Management Structure Report

Management Structure Workgroup
Dennis Carr, Jennifer Steele, Dawn DeWolf, Jim Salt, Kate Barry, Doug Smyth,
Sonya Christian, Bob Baldwin, Mark Harris, Alen Bahret, Craig Taylor

March 6, 2008

Acknowledgements

Preface

In late fall 2007, President Mary Spilde put together the Management Structure Workgroup (MSW) to "review options and make recommendations to the president on the administrative/management structure of the college."

The administrative/management structure of an organization plays a key role in the organization
- being aligned with its mission and core values
- being effective and efficient
- having timely communication between all levels of the college.

The MSW recognized that the management structure is not the sole factor in achieving the goals listed above. Bolman and Deal[1] discuss the importance of maximizing the leadership and potential of an organization by integrating four different perspectives — structural (organizational), human resources (the people within the organization), political (formal and informal coalitions within the organization), and symbolic (events and symbols that reflect the culture of the organization). The task assigned to the MSW required us to focus on only one perspective – the management structure of Lane, even though we understood that a management structure does not define Lane nor is it the only factor that determines how effectively Lane is in helping students achieve their goals.

The MSW also recognized that a structure cannot be static and, instead, needs to be viewed as adaptable to the changing environment of the College and our community. This idea of adaptability was also reflected in Lane's 2004 Accreditation Self-Study, where we made a commitment to "making the kind of systemic change necessary to keep and expand Lane as a vibrant, learning-centered organization." An important element of that commitment is the understanding that "transforming the college is a long-term proposition." Thus, going into this project, the MSW members understood the need for alignment between Lane's management structure and its goals, and that an appropriate and effective management structure can significantly contribute to accomplishing the vision of Lane set out in the Self-Study.

In this report, the MSW presents options to restructure the management structure of the College, without a formal recommendation that any single option be adopted in its entirety. These options resulted from extensive discussions among the MSW, conversations with personnel from across Lane, additional research, careful analysis, and creative design work by MSW work teams. The report is not a theoretical exercise—the MSW has provided options for restructuring, along with ways to align departments and units of the College, and has also analyzed the cost of these options. Some of the structures proposed in the options have bargaining implications, and it will not be appropriate to commit Lane to a management structure that must first have elements of its design agreed to in negotiations with employee groups. Additionally, some of the proposed structures involve realignment of current units. Before considering adopting any sort of proposed realignment, staff in impacted areas would have to be consulted to better understand the implications of possible changes.

Finally, the MSW thanks all those who offered suggestions and comments, and raised questions that caused us to reconsider our options and to explore new ideas. Our deliberative and collegial process demonstrated that Lane is a Learning College with a community of committed learners.

---

[1] Reference: Lee G. Bolman and Terrence E. Deal, 1991, *Reframing Organizations*.

Table of Contents

(Note that headers have been hyperlinked to references within the document)

APPENDICES

Summary of Findings and Conclusions:

The MSW was unable to reach consensus that any single option developed by work teams of the MSW should be recommended in total for implementation as Lane's management structure. The Workgroup did reach consensus, though, on some of the principles underlying the options. The principles that received unanimous endorsement from MSW include:

- Need to add capacity through the management structure for instructional technology,
- Promote greater integration and collaboration of Instruction, Student Services, and College Operations,
- Decision making authority should be placed at the appropriate level and should be clear to the campus community, and
- Need to recognize that Lane currently has faculty and classified positions that have responsibility that includes administrative work. The organizational structures should recognize these lead responsibilities by calling it out in an explicit way. For example, the organizational structure for Health Professions should recognize the leadership role of the current faculty coordinators or the organizational structure for Continuing Education should recognize the leadership role of the classified coordinators.

The Findings and Conclusions section of this report contains the following for each of the options:

- a chart summarizing the management structure,
- important features of the option,
- a cost analysis, and
- the advantages and Disadvantages.

A more detailed organizational structure for each option along with explanation of how each option aligns with the criteria established by the MSW to guide review and discussion of different structures, are presented in appendices.

Following are a few key features of each option developed by the work teams:

Option 1:

- Maintains two Vice Presidents
- Continues to integrate instruction and student services
- Creates an executive level position for diversity that reports to the President
- Adds an Instructional Technology Resources Director who reports to the Vice President of Academic and Student Affairs
- Creates a unit to bring together instructional technology responsibilities
- Moves Human Resources from Executive Services to College Services and adds an assistant HR position to assist with HR operations (this assumes Labor Relations function of HR will continue to be a direct report to the President)
- Adds a position to Executive Services for college innovation and development that includes responsibilities for public relations and government relations
- Has four Dean positions that report to the Vice President for Academic & Student Affairs.

Option 2:

- Has a single Vice President
- Expands integration of instruction, student services and college operations by having these functions in all areas defined by dean-level administrators
- Creates an executive level position for diversity that reports to the President

- Eliminates the Vice President for College Operations position and all other currently vacant management positions
- Creates seven dean-level positions that report to the Vice President: Dean of Technology (Chief Information Officer), Dean of Student Affairs, Deane of Finance/Chief Financial Officer, Dean of Operations/Chief Operations Officer, Dean of Institutional Advancement, and Dean of Academic Affairs
- Has the Executive Director of Human Resources report to the Vice President
- Creates three associate dean positions that report to the Dean of Academic Affairs
- Increases the use of faculty and classified staff to supplement the work of managers in key areas through faculty chairs and classified coordinators.

Option 3:
- Maintains two Vice Presidents
- Preserves integration of academic and student affairs
- Expands integration of credit and non-credit instructional areas
- Creates an executive level position for diversity that reports to the President
- Repurposes an existing Human Resources position to focus on Affirmative Action and complaints and compliance issues
- Creates a new Instructional Technology position in Academic Affairs and all technology functions are integrated under one Chief Information Officer who reports to the Vice President of Academic & Student Affairs
- Has three Dean positions that report to the Vice President of Academic & Student Affairs.

Option 4:
- Maintains two Vice Presidents
- Preserves integration of academic and student affairs
- Creates an executive level position for diversity that reports to the President
- Creates two academic Dean positions and a Dean of Student Development position that report to the Vice President of Academic & Student Affairs
- Creates a dean-level Executive Director of Finance and Auxiliary Services position that reports to the Vice President of Finance & Administrative Services
- Creates six Associate Dean positions to be supervised by the Dean of Transfer Programs and the Dean of Career Technical Programs
- Creates a Sustainability Program Director position with dual reporting to both Academic Affairs and to Finance & Administrative Services
- Creates a Director of Information Technology position that reports to the VP for Academic & Student Affairs; an Instructional Technology Manager, a Technology Support Manager and the Library Directory report to this Director
- Utilizes rotating faculty chair positions to replace existing management positions and to provide division leadership
- Creates a new Plant Operations and Additions Manager position in Facilities Management and Planning.

Option 5:
This option provides a framework for the long term fiscal sustainability for the college. The idea is to focus on research and development in a way that supports entrepreneurial activities whose profits contribute to the general fund. This framework also could contribute to a system that enables Lane staff to develop leadership ability essential for internal career mobility, an essential element in achieving long term sustainability.

Management Structure Workgroup Report

Overview of the Management Structure Workgroup Project:

Background:

In her email message to all employees (October 24, 2007), President Spilde explained:

> Last year I developed a management transition plan for the 2007-08 year with the intention of bringing together a task force this year to develop options / recommendations for a structure that best serves the needs of the college.
>
> The current structure was approved by the Board of Education in 2000-01. Due to budget constraints the structure was not fully implemented until 2005-06. Given two years' experience with the structure, the number of management retirement and vacancies, and the changing needs of the college, I believe it is advisable to review the structure, and, if necessary, make changes to align the structure with the current needs of the college (see Appendix A for President Spilde's complete message).

The current management structure President Spilde referred to was recommended by the Restructuring Steering Team (RST), which was formed through action of the Board of Education and President Moskus in October 2000. That Team was charged with recommending improvements in Lane's organizational structure. The RST presented its report to the President in December 2000 (the full RST Report is available at http://www.lanecc.edu/oiss/MSW/resourcesandworkingdocuments.html and click on "Restructuring Recommendations to President Moskus").

RST recommendations included:

- There should be one VP accountable for Administrative Support and one VP accountable for Instruction, Student Services and Outreach. Both VPs will supervise Associate VPs and also be responsible for their own specific area of college functions. The idea is to create a "thicker" layer of administration as opposed to one with multiple layers.
- All VPs and Associate VPs should work horizontally, e.g., collaboratively, as a team. In addition, we recommend that the President, the Vice Presidents and the Associate Vice Presidents adopt a team-based model of management that provides for collaboration and exchange in performing important college functions and that ensures strategic planning for the college takes place effectively.

MSW Charter and Work Plan:

President Mary Spilde chartered the Management Structure Workgroup (MSW) for the purpose of reviewing options and making recommendations on the administrative/management structure of the college (Appendix B). The Workgroup had two representatives from each of the employee workgroups, two members from the Executive Team and an appointee to represent Lane's core value of Diversity. The workgroup was chaired by Dr. Sonya Christian, Vice President of Instruction and Student Services and supported by Dr. Craig Taylor, Director of Institutional Research, Assessment and Planning. In addition, Don McNair, Interim Associate Vice President for Transfer Instruction, provided support by assisting with the cost analyses for the options and recommendations.

Members of the workgroup:
   Alen Bahret, Programmer, Information Technology, LCCEF
   Bob Baldwin, Purchasing Coordinator, College Finance, LCCEF
   Kate Barry, Interim Associate Vice President for Student Services, ET
   Dennis Carr, Executive Director, Human Resources, ET
   Dawn DeWolf, Division Chair, Adult, Basic, and Secondary Education, MSC
   Mark Harris, Interim Chief Diversity Officer, President's Office
   Jim Salt, Faculty, Sociology, LCCEA
   Doug Smyth, Faculty, Counseling, LCCEA
   Jennifer Steele, Management Support, College Operations, MSC
   Sonya Christian, Vice President, Instruction and Student Services, Chair
   Don McNair, Interim Associate Vice President for Transfer Instruction, Support
   Craig Taylor, Director, Institutional Research, Assessment and Planning, Support

MSW worked within a tight timeline and developed a comprehensive communication plan that involved individual MSW members having critical assignments and completing work by deadlines set for the Workgroup. Between December 3 and February 28, 2008, there were 14 meetings of the full Workgroup. Individual members of MSW had the following assignments: Visit departments to discuss the project, review management structures at other institutions (several of which were posted on the website at http://www.lanecc.edu/oiss/MSW/mswresources.html), and develop options for management structures that could be effective for Lane at this time. Finally, each possible option was critiqued by the entire MSW with recommendations for refinement provided by all members.

Communication Plan (see Appendix C for complete communication plan)**:**
Following are the principal elements of the MSW Communication Plan:
- Establish a website to provide resources for the MSW to use in their research and that the campus community can use to track the work of the Workgroup.
- Establish an electronic forum to enable Lane employees to share their ideas and suggestions about Lane's future administrative/management structure.
- Visit department and group meetings so MSW members can explain the purpose and scope of the project, how the campus community can communicate with the Workgroup, and to begin gathering suggestions for the MSW to consider.
- Provide email updates to all Lane employees.

- Invite the campus community to send comments, concerns and suggestions about the proposal for the MSW to consider following posting of the MSW draft report on the website and before the final report is submitted to President Spilde.

Meeting with departments and campus groups was especially helpful in sharing the purpose and design of the project with the campus community. Two-person teams from the MSW attended a variety of meetings between January 7 and January 25, 2008 to explain the purpose and scope of the project and the methods by which the campus community could communicate with the Workgroup. Members of the MSW attended 20 different meetings and some of those meetings were with multiple units that met together for the discussion of the project (see Appendix D for the list of departments/groups that MSW members met with). The entire MSW discussed the concerns, issues and suggestions that were raised during those meetings, especially as they related to different options for management structure that were being developed by the MSW (see Appendix E for a summary of issues and concerns raised during meetings with departments and groups). These meetings prompted a number of departments and groups to prepare management structure proposals and value statements that were submitted to the MSW where they were included in the Workgroup's reviews and analyses.

The electronic forum did not yield as much discussion of issues related to Lane's management structure as the Workgroup had hoped. One entry, though, discussed difficulties related to the short timeline of the project. The timeline was also discussed when members of the MSW met with Faculty Council to discuss the project. That discussion resulted in Faculty Council submitting a formal request to the MSW for an extension of the timeline. In response, the MSW was able to extend the timeline one week and also decided to invite feedback from the campus community on the draft final proposal. That feedback was reviewed and considered by the MSW prior to preparing the final proposal for President Spilde.

The MSW established a set of criteria to guide their review of and discussions about the management structures at other community colleges and to help members understand what could be advantages and disadvantages of various structures if applied here at Lane (Appendix F). Some of the criteria were derived from the MSW Charter and others were crafted during the early meetings of the MSW. A set of "values and practices" that staff in the Science Division believed "should be demonstrated in Lane's management structure" (Appendix G) also were helpful as the MSW reviewed the advantages and disadvantages of the different management structure options that were developed by Workgroup members. Those values and practices were guided by the desire to create the best management structure for student learning at Lane.

Options Developed and Considered:

Five options were developed – four were management structures and the sixth was a conceptual strategy for keeping Lane vibrant and fiscally solvent by building a robust Research and Development (R&D) capability for the institution. Each option was discussed and considered carefully by the entire Workgroup. Each option is summarized in this section of the report along with the organizational structure with details provided in the appendices. More details about each option for Lane's management structure are presented in appendices; appendices detail reflects the thinking of option subgroups and does not necessarily reflect the opinion and analysis of the MSW as a whole. Please note that organizational details are intended to illustrate possibilities for Lane's future structure. The MSW recognizes that substantial discussion with impacted units would have to precede any possible realignment or restructuring of units.

Entries in the following organizational charts include the title and salary band of a particular position (e.g., "VP Academic & Student Affairs (6)" indicates this VP position is on band 6 of the management salary schedule). Other entries include the salary band of the particular position as well as the salary bands of other manager positions that are directly associated with that entry (e.g., "Dean Academics (5, 4, 4, 4, 4, 4, 4, 3, 2)" indicates the Dean position is on band 5 of the management salary schedule and there are eight manager positions directly associated with this Dean and their salary bands range from 4 to 2).

The charter specified that the costs of a recommended management structure should not exceed the "current allocated resources with a strong preference to reduce current expenditures." The MSW used the 2006-2007 management structure as the baseline for comparing the costs of options developed by the MSW (See Appendix H). However, two management positions were eliminated in 2007-2008. The baseline FTE used for the work of MSW was 64.104 management FTE and $5.18 million as total management cost. In building the cost analyses for each option, the average of salaries of the management positions within the proposed band was used to estimate the costs of proposed positions.

Members of MSW formed teams and those teams were assigned the task of researching management organizational structures and developing a structure they believed to be an effective option for Lane to consider implementing. Each of the options was discussed with the entire MSW. Adjustments and refinements were made to each option following the discussions. The options that were discussed had variations in position titles and scope of authority and responsibility. To achieve a common framework for comparing options, the MSW applied the current management salary matrix with its band stratification to help anchor the scope of authority and responsibility for the positions in each option. The current salary matrix has the following categories:

- Band 6 – Vice President
- Band 5 – Associate Vice President
- Band 4 – Division Chairs or Directors

- Band 3 – Managers
- Band 2 – Managers and management support
- Band 1 – Management support

Following are brief descriptions of responsibilities associated with titles of management positions that are used in various options (see Appendix I for more detailed descriptions of responsibilities):

Vice President for Academic and Student Affairs:
Serve as chief academic officer and chief student services officer for Lane Community College, providing leadership and direction to all assigned departments and divisions.

Vice President for College Operations:
As a key member of the executive leadership team, the Vice President for College Operations reports directly to the President, advising him/her on all major institutional issues and assuming responsibility for Computer Services, Campus Services, College Finance, Purchasing, Bookstore, Food Services, Printing and Graphics and other services as assigned.

Dean of Academic Affairs:
Provides leadership and decision-making authority for the assigned instructional programs. The primary goal of the Dean is to ensure the highest quality educational experience for students by continuously improving the instructional environment.

Dean of Student Development and Learning:
Provides leadership and decision-making authority for the assigned student services programs. The primary goal of the Dean is to ensure the highest quality educational experience for students by continuously improving the student services environment.

Department/Division Chair:
Provides leadership for the development of academic departments. The Department Chair is staff to the Dean of Instruction and coordinates information flow between the department's faculty and the Dean's office.

Director:
Provides leadership and support for the development of, student affairs, academic and operations departments.

It should be noted that the definition of a "supervisory management employee" in Oregon Revised Statutes includes any individual who, in the interest of the employer, has the authority to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or to responsibly direct other employees, or to adjust their grievances, or effectively to recommend such action, if in connection therewith, the exercise of such authority is not of a merely routine or clerical nature but requires the use of independent supervisory judgment for which the responsible manager will be accountable.

The MSW discussed span of control and workload as these relate to different management positions at Lane. The Workgroup acknowledged that these components of management responsibilities are not easy to understand and measure. Appendix J contains a table showing the number of employees by department for 2006-2007. This table of Span of Control Headcount provides information about one element of a manager's scope of work and workload. While the table shows there are departments with a ratio of employees-to-manager greater than 100-to-1, readers must be cautious about presuming this ratio is the only or even the primary component in measuring the scope of work or workload of a manager.

The options developed by subgroups are presented below along with the cost analysis for each option. Table 1 summarizes the costs for each of the functional areas of the college in each of the different options and compares them to the 2006-2007 baseline management cost

Table 1: Cost comparisons of Options with the 2006-2007 management structure including reduction of management positions.

Options Management Costs and/or GF Impact	Exec Services	Area Cost	College Ops	Area Cost	Academic Affairs	Area Cost	Student Dev. & Learning	Area Cost	Total Positions	Estimated Cost
2006-07 Baseline	**11.865**	**847,443** **16%**	**16.729**	**1,335,862** **26%**	**26.010**	**2,226,492** **43%**	**9.500**	**767,297** **15%**	**64.104**	**5,177,094** **100%**
Option 1 Management Cost & GF Impact Full summer coverage	6.900	511,647 10%	19.694	1,555,480 30%	29.690	2,514,746 49%	7.000	589,297 11%	63.284	5,171,171 100%
Option 2 Management Cost Full summer coverage	12.000	989,079 21%	12.000	851,036 18%	29.000	2,323,795 48%	9.000	651,245 14%	62.000	4,815,155 100%
Option 2 GF Impact backfill, 10-day summer coverage	12.000	989,079 21%	12.000	838,060 18%	29.000	2,284,868 48%	9.000	599,342 13%	62.000	4,711,349 100%
Option 3 Management Cost & GF impact Full summer coverage	12.865	933,977 18%	14.729	1,157,981 22%	26.860	2,262,681 44%	9.832	821,097 16%	64.286	5,175,736 100%
Option 4 Management Cost Full summer coverage	8.965	683,560 12%	14.729	1,141,385 21%	38.760	3,134,061 56%	7.167	601,695 11%	69.621	5,560,701 100%
Option 4 GF Impact PT backfill, 10-day summer coverage	8.965	683,560 14%	14.729	1,141,385 23%	38.760	2,659,149 53%	7.167	550,324 11%	69.621	5,034,417 100%

Note that the changes in when comparing options to the baseline could be due to realignment of units.

Option 1: (See Appendix K for details and rationale)

Dean Arts & Letters
(5, 4, 4, 4, 4, 4)

Dean CTE
(5, 4, 4, 4, 4, 3, 2, 2)

Dean CTE/CE & Workforce
(5, 4, 4, 4, 4, 4, 4, 4, 3)

Inst Tech Resources & Library
(4, 3, 3, 3, CC, CC, FC, FC)

Dean Student Dev & Learning
(5, 4, 4, 4, 3, 3, 3)

IRAP
(4, FC)

College Innov/Dev
(3)

Foundation
(4, 3, 3)

OSBDCN
(Fund 8)

VP Academic & Student
Affairs (6)

MS
(2)

Diversity
(4)

MS
(2)

VP College Svs
(6)

MS
(2)

President

Chief Info Officer
(4, 3, 3)

Chief Finance Officer
(5, 3, 3, 2, 2, 4, 3)

Director Facilities
(4, 3)

MS
(2)

Chief HR Officer
(5)

HR Asst
(3)

Features of Option 1:
- Maintains two vice president positions.
- Moved responsibility for Diversity to the President
- Recognizes the critical need for Lane to focus on government relations as well as on innovation, research and development. There is an additional management position at band 3 created to support these two functions directly reporting to the President.
- Fills the vacant management position in Human Resources to add capacity.
- A new band 3 management position for instructional technology has been added.
- The Associate Vice President title has been changed to Dean and there are five dean positions in this option.
- Continues with integration of instruction and student services and increases integration of credit and non-credit instructional units.
- Overall, this option recognizes managers' role as heads of instructional divisions and the detailed structure presented in the appendix.
- This option did not include eight management positions that were included in Lane's 2006-2007 management structure that served as a baseline for the MSW. However, there are six added positions.
- No bargaining implications.

Cost Analysis Summary:
The total cost of management salaries for Option 1 is $5.17 million and the total cost of Lane's 2006-2007 baseline management structure used as the baseline was $5.18 million. Option 1 is cost neutral with the 2006-2007 the baseline for costs set for the MSW.

Table 1 compares the proportion of management personnel in each of the four functional areas. The changes made in option 1 compared to the 2006-2007 baseline structure are given below:
- *Executive Services*: The reduction of approximately $335,800 in Executive Services is the result of moving the entire Human Resources unit to College Operations as well as the elimination of a vacant management support position in the president's office. Option 1 adds a management position that reports to the president with responsibilities for diversity, government relations and innovation.
- *College Operations/College Services*: The total amount spent on management positions in College Operations increased $219,600; this is primarily attributable to moving Human Resources under College Services (which includes College Operations). Option 1 fills a band 3 management position, Assistant Director of Human Resources. The Information Technology area has an additional band 3 management position to support technology infrastructure and the Chief Information Officer's position has been moved from band 5 to band 4.
- *Academic Affairs*: The increase in approximately $288,000 to Academic Affairs is the result of adding a new instructional resource director at band 4 and a new IT manger at band 3 to create a new unit of Instructional Technology Resources. Option 1 does not fund the level 3 employee training manager in BDC.
- *Student Development and Learning*: There was a reduction of $178,000 in Student Development and Learning. Option 1 did not fund two positions, a vacant band 3 learning center manager for Cottage Grove and a vacant level 2 Testing Coordinator and assumes the reduction of a level 3 manager.

Option 2: (See Appendix L for details and rationale)

President

MS
(2, 2)

Director Diversity
(4)

Foundation
(4, 3, 3, 3)

OSBDCN
(Fund 8)

Vice President
(6)

MS
(2)

Dean Technology CIO, assumes merge of
CIT/IT (5, 3, 3, FC, FC, CC, 2)

Dean Student Affairs
(5, FC, CC, 3, FC, 4, CC, 4, CC, FC, FC)

Dean Finance/CFO
(5, 3, 3, CC, 2, CC, 4, FC)

Exec Dir HR/OD
(5, CC, 2, 2)

Dean Ops/COO
(4, CC, CC, CC, CC, 2)

Dean Inst Advancement
(5, 3, 2, 2, 3, 2, 4, 4)

Dean Academic Affairs
(5)

Associate Dean #1
(4.5, 3, 4, 4, 4, 4, 4, 4, 4, FC, CC)

Associate Dean #2
(4.5, 4, 4, 2, 4, 4, 2, 2)

Associate Dean #3
(4.5, 4, 4, 4, 4)

Features of Option 2:
- A principal objective of this model is increased integration of instruction, student services, and college operations.
- A key feature of this option is its single vice president which is intended to contribute to integration across the areas of the college and also to helping Lane be more student and learning-centered in all areas of the college. The single vice-president position is based on the premise that the new "Dean" positions will exercise greater direct decision-making, thereby relieving the president and vice-president of the need to be involved in as many department/division-level issues. The scalability of the proposal means that a second VP could be added, budget allowing, if that proves to be necessary.
- Another integrating feature of this option is the system of deans; the majority of deans are expected to have a direct role in instructional functions as well as college operations functions.
- Option 2 adds a Dean of Institutional Advancement and a Government Relations manager dedicated to marketing and lobbying respectively. Given the critical nature of public resources in the college budget, and that of a marketing plan, these additions seem essential to achieving the Strategic Direction of Fiscal Stability of the college.
- Option 2 increases the use of faculty and classified staff to supplement the work of managers in key areas through faculty chairs and classified coordinators.
- This option did not include eight management positions that were included in Lane's 2006-2007 management structure that served as a baseline for the MSW. Moves six management positions to faculty chairs/coordinators and classified coordinators. There are four added management positions and two added faculty chair positions.
- There are bargaining implications.

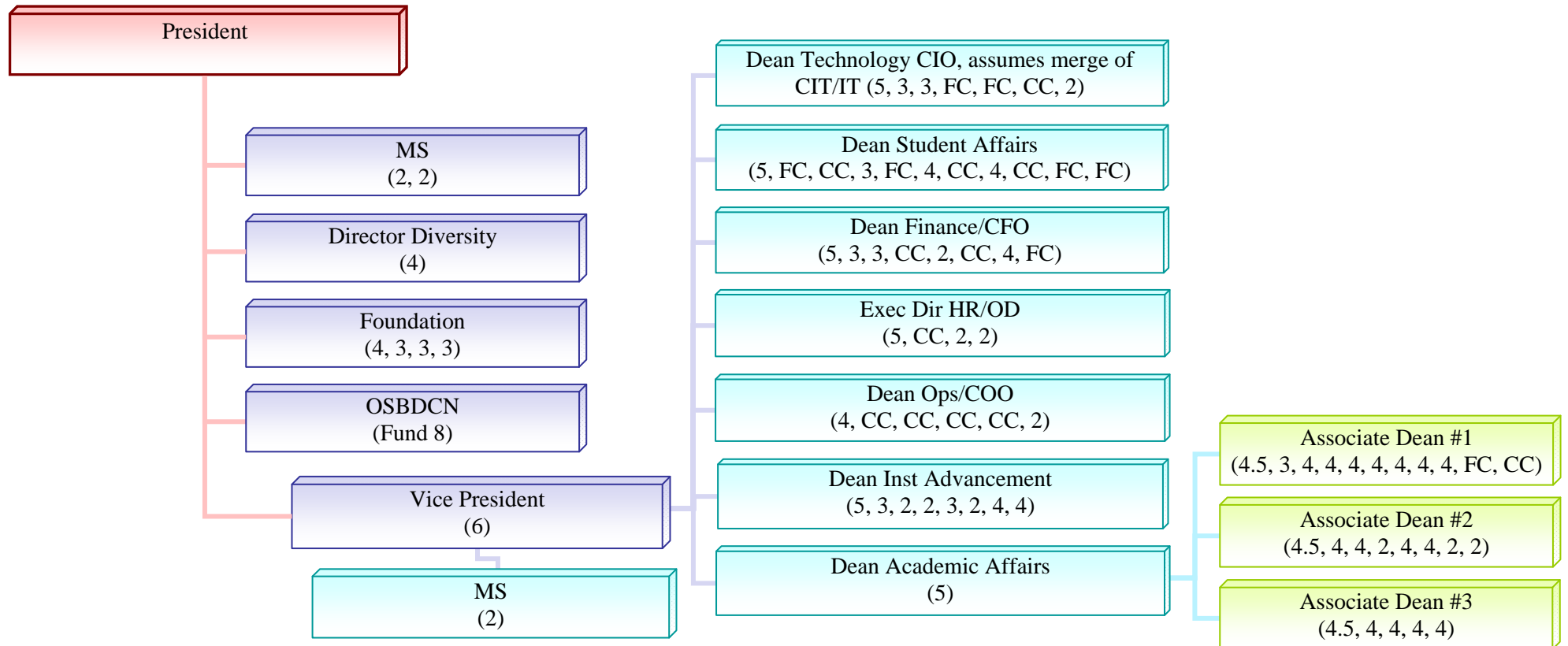*Cost Analysis Summary*:
The total cost of management salaries for Option 2 is $4.8 million and the total cost of Lane's 2006-2007 management structure used as the baseline was $5.18 million. However the net impact on the general fund is $4.71 million. The cost of Option 2 is $362,000 less than the 2006-2007 baseline management structure (or $466,000 less impact on the general fund) that serves as the baseline for costs set for the MSW.

Table 1 compares the proportion of management personnel in each of the four functional areas. The comparison of option 2 to the 2006-2007 management structure are given below:
- *Executive Services*: increase of $141,600 in Executive Services
- *College Operations*: decrease of $484,800 in College Operations.
- *Academic Affairs*: increase of $97,000 in Academic Affairs.
- *Student Affairs*: decrease of $116,000 in Student Affairs.

It should be noted that the increases and decreases indicated above do not quite capture the essence of this option because its integrated design does not easily align with Lane's existing functional distinctions. The intent and purpose of the Dean structure, as proposed, is to achieve a level of program integration not possible in the current management structure. Instruction, Operations, Student Services, and Executive Services are blended in this option with the intent of even more integration and therefore a "silo" comparison contradicts the philosophical basis of this option.

Option 3: (See Appendix M for details and rationale)

President

MS
(2, 1)

Diversity, Equity & Compliance
(4)

Foundation
(4, 3, 3, 3)

OSBDCN
(Fund 8)

PR/Govt Relations/Marketing
(3, 2)

HR
(5, 2, 2)

+1 Manager
DEC or HR (3)
R & D

Future Need
R & D

VP Academic & Student Affairs
(6)

MS
(2)

Dean Student Dev & Learning
(5, 4, 4, 4, 3, 4, 4, 4, 3, 2)

Dean Academics/CTE
(5, 4, 4, 4, 4, 4, 4, 4)

Dean CTE & CE
(5, 4, 4, 2, 2, 4, 3, 4, 4, 4, 4, 3, 3)

Dir Technology/CIO
(4, 3, 3, 3)

IRAP
(4)

VP Operations
(6)

MS
(2)

Exec Dir Finance & Aux Services
(5, 3, 3, 2, 3, 2)

Dir FMP & Safety
(4, 3, 3)

KLCC
(4, 3, 2)

Features of Option 3:
- Retains two vice-presidents and preserves the integration of academic and student affairs.
- Preserves integration of instruction and student services and expands integration of credit and non-credit instructional areas. Student Services is renamed Student Development and Learning Resources in keeping with its current goals and focus. Developmental Education (ABSE, ALS, and ESL) is included under this area.
- The title of "Associate Vice President" is replaced by "Dean" to clarify scope and authority and three deans are proposed in this option.
- The option re-purposes a manager responsible for diversity that reports directly to the president and re-purposes an existing Human Resources position to focus on Affirmative Action, complaints and compliance issues. This position could be housed in a Diversity Office or shared between Diversity and Human Resources.
- A new Instructional Technology position is created in Academic and Student Affairs, and all technology functions are integrated under one Chief Information Officer (CIO) who reports to the VP of Academic and Student Affairs. This position is at band 4 and replaces the current band 5 (AVP) position.
- Option 3 includes all work related to college publications in the unit dealing with Marketing / PR / Government Relations.
- While resources were not directly assigned, a greater focus on research and development was recognized as a future need.
- This option did not include four management positions that were included in Lane's 2006-2007 management structure that served as a baseline for the MSW. There are three added management positions. This option assumes existing faculty lead/coordinator and classified coordinator positions.
- This option proposes that sustainability is addressed by a team or taskforce reporting to the president (as was done with diversity) rather than create a management position.
- There are no bargaining implications.

Cost Analysis Summary:
The total cost of salaries for Option 3 is approximately $5.17 million and the total cost of Lane's 2006-2007 baseline management structure was $5.18 million. The cost of Option 3 is cost neutral with the baseline management structure.

Table 1 compares the proportion of management personnel in each of the four functional areas. The changes made in option 3b compared to the 2006-2007 baseline structure are given below:
- *Executive Services*: An increase of approximately $86,000 in Executive Services; no positions were eliminated and a diversity position was re-purposed.
- *College Operations*: The decrease in College Operations of approximately $178,000 is the result of integration of technology under instruction.
- *Academic Affairs*: The increase of approximately $36,000 to Academic Affairs is the result of eliminating one Outreach Center director, and integrating all technology positions under instruction. Development education and CFE have been moved to Student Affairs.
- *Student Affairs*: The increase in approximately $54,000 to Student Affairs is the result of eliminating one band 3 and one band 2 position through reorganizing services, and adding developmental education and CFE.

Option 4: (See Appendix N for details and rationale)

President

MS
(2)

Diversity Officer
(4)

Marketing & Public
Relations (3, 2)

Foundation
(4, 3, 3)

Human Resources
(5, 2, 2)

OSBDCN
(Fund 8)

Future Need
R & D

MS
(2)

VP Academic & Student
Affairs
(6)

Dean Transfer Programs
(5)

Dean Career Tech
Programs (5)

Chief Info Officer
(4)

Grant Manager
(3)

Dean Student Dev (5)

Associate Deans
(4.5, 4.5, 4.5, 4.5, 4.5, 4.5)

Directors
(4, 4, 4)

Managers
(2, 2)

Faculty Chairs
(17.0 FTE)

Managers
(3, 3, 3)

Directors
(4, 4)

Managers
(4, 4, 3, 3)

Faculty Chairs
(1.0 FTE)

MS
(2)

VP Finance & Adm
Services
(6)

Exec Dir Finance & Aux
Svs (5)

Dir FMP & Safety
(4)

Dir KLCC
(4)

Managers
(4, 3, 3, 2, 2)

Managers
(3, 3, 2)

Managers
(3, 2)

Features of Option 4:
- Retains the two vice-president structure and preserves the integration of academic and student affairs.
- Replaces the structure of Associate Vice Presidents and Divisional/Department chairs with Deans, Associate Deans and Faculty/Classified chair positions.
- New position of Instructional Technology Manager to better integrate college-wide technology resources and infrastructure with college instruction.
- New positions will be phased in based on immediacy of need and budget resources:
- Restructured Diversity Officer reporting directly to the President as specified in the charter.
- Plant Operations and Additions Manager to address critical capacity gap in Facilities Management and Planning.
- Sustainability Director to provide structural support and integration of this college Core Value.
- Recognizes the importance and need for R&D, but does not create an administrative position for this function at the current time
- This option did not include seven management positions that were included in Lane's 2006-2007 management structure that served as a baseline for the MSW. The equivalent of 18.667 FTE management positions has been restructured to faculty chairs.
- There are bargaining implications.

Cost Analysis Summary:
Because this model includes making changes to the managerial structure, comparing the costs of this proposal with the current model require making a distinction between "managerial structure costs" and "net costs to the college." If incorporating the faculty salaries as part of the managerial costs, this proposal raises managerial costs to approximately $5.56 million, compared to the total cost of Lane's 2006-2007 baseline management structure. Using this approach, Option 4 is approximately $384,000 above the baseline.

However, when looking at the general fund fiscal impact the net cost is $5.03 million, which is approximately $143,000 less than the baseline 2006-2007 management structure. It should be noted that the cost calculations assume that when a faculty member rotates into a chair position, his/her existing position will be filled by part time faculty. This however will not be the case in many instances and therefore will increase the overall cost, but the specifics will need to be worked out in consultation with departments. Further, this cost only includes 10 days of summer coverage. The adjustment for summer coverage would need to be negotiated with LCCEA.

Table 1 compares the proportion of management personnel in each of the four functional areas. The changes made in option 4 compared to the 2006-2007 management structure are given below:
- *Executive Services*: The decrease of approximately $164,000 in Executive Services is the result of moving the Grant Manager position to Instruction and not carrying forward the vacant Management Support, Affirmative Action, and Professional and Organizational Development Manager positions, while adding a restructured Diversity Director position.

- *College Operations*: The decrease of $195,000 in College Operations is the result of moving the information technology under Instruction, while adding a new Plant Operations & Additions Manager and Sustainability Director.
- *Academic Affairs*: The increase in approximately $908,000 to Academic Affairs is the result of moving information technology from college operations to Academic Affairs and the addition of the new Associate Dean level of administration. However, it should be noted that if the costs are calculated with part time faculty backfill results in a net increase of approximately $433,000.
- *Student Affairs*: The decrease in approximately $166,000 to Student Affairs is the result of consolidating Student Life and Leadership and the Women's Program, Disability Services and TRIO, and using faculty chairs for ABSE, ALS, and Assistant Director of Counseling positions.

Option 5: (See Appendix O for details and rationale)
Cooperative Holographic Organizational Research & Development (CHORD)

This option provides a framework for the long term fiscal sustainability for the college. The idea is to focus on research and development in a way that supports entrepreneurial activities whose profits contribute to the general fund.

CHORD takes its mimetic roots from Historically Black Colleges and Universities (HBCU), "Mississippi Mondragon", Mondragon Corporation.

Historically Black Colleges and Universities: Often had to operate without state support, while attracting demonstrably superior staff (socially active and engaged in the community as well as the classroom) and producing demonstrably superior students, who replicated and exceeded their teachers.

"Mississippi Mondragon" A cooperative business started by welfare mothers in Mississippi, which generated enough profit in a year to enable them to leave the welfare rolls. The technique is known as *etanda*, in Spanish, *susu,* West African / West Indian word for the same thing. Start with a steady source of income, pool resources, make micro loans, reinvest. Requires culturally specific financial education to start and maintain the process.

Mondragon Corporation: Multibillion dollar cooperative based in Spain.

Here are some clusters that could be developed at Lane using CHORD:
- *Intergovernmental*: IHE, Secondary, City, County, State, Federal: Lobbying, Revenue Generating Cooperative Agreements. (Entity to Entity)
- *Entrepreneurial:* Consulting, Training, Technical Assistance for businesses, corporations, and governments.
- *Instructional:* Current Activities + Expanded Community Education
- *Publishing:* Print, Electronic, Gaming, Simulation, Curriculum Materials. Instruction and Development of content: Games, Books, Film, Multimedia, Website Design.
- Cooperative Business Development for students and community members

- *Treatment / Social Service:* A&D, D.U.I.I., prevention, PTSD self help and assistance to Vets, and "Invisible Vets", Poverty Treatment.
- *Broadcast Instruction:* Sponsored Educational Television, with Distance Learning, and Video Publishing and Sales.
- *School / Community Relations Development:* Within Schools with Individuals and Specific Communities.

Additional commentary on options:

There were some similar and other distinct features across several of the options that were considered by the MSW.

Feature 1: One vice president versus two vice presidents:
Three of the four options present a two vice president model and one presents a single vice president. The MSW recognized that for 2006-2007 and 2007-2008 there was only one vice president.

The Workgroup also expects there will only be one vice president for 2008-09. Therefore, the MSW advises the president consider the impact of the vacancy of the vice president of college operations and to implement an appropriate transition management structure to provide necessary leadership to facilitate effective communication and decision making during 2008-09.

Feature 2: Division chairs who are managers compared to chairs who are faculty who rotate into the position:
The MSW compared division chairs who are managers hired into the position to division chairs who are faculty who rotate into the position and take on administrative responsibility yet remain in the faculty bargaining unit. It should be noted that responsibility for supervision and evaluation of personnel is assigned to "supervisory personnel" by Oregon Revised Statute (see Appendix P) and the impact of introducing faculty chairs on the workload of managers has not yet been fully determined. All members of the MSW were philosophically in agreement that there could be some advantages to having faculty division chairs. Key concerns related to this change in the management structure centered around the scope of work, supervision, and the uncertainty as to whether there would be sufficient financial resources available to cover the core management functions for a large organization like Lane. Many faculty in larger divisions have expressed concern that their division chair is "overworked" and they would like to have the division chair more involved in supporting the work of the division. This suggests the need for additional division administrative resources rather than less. (See Appendix Q for the proposal from the mathematics department in which one of their options is to retain the 1.0 Division Chair and add an additional 0.5 FTE chair). Additionally, with the reduction in classified staff in instructional divisions in 2006-2007, there is generally less current support for the faculty, staff, and students in divisions.

Feature 3: Move from Associate Vice President title to Deans and Chief Officers. The title of dean connotes a final decision maker as opposed to the title of "associate vice president" that the final decision maker is the vice president. However, it needs to be recognized that in the current structure the associate vice presidents have large-scale decision making authority.

Feature 4:
The title "Division Chair" has been a challenge historically when faculty consider applying for these management positions at Lane. The title "chair" in academia usually indicates a faculty position and therefore applicants to these positions are often misled into thinking that these are faculty chair positions when really the work is more comparable to that of a "dean" at other institutions. The scope of work for Lane's Division Chairs is significantly greater than the scope of work for department chair positions at other institutions.

Feature 5:
Cost calculations for the options included the average expenditure for each band of the management salary matrix. For example, the average expenditure of all managers in band 4 of the management salary matrix is $87,000 approximately so rather than use the salary of individual managers, the average expenditure has been used for each manager in band 4.

Also, the cost calculations for faculty chairs have been completed using two methods with different assumptions:
- Method 1: When faculty rotate into the department/division chair position, the percentage of their FTE dedicated to management multiplied by the management salary (band 3) is used for the management cost.
- Method 2: When faculty rotate into the department/division chair position, the part time faculty costs to cover the necessary classes to support the department/division chair's FTE dedicated to management work is used for the management costs.

Another factor to be considered is the per diem cost of faculty compared to the per diem cost of managers in band 3. The average faculty salary expenditure is approximately $63,000 for 175 days which makes the per diem rate $360. The average salary expenditure for managers in band 3 is $74,000 for 260 work days which makes their per diem rate $285. This has an impact on summer coverage because a faculty member's current contractual agreement does not cover summer.

Additional Positions and Functions that were considered:

Director of Sustainability:
The MSW recognized that, as a Lane Core Value, sustainability requires more support and advocacy to achieve greater coordination and integration across the college, but the additional cost of a new position for this function was a serious concern of some MSW members.

Director of Instructional Technology:
Support for this position was predicated on the need for greater alignment of college instruction with Information Technology.

Research and Development:
The Workgroup acknowledged the value of this function could add to Lane and to the community but decided that more discussion and analysis is needed about possible structure and implementation.

VP for Institutional Effectiveness:
While there was support for giving more attention to institutional effectiveness, the MSW thought responsibility for work related to this function should be distributed across the college rather than focused in one position. A sub-group of instructional and student services managers submitted a proposal to MSW that highlighted the need for increased institutional effectiveness. Their report states:

> Institutional effectiveness is valued by the group and everyone agreed that improving effectiveness was a priority but disagreed as to whether it required a separate office of institutional effectiveness or if the responsibilities of institutional effectiveness could be carried out by the VP and Deans/AVP. The majority of the workgroup members favored integrating institutional effectiveness into the structure.

Director of Risk Management:
The MSW acknowledged that this function needs more attention and better coordination to deal with issues related to liability and financial exposure. Responsibility in this area is currently distributed in a number of positions across the college. Because of limited resources, the Workgroup concluded that creating a position was not appropriate at this time.

Director of Government Relations:
There was almost unanimous support for this function among members of the MSW. The Workgroup agreed that Lane needs to be more proactive in communicating with public officials and their staffs about the work of Lane and needs of its students. Because of limited resources, the Workgroup did not reach consensus on recommending creation of a management position at this time, although some options directly addressed this issue.

More effectively connecting governance with the college:
While the majority of the MSW agreed that a more effective governance system would benefit Lane, there was not consensus among members about how best to accomplish this. The Workgroup did agree that creating a management position to address this issue was not appropriate at this time.

```
┌─────────────────────────────────────────────────────────────┐
│                                                             │
│     **Findings and Conclusions:**                           │
│                                                             │
└─────────────────────────────────────────────────────────────┘
```

This section describes where the MSW was able to reach consensus (principles) and where we did not reach consensus (options)

MSW reached consensus on the following principles:
- Need to add capacity through the management structure for instructional technology
- Promote greater integration of Instruction, Student Services, and College Operations
- Decision making authority should be placed at the appropriate level and should be clear to the campus community (e.g., deans should have a significant scope of authority to make decisions in their area of responsibility)
- Need to recognize that Lane currently has faculty and classified positions that have administrative responsibility (e.g., faculty coordinators in the Health Professions Division and the classified coordinators in the Continuing Education Division).

The MSW did not reach consensus on any of the four options. The main reason the Workgroup did not reach consensus was that two fundamentally distinct perspectives emerged in the discussion of each option. MSW members used two different perspectives to understand the issues related to management structure and workload.

- Perspective 1: Shifting management work from existing management positions to faculty chair position moves the structure to a more "traditional" academic model. In addition, by replacing management positions with existing full time faculty and then using part time faculty to assume the teaching responsibilities would have less net impact on the general fund. In summary the critical question being addressed in perspective 1 is: "Who should do the work?"
- Perspective 2: Reducing management positions further is not sustainable for the college given the unfilled management vacancies, the recent reduction of additional management positions, and the fact that current managers have been taking on additional responsibilities. Substituting faculty chairs for current management positions would not provide the necessary managerial/supervisory authority for the required administrative tasks, decisions, actions and responsibilities including evaluation, dealing with personnel issues, and providing overall supervision. In summary the critical question being addressed in perspective 2 is: "Can the work get done?"

Members of MSW with Perspective 1 usually opposed Options 1 and 3 and members with perspective 2 usually opposed Options 2 and 4. Although it should be noted that Options 2 and 4 are distinct in their design, members with perspective 2 could not support Option 2 because of the reduction of total management FTE and opposed Option 4 because of replacing management FTE with faculty FTE

The next section captures the advantages and disadvantages of the different options as expressed by members of the MSW.

Option 1:
All members of MSW indicated this option could have some success in achieving the criteria set for Lane's future management structure, but the Workgroup could not unanimously support it because this option did not provide for faculty chairs.

Option Advantages:
- Fills a vacant manager position in HR to enable HR director to restore recruitment and EEO/AA capacity
- Consolidates services for instruction, curriculum development, assessment, and training to support delivery for all methods through the Instructional Tech Resources department
- Creates a position to support innovation and future economic development
- Supports the role of the President at a visioning and strategic level and removes daily operational work from the President
- Cost neutral model

Option Disadvantages:
- Dean of Student Development and Learning still has a large number of direct reports
- Increases the number of reports to the Vice President of Academic and Student Affairs
- Large scope of responsibility for managers and subsequent workload
- Some members indicated that a Disadvantage of this option was that it did not have any management responsibilities shifted to faculty and/or classified
- Some members felt that the HR placement reporting to the Vice President rather than the President is problematic given the extensive labor relations function of the Executive Director.
- Adding new management positions could have an impact on classified staff

Caution:
- Need to ensure roles and responsibilities include horizontal collaboration
- Need to ensure titles are consistent for recruitment and hiring, job responsibilities, and to allow anyone from outside the college to get to the right person
- Make sure silos don't return and that collaboration is horizontal and internal integration occurs across the instructional units

Option 2:
A principle objective of this model is its contribution to increased integration of instruction, student services, and college operations. On a philosophical level, members acknowledged the value of this sort of increased integration. However, members could not unanimously support this option for the following reasons:
- Scope of responsibility placed on individual managers is too large resulting in an inability to complete core work of an organization.
- Lack of management capacity for supervisory responsibilities including evaluation of personnel.

- In a college the size of Lane, a single vice president structure locates too much work and responsibility on a single position which would necessitate more layers to deal with the increased workload.
- While the work having to flow through one vice president could create a bottle neck for decision making, an alternate view of having one VP is that this structure could introduce synergies among departments, decisions would be made more efficiently and responsibility for decision making could be easily determined.
- Dean positions have integrated responsibilities for operations, services and instruction and therefore the value of having an expert or a specialist in the leadership position gets lost. For example, the Dean of Finance being not only responsible for the finances of the college but also being responsible for some academic units.
- Scaling back on high level decision makers at the institution could raise capacity issues when those decision makers are not easily available.

Option Advantages:
- The cost of option 2 is $362,000 less than the baseline management structure or $466,000 less impact on the general fund.
- Attempted to retain all individual managers who are in the 2007-2008 management structure in some capacity.
- Accounts for all current college functions
- Restructures the college organization in ways which diminish differences between both *operational elements* of the college (Ops/Exec Services, Student Services and Instruction) as well as between employee groups (managers, faculty and classified) by recognizing leadership from all three.

Option Disadvantages:
- The increased scope of responsibility for individual managers is due to limiting the total cost of the option to be significantly less than what was budgeted for in the baseline. Reducing the scope of responsibility for individual managers (meaning additional managers) would increase the total cost of the option. Most notably, the "Associate Dean" level could be enhanced, and additional Faculty Chairs, Classified Coordinators or Director-level managers could be added as well.
- While the majority of the Workgroup felt that one VP is not workable for an institution of Lane's size, an alternate view expressed supported the idea that –having one Vice President – could streamline work and provide clarity in the decision making.
- Some members felt that there is inadequate management capacity and resources in Student Affairs as well as operational areas such as Facilities. Deans have too many direct reports. There is minimal capacity for Human Resources
- Some members thought that requiring managers to have multi-functional and multi-disciplinary expertise presents possible conflicts of interest in having college-wide responsibility (e.g., budget) housed with unit responsibility (e.g., Business & Computer Information Technology).
- Assumes some classified staff have excess capacity to take on additional administrative responsibilities
- Adding new management positions could have an impact on classified staff.

Caution:
- o The primary caution would be against seeing Option 2 as set in stone. It is intended as a *base line* with the potential for adding capacity based on budget availability.
- o Need to fully analyze classified staff capacity to take on administrative assignments; additional capacity may be required.

Option 3:

A key feature of this option is that it retains the two VP structure while adding three deans to provide an efficient and effective decision making layer between the VPs and managers, faculty and staff. It preserves the integration of instruction and student services and integrates credit and non credit instruction under two deans. There is a tension in designing an option between a large span of control and not adding too many layers. This option tries to balance reports and scope and therefore retains the current one manager per large division concept.

This option integrates technology under instruction and includes the re-purposing of an instructional technology position to ensure that instructional (and student) needs drive the technology not the other way round.

An existing Human Resources position is repurposed to add capacity in Diversity for compliance/AA. The option also recognizes the critical need for research and development but does not create a position because of the cost neutrality constraint.

The group could not reach consensus primarily because this model does not shift management responsibilities currently filled by managers to faculty chairs

Option Advantages:
- o Clear articulation of R&D as a future need.
- o Integration of instruction and student services and credit and non credit.
- o Tries to balance scope of work and span of activities
- o Adds capacity the college lacks in compliance, affirmative action, and diversity.
- o Provides some stability of organization structure at a time of resource instability.

Option Disadvantages:
- o This option does not include faculty chairs nor does it expand on use of classified coordinators
- o Similar to present management structure which has been reported by some MSW members as not working optimally for Lane. However, it should be noted that the current structure has not realized its full capacity due to the existing vacancies that have not been filled; although there are 64.104 FTE in the current structure only 55.419 FTE are filled.
- o Adding new management positions could have an impact on classified staff.

Option 4:
A key feature of this model is its proposal of a traditional collegiate organizational structure that utilizes the professional knowledge and experience of faculty employees at the departmental and workgroup level, and the establishment of a 'middle-level' administration structure of deans and associate deans in the academic division of the college.

By utilizing faculty chairs on a rotating basis, some decision making will shift to the departmental and division levels, thereby easing the workload on executive levels. One could make the argument that faculty will develop an increased sense of decision ownership if they are clear stakeholders in the decision making process. By utilizing existing full time faculty in faculty chair positions and replacing them by part time faculty to cover the classes, and by faculty chairs covering 10 days during the summer term, this option has a net cost savings of the general fund.

The total baseline management FTE is 64.108. Option 4 has a total 69.621 FTE of which 50.954 FTE are managers and 18.667 FTE are faculty doing division/department chair responsibilities.

Option Advantages:
  o Addresses the Core Value of Sustainability by creating a Sustainability Director position with dual reporting to both Academic Affairs and Operations. Institutionalizes the role of sustainability.
  o Inclusion of faculty directly in decision making and management capacity.
  o Increases role and capacity of instructional technology.
  o Provides cost savings when assessed on the net general fund impact when calculating the management costs using part time faculty backfill including 10-days of summer coverage.

Option Disadvantages:
  o When looking strictly at administrative costs, this model exceeds the cost-neutral criterion. It is noted, however, that the impact on the general fund to the college of this model falls below the baseline and further does not have full summer coverage.
  o Rotating faculty leaders will require additional time to reach peak performance. This could impact the workload of classified staff.
  o The introduction of faculty chairs will necessitate significant effort in
      ▪ realigning current division chairs,
      ▪ developing criteria and contract-specific parameters for faculty chair assignments, and
      ▪ developing selection and training for faculty chairs.
  o One or more members pointed out that there maybe inadequate supervisory management capacity in instruction.

Caution/unanswered questions:
  o In developing the details of the faculty chair assignment, there may be additional costs to the college not reflected in the proposal (e.g. work year, training and selection process, etc.).

- There would be more part time faculty than the current structure due to the back fill for faculty chairs.
- There are bargaining implications when defining the work of the faculty chairs since they are part of the faculty bargaining unit.
- Oregon Revised Statute assigns responsibility for supervision and evaluation to "supervisory employees" (ORS 243.650 (16} and {23}; see Appendix P for more of this ORS).
- The issue of faculty supervising classified staff would have bargaining implications.

Alternative View:
- Upon adoption, the college can take time to transition into this structure and build capacity. As the MSW agreed unanimously to the principle of faculty chairs but members expressed concern about the process and additional costs, develop a phased-in approach to this option where, through attrition, department/division managers are replaced with faculty chairs while simultaneously the college develops a selection, training and evaluation program for the faculty chair position.
- The faculty chair could be designated as a management position with teaching duties. This implies that when a faculty member rotates into the position of chair--with for example with 0.75 FTE management responsibilities and 0.25 teaching responsibilities-- they become managers which will allow them to fully assume evaluation and supervision responsibilities. After their term ends, they go back to their faculty position which was filled by part time.
- Thoroughly study the cost and bargaining implications of this option before transitioning to it.

Issues Not Addressed:

A few issues that came up but were not processed by MSW are the following:

- The MSW received input from the campus community about the placement of some specific units, examples: the Health Clinic and the Library. This issue was beyond the scope of the work of MSW. In terms of the Health Clinic, the different options place the Health Clinic in College Operations, Instruction, and Student Services. However, this work could be done by a task group of individuals who are more closely familiar with the work.

- The MSW did not address a transition structure for 2008-2009 and advices the president to consider developing a transition plan for 2008-2009 that supports effective decision making.

- The MSW recognized that a focus on international connections was important but did not have the time to discuss this initiative and its impact on the management structure.

Appendix A

From: Mary Spilde
To: LCC Employees
Date: 10/27/07 8:34 PM
Subject: Management Structure

Dear Colleagues,

Last year I developed a management transition plan for the 2007-08 year with the intention of bringing together a task force this year to develop options/recommendations for a structure that best serves the needs of the college.

The current structure was approved by the Board of Education in 2000-01. Due to budget constraints the structure was not fully implemented until 2005-06. Given two years' experience with the structure, the number of management retirement and vacancies, and the changing needs of the college, I believe it is advisable to review the structure, and, if necessary, make changes to align the structure with the current needs of the college. Developing the plan now while we have vacancies gives us a reasonable measure of flexibility. Also, as we make decisions about which positions should be filled I want to make sure we are in alignment with an overall plan for the structure.

I will be appointing the task force within the next week. Stakeholder groups (LCCEF, LCCEA, ASLCC, MSC) will have the opportunity to appoint representatives to the task force. I will be asking for the task force work to be completed by the end of January to align with the 2009 budget development process. Ultimately, the board is responsible for approving the organizational structure of the college.

 I will plan on an eighteen month implementation schedule. Some of the positions may be filled for the next academic year but some may be delayed. The reason for the long period is primarily financial as we still have challenges in the 2008-09 budget. Hopefully, by July 2009 we will be able to fully implement the structure.

I will be asking the Task Force to provide an opportunity for the college community to engage with the work.

If you have questions about this, please let me know.

Appendix B: Charter of Management Structure Workgroup

Background: The existing organizational structure was approved by the Board of Education in 2000-01. Due to budget constraints the structure was not fully implemented until 2005-06. We have had two years of experience with the structure. At this time we have a number of retirements and vacancies, therefore, this is an opportunity to address our management structure and, if necessary, make changes to align the structure with the current and future needs of the college. Therefore, I am appointing a limited duration Management Organization Workgroup to develop options and recommendations.

A management structure should be a direct derivation of the organization's mission, vision, values and strategy. In other words, the management structure needs to be aligned with what the organization wants to accomplish, both near and long-term. The organizational structure should support the goals of the strategic plan.

Ideally, the structure should also support the following:

1. Informed and inclusive decision-making
2. Transparency and clarity of operations and decision-making
3. Open lines of communication between and among all components and members of the Lane community
4. Accountability
5. Mutual respect and trust

Purpose: Review options and make recommendations to the president on the administrative/management structure of the college.

Timeline: Report to the president: February 20, 2008.

Membership:

Managers: 2
Faculty: 2
Classified: 2
Students: 2
Executive Team Member/designee: 2
Diversity: 1

The workgroup will be chaired by Dr. Sonya Christian, Vice President of Instruction and Student Services and supported by Dr. Craig Taylor, Director of Institutional Research and Planning

Scope: Focus on the executive and division chair/director level (Move further into the management structure only to the extent there will be impacts)

At a minimum stay within current allocated resources with a strong preference to reduce current expenditures

Assure an executive level position to lead diversity efforts

Assure that there is engagement of the college community prior to developing options

Decision Making/Authority: The Board of Education has the authority and responsibility to approve the management structure of the college. The workgroup, with the leadership of Vice President Christian, is charged with developing recommendations for the president who will then provide a recommendation to the board. The workgroup may develop more than one option. While consensus around the options would be helpful, majority and minority opinions will be acceptable.

Implementation: The approved structure will be implemented by July 1, 2009.

Appendix C: Management Structure Workgroup Communication Plan

February 2, 2008

The Management Structure Workgroup (MSW) has been assigned to "Review options and make recommendations to the President on the administrative/management structure of the college." (see the complete MSW charter at http://www.lanecc.edu/oiss/MOS/charter.html)

Additionally, the President wants the Workgroup to "Assure that there is engagement of the college community prior to developing options." To accomplish this, the MSW will:

Establish a MSW Website that provides the following:
- Resources:
  - MSW Organizing documents:
    - Charter
    - Work plan
    - Communication plan
  - Organizational structures from other colleges
  - Pertinent Lane historical materials including the 2000 Restructuring Recommendations.

Establish an electronic forum:
- to enable Lane employees to share their ideas and suggestions about Lane's future administrative/management structure.

Visit Department and Group Meetings:
- Two-person teams from the MSW will attend department/division/group meetings between January 7 and January 25, 2008 to
  - explain the purpose and scope of work of the Workgroup, and the methods by which the campus community can communicate with the Workgroup
  - begin gathering suggestions for the MSW to consider.

Provide Email Updates to all Lane employees:
Three email updates will be sent to all employees providing updated information.
- The first update early in January will introduce the campus to the process, the website, and the communication plan.
- The second email in early February will update the campus on progress of the MSW
- The final email in late February will invite the campus community to review the proposal developed by MSW.

Following posting of the MSW proposal on its website, the campus community will be invited to send comments, concerns and suggestions to the MSW
- MSW will review and consider feedback and determine appropriate revisions before submitting the final proposal to Mary Spilde.

Appendix D: Meetings with Departments and Groups

Date	Department/group
January 7	Women's Program
January 8	College Operations Leadership Team
January 10	Business Development Center & Employee Training
January 11	Language, Literature & Communication
January 14	Health, PE & Athletics
January 15	Executive Services (HR, President's Ofc. & Mktg. & PR)
January 15	Instruction and Student Services Managers
January 16	Enrollment Services & Student Financial Services
January 17	Math
January 17	Continuing Education
January 17	Counseling
January 18	Office of Instruction and Student Services
January 18	Science
January 18	Social Science
January 18	Art & Applied Design
January 22	Academic Learning Skills
January 23	Cooperative Education
January 24	English as a Second Language and International ESL
January 25	Advanced Technology
January 25	Faculty Council

Appendix E: Summary of Issues and Concerns Raised During Meetings with Departments and Groups

1. Process issues:
   - Is this a sham?
   - Timeline is too short
   - Need to provide opportunity for feedback from departments (i.e., reacting to proposals)
   - How to provide meaningful input without needed information (e.g., cost data)?
   - How will we follow-up and evaluate the effect/success of the proposed structure?
   - What's the impact of altering/removing positions that currently have permanent managers?
   - Concern about past lateral moves of managers without searches
   - Vacancies across employee groups should be treated equally

2. Content issues:
   - Too much responsibility on division chair
   - Workload of division chairs is too great
   - Division chairs should have time to make contacts with agencies and businesses in the community
   - Current practice of decision-making by committee is onerous and inefficient
       i. too much time spent in committees
   - Consider pushing decision-making down to empower managers and remove bottlenecks
   - Need to clarify the role of division chair; they often oversee more than one dept.;
       i. are they supposed to manage the dept. or the college's business?
   - Concern about increasing administrative staff workload
   - Structure needs to help us see who is responsible and where decisions are made
   - Concern that some managers may be moved from one area to another
   - Org. structure needs to be centered around teaching
       i. Our structure needs to support this
           1. i.e., a teaching
   - What's the role of the AVP?
   - How do we understand and deal with span of control?
       i. What does span of control mean/entail?
       ii. It's not as simple as number of direct reports.
   - What does it mean to be a "floater"?
   - How to deal with limited accountability and the fact that many employees don't know how/where decisions are made?

Appendix F: Criteria to Guide Review and Discussion of Management Structures

(1/25/08)

The chief executive officer provides leadership through the definition of institutional goals, establishment of priorities, and the development of plans. The administration and staff are organized to support the teaching and learning environment which results in the achievement of the institution's mission and goals (Standard 6.C – Leadership and Management; <u>Northwest Commission on Colleges and Universities</u> (NWCCU), 2003 Edition).

Administrators facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment (Standard 6.C.6, NWCCU).

Lane's management structure should support and foster:

1. **Effective and efficient achievement of work:**
   a. Effectiveness within departments/units and across the college
   b. Efficient decision making (institutional decision-making process is timely; NWCCU 6.C.5)
      i. Prompt decision making when necessary
   c. Informed, clear, transparent and inclusive decision making at the appropriate level (MSW Charter).
   d. Achieving established goals
      i. Doing the right things and doing things right
   e. Providing quality services
   f. Accountability will be clearly understood and necessary authority assigned.

2. **Timely communication between all levels of the college.**

3. **Managers fulfilling organizational and functional responsibilities**:
   a. Organizational responsibilities are defined as the manager's work at the division/department or unit level.
   b. Institution-wide responsibilities are defined as work with a college-wide purview for institutional projects

4. **Integration/collaboration and expertise:**
   a. Rather than specialized silos, the structure should contribute as much as possible to integration/collaboration between departments (e.g., credit and non credit instruction, instruction and student services, and college operations)
   b. Managers should have expertise in the areas they supervise (i.e., at the organizational responsibility level).
   c. The primary function of a unit will inform its placement in the organizational structure.

5. **Cost Neutrality:**
   a. Total costs of management should be the same or less than current costs of the permanent existing management position list, including management vacancies (for all funds except Fund VIII).

6. **Appropriate scope of supervision:**
   a. The structure ensures a scope and ratio of supervision to get work done efficiently and effectively.

   NOTE: Appropriate support staff need to be available
   - enough staff to do the work without adding work or unnecessary layers to work
   - avoid having someone with such a huge workload they can't get any work done

7. **Achieving Lane's Mission and application of the Core Values.**

Appendix G: Values and Practices to be Demonstrated in Lane's Management Structure

TO: Management Structure Workgroup   DATE: 2/7/08
FROM: Science Division

Given the extremely short timeline for input during the MSW's formative process, the Science Division has drafted this statement of values and practices we would like to see demonstrated in the management structure. Understanding that these values may be supported in a variety of administrative structures, we are not suggesting a specific design. We note that it is difficult to separate institutional processes from the current structure; and that management structure in itself does not ensure or prevent effective and efficient achievement of work. Therefore, we are stating the outcomes we value, in alignment with the MSW Charter and Criteria. Our perspective is guided by the desire to create the best management structure for student learning at Lane.

We value a management structure that is:
> grounded in learner-centered practices; integrated; balanced; distributed; localized; mentored; and, forward-thinking.

We value institutional processes that have:
> reasonable timelines; consistent and accurate documentation; and, timely and open communication.

We value assessment that is:
> regularly practiced; used to guide planning; used to improve teaching and learning; and objectively conducted.

We value resource allocation strategies that provide:
> relevant and accurate budget data; easily understood needs and resources at the discipline, division and higher levels; and local management of resources.

We value decisions that are:
> collaboratively explored and negotiated; learner-centered; evidence-based; and, locally made by stakeholders closest to the impact of the decisions.

We value substantive accountability that provides:
> clear assignment of accountability and responsibility for actions; detailed histories of decision-making; identification and acknowledgement of mistakes, omissions, assumptions and premises.

We value effective learning and work environments that provide:
> an atmosphere of collegiality, intellectualism and collaboration; time and other resources needed to consider issues deeply and thoughtfully; and conditions leading to good decisions being made with confidence.

We have grouped our discussion of these values around six themes: clarity, accountability, collaboration, integrity, balance and innovation.

Clarity
The Science Division values clarity in strategic planning, decision making, assessment, communication, resource allocation and institutional processes. We believe that decisions are best made when the people closest to the effects of the decision are involved. For example, decisions about teaching and learning, and decisions that affect learning environments, can and should be made by faculty and staff who engage in managing the teaching and learning environment.

We value making local decisions. An effective management structure must provide clear responsibilities for decision-making at every level; and provide time and support for good decisions to be made. The executive structure needs to support and allow Divisions to manage instruction. Administrative support will include providing systems for accessing financial and institutional data that support local decision-making within Units.
We value transparency in decision making with regard to the choices, data, analytical frameworks and assumptions involved in decision making. Individuals and units at all levels who have decision making responsibility should share the responsibility to ensure transparency.

Accountability
Along with local decision-making, comes local accountability for those decisions. Division-level managers need to be accountable for their resources and have the freedom to allocate funds to Division-level goals, closely tied to college-wide strategic directions. Establishing local accountability for leadership and decision-making should reverse the current trend toward the increasing overburdening of middle and upper managers, allowing administrators to do their jobs more effectively. We value distributing leadership throughout the organization: encouraging and supporting faculty and staff to take leadership, resolve problems, and develop innovations. Science acknowledges that a strong and engaged full-time faculty and staff are essential for effective distributed accountability. We value evidence-based decision making and using assessment of student learning to improve instruction.

Collaboration
Science values collaborative, principled and interest-based decision making. We value authentic shared governance. We encourage a management structure that is not overburdened by micromanaging; but rather allows time and opportunity for collaborative conversations and community-based problem solving. We value creating egalitarian workgroups to efficiently and effectively mobilize the collective intelligence of staff, such as groups that cross employee classifications and traditional academic "silos."

Integrity
Science values integrity in consistently supporting student learning and respecting the expertise, commitment, and intelligence of people serving that aim. In support of student learning, we value clear, principle-based procedures and open processes; and we eschew relationship-based or tradition-bound decision-making. Science supports implementing an interest-based approach to conflict resolution throughout the college. We acknowledge the interests of student learning and the dignity of all employees as paramount to all other interests.

Balance
We acknowledge that the college is challenged to bridge the cultural differences between employee groups, disciplines, and other communities within the college. We value a

management structure that explicitly acknowledges these differences and works to build common ground and cultural competencies by encouraging "cross-training," and shared processes to meet common goals. We acknowledge the inherent tension between organizational stability versus growth and innovation. Science values a structure that provides stability through best practices rather than historic traditions, and that is forward-thinking in planning and preparation. We value a structure that supports the advocacy role of Division managers and provides them the tools and training to be effective negotiators, influencers, and leaders within and outside of their Divisions.

Innovation
Science values support for creativity, innovation, and professional development for all staff. Innovation is a process that cuts across disciplines, departments, and divisions. We support a structure that integrates innovation throughout the college and that supports innovation by providing flexibility in resource allocation, local decision making, opportunities for cross-organizational workgroups and tangible support.

President
Mary Spilde

Foundation
Janet Anderson
Kathy Thomas
Michele Erickson

Executive Assistant to the President
Marketing & Public Relations
Tracy Simms

President's Office
*Public Relations, Joan Aschim
*Assistants Donna
Zmolek/Mary Bolton

Oregon Small Business Dev.
Center Network
Bill Carter/
Christine Krygier

Human Resources
AA/EO
Labor Relations &
Operations Area
Dennis Carr

Diversity/
Professional &
Organizational Dev/
Community Outreach
Pam Farmer/Jose Ortal

Vice President
College Operations
Marie Matsen

Assistant to
Vice President
Anna Malliris

Vice President for Instruction
& Student Services
Sonya Christian

Special
Projects
Chuck Appleby

Operations
Coordinators
Mary Glen
Germaine Mock

Manager
Operations
Services
Jennifer Steele

Associate VP
Finance
Gregory Morgan

Associate VP
Information
Technology
Stephen Pruch

Associate VP
Transfer
Patrick Lanning

Executive Director
Community Education
& Workforce Dev.
Tim Craig

Associate VP
Student Services
Donna Koechig

Director
Institutional
Research,
Assessment &
Planning
Craig Taylor

Bookstore
Shelley Dutton

Specialized
Support Services
&
Laundry
Rick Venturi

Budget Office
Kay Malmberg

College Finance
Stan Barker

Health & Safety
Public Safety
Sandy Ing-Weise
Health Clinic
Duke Vandervort

Internal Controls
Accounting

KLCC-FM
Steve Barton
Paula Carpenter

Bond Project
Bob Mention

Facilities
Management &
Planning
Mike Ruiz

Instructional &
Information
Technology
Support Services
Todd Lutz

Technology
Infrastructure
Service

Printing/
Graphics
  Mail Services

Arts, *Rick Williams*

Business-Computer
Information
Technology
Mark Williams
(interim)

Family & Health
Careers
Carol Whitaker

Health/ Physical
Education/
Athletics
Rodger Bates

Language,
Literature &
Communication
Susan Carkin

Math, *Don McNair*

Science
Kyle Hammon

Social Science
Ken Murdoff

Advanced Technology
Dave Keebler/Harvey
Birdseye

Business Development
Center
Jim Lindly/Jenette Kane

Culinary & Conference
Services
Peg Allison/Sarah Wong

Continuing Education
Jeff Davis

Cottage Grove
Don Strahan

Florence
Bob Purscelley

Food & Beverage
Brian Kelly

Adult Basic & Secondary Ed.
Dawn DeWolf

Academic Learning Skills, English
as Second Language
Cathy Lindsley

Cooperative Education
Andrea Newton

Counseling-Multicultural Center
Dan Timberlake/Jerry De Leon
Chris Gilbert

Disability Services, *Nancy Hart*

Enrollment Services
Helen Garrett

Financial Aid *Bert Logan*

Library, *Nadine Williams*

Student Life & Leadership
Development
Barb Delansky

Student Financial Services
Bert Logan

Women's Program, *Kate Barry*

Curriculum &
Scheduling
Publications

Lane
Community College

Organizational Chart
September 2006

44 of 95

Appendix I　Management Position Descriptions

Note: These job descriptions are excerpts from comparable existing postings for various management positions.

VP Academic and Student Affairs:
Serve as chief learning officer for Lane Community College, providing leadership and direction to all assigned departments and divisions. Provide direction and represent Instruction, Instructional Support, Student Services, Community Education and Workforce Development, and Institutional Research, Assessment and Planning (IRAP) externally and internally. As part of the college leadership team, help to create conditions where staff can do their best work to serve students and the community. Help to develop an environment to fulfill vision, mission, core values, and learning principles. As an executive of the college, provide leadership for the whole institution.

- Leadership and Management:
  Support and influence organizational and/or college change. With staff and students, lead or facilitate large-scale change and innovation initiatives. Develop strategic systems for communication and decision-making. Support and promote processes that will result in the development and implementation of diversity initiatives in assigned areas. Develop a climate for successful college governance.

- Teaching, Learning and Student Success
  Lead, advocate for, and support, in collaboration with faculty, the development of an effective and innovative teaching and learning environment. Lead the development of academic and student service policies that view students holistically in terms of intellectual, social, and emotional development. Lead, advocate for, and support, the development of curriculum and instructional strategies to ensure instructional excellence, currency and student success. Lead, advocate for, and support, the planning and implementation of facilities strategies and the use of technology in instruction and instructional delivery. Facilitate the development of systems and services to recruit and retain students and develop learning-centered services and programs to ensure student success. Support student leadership and maintain an open communication system with students. Advocate for student achievement. Provide leadership in the development and ensure the delivery of curriculum that contains diversity and multicultural perspectives. Ensure all student disciplinary matters are in compliance with Title VII, Title IX, FERPA requirements, and college policy. Investigate and make determination in staff and student harassment complaints and other complaints.

- Budget and Administration
  Provide leadership for fiscal planning and budget administration for areas of responsibility as well as the institution as a whole. Secure essential short-term and long-term resources for instruction and instructional support so that they can effectively and efficiently fulfill their responsibilities in delivering instruction and services. Partner with businesses, legislators, educational institutions, governmental agencies, and community organizations to ensure the quality and relevance of college programs and policies.

- Personnel
  Monitor personnel activities to ensure consistency with college goals and collective bargaining agreements. Approve hiring decisions. Provide leadership that supports staff participation in professional and program development. Develop and support administrative team by mentoring, advising, coaching, and evaluating team members. Supervise and

participate with associate vice presidents, executive director, and director of Institutional Research Assessment and Planning in the design, collection, analysis, and utilization of statistical and other research data required for the planning, development, and day-to-day operation of the college. Provide input into the bargaining process and participate in developing collaborative labor relations. Lead or participate in the administration of union contracts. Ensure compliance with equal opportunity/affirmative action requirements and participate in the resolution of various legal issues. Ensure staff development on diversity, inclusive classroom climate, and respectful learning and working environment issues.

Serve as Deputy Clerk and act as chief executive officer in the president's absence. Ensure preparation of the board monitoring reports. Represent the college and president at various regional and national meetings and legislative hearings. Inform the board of issues pertinent to instruction and student services.

VP College Operations:
As a key member of the executive leadership team, the Vice President for College Operations reports directly to the President, advising him/her on all major institutional issues and assuming responsibility for Computer Services, Campus Services, College Finance, Purchasing, Bookstore, Food Services, Printing and Graphics and other services as assigned.
- Assumes responsibility for supervision of the preparation, control, and administration of the college budget, and provides leadership for fiscal planning.
- Facilitate an effective college operations team for the design implementation and evaluation of all services provided by the college operations group.
- Maintains effective communication within the college operations group and with other administrative groups and the president.
- Through department heads and other suervisors develops and implements an effective program of staff development for all personnel fo the college operations group.
- Education and supervises all personnel reporting to the Vice President.
- Supervises the preparation of special studies and analysis for the President.
- Serves as chief executive officer of the college nad deputy clear in the absence of the president.
- With college wide collaboration assumes leadership in developing and implementing technological resources.
- Coordinates the development of effectives processes and models that promotes diversity initiatives in the college operations group.
- Ensures the implementation of the college affirmative action plan in the college operations group.
- Represents the president and the college in various local, state, regional, and national forums.
- Fulfills responsibilities for various other duties within the scope of his/her educational and experiential qualifications and capabilities as assigned by the president.

Dean of Academic Affairs:
The Dean of Instruction provides leadership and decision authority for the assigned instructional programs. The primary goal of the Dean is to ensure the highest quality educational experience for students by continuously improving the instructional environment.

- Leadership
  Provide intellectual and practical leadership that promotes and supports the development, assessment and maintenance of effective and innovative instructional programs, curriculum, and facilities in collaboration with faculty and staff for the following divisions:
- Programs and Curricula
- Human Resources
  Promote excellence in the assigned program personnel through recruitment, selection, and faculty/staff development. This includes timely and constructive faculty and staff evaluations, and active support of programs.
- Finance and Facilities
  Facilitate the preparation and development of budgets for the assigned areas, considering staffing, equipment and facilities needs.
- Communications
  Communicate and foster a shared vision within and among assigned areas. Set clear, challenging, obtainable, and measurable goals with this shared vision.
- Office Administration
  Manage the operations of the Dean's office.
- Partnership
  Develop and participate in college teams, committees and governance councils.

Dean of Student Development and Learning:
Provides leadership and decision-making authority for the assigned student services programs. The primary goal of the Dean is to ensure the highest quality educational experience for students by continuously improving the student services environment.
- Leadership
  Provide intellectual and practical leadership that promotes and supports the development, assessment and maintenance of effective and innovative student services programs, facilities in collaboration with other areas of the college
- Human Resources
  Promote excellence in the assigned program personnel through recruitment, selection, and faculty/staff development. This includes timely and constructive faculty and staff evaluations, and active support of programs.
- Finance and Facilities
  Facilitate the preparation and development of budgets for the assigned areas, considering staffing, equipment and facilities needs.
- Communications
  Communicate and foster a shared vision within and among assigned areas. Set clear, challenging, obtainable, and measurable goals with this shared vision.
- Office Administration
  Manage the operations of the Dean's office.
- Partnership
  Develop and participate in college teams, committees and governance councils.

Associate Dean of Academic Affairs:
The Associate Dean provides instructional leadership and administrative support services for the assigned academic departments.

- Provides coordinating administrative support and subject area content expertise for one of the following academic departments:
- Teaches one course per term.
- Assists the Dean of Instruction and coordinates with the faculty to develop curriculum and programs.
- Coordinates the hiring, development and conducts evaluation of full time, part time and faculty, and classified staff.
- Develops and maintains a part-time faculty pool.
- Assists the Dean to monitor student enrollments.
- Assists the Dean of Instruction with managing departmental budgets.
- Validates the accuracy of departmental publications (schedule of classes, catalog, brochures, etc.)
- Coordinates with the faculty, bookstore manager and Dean's office to establish and maintain a default book order list for all courses.
- Develops and participates in governance and administrative committees.
- Promotes personal and professional growth.

Management Department/Division Chair:
(This is when faculty rotate into the position and become managers)
The Department Chair provides leadership for the development of academic departments. The Department Chair reports to the Dean of Instruction or Associate Dean of Instruction and coordinates information flow between the department's faculty and staff and Dean's office.
- Provides coordinating support and subject area content expertise for one of the following academic departments
- Assists the Dean of Instruction and coordinates with the department's faculty to develop curriculum and programs.
- Conducts Developmental Evaluations for Full and Part-time Faculty.
- Develops and maintains a part-time faculty pool.
- Assists the Dean to monitor student enrollments.
- Assists the Dean of Instruction with managing departmental budgets.
- Promotes Personal and Professional Growth.
- Has the authority to formulate and carry out management decisions or who represents college administrations' interests by taking or effectively recommending discretionary actions (examples: scheduling and assignment of classes, hiring, discipline, allocation of budget resources, etc.) that control or implement college policy.
- Has the discretion and accountability of a supervising manager employee in the performance of management responsibilities on behalf of the college beyond the routine discharge of assigned duties.

Faculty Department/Division Chair:
(This is when faculty rotate into the position and remain faculty i.e. they remain in the same bargaining unit)
The Department Chair provides leadership for the development of academic departments. The Department Chair reports to the Dean of Instruction or Associate Dean of Instruction and coordinates information flow between the department's faculty and staff and Dean's office.
- Provides coordinating support and subject area content expertise for one of the following

academic departments.
- Assists the Dean of Instruction and coordinates with the department's faculty to develop curriculum and programs.
- Maintains a part-time faculty pool.
- Assists the Dean to monitors student enrollments.
- Assists the Dean of Instruction with managing departmental budgets.
- Promotes Personal and Professional Growth.

Directors:
Provides leadership for the development of Academic, Services, and Operations departments.
- Provides coordinating administrative support and subject area content expertise for one of the services or operations departments:
- May teaches one course per term.
- Assists the Dean or the Chief Officer in the functional area and coordinates.
- Coordinates the hiring, development and evaluation of full-time faculty and staff.
- Manage departmental budgets.
- Validates the accuracy of departmental publications .
- Develops and participates in governance and administrative committees.
- Promotes personal and professional growth.

Appendix J: Span of Control Headcount

	Dept/Div	Function	# of Managers	Management Support	Full-time Faculty	Part-time Faculty	Contracted Classified	Time-Sheet Classified	Total Personnel (headcount)
1	ABSE	INSTR	1		16	21	3	18	59
2	Adv. Tech	INSTR	1		16	11	6	4	38
3	ALS	INSTR	1		13	19	5	17	55
4	Arts	INSTR	1		18	26	9	21	75
5	BDC	INSTR	1		0		11	3	15
6	Bookstore	OPS	1				12	21	34
7	Budget Office	OPS	1				1		2
8	Bus/CIT	INSTR	1		15	27	2	5	50
9	College Finance	OPS	1				12	4	17
10	College OPS	OPS	2	1					3
11	Conf. & Culinary Svcs	INSTR	3		4	7	25	136	175
12	Cont. Ed.	INSTR	1			1	13	24	39
13	CO-OP	INSTR	1		14	10	6	3	34
14	Counseling/HD/JP	SS	3		11	15	18	36	83
15	Disability Services	SS	1				5	28	34
16	Distance Learning	OPS					4	1	5
17	Employee Wellness	OPS			1			2	3
18	Energy Mgt	INSTR			2	6	1	2	11
19	Enrollment Services	SS	1				23	8	32
20	FHC now HP	INSTR	1		29	27	19	18	94
21	Flight Tech	INSTR	1		2	6	4		13
22	FMP/BOND	OPS	2				52	5	59
23	Health Services	OPS	1		4		5	1	11
24	HPEA	INSTR	1		12	22	9	25	69
25	Human Resources/PD	ES	2	2			10		14
26	Info Tech	OPS	2				36	2	40

	Dept/Div	Function	# of Managers	Management Support	Full-time Faculty	Part-time Faculty	Contracted Classified	Time-Sheet Classified	Total Personnel (headcount)
27	IRAP--Curr. & Sch.	INSTR	1		1		7		9
28	ISS	INSTR	4	2			3		9
29	KLCC	OPS	3				10	21	34
30	LCC - Cottage Grove	INSTR	1			21	3	4	29
31	LCC - Florence	INSTR	1			17	5	9	32
32	LCC - Foundation	ES	4				4	1	9
33	Library	INSTR	1		4		10	1	16
34	LLC	INSTR	1		29	55	4	20	109
35	Marketing & PR	ES	1	1			1	2	5
36	Math	INSTR	1		14	44	3	17	79
37	President's Office	ES	2	2				1	5
38	Printing & Graphics	OPS	1				10	1	12
39	Public Safety	OPS					12	6	18
40	Science	INSTR	1		18	48	8	31	106
41	SLLD/ASLCC/Childcare	SS	1		3		11	5	20
42	Soc. Sci.	INSTR	1		22	52	3	11	89
43	Special Inst. Projects	INSTR	1		8		1		10
44	SSS	OPS	1				7	38	46
45	Student Financial Svcs	SS	1				16		17
46	Sustainability	OPS					3		3
47	Torch	SS			1		1		2
48	Women's Program	SS	1		1	3	5	11	21
49	Workforce Dev.	INSTR	1				7	5	13

Data Sources: Lane Budget Office (2006-07 Position List), Human Resources (2006-07 Part Time Instructor Records & Time Sheet Classified Hours)

Dean Arts & Letters
(5, 4, 4, 4, 4, 4)

Dean CTE
(5, 4, 4, 4, 4, 3, 2, 2)

Dean CTE/CE & Workforce
(5, 4, 4, 4, 4, 4, 4, 4, 3)

Inst Tech Resources & Library
(4, 3, 3, 3, CC, CC, FC, FC)

Dean Student Dev & Learning
(5, 4, 4, 4, 3, 3, 3)

IRAP
(4, FC)

College Innov/Dev
(3)

Foundation
(4, 3, 3)

OSBDCN
(Fund 8)

VP Academic & Student
Affairs (6)

MS
(2)

Diversity
(4)

VP College Svs
(6)

MS
(2)

MS
(2)

President

Chief Info Officer
(4, 3, 3)

Chief Finance Officer
(5, 3, 3, 2, 2, 4, 3)

Director Facilities
(4, 3)

Chief HR Officer
(5)

MS
(2)

HR Asst
(3)

VP Academic & Student Affairs (6)

- MS (2)

Dean Arts & Letters (5)

Arts (4)	Soc Sci (4)	LLC (4)	Math (4)	Science (4)

Dean Student Dev & Learning (5)

Counseling (4)	Asst Counseling/ Testing (3)	Dis Svs/Vets (3)	Enrollment Svs (4)	Student Fin Svs (4)	MCC/TRiO/SLLD /WP (3)

Inst Tech Resources & Library (4)

Dist Learning (CC)	Tech Training (CC)	Fac Webmaters (FC, FC)	Marketing/PR (3)	Library (3)	Grants (3)

Dean CTE/CE & Workforce (5)

CE (4)	LC (4, CC)	BDC/CT/WFD (4, CC)	Co-op/HS (4)	Advanced Tech (4, 3)	CLA (4, 4)

Dean CTE (5)

HPE (4)	HP (4)	CFE (2)	Cul/Hosp (4, 3, 2)	Bus/CIT (4)

IRAP (4)

- Curriculum Assessment (FC)

```
                        ┌─────────────────┐        ┌─────────────────┐
                        │      CHRO       │────────│     Asst HR     │
                        │       (5)       │        │       (3)       │
                        └─────────────────┘        └─────────────────┘
    ┌─────────────────┐                            ┌─────────────────┐
    │       MS        │                            │       MS        │
    │       (2)       │                            │       (2)       │
    └─────────────────┘                            └─────────────────┘
┌─────────────────┐     ┌─────────────────┐        ┌─────────────────┐
│  VP College Svs │     │     Dir Fac     │────────│  FMP Pub Safety │
│       (6)       │     │       (4)       │        │       (3)       │
└─────────────────┘     └─────────────────┘        └─────────────────┘
                                                   ┌─────────────────┐
                                                   │   IT Infra Svs  │
                                                   │       (3)       │
                                                   └─────────────────┘
                        ┌─────────────────┐        ┌─────────────────┐
                        │       CIO       │        │ IT Tech Support │
                        │       (4)       │        │       (3)       │
                        └─────────────────┘        └─────────────────┘
                                                   ┌─────────────────┐
                                                   │      KLCC       │
                                                   │    (4, 3, 2)    │
                                                   └─────────────────┘
                                                   ┌─────────────────┐
                                                   │ College Finance │
                                                   │       (3)       │
                                                   └─────────────────┘
                        ┌─────────────────┐        ┌─────────────────┐
                        │       CFO       │        │     Budget      │
                        │       (5)       │        │       (3)       │
                        └─────────────────┘        └─────────────────┘
                                                   ┌─────────────────┐
                                                   │    Bookstore    │
                                                   │       (2)       │
                                                   └─────────────────┘
                                                   ┌─────────────────┐
                                                   │       P/G       │
                                                   │       (2)       │
                                                   └─────────────────┘
                                                   ┌─────────────────┐
                                                   │   SSS/Laundry   │
                                                   │       (4)       │
                                                   └─────────────────┘
                                                   ┌─────────────────┐
                                                   │  Health Clinic  │
                                                   │       (3)       │
                                                   └─────────────────┘
```

Sources:
Chemeketa Community College, North Hennepin Community College, Portland Community College, Sinclair Community College, Truckee Meadows Community College, Valencia Community College, ISS and IT Restructuring Discussions and Recommendations

Rationale:
Maintains current 2 VP structure and continues to integrate instruction and student services.

Adds an Instructional Technology Resources Director and creates a division or unit to bring together instructional technology responsibilities under a new manager and to separate technical responsibilities. It is assumed that the ITR Director will coordinate closely with the CIO and IT Infrastructure and IT Tech Support in college operations. The ITR unit includes Distributive Learning, curriculum and assessment, faculty web masters, library, marketing, and IRAP to integrate instructional delivery, curriculum and assessment, catalog and scheduling, and faculty technology resources.

Moves HR from Executive Services to College Services and adds an assistant HR position to assist with HR operations. This move assumes that Labor Relations functions of HR will continue to be a direct report to the President and the Board and increases capacity for HR at the operational level.

Adds a position to Executive Services for college innovation and development that includes responsibilities for PR and Government Relations.

Continues to integrate credit and non-credit departments and CTE and academic programs and maintains a reasonable scope of responsibility for managers.

Assumes a reduction in the number of managers in Student Development and Learning and that the Bond Manager would be funded out of the Bond.

Assumes VP and Deans would have organizational and functional responsibilities

Option 1 does not include faculty chairs or rotating faculty. The team members agreed that having faculty assume a leadership role would enhance the option as an additional resource but did not agree on faculty leads replacing the management positions presented. The team considered, but did not develop the concept of academic managers teaching a percentage of time and faculty assuming a leadership role a percentage of time and would support further exploration of this idea.

Eliminated positions:	Added positions
MS- Executive Services (2)	Instructional Resources Director (4)
Student Services Manager (3) and (2)	IT Manager (3)
Bond Manager (3)	College Innovation/PR (3)
MS- HR- (2)	
Manager in BDC (3)	
Learning Center Manager- CG (4)	

Alignment with Criteria as developed by the subgroup and not vetted by MSW as a whole:

Criteria	Does this option Contribute to achieving criteria?
1. Effective and efficient achievement of work	This option provides a reasonable number of managers to make decisions, to supervise direct reports, for accountability, to increase representation, and to increase the number of people with decision making authority. (Increase of 3 managers in Instruction/SS, added an Assist manager in HR) New unit of Instructional Technology Resources brings together instructional technology resources and separates technical responsibilities. Assume horizontal collaboration with IT in College Services and IRAP.
2. Timely Communication within all levels of the college	Achieved by increasing the number of managers and the assumption that VP's and Deans will have organizational and functional responsibilities that will work horizontally in a collaborative way to increase communication and decision making.
3. Managers fulfilling organizational and functional responsibilities.	All managers will have responsibilities organizationally and functionally to build capacity, to share accountability, to create ownership, and to reduce unnecessary reporting streams.
4. Integration, collaboration, and expertise	In Academic and Student Affairs the model integrates credit and non-credit, CTE and LDT.
5. Cost neutrality with a strong preference to reduce current expenditures	Achieved
6. Appropriate scope of supervision.	The model provides enough managers to adequately provide scope of supervision. The management positions that were not funded had little or no direct report supervision.
7. Achieving Lane's mission and application of the core value.	Ensures an executive level position for diversity. Ensure a position for innovation and development to continue to expand collaborations and partnerships with organizations and groups in the community. Ensures accessibility by maintaining a manager in Florence and continue to offer services to Cottage Grove by a classified coordinator. The additional manager position funded in FMP and PS add capacity to oversee the classified coordinator work in sustainability.

Cost Analysis for Option 1, management salary and full summer coverage

Manager Type	Band	Exec Services	Area Cost	College Ops	Area Cost	Academic Affairs	Area Cost	Student Dev & Learning	Area Cost	Total Positions	Estimated Cost
Vice President	6		$0	1.000	$122,172	1.000	$122,172		$0	2.000	$244,344
Exec. Dean, Exec. Dir., AVP	5		$0	2.000	$213,944	3.000	$320,916	1.000	$106,972	6.000	$641,832
Director, Chair, Assoc. Dean	4	2.000	$173,068	3.729	$322,685	17.690	$1,530,786	3.000	$259,602	26.419	$2,286,142
Manager	3	3.000	$222,723	8.000	$593,928	4.000	$296,964	3.000	$222,723	18.000	$1,336,338
Faculty Chair (Administrative Percent)	X		$0		$0		$0		$0	0.000	$0
Management, Management Support	2	1.900	$115,856	4.965	$302,751	4.000	$243,908		$0	10.865	$662,515
Classified Coordinator (potential cost)	Y		$0		$0		$0		$0	0.000	$0
Management Support	1		$0		$0		$0		$0	0.000	$0
TOTALS		**6.900**	**$511,647**	**19.694**	**$1,555,480**	**29.690**	**$2,514,746**	**7.000**	**$589,297**	**63.284**	**$5,171,171**
Percent of administrative duties	75%		9.9%		30.1%		48.6%		11.4%		100.00%

Appendix L: Option 2 - Detailed Management Structure (hypothetical scenarios), Rationale, Cost Analysis

President

MS
(2, 2)

Director Diversity
(4)

Foundation
(4, 3, 3, 3)

OSBDCN
(Fund 8)

Vice President
(6)

MS
(2)

Dean Technology CIO, assumes merge of CIT/IT (5, 3, 3, FC, FC, CC, 2)

Dean Student Affairs
(5, FC, CC, 3, FC, 4, CC, 4, CC, FC, FC)

Dean Finance/CFO
(5, 3, 3, CC, 2, CC, 4, FC)

Exec Dir HR/OD
(5,CC, 2, 2)

Dean Ops/COO
(4, CC, CC, CC, CC, 2)

Dean Inst Advancement
(5, 3, 2, 2, 3, 2, 4, 4)

Dean Academic Affairs
(5)

Associate Dean #1
(4.5, 3, 4, 4, 4, 4, 4, 4, 4, FC, CC)

Associate Dean #2
(4.5, 4, 4, 2, 4, 4, 2, 2)

Associate Dean #3
(4.5, 4, 4, 4, 4)

```
                                    ┌──────────────────────┐
                                    │ Dean Technology      │
                                    │ CIO, assumes merge   │
                                    │ of CIT/IT (5)        │
                                    └──────────────────────┘
```

Dean Technology CIO, assumes merge of CIT/IT (5)

| Library (3) | Info Technology (3) | CIT & NC Tech (FC) | Dist Learning (FC, CC) | P/G (2) |

Vice President (6)

MS (2)

Dean Student Affairs (5)

| Counseling (3, FC, CC) | DS/ADA (3) | MCC (FC) | Enrollment Svs (4) | Financial Aid (4) |

| SLLD (CC) | Veteran's Affairs (CC) | Torch (FC) | Women's Program (FC) |

Dean Finance Chief Finance Officer (5)

| Bus & Bus NC (FC) | Budget Office (3) | College Finance (3) | BDC/WFD (4) |

| Internal Controls (CC) | Risk Assessment (2) | Sustainability (CC) |

```
                                    ┌─────────────────┐  ┌─────────────────┐  ┌─────────────────┐
                                    │ Recruitment/AA/ │  │ Payroll/Benefits│  │   Operations    │
                                    │    EOE (CC)     │  │      (2)        │  │      (2)        │
                                    └─────────────────┘  └─────────────────┘  └─────────────────┘
           ┌──────────────────┐
           │ Exec Dir HR/Labor│
           │    Relations     │
           │       (5)        │
           └──────────────────┘

 ┌──────────────────┐   ┌──────────────┐  ┌──────────────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
 │  Vice President  │   │ Maintenance  │  │Facilities Projects│  │ Public Safety│  │   Bookstore  │  │  Dep Dir Ops │
 │       (6)        │   │    (CC)      │  │      (CC)        │  │     (CC)     │  │     (2)      │  │     (2)      │
 └──────────────────┘   └──────────────┘  └──────────────────┘  └──────────────┘  └──────────────┘  └──────────────┘
           ┌──────────────────┐
           │  Dean Ops COO    │
           │       (5)        │
 ┌──────────────────┐
 │       MS         │
 │       (2)        │
 └──────────────────┘
```

Exec Dir HR/Labor Relations (5)

| Recruitment/AA/ EOE (CC) | Payroll/Benefits (2) | Operations (2) |

Dean Ops COO (5)

| Maintenance (CC) | Facilities Projects (CC) | Public Safety (CC) | Bookstore (2) | Dep Dir Ops (2) |

Dean Institutional Advancement (5)

| KLCC (4, 3, 2) | Mktg/PR/Pub (3, 2) | Govt Relations (3) | IRAP (4) |

Dean Academic Affairs (5)

| Associate Dean #1 (4.5, 3, 4, 4, 4, 4, 4, 4, FC, CC) | Associate Dean #2 (4.5, 4, 4, 2, 4, 4, 2, 2) | Associate Dean #3 (4.5, 4, 4, 4, 4) |

Vice President (6)

MS (2)

```
Dean Academic
Affairs
(5)
```

```
Associate Dean
#1 (4.5)
```

| ABSE (4) | ASL/ESL (4) | Continuing Education (4) | Co-op (4) |
| Advanced Tech (4, FC) | Cottage Grove (CC) | Florence (4) | SSS (3) |

```
Associate Dean
#2 (4.5)
```

| Arts (4) | CFE (2) | Conf & Cul/FS (4, 2, 2) |
| HP/Health Clinic (4) | H & PE (4) | |

```
Associate Dean
#3 (4.5)
```

| LLC (4) | Math (4) | Science (4) | Social Science (4) |

Sources Reviewed:
Chemeketa Community College
Portland Community College
Blue Mountain Community College
Central Oregon Community College
Linn-Benton Community College
Lane Community College

Rationale:
1. Dismantle, as far as possible, the un-necessary division between "instruction", "student services" and "operations". Have SS/Instruction functions in all areas as defined by Dean-level administrators. Eliminate "silos".

   A consistent challenge at Lane has been the perception of divisions between the Instruction and Student Services (ISS) and Operations and Executive Services functions of the college. One way of making the college more "student oriented" or "learning centered" is to more fully distribute what have traditionally been OISS functions, and give all senior administrators a direct role in student/learning-centered functions.

   Historically, Lane has moved from 3 VP's to 2. Moving to one is another move in the direction of integrating instruction in all facets of college functions.

2. Eliminate vacancies, including the VP Ops.

   Given the rationale for merging ops and OISS, the VP-Ops is made redundant by function. It also represents the single most expensive position on lane's vacancy list. The budget savings can be applied to additional positions, particularly a Government Relations manager.

   In addition to the VP Ops, this proposal eliminates all vacancies in management, for two primary reasons.

   First, it addresses the question begged by maintaining the vacancies: Are the vacancies going to be filled in the foreseeable future, or not?

   If the vacancies are going to be filled, this raises significant political challenges, in that management would be calling for the addition of new managers while also asserting an inability to fund wages and benefits in the labor relations processes with both unions. This would likely be seen as a contradiction.

   If the positions are *not* going to be filled in the foreseeable future, then maintaining them artificially inflates the budget deficit, and gives a greater appearance of "politics" in the budget debate.

3. Maintain/Increase the use of faculty and classified staff to supplement management. (Span of Control issues.)

    The college currently uses faculty coordinators and classified coordinators in leadership roles which might otherwise be managers. If we accept the rationale for maintaining the current management, then we are faced with questions regarding 'span of control" for some managers. This concern can be most easily be addressed by utilizing faculty and classified staff to supplement the managers in key areas.

    Regarding costs I have used the spreadsheet supplied by Don McNair to assess Faculty Chairs. No data has been supplied to the group regarding classified staff needed for the respective options, but assuming five additional classified coordinators being need to fill positions on this proposal, I estimate a cost (assuming all five were addressed by increasing the responsibility of Administrative Coordinators) at approximately $50,000 in additional wages.

    Regarding capacity, a challenge was raised in a previous MSW meeting regarding the ability of classified staff to meet this level of responsibility. This model is currently in use across the campus.

4. Budget savings.

    This option is $362,000 below the baseline and $466,000 in net impact on the general fund. An additional $50,000 (top end) might be needed to add pay grade to classified coordinators.

5. Scalability.

    This option is scalable. If future budgets allow, and there is need, a second VP can be added. The Associate deans can become stand-alone positions rather than being duties added to a division chair. Additional Associate Deans could be added.

Criteria alignment as developed by the subgroup and not vetted by MSW as a whole:

Criteria:	Does this option contribute to achieving criteria?
1. Effective and efficient achievement of work	It needs to be pointed out that the total number of managers available in Option 2 is actually greater than that currently employed. No manager currently employed is left without a job, and two key positions in Institutional Advancement are created. This model also assumes greater decision-making at the dean-level, and fewer meetings/process time. Budgets allowing, this model is sufficiently scalable to allow for added management positions should such proved necessary.
2. Timely communication within all levels of the college	The creation of dedicated positions for Institutional Advancement should facilitate communications generally, both internal and external. The creation of the Dean positions should reduce the degree to which there is uncertainty as to where decisions are in the process and who is making them.
3. Managers fulfilling organizational and functional responsibilities	The creation of the Dean positions (and Associate Deans over some Instructional divisions) more clearly articulates the division between "college" and "departmental" management. Much of the current challenge is based on managers doing "double-duty" more by happenstance than by design. This system applies a more rational approach to which positions operate at which level.
4. Integration/collaboration and expertise	This is a key advantage of integrating the classic divisions of Ops/Exec Services, Student Services and Instruction. Currently, we "siloize" expertise based on an almost arbitrary system, which assumes, as an example, that there can be no "educational" expertise in the Finance part of the college, while integrating Finance and the Business Division should allow far more collaboration between similarly oriented functions.
5. Cost neutrality with a strong preference to reduce current expenditures	Cost savings of $362,000 when calculated using management costs and full summer coverage at band 3 and $466,000 using part time faculty backfill and 10-day summer coverage.
6. Appropriate scope of supervision	While it might be desirable to add a great number of managers, in either new positions or vacancies, such is simply not within the realm of possibility given Lane's current budget. Option 2 simply rationalizes some existing challenges, and creates the potential for greater decision-making as a way on expediting process. Beyond that, the Option is scalable, and any number of managers can be added should budgets allow for such.

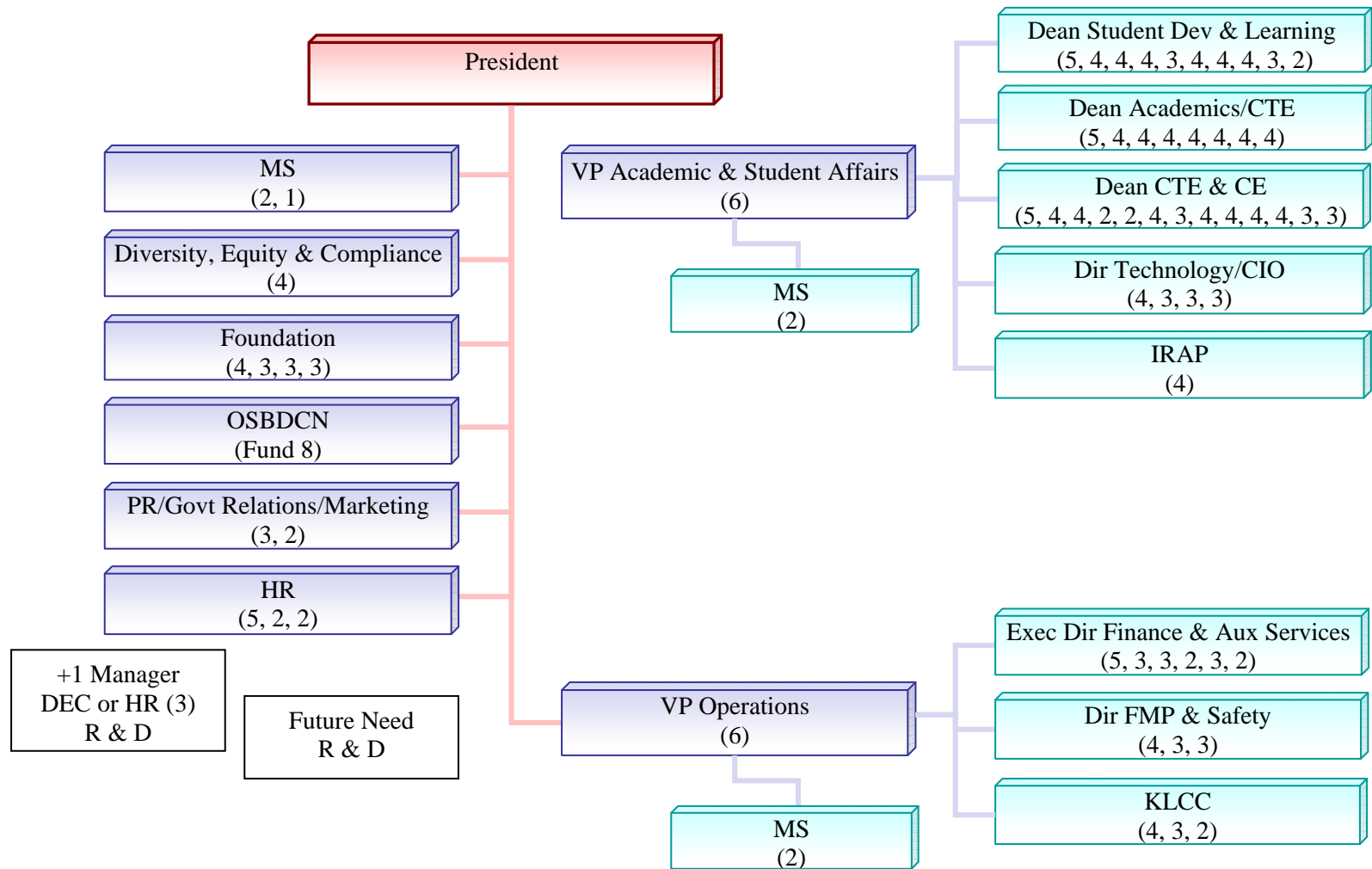| 7. Achieving Lane's Mission and application of the Core Values	Recognizes the core value of diversity in creating a management position reporting directly to the president. It also recognizes the Core Value of Diversity by having an explicit recognition of the role of faculty and classified staff in the administrative functions of the college. This Organization Chart is informed by an appropriate understanding of issues of "Power and Privilege". Recognizing the role of classified and faculty in the administrative process at Lane is also essential to achieving the Core Value of "Collaboration and Partnership" in the context of "promote(ing) meaningful participation in governance". The convergence of Ops/Exec Services/Instruction/student Services in Option 2 also advances achievement of the Core Value of Learning by reducing internal conflict (Work together to create a learning-centered environment) as well as the Core value of Innovation by creating "institutional transformation" and by "Act(ing) courageously, deliberately and systematically in relation to change". In the context of the current budget challenges, the Core Value of Integrity ("Promote responsible stewardship of resources and public trust") and the Strategic Direction of Transforming the College Organization ("Achieve and sustain fiscal stability and Build organizational capacity and systems to support student success and effective operations."0 are supported as well.

Management Costs: Cost Analysis for Option 2 using percentage of salary for faculty chairs with full summer coverage.
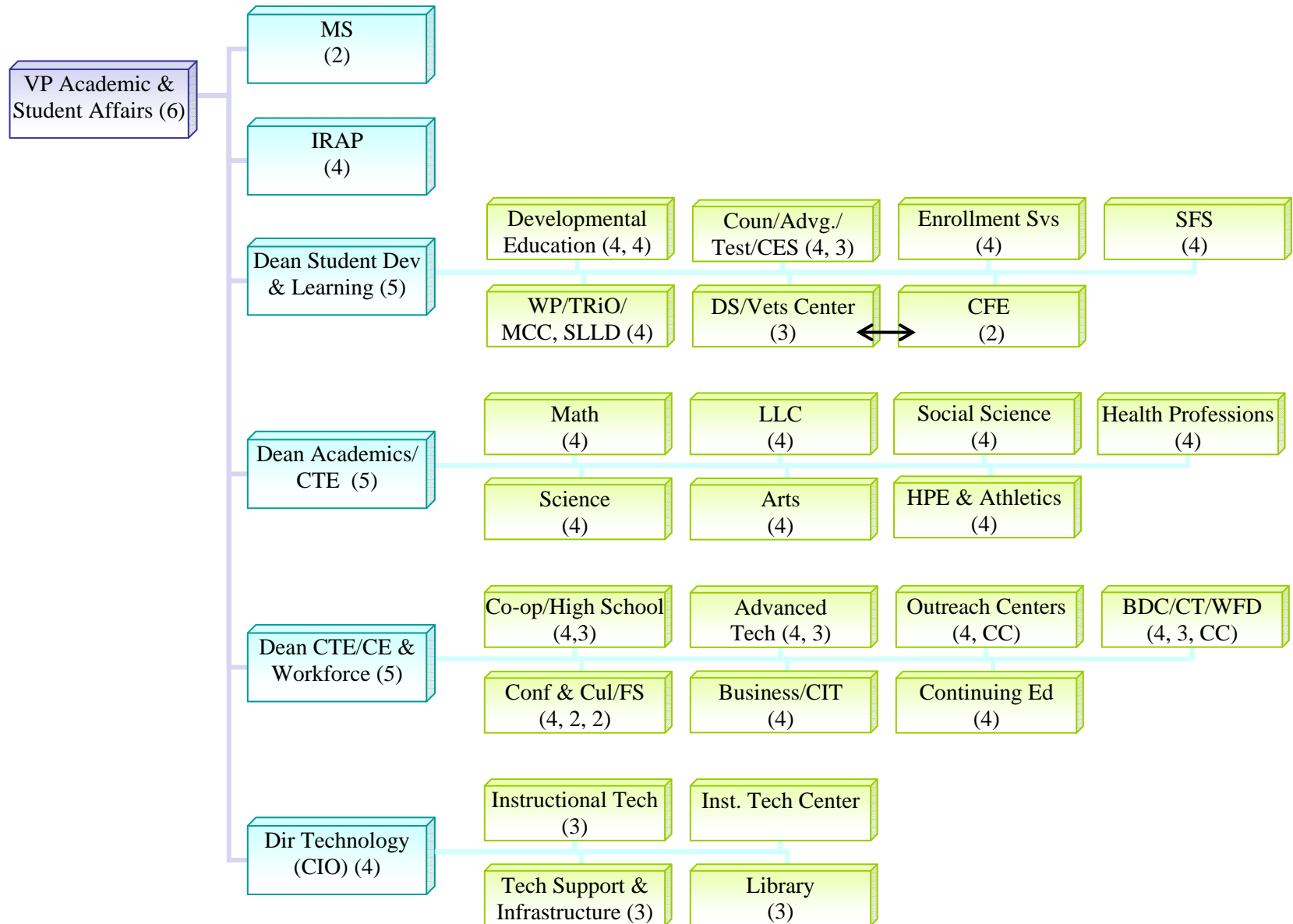
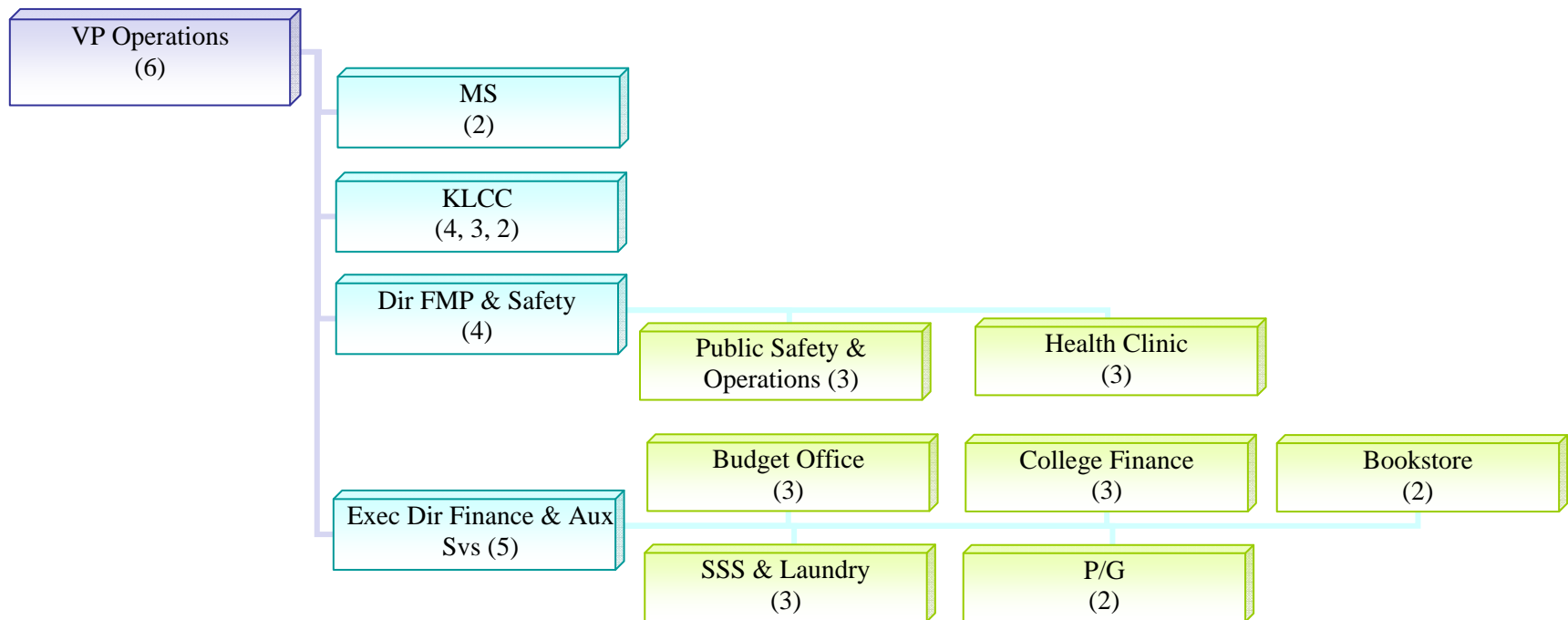| Manager Type	Band	Exec Services	Area Cost	College Ops	Area Cost	Academic Affairs	Area Cost	Student Dev & Learning	Area Cost	Total Positions	Estimated Cost
Vice President	6	1.000	$122,172		$0		$0		$0	1.000	$122,172
Exec. Dean, Exec. Dir., AVP	5	2.000	$213,944	1.000	$106,972	2.000	$213,944	1.000	$106,972	6.000	$641,832
Associate Dean	4.5		$0		$0	3.000	$290,259		$0	3.000	$290,259
Director, Chair, Assoc. Dean	4	2.000	$173,068	1.000	$86,534	13.000	$1,124,942	2.000	$173,068	18.000	$1,557,612
Manager	3	4.000	$296,964	4.000	$296,964	3.000	$222,723	2.000	$148,482	13.000	$965,133
Faculty Chair (Administrative Percent)	X		$0	1.000	$55,681	3.000	$167,042	4.000	$222,723	8.000	$445,446
Management Support	2	3.000	$182,931	5.000	$304,885	5.000	$304,885		$0	13.000	$792,701
Classified Coordinator (potential cost)	Y		$0		$0		$0		$0	0.000	$0
Management Support	1		$0		$0		$0		$0	0.000	$0
TOTALS		**12.000**	**$989,079**	**12.000**	**$851,036**	**29.000**	**$2,323,795**	**9.000**	**$651,245**	**62.000**	**$4,815,155**
Percent of administrative duties	75%		20.5%		17.7%		48.3%		13.5%		100.00%

General Fund Impact: Cost Analysis for Option 2 using part time backfill for faculty chairs with 10 days of summer coverage

Manager Type	Band	Exec Services	Area Cost	College Ops	Area Cost	Academic Affairs	Area Cost	Student Dev & Learning	Area Cost	Total Positions	Estimated Cost
Vice President	6	1.000	$122,172		$0		$0		$0	1.000	$122,172
Exec. Dean, Exec. Dir., AVP	5	2.000	$213,944	1.000	$106,972	2.000	$213,944	1.000	$106,972	6.000	$641,832
Associate Dean	4.5		$0		$0	3.000	$290,259		$0	3.000	$290,259
Director, Chair, Assoc. Dean	4	2.000	$173,068	1.000	$86,534	13.000	$1,124,942	2.000	$173,068	18.000	$1,557,612
Manager	3	4.000	$296,964	4.000	$296,964	3.000	$222,723	2.000	$148,482	13.000	$965,133
Faculty Chair (Administrative Percent)	X		$0	1.000	$42,705	3.000	$128,115	4.000	$170,820	8.000	$341,640
Management Support	2	3.000	$182,931	5.000	$304,885	5.000	$304,885		$0	13.000	$792,701
Classified Coordinator (potential cost)	Y		$0		$0		$0		$0	0.000	$0
Management Support	1		$0		$0		$0		$0	0.000	$0
TOTALS		**12.000**	**$989,079**	**12.000**	**$838,060**	**29.000**	**$2,284,868**	**9.000**	**$599,342**	**62.000**	**$4,711,349**
Percent of administrative duties	75%		21.0%		17.8%		48.5%		12.7%		100.00%

Appendix M: **Option 3 Detailed Management Structure (Hypothetical scenarios), Rationale, Cost Analysis**

President

MS
(2, 1)

Diversity, Equity & Compliance
(4)

Foundation
(4, 3, 3)

OSBDCN
(Fund 8)

PR/Govt Relations/Marketing
(3, 2)

HR
(5, 2, 2)

+1 Manager
DEC or HR (3)
R & D

Future Need
R & D

VP Academic & Student Affairs
(6)

MS
(2)

Dean Student Dev & Learning
(5, 4, 4, 4, 3, 4, 4, 4, 3, 2)

Dean Academics/CTE
(5, 4, 4, 4, 4, 4, 4, 4)

Dean CTE & CE
(5, 4, 4, 2, 2, 4, 3, 4, 4, 4, 4, 3, 3)

Dir Technology/CIO
(4, 3, 3, 3)

IRAP
(4)

VP Operations
(6)

MS
(2)

Exec Dir Finance & Aux Services
(5, 3, 3, 2, 3, 2)

Dir FMP & Safety
(4, 3, 3)

KLCC
(4, 3, 2)

```
VP Academic &                    MS
Student Affairs (6)              (2)

                                 IRAP
                                 (4)

                          Developmental        Coun/Advg./         Enrollment Svs          SFS
                          Education (4, 4)      Test/CES (4, 3)     (4)                     (4)
Dean Student Dev
& Learning (5)
                          WP/TRiO/              DS/Vets Center      CFE
                          MCC, SLLD (4)         (3)          ←→     (2)

                          Math                 LLC                 Social Science      Health Professions
                          (4)                  (4)                 (4)                 (4)
Dean Academics/
CTE  (5)
                          Science              Arts                HPE & Athletics
                          (4)                  (4)                 (4)

                          Co-op/High School    Advanced            Outreach Centers    BDC/CT/WFD
                          (4,3)                Tech (4, 3)         (4, CC)             (4, 3, CC)
Dean CTE/CE &
Workforce (5)
                          Conf & Cul/FS        Business/CIT        Continuing Ed
                          (4, 2, 2)            (4)                 (4)

                          Instructional Tech   Inst. Tech Center
                          (3)
Dir Technology
(CIO) (4)
                          Tech Support &       Library
                          Infrastructure (3)   (3)
```

VP Operations
(6)

MS
(2)

KLCC
(4, 3, 2)

Dir FMP & Safety
(4)

Public Safety &
Operations (3)

Health Clinic
(3)

Budget Office
(3)

College Finance
(3)

Bookstore
(2)

Exec Dir Finance & Aux
Svs (5)

SSS & Laundry
(3)

P/G
(2)

Sources:
Used or reviewed different concepts of organizational charts from Chemeketa, PCC, South Seattle Central, Sinclair, Valencia, Bellevue, Truckee Meadows, Linn Benton, and Miami Dade. Also drew on discussions in ISS and the last restructuring taskforce.

Overall structure: 2 VPs plus deans

Rationale: having one vice president puts too much weight on that position and would necessitate more layers to cope with the workload. For an institution the size of Lane a two VP structure makes more sense. For efficient and effective decision making need a layer between the VPs and managers, faculty and staff. The dean title seems more understandable and clear for this layer than the AVP title.

Integration: preserved the integration of instruction and student services and integrated credit and non credit areas under two deans.

Re-purposed capacity (one manager) in Diversity for compliance/AA. This person would need to work closely with HR or could be part Diversity/part HR.

In 3, re-purposing a baseline position for an Instructional Technology position in ISS that would be analogous (same level) to a Technology position in Operations. This is to ensure that instructional (and student) needs drive the technology not the other way round. This option assumes collaboration and dialogue between these positions. Given this new capacity this option does not include the Special Instruction Projects manager. All technology functions are integrated under instruction. In some institutions the library is under Operational Technology but in this option the library remains under instructional technology since it has faculty positions and classes and library review is a key curricula link.

Initially added another new position that combined PR/Governmental Relations and Research & Development (externally focused) and subsumed Marketing & all Publications under this position. This proved too costly so have left Marketing/PR/Government Relations as is with R&D being a future need. All publications should be included in this function.

There is a tension in designing an option between a large span of control and not adding too many layers. Initially tried to solve this problem through regrouping of the instructional divisions into larger units but that meant adding layers of management and so did not result in cost savings or a more rational structure, e.g. creating a Math/Science division would need an additional manager so there would still be two positions. This option tries to balance reports and scope and retains the current one manager per large division concept.

Student Services is renamed Student Development and Learning Resources in keeping with its current goals and focus. Developmental Education is included under this area. Student Services is looking at possible different ways to organize departments and this discussion is not complete. Option 3 uses the current cost neutral # of managers and gives some examples of consolidating functions.

Both risk management and sustainability have been brought up in discussions as needing separate areas and perhaps management. This option has left risk management as a function of all managers' roles. Suggest sustainability is addressed by a team or taskforce (as was done with diversity) with any organizational changes coming from that.

Titles: the current title of "division chair" for the manager of a large instructional division is confusing - the title does not encompass the work, and "chair" usually refers to a faculty chair. Associate dean is a possible title but that is associated with another kind of structure, division dean is also a possibility. Since other areas have directors this option uses the title division director for instructional divisions. This gives some uniformity of titles. In general, titles at levels 4, 5 & 6 would be: Vice President, Dean, Executive Director, Division Dean, and Director.

Criteria alignment as developed by the subgroup and not vetted by MSW as a whole:

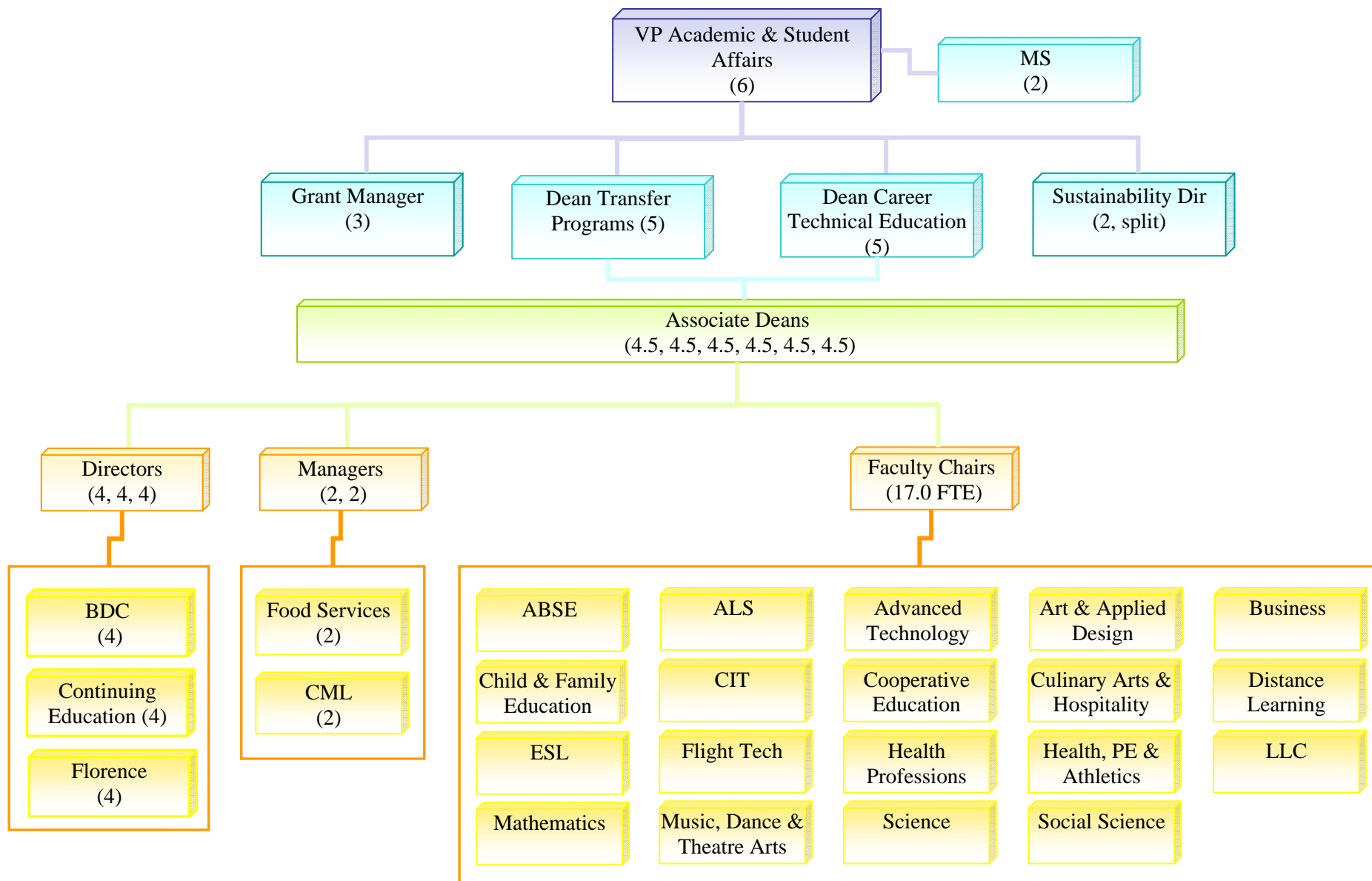| Criteria:	Does this option contribute to achieving criteria?
1. Effective and efficient achievement of work	The two VP structure maintains sufficient decision-making capacity at the "top" of the organization and assures that the President has adequate high level administrative support to fulfill both her internal and external responsibilities. An appropriate number of college supervisory managers at all levels of the college is essential to assure management accountability for decisions and outcomes. The focus of all college supervisory managers is to facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment. Standard 6.C.6, NWCCU).
2. Timely communication within all levels of the college	The original MSW criteria statement reads: "Timely communication between top administrators and managers." The two VP and President structure, so long as they receive adequate administrative support, provides sufficient capacity for leadership at the "top" of the organization such that effective communication can be achieved. After a new management structure organization is in place careful thought must be given to the composition and role of the "executive team". The integration of Instruction and Student Services and credit and non credit should facilitate communication. Also consolidating all technology functions provides a structure facilitating communication
3. Managers fulfilling organizational and functional responsibilities	There is sufficient management capacity to fulfill this criterion. Adoption of the Dean and Division Dean/Director/Manager model proposed will clearly differentiate between the organizational levels of responsibility at the department/division levels and the college-wide, functional and institutional needs of the organization and allow this level of management to achieve both.
4. Integration, collaboration and expertise	Integration is achieved in Instruction and Student Services, credit and non credit instructional functions and in the consolidation of the technology function. This consolidation of technology in 3 provides integration of Instruction and Operations. Retention of a college

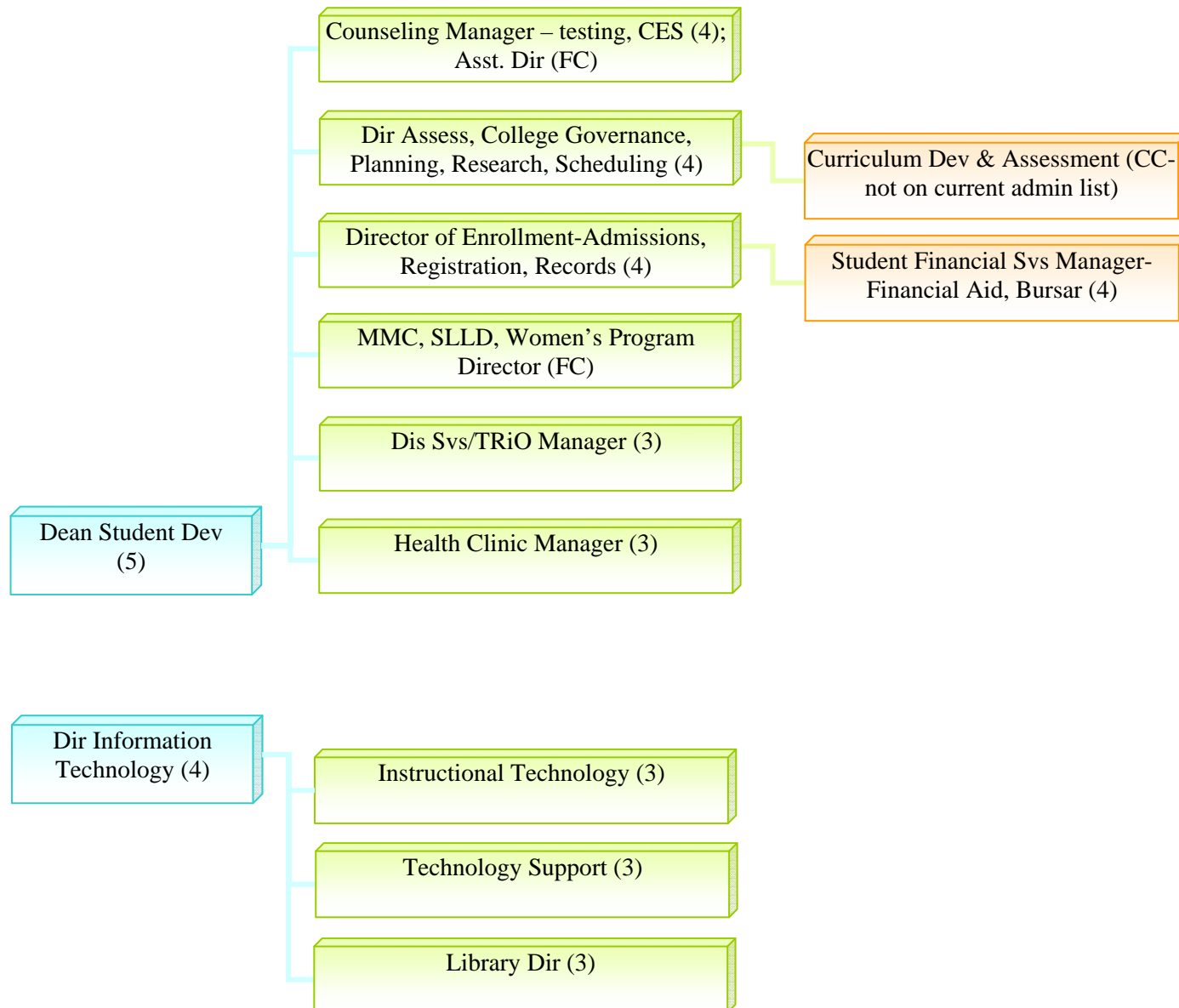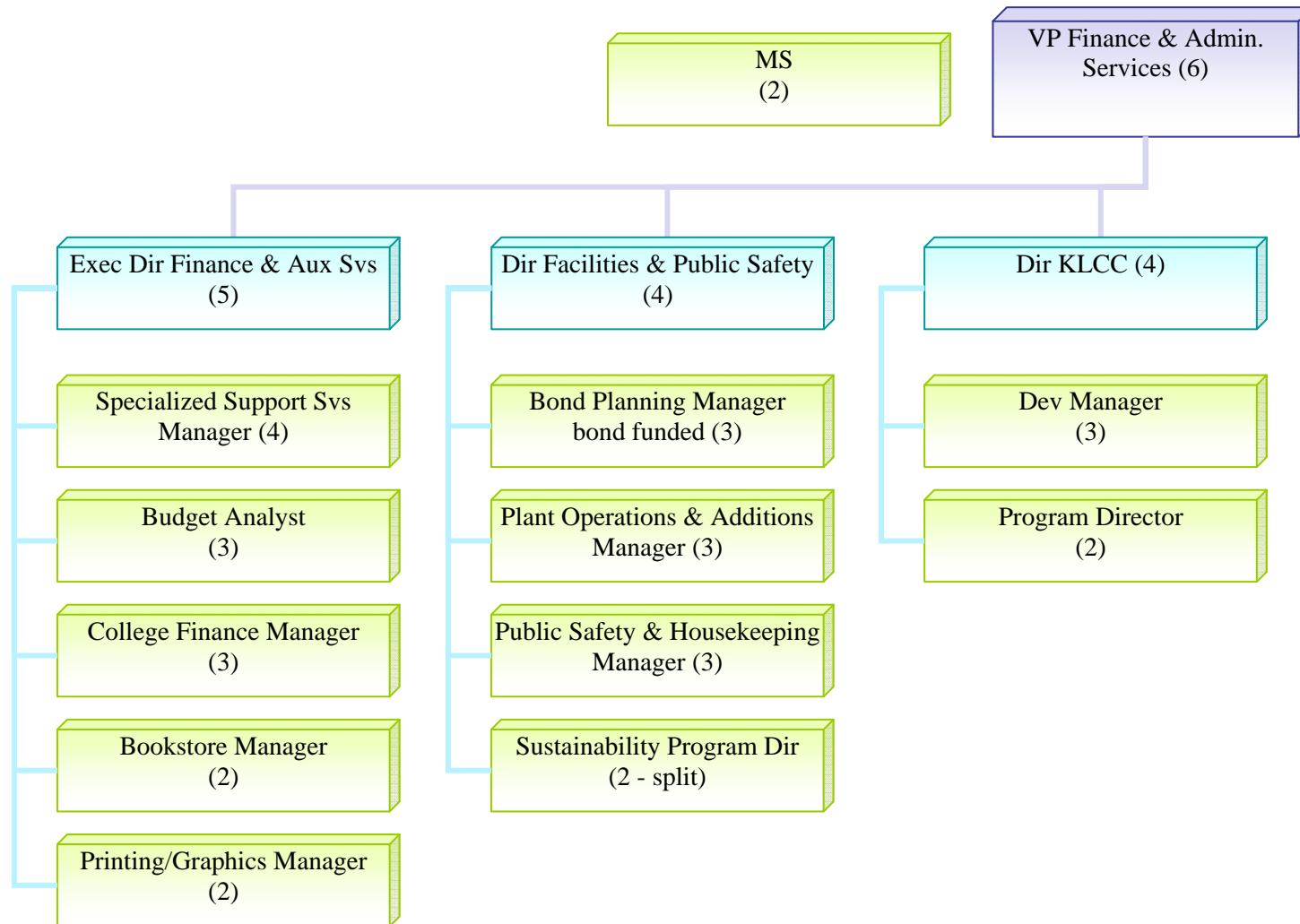|	supervising manager in all appropriate placements within the college where "management supervision" is required maintains proper span of supervision and performance evaluation so the institution can function with collaboration and accountability. The model assumes the faculty and classified leadership that exists in the current structure.
5. Cost neutrality with a strong preference to reduce current expenditures	Option 3 is cost neutral.
6. Appropriate scope of supervision	Nine of the twelve core essential duties attributed to "supervisory employees" in ORE 243650(23) can only be performed and accomplished for the college by a designated "supervisory management" employee. Option 3b appropriately re-allocates existing and limited "supervisory management" resources throughout the college in a manner that improves scope of supervision and span of accountability.
7. Achieving Lane's Mission and application of the Core Values	**Learning:** Option 3 appropriately focuses the work of "supervisory managers" on the administrative duties of the organization such that faculty and classified employees may effectively focus on student learning. **Innovation:** Option 3 recognizes innovation and research and development as a "future need". This option positions the college for innovation by including instructional technology capacity. **Collaboration & Partnership:** Option 3 retains and aligns the President, two VP and Deans model to "encourage and expand partnerships with organizations and groups in our community." **Integrity:** Option 3 is fiscally sustainable and promotes "responsible stewardship of recourses and public trust" through optimal deployment of "supervisory management" throughout the organization. As exempt employees working until the essential duties are accomplished, supervisory management employees are the least-cost providers of administrative duties. **Diversity:** Option 3 identifies a chief diversity officer at the Dean level reporting directly to the President and Option 3b also goes further to identify a second diversity and EEO/AA manager to restore the capacity of HR and EEO/AA. This additional manager adds to the compliance and complaint capacity of Diversity and HR **Accessibility:** Option 3 is cost neutral and clearly designates "supervisory managers" as responsible and accountable for decisions and outcomes to staff, students and the community. **Sustainability:** Option 3 supports both the concepts of fiscal sustainability and management/administrative sustainability.

Cost Analysis for Option 3:

Manager Type	Band	Exec Services	Area Cost	College Ops	Area Cost	Academic Affairs	Area Cost	Student Dev & Learning	Area Cost	Total Positions	Estimated Cost
Vice President	6		$0	1.000	$122,172	1.000	$122,172		$0	2.000	$244,344
Exec. Dean, Exec. Dir., AVP	5	1.000	$106,972	1.000	$106,972	2.000	$213,944	1.000	$106,972	5.000	$534,860
Director, Chair, Assoc. Dean	4	2.000	$173,068	3.000	$259,602	15.860	$1,372,429	5.832	$504,666	26.692	$2,309,766
Manager	3	5.000	$371,205	5.729	$425,327	5.000	$371,205	2.000	$148,482	17.729	$1,316,219
Faculty Chair (Administrative Percent)	X		$0		$0		$0		$0	0.000	$0
Management Support	2	3.865	$235,676	4.000	$243,908	3.000	$182,931	1.000	$60,977	11.865	$723,492
Classified Coordinator (potential cost)	Y		$0		$0		$0		$0	0.000	$0
Management Support	1	1.000	$47,056		$0		$0		$0	1.000	$47,056
TOTALS		**12.865**	**$933,977**	**14.729**	**$1,157,981**	**26.860**	**$2,262,681**	**9.832**	**$821,097**	**64.286**	**$5,175,736**
Percent of administrative duties	75%		18.0%		22.4%		43.7%		15.9%		100.00%

President

MS
(2)

Diversity Officer
(4)

Marketing & Public
Relations (3, 2)

Foundation
(4, 3, 3)

Human Resources
(5, 2, 2)

OSBDCN
(Fund 8)

Future Need
R & D

MS
(2)

VP Academic & Student
Affairs
(6)

Dean Transfer Programs
(5)

Dean Career Tech
Programs (5)

Chief Info Officer
(4)

Grant Manager
(3)

Dean Student Dev (5)

Associate Deans
(4.5, 4.5, 4.5, 4.5, 4.5, 4.5)

Directors
(4, 4, 4)

Managers
(2, 2)

Faculty Chairs
(17.0 FTE)

Managers
(3, 3, 3)

Directors
(4, 4)

Managers
(4, 4, 3, 3)

Faculty Chairs
(1.0 FTE)

MS
(2)

VP Finance & Adm
Services
(6)

Exec Dir Finance & Aux
Svs (5)

Dir FMP & Safety
(4)

Dir KLCC
(4)

Managers
(4, 3, 3, 2, 2)

Managers
(3, 3, 2)

Managers
(3, 2)

```
                      ┌──────────────────────┐
                      │ VP Academic & Student│          ┌──────────┐
                      │       Affairs        │──────────│    MS    │
                      │        (6)           │          │   (2)    │
                      └──────────────────────┘          └──────────┘
```

VP Academic & Student Affairs (6)

MS (2)

Grant Manager (3)

Dean Transfer Programs (5)

Dean Career Technical Education (5)

Sustainability Dir (2, split)

Associate Deans (4.5, 4.5, 4.5, 4.5, 4.5, 4.5)

Directors (4, 4, 4)

Managers (2, 2)

Faculty Chairs (17.0 FTE)

BDC (4)

Continuing Education (4)

Florence (4)

Food Services (2)

CML (2)

ABSE	ALS	Advanced Technology	Art & Applied Design	Business
Child & Family Education	CIT	Cooperative Education	Culinary Arts & Hospitality	Distance Learning
ESL	Flight Tech	Health Professions	Health, PE & Athletics	LLC
Mathematics	Music, Dance & Theatre Arts	Science	Social Science	

Counseling Manager – testing, CES (4);
Asst. Dir (FC)

Dir Assess, College Governance,
Planning, Research, Scheduling (4)

Curriculum Dev & Assessment (CC-
not on current admin list)

Director of Enrollment-Admissions,
Registration, Records (4)

Student Financial Svs Manager-
Financial Aid, Bursar (4)

MMC, SLLD, Women's Program
Director (FC)

Dis Svs/TRiO Manager (3)

Dean Student Dev
(5)

Health Clinic Manager (3)

Dir Information
Technology (4)

Instructional Technology (3)

Technology Support (3)

Library Dir (3)

```
                          ┌─────────────────────┐    ┌─────────────────────┐
                          │         MS          │    │ VP Finance & Admin. │
                          │         (2)         │    │   Services (6)      │
                          └─────────────────────┘    └─────────────────────┘
```

Exec Dir Finance & Aux Svs (5)	Dir Facilities & Public Safety (4)	Dir KLCC (4)
Specialized Support Svs Manager (4)	Bond Planning Manager bond funded (3)	Dev Manager (3)
Budget Analyst (3)	Plant Operations & Additions Manager (3)	Program Director (2)
College Finance Manager (3)	Public Safety & Housekeeping Manager (3)	
Bookstore Manager (2)	Sustainability Program Dir (2 - split)	
Printing/Graphics Manager (2)		

Sources:

- Organization Charts: Linn-Benton, Chemeketa, Bellevue, Valencia, DeAnza, Johnson County,Truckee Meadows
- Prior experience at community colleges (Kirkwood, North Hennepin, Anoka-Ramsey, Minneapolis, St. Paul, Normandale, Century)
- Conversations with individuals at Linn-Benton, Chemeketa, Valencia (re: Risk Management)
- Discussions with college operations managers and staff
- IT proposal
- Feedback from MSW department visits, MSW emails and proposals
- Educause Studies and Reports

General Structure:

This structure is designed to support and foster effective and efficient achievement of work, allow for timely communication between all levels of the college and performance of both organizational and functional responsibilities, foster collaboration and leverage shared expertise, be fiscally sustainable, and provide appropriate scope of supervision.

Highlights:

- Rotating faculty division chairs will engage faculty in decision-making at the college. Faculty chairs will provide division leadership (functional focus) and continue some level of classroom instruction. Assignment percentages will be based on scope criteria yet to be determined. As the focus of this assignment will be division-only, it would not necessarily need to be at the same assignment as the current division chair model, in which division chairs often have significant institution-wide obligations.

- New Associate Dean positions will provide support to groups of instructional units and will provide a bridge between functional division administration and institutional strategic planning and initiatives.

- New [Executive] Dean positions in Academic Affairs and Student Development replace, in large extent, the current Associate Vice President Role. Their focus will be on institution-wide planning, projects, initiatives and coordination.

- New Instructional Technology Manager position has been created to address a critical capacity gap in IT. It is critical that this position be directly aligned, along with the existing Technology Support Manager position, under the Executive Director of IT/CIO, so as to eliminate redundancies and fully leverage college-wide technology resources and infrastructure.

- New Plant Operations and Additions Manager position has been created to address a critical capacity gap in Facilities Management and Planning. It is recommended that the Bond Manager position be identified as temporary and contingent upon Bond funding and work.

- New Sustainability Director position has been created at the recommendation of the college-wide Sustainability Group and to provide structural support for this Core Value of the institution. The position will jointly report to both Academic Affairs and Operations. The subgroup did not reach consensus about exactly where in each of the areas the position will report (the Sustainability Group's recommendation is the Vice President level). Essential functions of this position include:
  - Manage and ensure successful execution of campus sustainability commitments.
  - Develop and provide oversight of campus sustainability policies.
  - Provide leadership role in development and oversight of sustainability projects and initiatives.
  - Ensure integration of sustainability across all campus functions and departments to maximize resources and effectiveness; ensure transparency and communication. Serve as liaison and integrator of instructional and operational efforts and initiatives.
  - Provide oversight of sustainability budgets to include Energy Management and Recycling. Pursue leveraged funding and other revenue sources for cost savings and reinvestment.
  - Develop and implement internal/external sustainability marketing and communication plans.
  - Assist the President in representing the college's sustainability efforts and leadership.
  - Work closely with FMP Director and staff to ensure alignment of goals and maximization of resources.
  - Chair Sustainability Group, provide leadership to Sustainability in Learning and other sustainability groups; participate in COLT and ISSM.
- It is recommended that Foundation positions be funded with Foundation funds (be self-supporting), rather than college general funds.

Other Notes:

The success of this model depends upon empowered decision-making at all levels of the college.

There are practical considerations of moving to a faculty division chair model, as many existing division chairs will be displaced.

It is recommended that the college evaluate the placement of management support employees in Band 2 instead of Band 1. Band 2 managers, such as the Food Services Director and Bookstore Manager have significant budgetary, supervisory and operational responsibilities.

Criteria alignment as developed by the subgroup and not vetted by MSW as a whole:

Criteria:	Does this option contribute to achieving criteria?
1. Effective and efficient achievement of work	Key to the success of this and other options is the empowerment of staff and line managers to make decisions. This option provides reasonable scope of supervision and responsibility across all administrative areas of the college. Option 4 has a total 69.621 FTE, an increase of 5.517 FTE from the baseline, of which 50.954 FTE are managers and 18.667 FTE are faculty doing division/department chair responsibilities.
2. Timely communication within all levels of the college	Additional managers in information technology and facilities will help relieve bottlenecks and inefficiencies. Associate Deans will be relied upon to facilitate communication between executive level administration and department/division chairs.
3. Managers fulfilling organizational and functional responsibilities	New Associate Deans will serve as a bridge between departments/divisions and the Deans and Vice President, and provide an appropriate balance and separation of department/division work and organization-wide work. Faculty chairs will be focused primarily on department/division work, while Associate Deans will be managing both "up and down", supporting department/divisions and also assisting Deans and the Vice President with organization-wide and strategic initiatives.
4. Integration, collaboration and expertise	Aligning all technology functions, dual reporting for Sustainability Director, aligning operational enterprise units under Director of Finance and Auxiliary Services. Intentionally calls out leadership among faculty.
5. Cost neutrality with a strong preference to reduce current expenditures	Under the assumption that management costs should include the percentage of salary dedicated to management (eg: 0.75 FTE management and 0.25 FTE teaching classes results in 0.75 x $74,000 = $55,500), the costs exceed the baseline by approximately $384,000. This includes full summer coverage at band 3. However, since some work currently budgeted in the administrative structure would be performed by contracted faculty, backfilled by part time faculty, the net costs to the college would be approximately $143,000 less than the baseline. The costs will increase if a full time faculty replaces the faculty who has rotated into the faculty chair position. Further this includes only partial summer coverage.
6. Appropriate scope of supervision	The proposed Dean and Associate Dean structure improves the supervisory structure at the middle-level. Moving to a faculty-chairs model will require clarifying the supervision structure for Department Chairs and Administrative Assistants. It should be noted that positions have been added to information technology

|	and facilities to address significant scope concerns in the present organization structure.
7. Achieving Lane's Mission and application of the Core Values	Recognizes the Core Value of diversity in restructuring a management position reporting directly to the president. Supports the Core Value of Sustainability by creating a Sustainability Director position. Embraces collaborative leadership.

Management Cost: Cost Analysis of Option 4 using direct percent of salary:

Manager Type	Band	Exec Services	Area Cost	College Ops	Area Cost	Academic Affairs	Area Cost	Student Dev & Learning	Area Cost	Total Positions	Estimated Cost
Vice President	6		$0	1.000	$122,172	1.000	$122,172		$0	2.000	$244,344
Exec. Dean, Exec. Dir., AVP	5	1.000	$106,972	1.000	$106,972	2.000	$213,944	1.000	$106,972	5.000	$534,860
Associate Dean	4.5		$0		$0	6.000	$580,518		$0	6.000	$580,518
Director/Chair	4	2.000	$173,068	2.729	$236,151	4.860	$420,555	3.000	$259,602	12.589	$1,089,377
Manager	3	3.000	$222,723	5.000	$371,205	4.000	$296,964	1.500	$111,362	13.500	$1,002,254
Faculty Chair Administrative Percent	X		$0		$0	17.000	$1,262,097	1.667	$123,760	18.667	$1,385,857
Management Support	2	2.965	$180,797	5.000	$304,885	3.900	$237,810		$0	11.865	$723,492
Classified Coordinator potential cost	Y		$0		$0		$0		$0	0.000	$0
Management Support	1		$0		$0		$0		$0	0.000	$0
TOTALS		**8.965**	**$683,560**	**14.729**	**$1,141,385**	**38.760**	**$3,134,061**	**7.167**	**$601,695**	**69.621**	**$5,560,701**
Percent administrative duties	100%		12.3%		20.5%		56.4%		10.8%		100.00%

General Fund Impact: Cost Analysis of Option 4 using part time faculty backfill with partial (10 days) summer coverage.

Manager Type	Band	Exec Services	Area Cost	College Ops	Area Cost	Academic Affairs	Area Cost	Student Dev & Learning	Area Cost	Total Positions	Estimated Cost
Vice President	6		$0	1.000	$122,172	1.000	$122,172		$0	2.000	$244,344
Exec. Dean, Exec. Dir., AVP	5	1.000	$106,972	1.000	$106,972	2.000	$213,944	1.000	$106,972	5.000	$534,860
Associate Dean	4.5		$0		$0	6.000	$580,518		$0	6.000	$580,518
Director/Chair	4	2.000	$173,068	2.729	$236,151	4.860	$420,555	3.000	$259,602	12.589	$1,089,377
Manager	3	3.000	$222,723	5.000	$371,205	4.000	$296,964	1.500	$111,362	13.500	$1,002,254
Faculty Chair Administrative Percent	X		$0		$0	17.000	$787,185	1.667	$72,388	18.667	$859,573
Management Support	2	2.965	$180,797	5.000	$304,885	3.900	$237,810		$0	11.865	$723,492
Classified Coordinator potential cost	Y		$0		$0		$0		$0	0.000	$0
Management Support	1		$0		$0		$0		$0	0.000	$0
TOTALS		**8.965**	**$683,560**	**14.729**	**$1,141,385**	**38.760**	**$2,659,149**	**7.167**	**$550,324**	**69.621**	**$5,034,417**
Percent administrative duties	100%		13.6%		22.7%		52.8%		10.9%		100.00%
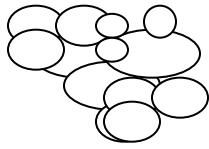
Spheres of Influence:
On Organizational Development to support Research and Development
by Mark Harris M.A.

In order to facilitate and duplicate the organizational mobility of the Mondragon Cooperatives, a means of disseminating power and the capacity to use power for empowerment, must be created. For expediency you can skip to the end and read about spheres of influence.

A leader is anyone who can see a, or the, larger picture, who has a vision, and can communicate it to those around them well enough to inspire them to follow it. Many types of leaders arise in both traditional and so-called "civilized" societies. In traditional societies they arise as needed, especially if they are trained to it from birth. In civilized societies they arise as allowed, or as they are bred to be daring enough to speak the truth to power. Leadership focuses power, to be utilized in its appropriate forces and forms. Power can be seen as many different things depending on the culture utilizing it. Different cultures train you to see different forms of power.

Using a generic definition:
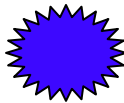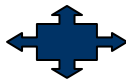
Power:
1. The ability or capacity to act or perform effectively.
2. Often Powers: a specific capacity, faculty, or aptitude: powers of concentration.
3. Strength or force capable of being exerted; might.
4. The ability or official capacity to exercise control.
5. A person, group, or nation having great influence or control over others; the powers that be.

American Heritage Dictionary

 Power is a culturally defined word. In American popular culture power is defined or equated with either possession of money, information, influence, or the capacity to dominate using the real or implied use of force. Rape is the expression of dominating power using the vehicle of sex. Physical abuse is the expression of dominating power using violence. War is the expression of power using weapons of mass destruction, to achieve political or economic ends.

 During the Los Angeles Rebellion of 1992, a "gang" member ("Lil" Monster Cody) was quoted as saying, "Why should I tell you who our leaders are, so you can single them out and destroy them?" He visibly startled Ted Koppel when he mentioned reading the Wall Street Journal. I mention this only to point out that those who are perceived to be ignorant and powerless, may

not in fact be powerless and ignorant. (Not to suggest that power is acquired, and ignorance dispelled simply by reading WSJ) While street organizations (gangs) can use decentralized leadership to achieve their ends, more often organizations and movements have strong individuals in leadership roles. Too often movements become too dependent on a single person, they become in effect personality cults. This focuses the inevitable backlash attempts involving co-optation, coercion, betrayal for personal gain, infiltration, and sabotage. Even when a leader empowers others to be leaders the people still depend on that figurehead. All unidentified leaders should be identified and empowered in such a way that they can share the same information, be part of the same capacity building, and so that their effort can have many parts, that can survive if the movement is destroyed, the organization defunded.

Recovery movements by their nature involve people who are committed to their own and other's sobriety and recovery, regardless of the funding or the leadership of a particular organization. Any activist organization of necessity must function as a recovery organization, in that activism is stressful, and stress especially when compounded with frustration and anger that is not released, is its own drug. If one becomes a slave to their anger, then they prove the adage "An addicted population, is a controlled population." If addiction is slavery, then one can see just as the struggle to end chattel slavery took centuries, only to be supplanted by colonization and corporate bondage, so the struggle to identify and recreate a non-addictive and healthy cultural norm will be as long aborning.

A leader needs to understand the spirit of the people, all the history that is relevant to the community, and be able to build structures that allow for the creation of new leadership. One way of doing this is by changing the way people see organizations. I propose rather than look at top down, or bottom up pyramidal type structures, we look at internal spheres of influence. First let me explain how people typically view organizations.

TOP DOWN
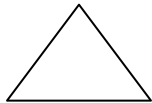
In a traditional corporate style organization, the CEO, president, or executive director, at the top, directs the organization according to the rules or bylaws of the organization. Often the executive director or president is hired by a board of directors which sets organizational policy, and empowers the director to oversee day to day operations. That person may take input, from subordinates, often only to preserve the illusion of participation, where more often than not, the decision has already been made. Usually such meetings are to gather opposing views to ensure that major flaws in the planning or reasoning process can come to the fore. Otherwise information is shared on a need to know basis and is often compartmentalized. All power to make change is invested in the top persons in the pyramid. This is the top-down power structure. Its advantage is that it is expedient and efficient. Its disadvantage in a recovery context is it duplicates many aspects of the addictive family in its structure, i.e. lack of truth telling, suppression of emotion or feeling as an organizational value, non-existent appropriate boundaries. It can achieve its corporate goals within in a corporate set of morals or bylaws, which generally maximize profit, or if a non-profit advance or maintain the organization and then, carry out its mission. As non-profits stereotypically are often scrambling for funds, prioritizing funding often takes precedence over service missions.

Jerry Mander in his book "IN THE ABSENCE OF THE SACRED: The Failure Of Technology And The Survival Of The Indian Nations" defines corporations as a form of technology in themselves. As a society we are trained by corporations through their largest organ of communication...television, to accept technology, consumption, and the assumptions of corporate logic, as the truth and as "our way of life". Attitudes, assumptions, and statements which you would reject as absurd in a conversation with a person, you accept subliminally because they are on television, and they have been normalized as the TRUTH.

One of the myths of power is that those at the top of the pyramid are there because of "merit". Merit itself can be a racial code word for being white men, or emulating and idolizing the thinking of white men. For merit to work in a colorblind society, all the individual need do is work hard like, They worked hard, and that all one has to do to make it, is work hard. However systems of privilege work to allow some to have a work free executive elevator ride to the top, while others encounter sticky floors or glass ceilings. This society is one in which minorities, women, youth, and other stigmatized people, have systematically been denied access to certain types of power. Power is maintained then by creating covert and overt codes, rules, and a language for participating in power.
(Who gets it, who has it, who doesn't, how do you lose it, give it, gain it, circulate it) The rules of the culture of power are a reflection of the rules of the culture of those who have power. (Why do they have power, What kind of power is it? Who gave it to them? How do they lose it? How do they get it back?)

The rules of the "culture of power" (The ways of talking, writing, dressing, and ways of interacting" necessary for success in the culture of power, or a culture of power) can be taught. or at least observed and reproduced.
If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier.1 Practicing those codes may allow you to advance up the pyramid, they will not eliminate systemic privileges based on indelible characteristics such as race, gender, age, ability, sexual orientation.

Those with power are frequently least aware of or least willing to acknowledge its existence. Those with less power are most often aware of its existence. It is easier to see power inequities from the bottom, than from the top.


BOTTOM UP
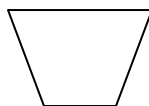
In theory, where the community drives the efforts of a partnership, the community at the bottom of the pyramid, dictates what will happen to the top, represented by the partnership grantee staff. This is the bottom-up theory of organizations. In fact this may happen, if the people involved intend it to happen that way and actually carry out the work in this spirit. However the structure of a corporation is a technology developed by a culture whose cultural values are generally opposite those of organizations whose goal is community empowerment. (Community empowerment does not always positively impact profit for the privileged few, but it does benefit the many) When the fiscal agent is a county, local government, or non-profit corporation, its

leaders have not been trained in empowerment, however much they profess they might want to. Then of course it becomes easier to use the money to maintain the organization, than to devote the time and energy to eradicating the conditions that they organization seeks to improve through its work and mission.

SPHERES OF INFLUENCE: THE SOUTH CENTRAL MODEL
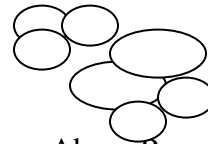
The Los Angeles Area at one time had 7 CSAP (Center for Substance Abuse Prevention) funded Community Partnerships. The one in South Central had its offices a few blocks away from Florence and Normandie, ground zero for the 1992 Rebellion (Riots are spontaneous, Rebellions are planned) sparked by the Rodney King Verdict. That partnership utilized an operational organizational structure I refer to as spheres of influence. Though the partnership was structured along the lines outlined above i.e. (top down corporate), the paid staff, in particular the executive director shared power and influence in a particular way that was emulated by other staff and volunteers. In the literature one could describe this in Freireian (After Brazilian educator Paolo Freire) terms "teacher-learner" and "learner-teachers". Volunteers brought into the partnership, assumed leadership and trained other volunteers who trained still other volunteers and so on. A structure was created that supported an atmosphere of power, where power (the capacity to be effective) was spread throughout the organization.
For example: Using a community based environmental survey delivered by volunteers going out into the community the partnership found out that a salient community concern and perception was that there were too many liquor stores in the community.
Current FBI generated crime statistics link alcohol to 40% of all crime nationally. (At the time of the Rebellion it was closer to 50% nationally) In many urban areas including South Central, the poorer the neighborhood the more alcohol outlets there are, and a correspondence or relationship can be drawn to alcohol outlet density and crime. Reducing alcohol outlet density is a key substance abuse prevention policy issue, and strategy. In the case of South Central, liquor stores were not only responsible for increased crime through alcohol sales (underage sales of tobacco and alcohol), but also drug paraphernalia, (single Brillo pads, pipes, papers), as well as sex industry involvement, solicitation primarily. In other words the liquor stores represented the worst in visible crime magnets in the community. Reducing them could go a long way towards helping substance abuse prevention in the South Central area. It turned out and was known to the partnership that there was in fact a legal limit to how many liquor stores there could be. Let's say within South Central the legal limit for liquor stores was 250. The actual number was 750 which means that South Central had more liquor stores than 13 states combined.
The volunteer network which among other things delivered the survey, remained to work on other aspects of the partnership work. Particularly they began working on going to city hearings where liquor store permits were dispensed. These meetings were held in the middle of the day, were unannounced though ostensibly public meetings, and usually attended only by the business people concerned with aquiring the permits. Bear in mind this was a revenue generating activity for the city, but they were also charged with obeying the law and keeping the number of stores within legal limits, obviously with little oversight.
The executive director began taking community members to those meetings, explaining the procedures, and the language spoken in the "back rooms" and the tables of power, thus increasing their personal sphere of influence.

The interesting thing is that when a "natural disaster" (anger is a natural force) destroyed a significant number of the liquor stores, the partnership was in a strategic place to influence and participate in the decision process of how many liquor stores were going to be replaced.
In addition, when FEMA moved into the disaster area, they were disorganized in terms of what supplies to distribute. The partnership volunteer network, with its knowledge of the community from the original environmental survey, was able to tailor bags of disposable diapers, and other necessities to the right people, rather than the generic bags the Federal agency was going to distribute.

Spheres of influence can overlap and can move. A leader who is an influential volunteer trainer, might not be interested in smoke filled back room wheeling and dealing. A former gang member might be a good organizer, a welfare mother a good fund raiser, and could meet with corporate donors with appropriate cultural etiquette. The idea is that expertise can diffuse throughout an organization, using spiritual principles without the trappings of religion. Recovery organizations operate in a similar manner.

A natural leader's influence radiates out like the sun, or a warm fire, attracting those who seek light or are cold. Charisma within a leader calls to the charisma within everyone. This is how leaders empower people. Empowerment comes from within, the only way one can empower people is by calling, invoking, and awakening the power that is inherent in them.
This awakens a power that is present that does not in anyway detract from someone else's power.

An obvious way is by giving them knowledge and information. This is less powerful than seeing inside to a person's highest potential, believing in that potential, calling it forth, and nurturing it to fruition until it is self-confident. Such a leader radiates charisma out from their center in all directions. In that sense they are the center point of a sphere of influence, and their life force and vitality calls out to the life-force in everyone, at the same time the leader who is in tune with, or choose to align themselves with the wishes and needs of the people, can be influenced by them.

Within Lane, where there are structural and historical differences in power, privilege, mobility, and access to information among different employee groups, the ability to share power (where power is information is often constrained, sometimes by necessity, sometimes by personality, or even the dead / invisible hand of history. To create a process, or structure that allows for mobility whether classified managers, faculty chairs, not only means access to power as information, but the capacity to learn, and the ability to pass that learning on so that institutional memory is not lost, when a person moves on, and another person moves into the same position and has to reinvent or relearn processes. This could be one of the functions of Research and Development, developing this type of equitable structure for creating and empowering leadership, in a way that an academic institution is not accustomed to.

References:
1. Towards a Just and Vital Culture, Bonnie Benard, Western Center for Drug Free Schools and Communities, August 1991
2. In the Absence of the Sacred: The Failure of Technology and the Survival of the Indian Nations. Jerry Mander.
3. The Pedagogy of the Oppressed, The Pedagogy of Hope. (Two books) Paolo Freire

Oregon Revised Statutes - 2005 Edition

Chapters 201 - 260

Chapter 243 — Public Employee Rights and Benefits

COLLECTIVE BARGAINING

(Generally)

243.650 Definitions for ORS 243.650 to 243.782. As used in ORS 243.650 to 243.782, unless the context requires otherwise:

(1) "Appropriate bargaining unit" means the unit designated by the Employment Relations Board or voluntarily recognized by the public employer to be appropriate for collective bargaining. However, an appropriate bargaining unit cannot include both academically licensed and unlicensed or nonacademically licensed school employees. Academically licensed units may include but are not limited to teachers, nurses, counselors, therapists, psychologists, child development specialists and similar positions. This limitation shall not apply to any bargaining unit certified or recognized prior to June 6, 1995, or to any school district with fewer than 50 employees.

(16) "Managerial employee" means an employee of the State of Oregon who possesses authority to formulate and carry out management decisions or who represents management's interest by taking or effectively recommending discretionary actions that control or implement employer policy, and who has discretion in the performance of these management responsibilities beyond the routine discharge of duties. A "managerial employee" need not act in a supervisory capacity in relation to other employees. Notwithstanding this subsection, "managerial employee" shall not be construed to include faculty members at a community college, college or university.

(23) "Supervisory employee" means any individual having authority in the interest of the employer to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward or discipline other employees, or responsibly to direct them, or to adjust their grievances, or effectively to recommend such action, if in connection therewith, the exercise of such authority is not of a merely routine or clerical nature but requires the use of independent judgment. Failure to assert supervisory status in any Employment Relations Board proceeding or in negotiations for any collective bargaining agreement shall not thereafter prevent assertion of supervisory status in any subsequent board proceeding or contract negotiation. Notwithstanding the provisions of this subsection, no nurse, charge nurse or similar nursing position shall be deemed to be supervisory unless such position has traditionally been classified as supervisory.

Appendix Q: Math Department Proposal to the MSW

Lane Community College   Math Division

Recommendation to the Management Structure Workgroup

Recommendation for Lower Management

The math faculty support retaining the current structure of individual divisions with division chairs. Under this current structure, we favor the following three options:

1. Retain a full-time division chair (management) chosen through the standard hiring process.

   Rationale:
   Math Faculty have confidence in the ability of our current chair to support best practices in our division by advocating wisely for the needs of the division, mobilizing and supporting faculty in college-wide and division specific work, and providing faculty with broader perspective based upon what is happening college-wide and state-wide. Under the current structure, the division is cost efficient and working harmoniously to remain true to college and division goals.

2. Retain a full-time division chair (management) chosen from within the division through voluntary rotation or election by the division.

   Rationale:
   A chair chosen from the division can begin with a clearer understanding of the division and best represent the division in college-wide matters.

3. Retain the full-time division chair (management) with a half-time assistant chair (half-time release from full-time faculty position) who would be part of a voluntary rotation or elected by the division.

   Rationale:
   Currently the math division chair position duties require more time than can reasonably be expected for a 1.0 FTE position. With the addition of new responsibilities in assessment of student learning outcomes, a new position would create a more efficient and manageable workplace in the math division.

   In addition, currently some of the duties performed in the division regularly by faculty (such as Math Skills Fair coordination and assessment projects) do not have regular release time associated with them, but, rather, the release time has been awarded at the discretion of the division chair. By incorporating such duties into a new position with predetermined release time, such duties would have regular release time associated with them.

Classification of the position:
- Faculty position
- 0.5 release (or other?) to perform administrative duties (outlined below)
- 3 to 5 year term

Possible duties of the position:
- Part-time faculty coordination, hiring
- Part-time faculty evaluation (if allowed by the LCCEA contract)
- Coordination of math division student learning outcomes assessment work
- Coordination of math division program review (unit planning)
- Addressing student issues and concerns
- Scheduling of math courses in coordination with other divisions
- Coordination of the Math Skills Fair
- Coordination of Math Division colloquia
- Inservice planning
- Serve on the Math Advisory Committee (MAC)
- Other duties as assigned by the math division chair

We support including the assistant chair on the Math Advisory Committee (MAC) along with representatives from the developmental, professional technical, transfer level and Math Resource Center (MRC) areas of the division.

In transition years where either the chair or assistant chair position is newly filled, the person in the other position can provide stability and continuity in representing and steering the division.

Idea for Upper Management Restructure

Arranging the LCC `Mission`, Core Values, and *Strategic Directions* as a Management Structure

a short essay by David L. Van Slyke

Base Documents

The statement of LCC's Mission, Core Values, and Strategic Directions is available online:
> http://www.lanecc.edu/research/planning/visionmissioncore0408.html

The current LCC management structure is also available online:
> http://www.lanecc.edu/oiss/MSW/mswresources.html

Preface

During the past 15 years there has been a dramatic change in how most American Protestant churches organized that management structure. The insights learned can be applied to other kinds of organizations, such as LCC.

(As a more complete historical explanation, the shift was largely due to Rick Warren's book, *The Purpose Driven Church*, and later furthered by rethinking the role of elders to better fit the role Paul described to Timothy.)

The three big insights were:

1. **The main leader of the group must be an advocate for the group's purposes, and protect them.**

The main leader is not responsible for creating the purposes, nor should the main leader have independent authority to change them. Rather, the main leader must continually "cast the vision" so the organization has unity, efficiency, and enthusiasm, and also protect the organization from influences that request the organization to attempt tasks not in line with its purposes.
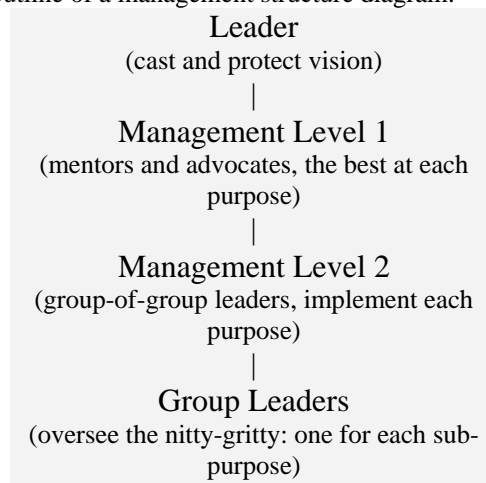
2. **An organizations purposes should be directly reflected in their management groups.**

A church that has purposes of "worship" and "community service" but groups for "budget" and "facilities" will be frustrated since it will naturally do more about budget and facilities than about worship and community service. Similarly, a community college will be frustrated if its mission elements include "life skills development", "employee development", and "cultural and community services" but management groups are quite different--perhaps "Operations Services", "Finance", and "Information Technology".

3. **Each purpose needs two levels of management. The person most skilled at that purpose should be a mentor whose twofold role is to teach others how to better do that purpose and to advocate for that purpose to the President and Board. A second person almost as skilled at that purpose should be responsible for actually implementing that purpose in the organization.**

If the person most skilled at "worship" in a church or "life skills development" in a college is put in charge of the group responsible for implementing that purpose, they get the job done very well but do not have time to mentor others. It is better to allowing mentoring to happen even if this means every group is led by the second most skilled candidate and only produces a result 95% as nice.

Summarizing this as the outline of a management structure diagram:

> Leader
> (cast and protect vision)
> |
> Management Level 1
> (mentors and advocates, the best at each purpose)
> |
> Management Level 2
> (group-of-group leaders, implement each purpose)
> |
> Group Leaders
> (oversee the nitty-gritty: one for each sub-purpose)

Thus every purpose (and sub-purpose) is represented by a leader who is accountable for measurable progress.

Macro-Level Application

Unfortunately, a lot within LCC's Mission, Core Values, and Strategic Directions is not useable as purposes with easily defined tasks or measurable results.

Below is a quick attempt to fit LCC's Mission, Core Values, and Strategic Directions into a purpose driven management structure. This attempt, unavoidably, involved shabby paraphrasing and rearranging. Please pay negligible attention to how successfully or unsuccessfully this attempt shoehorned LCC's Mission, Core Values, and Strategic Directions into a management structure.
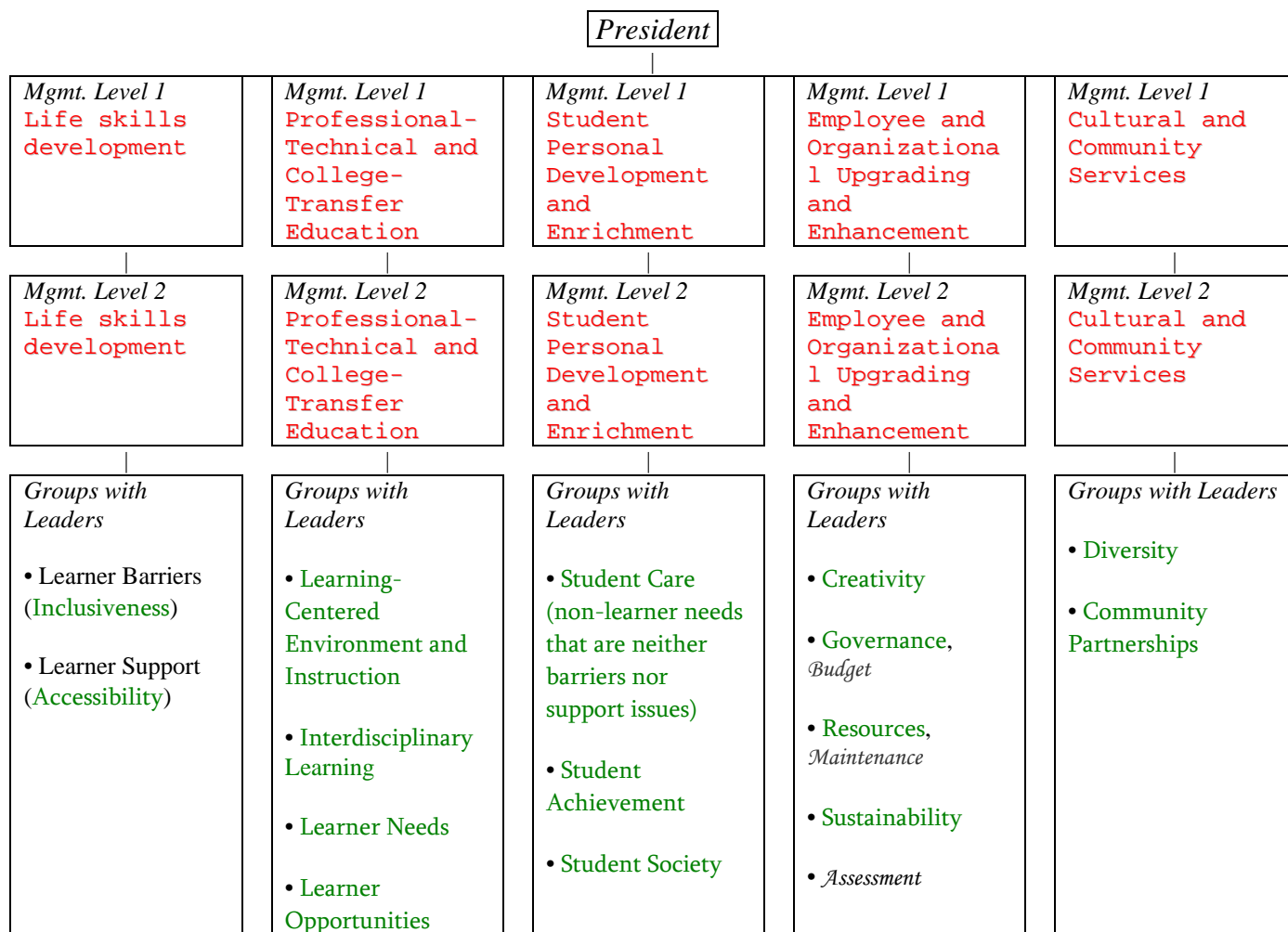
Instead, consider the underlying philosophy as you consider the diagram and the questions it raises.

How can the five aspects of the LCC `Mission` become effective management positions, in both the "mentor/advocate" layer and the "implementation" layer?

How can the current LCC Core Values be upheld while being restated to better fit the five aspects of the LCC Mission? After all, should not our core values be what we look like as we go about doing our Mission?

How do the LCC *Strategic Directions* reflect LCC's current but temporary needs? (A core value is a permanent thing, but a strategy is temporary to fit the current circumstance.) What is revealed by the existence of much overlap between the core values and strategic directions (so much that only three aspects of the strategic directions are not already represented below among the core values)? For example, LCC should not be ashamed or hesitant to say that its success depends on having a sound budget and maintenance of its facilities and other resources, and these factors are not temporary: why are not they among our core values?

The diagram below has 27 management positions, all of which are above the level of "division chair". Not all need to be filled with a full-time management salary. Are any not worthwhile and that purpose should be scrapped—showing that element of the Mission, Core Values, and Strategic Directions is not currently worth funding in management way? Are any worthwhile but need more or less of a full-time salary than is currently allocated?

President

Mgmt. Level 1 Life skills development	*Mgmt. Level 1* Professional-Technical and College-Transfer Education	*Mgmt. Level 1* Student Personal Development and Enrichment	*Mgmt. Level 1* Employee and Organizational Upgrading and Enhancement	*Mgmt. Level 1* Cultural and Community Services
Mgmt. Level 2 Life skills development	*Mgmt. Level 2* Professional-Technical and College-Transfer Education	*Mgmt. Level 2* Student Personal Development and Enrichment	*Mgmt. Level 2* Employee and Organizational Upgrading and Enhancement	*Mgmt. Level 2* Cultural and Community Services
Groups with Leaders • Learner Barriers (Inclusiveness) • Learner Support (Accessibility)	*Groups with Leaders* • Learning-Centered Environment and Instruction • Interdisciplinary Learning • Learner Needs • Learner Opportunities	*Groups with Leaders* • Student Care (non-learner needs that are neither barriers nor support issues) • Student Achievement • Student Society	*Groups with Leaders* • Creativity • Governance, *Budget* • Resources, *Maintenance* • Sustainability • *Assessment*	*Groups with Leaders* • Diversity • Community Partnerships

Micro-Level Application

Within each division the same principles apply.

What are the division's purposes? What are the division's committees? Do these align? If they do not, this might explain how a division can do a lot of committee work without being certain it is fulfilling its purposes in the extent or quality it desires.

What are the division's management roles? Does each person in management know which purposes he or she is representing? Are there leaders (either management, classified, or instructional staff using non-instructional hours) mentoring and advocating for the purposes, or is everyone too busy implementing them? This might explain how a division can do very well for years but then suffer when the retirement of key people creates a lack of certain skills or expertise.