the faculty, would need to take a strong role to avoid redundancy and other potential conflicts at both colleges.

James Monroe Center (College)

Consistent with its mission, JMC should continue to expand its curricular programming over the next ten years in both degree and non-degree programs. To achieve this expansion, we assume that the construction of the second and third buildings on the JMC Campus is a very high priority. Within the next five years, JMC will add several core specializations in both its education and business undergraduate and graduate programs. We support all of the New Program Committee recommendations regarding the introduction of new programs including the introduction of a new Master's degree in Information Systems (MIS) degree at the James Monroe Center. Long-range planning should include the investigations recommended by the New Programs committee, including the possibility of adding doctoral programs after the next reaffirmation study. Non-degree programs, including a wide variety of certificates should continue to be developed by JMC in order to serve the immediate needs of regional businesses and professionals.²³ Finally, in order to emphasize the autonomy and

²² See Section 10.

²³ See Section 8. The question of separate graduations is also addressed briefly in Section 9, the subcommittee report on University Mission and Image.

recognize the differences between the diverse student populations on each campus, the Steering Committee endorses plans to hold a separate graduation ceremony at JMC in the spring of 2003.

In addition to the recently added undergraduate major in e-commerce in the Bachelor of Professional Studies, a major in human resources should be added in the near future. The implementation of other new undergraduate majors should be studied for the longer term. The Steering Committee endorses the recommendations of the New Programs Committee, especially with respect to their signal for cautious expansion in the undergraduate program. Any new undergraduate major must be carefully considered with respect to its feasibility, enrollment potential, and relation to existing majors. For example, programs in both nursing and engineering have attracted positive responses from the regional community. However, the costs associated with these majors suggest that brokered or partnership arrangements would better serve the interests of the new campus.

Some new graduate core programs at the master's level should be incorporated into JMC's offerings in the short term, especially those which exhibit an established connection with the Master's of Education and the Master's in Business Administration.

With respect to the Master's of Education, for example, additional cores in instructional technology and in library media should be added in the next five years. In the longer term, cores in school counseling, reading specialist, and psychological counseling should also be added. Although significant demand has been identified from the community, the addition of a doctoral program in the next ten years is more problematic and should be delayed. A doctoral program in education would significantly impinge on the new university in a variety of ways, with funding a central concern. Moreover, the awarding of a doctoral degree would require the approval of the General Assembly. For the present, brokered programs developed in partnership with other Virginia institutions warrants further study.²⁴

New core areas of study in the Master's in Business Administration should be pursued along parallel lines. A concentration in accounting is currently scheduled to be

²⁴ See the report from the committee on New Academic Programs (Section 8) for a more detailed assessment of potential graduate programming at JMC.

added to the MBA program in the fall of 2003. In the near term, concentrations in e-commerce and in public administration should also be incorporated into the program. Finally, in keeping with its technologically specific mission, a graduate degree in information systems should also be added in the short term, possibly as part of the MBA.

Certificate and Non-Degree Programs The Steering Committee endorses the recommendations from the Committee on New Programs that JMC continue its current procedure with respect to certificates and non-degree programs. In this area in particular, JMC has responded to the professional needs of the regional community, and has sought to customize them to satisfy students. Additionally, however, JMC must work harder to communicate the function of these certificate programs to faculty and staff at MWC. Perhaps a matter of perception without substance, in this case it appears to be a distinction without a difference. There is considerable confusion and some degree of skepticism among faculty at MWC with respect to how these kinds of programs affect students who matriculate at Mary Washington College. This could well be a priority of the Faculty Assembly or the CAO, but absent those vehicles greater efforts must be made to reassure faculty that academic quality and integrity is being safeguarded with respect to courses and the awarding of credit earned from certificate and non-degree programs. MWC faculty who approve awarding of these credits should also share in communication efforts.

Distance Learning Distance learning needs to be developed at JMC in a manner consistent with its mission. Electronic delivery of courses could be a powerful tool for students and faculty; however, the committee recommends that the distance learning matrices developed by the New Programs Committee be carefully reviewed.²⁵ As their work demonstrates, courses delivered all or in part by electronic means demand substantial additional information system expenditures. In order to create a viable distance learning environment, the university must allocate funds for dedicated hardware, for new software, and for appropriate faculty and student support specifically geared to

²⁵ See Tables 1-3 from the Committee on New Programs (Section 8).

distance learning. A staff member in the office of the CIO should coordinate distance learning on both campuses.

JMC's plan for an e-campus environment provides the basic infrastructure for a new learning community that will complement current educational opportunities. The college will continue to offer a mix of traditional classroom instruction in conjunction with distance learning. However, JMC must also prepare for a range of possibilities in a rapidly changing electronic environment, from web enhancement of traditional on-campus courses to the delivery of fully on-line courses.

Distance learning requires a formidable commitment of resources. To proceed responsibly, it must clear that there will be a stable funding base for distance learning. The college will need to support faculty who can effectively design, develop, and deliver distance learning courses and programs. Moreover, it will need to develop recruiting, admissions, financial aid, registration and advising services appropriate to the distance learner. Other services necessary to the success of distance learning include provision for library resources, reference services, information literacy instruction, while maintaining the human and technical resources and network infrastructure necessary to reliably support distance learning.²⁶

Student Life In addition to the expanded role for Student Affairs at the university level suggested above, students at JMC have campus specific needs. In accord with the recommendations from the Co-Curricular Affairs and Student Services Committee, the Steering Committee supports the recommendation that student Services should be developed at JMC with an eye to assisting students who already have rigorous schedules beyond the classroom.²⁷ The co-curricular requests from the students at JMC are modest; they would like comfortable lounge space where they can network with each other, and they want better vending services, i.e. healthier foods and quality coffee. The

²⁶ The complexities of distance learning at JMC are amplified in Sections III and IV of the report from the Committee on New Programs (Section 8). The role of the CPO in achieving these goals is central. It is clear that all facets of the university will have to change considerably to accommodate the goals envisioned for JMC. Costs associated with electronic resource requirements to support distance learning on both campuses are substantial, exclusive of additional human resource investments in both faculty and staff.

²⁷ These suggestions parallel those made by the sub-committee on University Mission and Image, especially in its conceptualization of the mission for JMC. The specific documentation for the

Office of Student Affairs should work with students at JMC to assist them in providing mechanisms for their own governance, including a student handbook and judicial system; all documents of this nature should be readily available on-line. A ‘back-to-college’ refresher seminar would be useful to returning professional students and should be incorporated into the academic advising process. Finally, the university’s commitment to the honor system must be formalized at JMC.²⁸

JMC must develop ways to foster and encourage student personal development, in a way that is appropriately structured to the adult learner. The Steering Committee endorses the recommendations from the sub-committee on Student Life and Co-curricular Affairs in this area. Specifically, formal and informal programs presenting issues of ethics and community responsibility should be introduced across the broader institutional scheme. In addition, conflict management programs, including peer mediation, that assist individuals with interpersonal conflicts should be introduced as a resource for students.²⁹

At this time, JMC has no judicial system, nor structured behavioral guidelines defining students’ rights and responsibilities. Although the center subscribes to the Board of Visitors approved “Statement of Community Values,” guaranteeing student rights and the proper execution of policies on the part of the faculty and staff, a concrete mechanism to address behavioral issues would facilitate the process. Surveys of current JMC students indicate they share a strong interest in the College’s commitment to honor. The students need assistance with developing the self-governance procedures that would allow the system to work effectively among the members of the student body.

With respect to academic support services, additional hours and staff must be provided for the scheduling needs of the professional student, especially as enrollment continues to grow. At this time, despite the inconveniences, academic support offices should continue to be located at MWC, with restructured hours. In the registrar’s office, the current 30-hr./week position needs to be boosted to a full-time, 40-hr./week position

recommendations for student life in this report is contained in the sub-committee report Co-curricular Affairs and Student Services, (Section 6).

²⁸ It is significant to note here that the students polled at JMC indicate interest in working towards developing a honor system at the campus. As the sub-committee on Co-curricular Affairs and Student Services notes, however, student self-governance is central to the concept of honor at MWC, and informs the rest of the goals articulated here. (See Section 6).

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.³⁰

An especially important priority is improving library resources, for both distance learning and traditional contact classes in order to comply with SACS accreditation requirements. The Library desperately needs an additional staff 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. JMC needs to expand its library hours and collection in order to accommodate its growing student body. To accomplish this an additional librarian will be required.

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.

Financial aid opportunities, especially establishing additional scholarships should be a priority for the new campus. Currently, many students rely on employer reimbursements to fund their educations. In the longer term, JMC must make more money available in order to continue to expand its enrollments and provide educational opportunities for those who do not enjoy a tuition reimbursement benefit.³¹

²⁹ Although these issues may not be perceived of critical importance in the context of adult learners, the data collected by the sub-committee for Co-Curricular Affairs and Student Services indicates that there is a real need for such programming (See Section 6).

³⁰ This speaks not only to the 'customer service' initiative implemented by the college, but also to recommendations made in several of the sub-committee reports including Co-Curricular Affairs (Section 6), Academic Affairs (Section 4), and Administration and Resources (Section 5). These recommendations were also heartily endorsed by the Steering Committee at several points during discussion. The paragraphs that follow are similarly informed by our research and subsequent discussions.

³¹ This is clearly articulated in several reports, all of which share an interest in defining the student population that we serve. See further, sub-committee reports on University Mission and Image (Section 9), Academic Affairs (Section 4), Administration and Resources (Section 5), and Co-Curricular and Student

Faculty Affairs In accord with the Faculty Governance Committee's recommendations, the Steering Committee suggests that, as its faculty grows, JMC develop its own faculty governance system. Currently, there are no governance structures in place at JMC, while a conventionally key faculty responsibility in institutions of higher learning is to recommend policies concerning faculty welfare.³²

We also recommend that during the next five years JMC study the creation of tenure-track lines in its core programs. Tenure remains a foundation of the academic system, and illustrates the commitment of the institution to its faculty. Further, it assures academic freedom, provides stability in programs, and establishes the foundation for shared governance. In the long run, moreover, not offering tenure track line is detrimental to the credibility and image of the university in as much as it significantly impedes recruitment of high-quality faculty in highly competitive research areas, such as business and information technology. Given the expected stability of key programs like Education, Business Administration, and Information Systems and Technology, it appears realistic to assume that the institution will be best served by creating some number of tenure-track lines for core full-time faculty at the JMC campus.³³ We recommend that JMC take the lead in developing a set of policies and procedures for renewable term appointments, including the awarding of multi-year contracts as appropriate. This is a concern that affects both campuses, but given the larger number of such contracts expected at JMC, it seems most appropriate that they take the lead in this area.

The James Monroe Center also faces critical faculty shortages, that if not addressed may impinge on its accreditation. 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

Services (Section 6). The underlying warrant for the recommendation is also implicit in the recommendations from the sub-committee on New Programs (Section 8).

³² The model for this kind of university structure is substantially based on a model drawn from that of the College of William and Mary, see the report of the sub-committee on Faculty Governance (Section 7, Appendix 6.

³³ This is not simply a reflection of the report from the sub-committee on Faculty Governance (Section 7), but also of sustained discussion by the Steering Committee. Faculty recruiting is already suffering on both campuses, at MWC for reasons of salary inequity in relation to teaching load, and at JMC more centrally because of the highly competitive salaries that can be offered in professional fields by competitors.

help with the advising needs at JMC, where currently each full-time faculty member has around forty advisees.³⁴

Mary Washington College

Consistent with its mission, MWC should continue to explore ways to add majors and programs. MWC also needs to focus on issues of diversity and retention. A key theme that defines the liberal arts and sciences is a commitment to interdisciplinary study; an interest in an encyclopedic and global perspective is central to its curriculum. This diversity in pedagogical investigation should be mirrored in the faculty and students at the College.³⁵

The New Academic Program Committee's research shows that there is consistent interest among students to develop programs in regional and interdisciplinary studies, and there is interest in establishing a major in anthropology. These new programs should be studied and added to the curriculum in the near term. While these new programs would require little in the way of additional resources, time and effort will be required to design them, and some additional faculty may be required. For the longer term, interest in a major in mass communication, and for a Bachelor's of Fine Arts was expressed; however, the committee shared some reservations about these programs with respect to its relationship to the mission of MWC. Mass communication falls outside the purview of the traditional arts and sciences and may be more appropriate to the mission of JMC. A Bachelor of Fine Art's would require careful design in order to protect the cap on the number of courses permitted in a single discipline. Nevertheless, faculty should study these possibilities carefully.³⁶

³⁴ See the specific analysis drawn from the data collected by the sub-committee report on Administration and Resources (Section 5).

³⁵ The relationship of diversity to the teaching mission of the college is of growing concern to the faculty at MWC. The problems associated with the retention of both minority students and faculty were addressed during the Steering Committee's deliberations. As will be addressed below, creative new ways to attract and retain minority students and faculty dovetails in specific and meaningful ways with the MWC's mission.

³⁶ Consistent with a commitment to diversity and encyclopedic learning, the importance of developing inter-disciplinary approaches to expanding and enriching existing programs offers rich opportunities at MWC, and has already been encouraged by the Dean of the Faculty, and been embraced by many of the faculty. Additionally, across-the-curriculum initiatives also attempt to foster this goal. The historical foundations of the liberal arts assume that knowledge is gained through a systematic study of

Space is at a premium at MWC; there is little physical room for large numbers of new programs delivered in a way consistent with its mission. Interdisciplinary study offers a way to expand programming by pooling existing resources, and these courses should be expanded. Programs such as comparative literature, creative writing, historical archives, medieval studies, museum management, and statistics and applied mathematics could all be developed at MWC with existing faculty and resources, and would provide considerable curricular enrichment. Revision and continuing assessment of its current programs may also provide insight into ways to review and revise the curriculum.

With respect to the college's goals to foster a global and culturally diverse environment for faculty, staff, and students, Mary Washington College should work more closely with the office of University Relations and Development to target these goals by means of private funding for minorities on campus. Similarly, in the area of curricular assessment specific programs should be identified as beneficial in attracting minority faculty and students. The departments of Historic Preservation, English, Linguistics, and Speech, Modern Foreign Languages, and other programs may wish to consider ways to continue to improve the appeal of their course offerings to a minority student population. The College's commitment to diversity must operate at all levels of the institution in a concrete and visible way in order to increase minority faculty and student retention as well.

Distance Learning The faculty should continue to find ways to develop innovative approaches to teaching and learning, including a judicious use of distance learning technology. A balanced approach, retaining the faculty's commitment to strong relationships with students, should not preclude electronic delivery for some coursework. The nature of distance learning at Mary Washington College may be very different from that at JMC, but the equipment and resources can be shared to achieve different goals. As MWC infuses technology into the curriculum, its implementation must occur in a fashion that does not disrupt the positive attributes of the current academic community, and the structured learning environment many traditional students desire.³⁷

epistemological strategies, and MWC should remain committed to this tradition, much as JMC focuses on the technical arts.

³⁷ The specific recommendations with respect to upgrading systems at the university level, with concomitant applications to the individual colleges, are contained in the sub-committee reports on New 11/19/02

Many faculty members at MWC already use distance learning techniques as a central part of their pedagogical practice. Distance learning incorporates electronic communication in a variety of ways. Some faculty limit distance learning to the simple use of e-mail to provide course support and reference materials, others use Blackboard for collaborative learning exercises including online forum; chat rooms, and bulletin boards. Still others use distance learning in more complex and innovative ways. Under the CIO, a task force to support distance learning must be established at MWC in order to assist faculty in expanding these options even further.

Student life Student activities and co-curricular concerns are more complex at MWC than at JMC. In the area of academic support services, MWC students in particular expressed a need for greater help with academic advising. Academic advising workshops should be expanded and offered outside of traditional time frames. Similarly, MWC should expand its efforts in career advising, and coordinate with the alumni office to expand networking possibilities.³⁸

Alumni and currently enrolled students expressed strong support for the college's honor system, and view it as a central component of their experience. The Honor Council, the Judicial Review Board, and the MWC Student handbook outlining students' rights and responsibilities should be retained. The Honor System is a source of great institutional pride at the College, especially because students administer it themselves.

The College should consider increased merit-based financial aid packages for students. Nearly three quarters of MWC students indicated that financial aid is a very important criterion in the selection of a college. Moreover, additional scholarship money could increase the selectivity and quality of students who matriculate. Many scholarships dedicated to specific departments go unused, often due to the restrictive requirements of the bequests. The Offices of Development and Financial Aid should work with departments to find ways to distribute these monies. Consistent with the Steering Committee's recommendation to create a searchable data base to disseminate critical

Programs (Section F). The possibilities and current innovative pedagogical applications of distance learning at MWC are documented in the sub-committee report on Administration and Resources (Section 5).

³⁸ The importance of designing alumni programs to suit the individual campuses is documented in the sub-committee report on University Relations and Development (Section 10). The interest students at MWC

information to students, all departmental scholarships should be organized and placed on a financial aid web page.³⁹ Departments should routinely review their efforts to inform students about potential scholarship requirements, and when possible revise criteria for their awards to offer greater opportunities to students.

Another key concern for MWC students is housing. As a residential institution, housing demands must be met, and dormitories must be adequately maintained. Good progress is being made; the purchase of the Marye's Heights complex will help to reduce the pressure on crowded dorms. Dormitories do need significant upgrading; air conditioning should be installed in older buildings, and the college needs to follow up on its 2001 housing study regarding maintenance, renovation and repairs.⁴⁰ A schedule to complete these repairs should be drawn up and implemented.

Plans for the expansion of campus recreation and athletics are already underway, and should be continued. Currently the swimming pool, weight rooms, gymnasiums, dance studios, and aerobics rooms are used by students enrolled in classes; athletic training for the numerous intercollegiate teams fills most of the remaining scheduled hours of operation. Fitness has been a criterion of a liberal arts education since its foundation. The notion of a sound mind in a sound body drives our physical education requirement. Students need to have greater access to facilities, and more opportunities to exercise without belonging to one of the college's teams. Although all of their requests cannot possibly be met for pragmatic reasons, the college should work to ensure that all reasonable efforts are made to support these interests. Additionally, when the College constructs the proposed Convocation Center, appropriate athletic facilities should be incorporated.

In addition to expanding access to athletic facilities, hours of operation for the Library, computer labs, the Eagles' Nest, the Underground, and the campus game room should also be expanded.

share in developing networking opportunities is documented in the sub-committee report on Co-curricular Affairs and Student Services (Section 6).

³⁹ As already noted above, the theme of centralized information is a recurrent one in both individual sub-committee reports and in Steering Committee deliberations. See also the report from Co-curricular Affairs and Student Services (Section 6) for specific recommendations for scholarship information.

⁴⁰ Mary Washington College Strategic Plan for Student Housing, Final Report, April, 2001, Brailsford & Dunlavey, Catalysts for Building Community. The recommendations below represent a summary of the

Students also expressed great interest in expanding dining services on campus to include a wider variety of options. The College should study ways to reduce crowding in current facilities, as residential students will increase in both the short and long term.

Faculty Affairs The Steering Committee agrees that faculty governance at Mary Washington College, including its commitment to the tenure system and control of its curriculum, should continue. Further, the role of faculty in the decision-making processes affecting the function of the college and the university should expand.⁴¹ Giving faculty appropriate opportunities to provide input to the administration will improve communication and coordination and improve the functioning of the College.

Specifically, MWC faculty should revisit their faculty governance system in order to re-establish its presence in the areas of admissions, budget priorities in college, and generally expand its efforts to participate more fully in the life of the institution. The integrity of current procedures must be carefully reviewed to account for changes in the faculty governance system on the university level.⁴²

Central to the academic quality of this institution is the close relationship between faculty and students; the faculty should work closely with the Office of Planning to reduce the current faculty teaching load at the college. One way to achieve this goal would be to commit resources to reach an already established goal; the faculty student ratio should be reduced to approximately 15:1.⁴³ One essential part of MWC's image is the strong connection students can make with faculty as they pursue their academic and professional careers. A student-faculty ratio of 15:1 will demonstrate the solid commitment of Mary Washington College to its students, and focus its emphasis on teaching as central to its mission. 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

recommendations on facilities in the sub-committee report from Co-curricular Affairs and Student Services (Section 6).

⁴¹ See the recommendations from the sub-committee on Faculty Governance (Section 7). The question of balance between the interests of the faculty, and those rights traditionally ceded to the faculty, and the larger vision for the university is always problematic at institutions of higher learning, and was an important issue to the deliberations of the Steering Committee. Improved communication and coordination, as suggested above, may assist in constructing such a balance between instructional and operational needs.

⁴² As documented by the sub-committee on Faculty Governance, some of these questions can be resolved by revisiting the responsibilities of the faculty senate at MWC (Section 7).

⁴³ The Vice President for Academic Affairs and Dean of the Faculty at Mary Washington College has written a white paper addressing many of these concerns (See Appendix 2). See also the report of the sub-committee on Administration and Resources (Section 5).

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 these faculty members, 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 members have 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.

Conclusion

Important areas of agreement have emerged as the Steering Committee sifts through the data that have been collected and the recommendations made by the other Self-Study Committees. The adoption of clearly defined mission statements, the recognition for the need for consistent and thoughtful strategic planning, autonomy at each college, a new administrative structure for the institution, increased emphasis on communication and coordination, and funding investments in technology, appropriate staff, and student services represent central themes in our report that address the overarching model to achieve university status.

Moreover, concrete and specific suggestions for ways to maintain, improve, and expand our instruction programs at both James Monroe Center and Mary Washington College all speak to issues that represent shared concerns synthesized from the research and data collected by the sub-committees. Effective ways to arrive at our complex goals will also require expanded faculty participation to best serve the interests of the university and of the students.

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.

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.