Restructuring of the Student Services Division at Key College

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Introduction

Key College (KC) is an independent, four-year, private, baccalaureate liberal arts institution located in the middle of the state. It is predominately residential (97% of the students live on campus) and currently enrolls 2500 students, representing 32 states and 12 countries. The student population is predominately white, with less than ten percent students of color and international students. The College was founded in 1900 at a state normal school, first named National Normal School (NNS).

In 1942, Mr. Robert Key, a former administrator of NNS, donated significant funds with the stipulation that the school become a small, private, liberal arts institution. Since then, KC’s foundational mission (Appendix 4.1) to engage its students in their development of whole persons through an integrated learning approach through academic and co-curricular experiences has led to the development of a successful academic reputation, athletic participation, and comprehensive student services.

Reasons for Restructuring

In recent years, KC has come under great scrutiny for the lack of supportive services for traditionally marginalized students (international students, students and color, and lesbian, gay, bi-sexual, transgender [LGBT] identified students). Lack of funding has created a stagnant bureaucracy preventing the college from providing extensive services to these students (Bolman & Deal, 2003). Indirectly related, the state has passed new legislation eliminating affirmative action in admissions, and other services provided, at public institutions. Therefore, Key College has reaffirmed its commitment to recruiting and serving underrepresented populations; thus, providing the services to students that can no longer benefit from public institution affirmative action programming.
In light of that legislation, Edna D. Washington, the first African-American female graduate of Key College, and a successful humanitarian, revised her will immediately before her passing naming KC as her sole beneficiary. The condition of the will declares that the estate be used to develop and provide programming for non-traditional students at Key College (see Appendix 5.1). Her 25 million dollar estate will be divided with ten million dollars allocated to create an Office of International, Multicultural, and LGBT Affairs, ten million dollars allocated for an endowment to create salaries for the new positions in the office, and five million dollars set aside for other programming and initiatives for these students.

Dr. S. Summerhill, President of the College, Dr. J. Lindberg, Vice President of Student Affairs (SA), Ms. Krista Kronstein, Associate Dean of Students, and Ms. E. Guerrero, executor of Ms. Washington’s estate, have come together to create a restructuring taskforce for the Student Services division of Key College. They argue that there is a need to restructure because of the environmental shift caused by the recent legislation and the high demand for support services for these underrepresented students. For an environmental shift to occur within the institution, and in order to meet the needs of this population, the organization requires expansion and leadership changes (Bolman & Deal, 2003).

*The Structural Frame*

Currently Key College operates under a loosely coupled, tall organizational structure (see Appendix 1.1) (Birnbaum, 1988). It could be characterized as a “professional bureaucracy,” which typically responds slowly to change and has had, up to this point, a “flat and decentralized profile” (Bolman & Deal, 2003, p. 77). Although KC has two Vice Presidents (VP), the focus of this restructure will occur under the Vice President of Student Affairs. The taskforce
suggested that the following changes must occur in order to accommodate the conditions of Ms. Washington’s Will and the proposed restructure:

- The Director of Judicial Affairs will be promoted to a second Associate Dean of Students position (See Appendix 1.3 for all reporting lines and Appendix 2.1 III. for roles and responsibilities of the new position)
- Both Associate Deans of Students will now share the responsibilities of Judicial Affairs
- The new position of Director of International, Multicultural, and LGBT Affairs will be created as an external hire (in light of increased recruitment efforts, the taskforce anticipates the demand for more services, therefore, funds are available for an Assistant Director if expansion is necessary in the future)

By reallocating specific tasks, the differentiation and integration of work and responsibilities will highlight, and utilize more effectively, the knowledge and skills of current employees (Bolman & Deal, 2003). At the same time, it will group employees by “product” or specialization in order to better serve KC’s customers and clients, as well as increase efficiency of time and process (Bolman & Deal, 2003, p. 49-50). The organizational structure, by default, will become more tightly coupled (Birnbaum, 1988).

This structure will accommodate both the growth that is occurring, as well as the adjustment in roles and relationships that must occur throughout campus. It will promote more vertical collaboration between all the offices of Student Affairs and outline a more clearly stated framework for the institution, which will allow KC to better address its mission to serve all students holistically. “An organization’s size and age affect structural shape and character. Unless growth is matched with corresponding adjustment in roles and relationships, problems inevitably arise” (Bolman & Deal, 2003, p. 58). Key College has historically had a successful
record in the Student Services departments of performance control, where objectives are set and departments have the flexibility to determine how to achieve objectives. No major change is anticipated in management style due to minimal change in the workforce.

The taskforce will also promote more lateral collaboration between all units on campus, which it hopes will fill any inherent voids left by the new vertical structure, and will encourage a “less formalized and more flexible” work environment (Bolman & Deal, 2003, p. 53). This informal communication can take the form of meetings, task forces, coordinating roles, matrix structures, and/or network organizations. In addition, it is important that these new teams created by this initiative be of reasonable size (ideally 5-20 people), include people of varying expertise, develop a common commitment to working relationships, create measurable goals, collectively hold each other accountable, and shape their purpose around a demand or opportunity (Bolman & Deal, 2003). This money that KC has been given has arisen out of a demand, and has turn into an opportunity.

Human Resources Frame

With the exception of coming under fire for the lack of supportive services provided for traditionally marginalized students, student services staff generally operates with a positive morale and are content with their work environment. However, the recent scrutiny added responsibilities, to those who were not properly trained, that generated minor tension in the offices. Therefore, in creating two additional positions within the organization, the pressure is alleviated and original roles and responsibilities will resume (see Appendix 2.1).

By promoting the Director of Judicial Affairs to a second Associate Dean of Students, KC demonstrates that it cares for its employees. This candidate proved his commitment to the organization, and in offering more responsibilities, the administration “capitalizes on knowledge
and skills of [a] veteran [employee]” and “creates a powerful performance incentive” that will ultimately strengthen the organization (Bolman & Deal, 2003, p. 140). Not only will this candidate have the necessary background and network to do the job effectively, but he will promote an environment that “fosters trust and loyalty” that empowers employees to succeed and “[encourages] autonomy and participation” (Bolman & Deal, 2003, pp. 140, 143). By adding the second Associate Dean of Students, the communication lines within student services will flow more efficiently and encourage collaboration between all of the offices.

The taskforce concluded that it is important to search outside the organization for the Director of Multicultural, International, and LGBT Affairs, due to the fact that no one currently employed at KC has the skill set necessary to serve in the job effectively. KC has the opportunity to “tailor recruiting practices to diversify” the student services staff through the candidate search. By focusing the search, the College will benefit from the Human Resources Principle: “Hire the right people,” because they “know what [they] want” and are able to “be selective” (Bolman & Deal, 2003, p. 136). In this case, KC demands a professional with an extensive background in Multicultural, International, and LGBT affairs, as well as experience in starting a program/office from the ground up and fostering successful growth. The newly hired Director will be able to create an environment that is designed to provide supportive services specifically to underrepresented populations of students.

*Political Frame*

The political frame adds insight to the change in Key College’s structure by defining coalitions, enduring differences, scarce resources, conflict and power struggles, and creating decisions through bargaining and negotiation (Bolman & Deal, 2003). Nearly the entire college is supportive of the new initiative to add this new office to campus, although differences remain
concerning the allocation of the remaining funds. Opportunities like this are rare and it is anticipated that the distribution will cause conflict between the remaining departments on campus, and possibly with Ms. Washington’s estate, depending on the proposed use of funds. While the taskforce is in favor of reallocating the remaining five million dollars to another department(s) on campus, the President and Board of Trustees at KC understand that in order to continue to be in a position of power they must negotiate to form alliances and networks that will continue to support their leadership, as “a decision maker’s power also depends on constituents’ leverage and satisfaction” (Bolman & Deal, 2003, p. 196).

It is important that the taskforce and Board of Trustees use the “four instrumental values” presented by Bolman and Deal (2003) to guide their decision: mutuality, generality, openness, and caring (p. 204). The responsibility of the taskforce is to ensure that all parties understand the importance of the development of this new office, as well as state the importance of programs such as this at other institutions. All discussion will be open to all constituents across campus, and therefore all departments have an equal opportunity to receive the funds. “The focus of the political frame is not on resolution of conflict… but on strategy and tactics” (Bolman & Deal, 2003, p. 197). In the end, what is most important is that the taskforce be sensitive to all views and concerns, but ensure that whatever outcome is negotiated will benefit the students for which the funding is allocated because “the best design is one that contributes to efficient attainment of the organizations goals and strategy” (Bolman & Deal, 2003, p. 225).

Symbolic Frame

The restructuring taskforce will also considered the symbolic frame before any major changes are implemented in the Student Services division. “The symbolic frame focuses on how humans make sense of the messy, ambiguous world in which they live” (Bolman & Deal, 2003,
p. 240), so this includes the students, faculty, and staff of Key College, all of whom would be affected by this restructuring. Without an in-depth understanding of this frame, the implications of any implemented changes may be lost on the faculty, staff, and students of KC.

A core assumption of the symbolic frame is that what is most important is not what happens but rather what it means (Bolman & Deal, 2003). So, in this case, the restructuring of Student Services is important, but what that restructuring actually represents is even more important. The creation of the Office of International, Multicultural, and LGBT Affairs, as well as the new position of director, speaks volumes to the college’s new commitment to serving the historically underrepresented populations of students at KC, as well as serving all KC students holistically as the mission states. It is also symbolic not only to the institution, but also to local, national, and international communities that KC’s commitment to diversity will now have substance.

It is also important to remember, though, that activity and meaning are loosely coupled. “Events have multiple meanings because people interpret experience differently” (Bolman & Deal, 2003, p. 242). This is why having an open invitation for all departments to speak equally about the allocation of the money is important symbolically. By providing an open forum for discussion, everyone is on the same page as to what this means for Key College, and everyone hopefully will come away feeling invested in the new restructure and KC’s new initiative.

Student Services culture, like most organizations, is complex (Bolman & Deal, 2003). The “interwoven pattern of beliefs, values, practices, and artifacts that defines for members who they are and how they are to do things” forms the basic elements of the division’s organizational culture (Bolman & Deal, 2003, p. 243). The organizational culture, as well as organizational rituals, ceremonies, and stories, help the KC community find purpose and passion in their lives.
This new initiative will create a new level of coordination and meaning for Key College, adding to its rich heritage.

Conclusion

Restructuring Key College was necessary as a result of a change of both internal and external circumstances. By examining the organizational structure using the frameworks presented by Bolman and Deal, representatives from Key College and Ms. Washington’s estate were able to reorganize and reframe the Student Services division. This restructuring will provide the College with clear goals and objectives for providing services to traditionally underserved students. It also provides a more clear division of labor and more “appropriate forms of coordination and control” (Bolman & Deal, 2003, p. 45). “High performing teams shape purpose in response to a demand or an opportunity,” so the Student Services division will promote an employee from within and recruit one new employee with expertise in the field to alleviate some of the demands on current staff (Bolman & Deal, 2003, p. 105). The task force will begin the “process of making decisions and allocating resources in a context of scarcity and divergent interests” through meetings with multiple constituents from Key College (Bolman & Deal, 2003, p. 181). By declaring their commitment to providing services for traditionally underrepresented students, this new organizational structure and Office of International, Multicultural, and LGBT Affairs will become an organizational symbol to students, staff, faculty, alumni, and friends of Key College.
References


Appendix 2.1
Roles and Responsibilities of Student Affairs Professionals at Key College

I. Vice President of Student Life
   a. The VP for Student Life reports directly to the President of the College. In this capacity the VP works in conjunction with the Vice President of Academic Affairs due to the small liberal arts nature of the institution. There are many cross campus initiatives that both VPs sit on in order to collaborate and unite the campus. The VP also directly oversees two Associate Dean of Students.

II. Associate Dean of Students/Co-director of Judicial Affairs #1
   a. The Associate Dean of Students and Co-director of Judicial Affairs reports directly to the Vice President of Student Affairs. This Associate Dean deals with mainly Residence Life issues, as most of his direct supervisees are full time Hall Directors (HD) however each HD have collateral positions in various functional areas of Student Affairs. This Associate Dean also oversees the Safety and Security Office. In conjunction with supervising five Directors, the Associate Dean divides half of the judicial case load for the campus with the Co-Director of Judicial Affairs. Most cases are handled on a one on one basis between the hearing officer and the student. Judicial boards can be arranged at the request of the student or in a more serious situation (ex. sexual assault).

III. Associate Dean of Students/Co-director of Judicial Affairs #2
   a. The Associate Dean of Students and Co-director of Judicial Affairs reports directly to the Vice President of Student Affairs. This Associate Dean deals with a mixture of student services that range from Academic Advising to Athletic Support Services to Multicultural Affairs. The main concern of this Associate Dean is student support in terms of identity and culture, health and mental health, and current and future academic/career success. In conjunction with supervising five Directors, the Associate Dean divides half of the judicial case load for the campus with the Co-Director of Judicial Affairs. Most cases are handled on a one on one basis between the hearing officer and the student. Judicial boards can be arranged at the request of the student or in a more serious situation (ex. sexual assault).

IV. Hall Director & Director of Student Activities
   a. This Director reports directly to the Associate Dean of Students. Serving a collateral position in addition to being a full time HD, this person advises the Union Activities Board, coordinates the Greek Life program (aides in recruitment, setting/enforcing rules and regulations, and advises nation boards), is in charge of coordinating and keeping records of all active student organizations on campus, coordinates the IM sports programs, and advises the Student Government.

* HD position entails supervising Residence Life Staff (undergraduate staff: 8-10 RAs and 1 Assistant Hall Director) as a live-in building supervisor.

V. Hall Director & Director of Residence Life
a. This Director reports directly to the Associate Dean of Students. Serving a collateral position in addition to being a full time HD, this person works hand in hand with Director of Housing and Food Services, is the Residence Hall Associate (RHA) advisor, oversees the Resident Assistant (RA) staff, coordinates RA training, conferences, and campus wide initiatives.

* HD position entails supervising Residence Life Staff (undergraduate staff: 8-10 RAs and 1 Assistant Hall Director) as a live-in building supervisor.

VI. Hall Director & Director of Housing and Food Services
a. This Director reports directly to the Associate Dean of Students. Serving a collateral position in addition to being a full time HD, this person works hand in hand with Director of Residence Life, coordinates placement, room changes, oversees maintenance/ facilities concerns, and approves dining hall menus, catering events, and room reservations/ booking events and conferences.

* HD position entails supervising Residence Life Staff (undergraduate staff: 8-10 RAs and 1 Assistant Hall Director) as a live-in building supervisor.

VII. Hall Director & Director of Service Learning and Leadership Development
a. This Director reports directly to the Associate Dean of Students. Serving a collateral position in addition to being a full time HD, this person coordinates all outreach programs, on cite service projects, leadership retreats and recognition ceremonies, character development training, and works with Director of Multicultural Affairs with Diversity training.

* HD position entails supervising Residence Life Staff (undergraduate staff: 8-10 RAs and 1 Assistant Hall Director) as a live-in building supervisor.

VIII. Director of Academic Advising and Writing/ Tutoring Center
a. This Director reports directly to the Associate Dean of Student’s. The Director oversees a staff of four advisors and also takes on a small case load of students. The main responsibilities of this Director include coordinating students that staff writing center/ tutoring center, developing programs to promote writing center/ tutoring center, and collaborating with Director of Career Services to help students with future plans.

IX. Academic Advisors
a. Academic advisors report to the Director of Academic Advising. They serve as resources and guides for the students on campus specifically for academic scheduling and requirement purposes. In addition, the advisors take on supplemental roles by advising and volunteering time in the writing/tutoring center.

X. Director of Student Life (Health and Counseling Center/ Director of RCPD)
 a. The Director reports directly to the Associate Dean of Students. They oversee the Professional Counselor and the RN on staff. The main job of this director is to advocate for the students that come into the office and create a welcoming and safe environment. The advertisement of services for this office is coordinated by
the Director. He/She also directly works with the students with disabilities on campus in order to help with accommodations and identity issues.

XI. Professional Counselor
   a. The Professional Counselor reports directly to the Director of Health and Counseling. The counselor serves as on call counselor (walk-in appointments and calls from residence halls regarding mental health), takes on routine student clients, presents workshops on mental health concerns, and makes referrals to off cite doctors.

XII. R.N Health Specialist
   a. The RN reports directly to the Director of Health and Counseling. Some of the treatments that the RN offer are: treating colds and assess severity of illness/issue, making referrals to clinics and doctors, providing test services (pregnancy), providing nutrition services, and providing general information about illnesses on campus and what students should be looking out for and what they should do if they have any symptoms.

XIII. Director of International Support Services, Multicultural Affairs, and LGBT Concerns
   a. The Director reports directly to the Associate Dean of Students. The job of the Director is to promote, encourage, and support diversity on campus. Some of the roles the Director takes on include: coordinating diversity training and conferences and support services (adjustment, advocacy), recruiting international students and helping with VISA and paper work process, and working with Financial Aide Office to help students afford tuition. The Director juggles many different tasks within his/her job, however due to the size of the campus and the collaboration between all the offices on campus, the tasks are manageable. Finally advises the LGBT caucus and serves as the point personal for LGBT concerns.

XIV. Director of Safety and Security
   a. The Director of Safety and Security reports directly to the Associate Dean of Students. The job of the Director is to oversee the Security Officer team. The role of this person is to continually strive for new and improved ways of ensuring safety. The Director coordinates the schedules of the security officers and plans for programming on campus to encourage and make students aware of the precautions necessary for campus safety.

XV. Security Officers
   a. Report directly to the Director of Safety and Security. The role of the Security Officer is to patrol campus to ensure safety. Security response to crisis situations and has direct access to local authorities and dispatch systems. Security is responsible for locking down buildings at set times for the evening/week. All incidents are documented and turned into the Dean of Students Office for judicial hearing evidence.
XVI. Director of Career Services
   a. The Director of Career Services reports directly to the Associate Dean of Students. The Director provides the same services of the counselors; however he/she is responsible for coordinating campus wide initiatives and programs to promote career services and success.

XVII. Career Counselors
   a. There are two career counselors in the office. Both report to the Director of Career Services. The some of the services that the counselors provide include: resume review, mock interviews, internship and career postings and networking, personality and professional tests (ex. Myers Briggs), professional etiquette seminars, putting in workshops, and presenting workshops as requested (ex. Residence life programs).

XVIII. Director of the Department of Athletics and Athletic Support Services
   a. The Director of the Department of Athletics and Athletic Support Services reports directly to the Associate Dean of Students. The Director provides the same services of the coach counselors; however he/she is responsible for coordinating campus all athletic programs on campus as well as the visiting athletics schedule.

XIX. Coaches as counselors
   a. Each coach will take on a counselor-like role with the athletes. Just as each student is assigned an academic advisor, each athlete is assigned a coach that they can go to for support and guidance.

XX. Student Workers
   a. The purpose of student workers is to fill assistant positions within the offices. Their job is to answer phones, make appointments, file, and provide any other administrative task required of the Directors in the office.
Appendix 3.1
Offices of Student Services at Key College

Offices for Student Services (Each office has 2 Student Workers with the exception of the Security Office)

I. Dean of Students Office
   a. Judicial Affairs
   b. Residence Life
   c. Housing/Food Services
   d. Student Life
   e. Service Learning/Leadership Development

II. Health and Counseling Center

III. Athletics Department

IV. Security Office

V. Advising Center

VI. Career Services Center

VII. International Support Services, Multicultural Affairs, and Study Abroad Office
Mission of Key College

The mission of Key College is to engage its students in their development as whole persons through an integrative learning approach, both academic and co-curricular, that stresses and encourages intellectual, ethical, and personal growth while gaining a rich knowledge of self and others, an appreciation of commonality and difference. Key College prepares its graduates for lives of learning, service, and leadership in a diverse and changing world.

Values & Beliefs of Key College

Key College respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts ethos and guided by its values and ideals of service, integrity, diversity, and community.

As we successfully embody our mission, our students learn how to:

- Think broadly, by wide exposure to the fields of knowledge that constitute a liberal arts curriculum.
- Think deeply, by sustained exploration of a specific discipline.
- Combine this breadth and depth to think critically, logically, creatively, and independently, asking thoughtful questions and seeking the best answers.
- Act compassionately by expressing an ethic of service that respects the similarities and differences among people and cultures.
- Communicate effectively.
- Celebrate the College community and its local environment.
- Exercise personal integrity.
- Develop leadership skills.
Appendix 4.2
Mission and Values of the Student Affairs Division at Key College

Mission Statement of the Division of Student Affairs

The Division of Student Affairs is an integral part of the educational process and offers programs and services that assist students in achieving their fullest potential at Key College. As administrators, educators, advisors and advocates, we strive to provide an environment that holistically promotes personal growth, leadership development, social responsibility, student empowerment, involvement and well-being in the intellectual, social, cultural, spiritual, emotional, career and physical realms.

The Division of Student Affairs exists to advance student learning, enhance personal development and responsible citizenship, and ensure well-being and success through engaging individuals and communities in educationally purposeful activities, creating opportunities for access, delivering support services, and accessing and advocating for student needs and aspirations.

Values & Beliefs of the Division of Student Affairs

The Division of Student Affairs is grounded in the following values: Excellence, optimism, inquiry, diversity, integrity, compassion, balance, creativity, respect, accountability, collaboration, and pride.

The Division of Students Affairs is integral to the accomplishment of the mission and is guided by the following beliefs:

- Development of the whole student is central to our purpose.
- Each student admitted to the university arrives with the potential to succeed.
- Each student deserves equal opportunity and respect.
- Diversity enhances the quality of the educational experience.
- An environment of civility promotes student learning and respect for all people.
- Individual rights must be balanced with individual responsibility.
- The co-curriculum intentionally combined with the curriculum contributed to individual transformation and social change.
- The collective good must be balanced with individual needs.
- We help students overcome barriers to their success.
- Our interactions with students should positively impact their learning.
- Each member of our learning community is a student, a learner and a role model.
- Conflict and controversy can be tools for student learning.
- Ultimately, everyone is responsible for his/her own learning.
Last Will and Testament of Edna D. Washington

I, Edna D. Washington, declare that this is my last will and Testament.

Distribution of Residue of the Estate

I give, devise, and bequeath all of the residue and remainder of my Estate, after payment of all my just debts, expenses, taxes, and administration costs, in the sum of twenty-five million dollars to Key College for programming and the creation of an office to serve underrepresented and underserved student populations, including but not limited to international students; racial ethnic minority students; gay, lesbian, bisexual, and transgender students; and other non-traditional students.