

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; Northwest Commission on Colleges and Universities (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
FROM: Science Division

DATE: 2/7/08

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

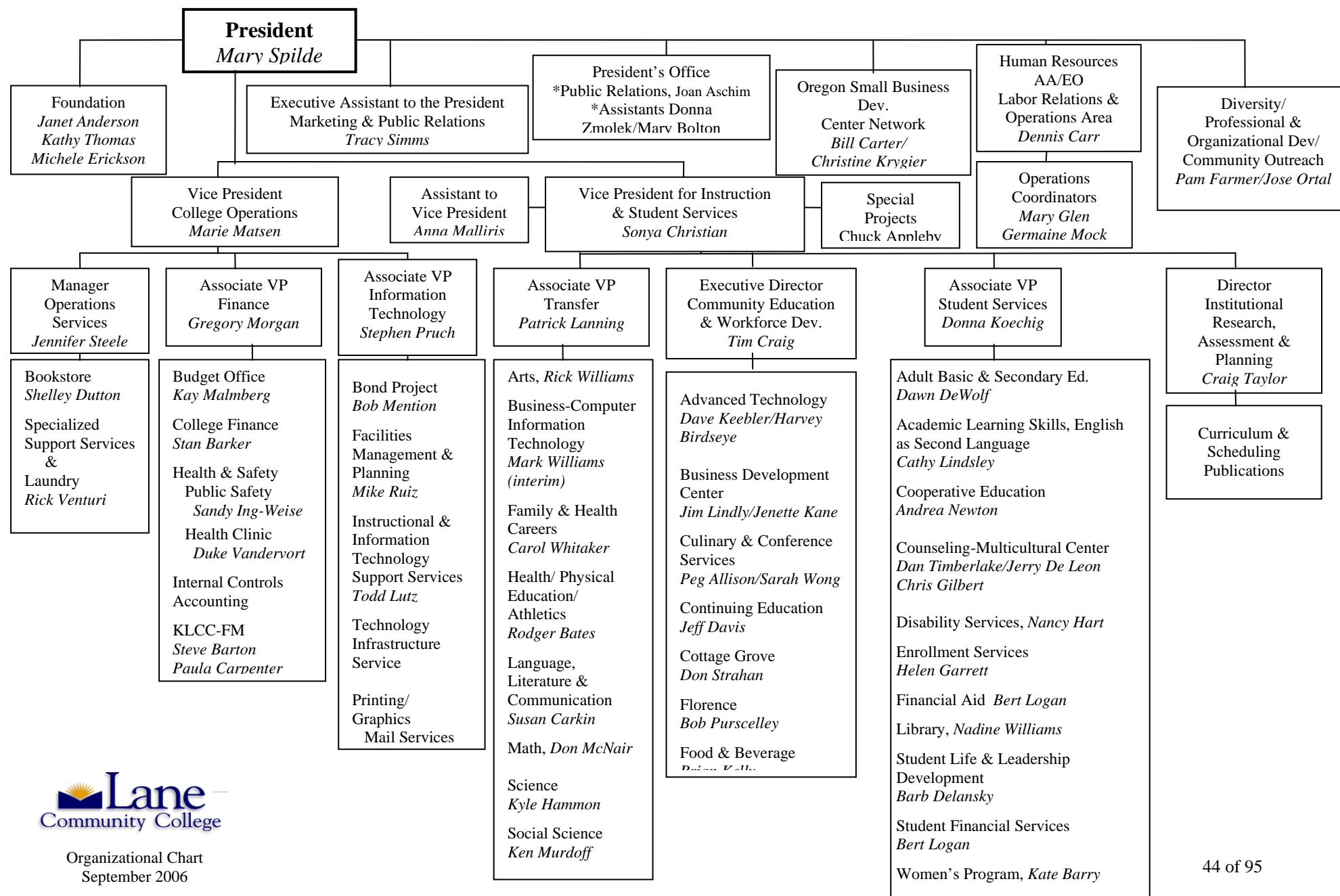
We acknowledge that the college is challenged to bridge the cultural differences between employee groups, disciplines, and other communities within the college. We value a

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.

Appendix H: 2006 – 2007 Management Structure



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 supervisors develops and implements an effective program of staff development for all personnel for the college operations group.
- Educates 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 and deputy clerk in the absence of the president.
- With college wide collaboration assumes leadership in developing and implementing technological resources.
- Coordinates the development of effective 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 monitor 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 teach 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.

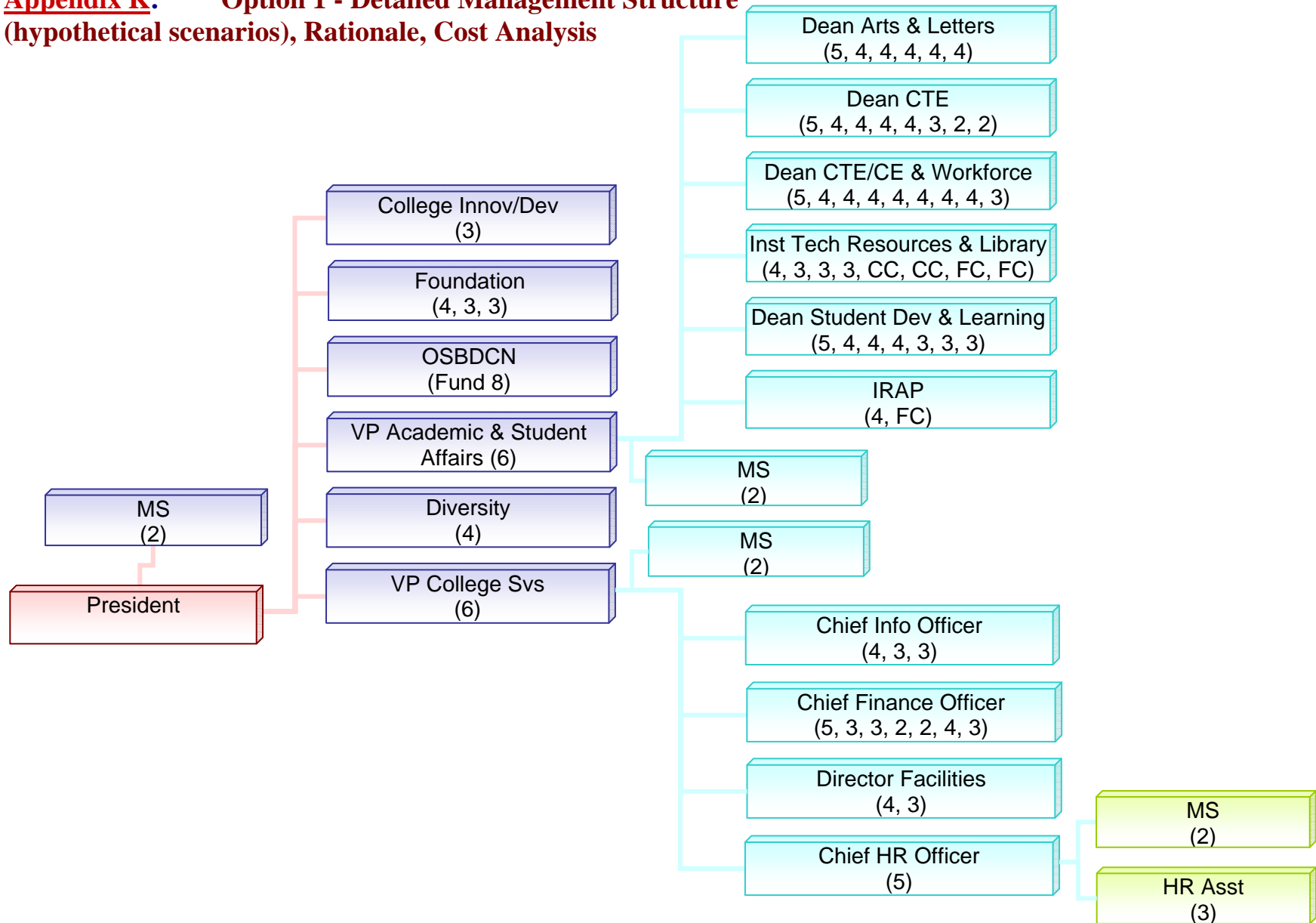
Appendix J: Span of Control Headcount

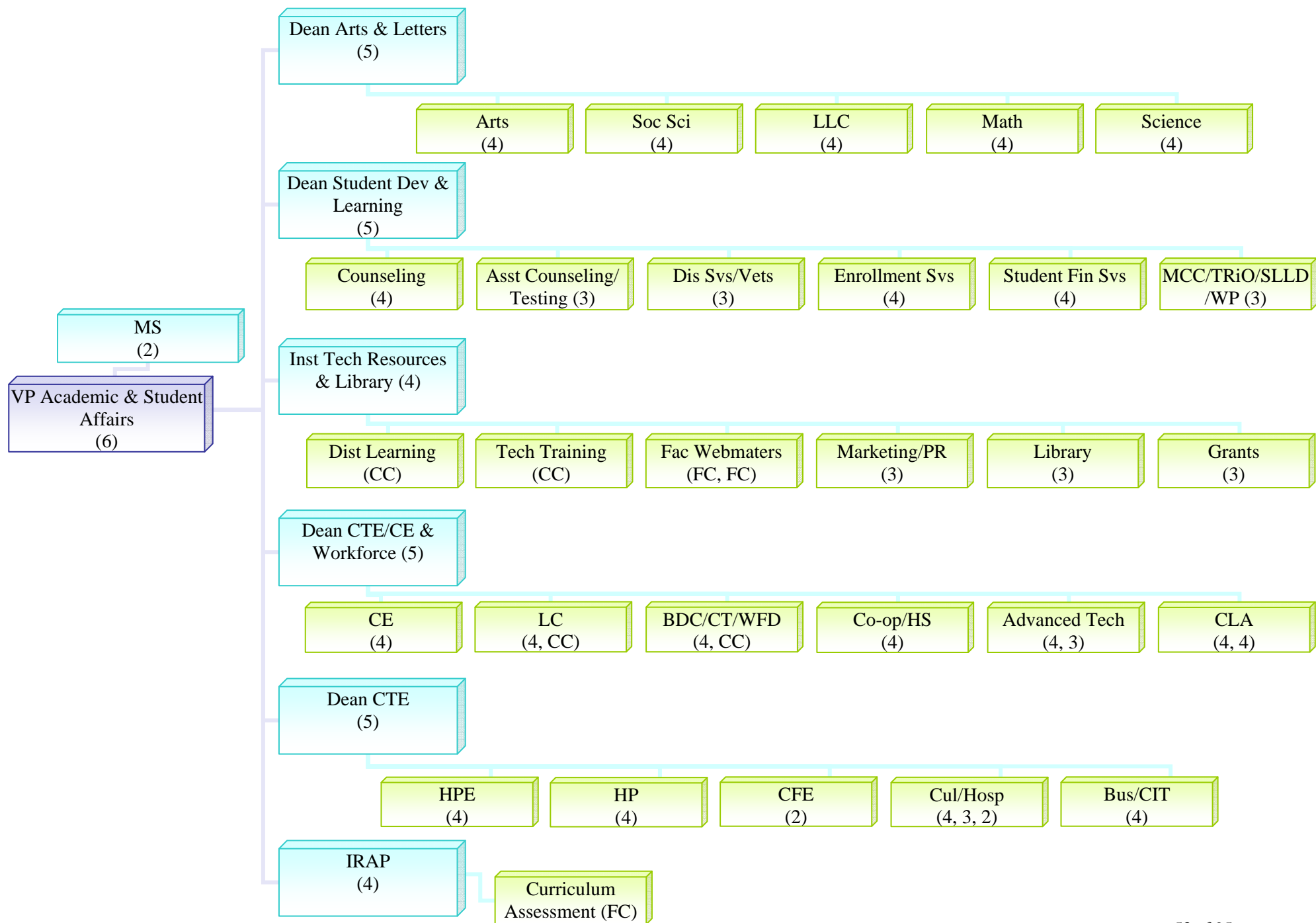
	Dept/Div	Function	# of Managers	Management Support	Full-time Faculty	Part-time Faculty	Contracted Classified	Time-Sheet Classified	Total Personnel (headcount)
1	ABSE	INSTR	1		16	21	3	18	59
2	Adv. Tech	INSTR	1		16	11	6	4	38
3	ALS	INSTR	1		13	19	5	17	55
4	Arts	INSTR	1		18	26	9	21	75
5	BDC	INSTR	1		0		11	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

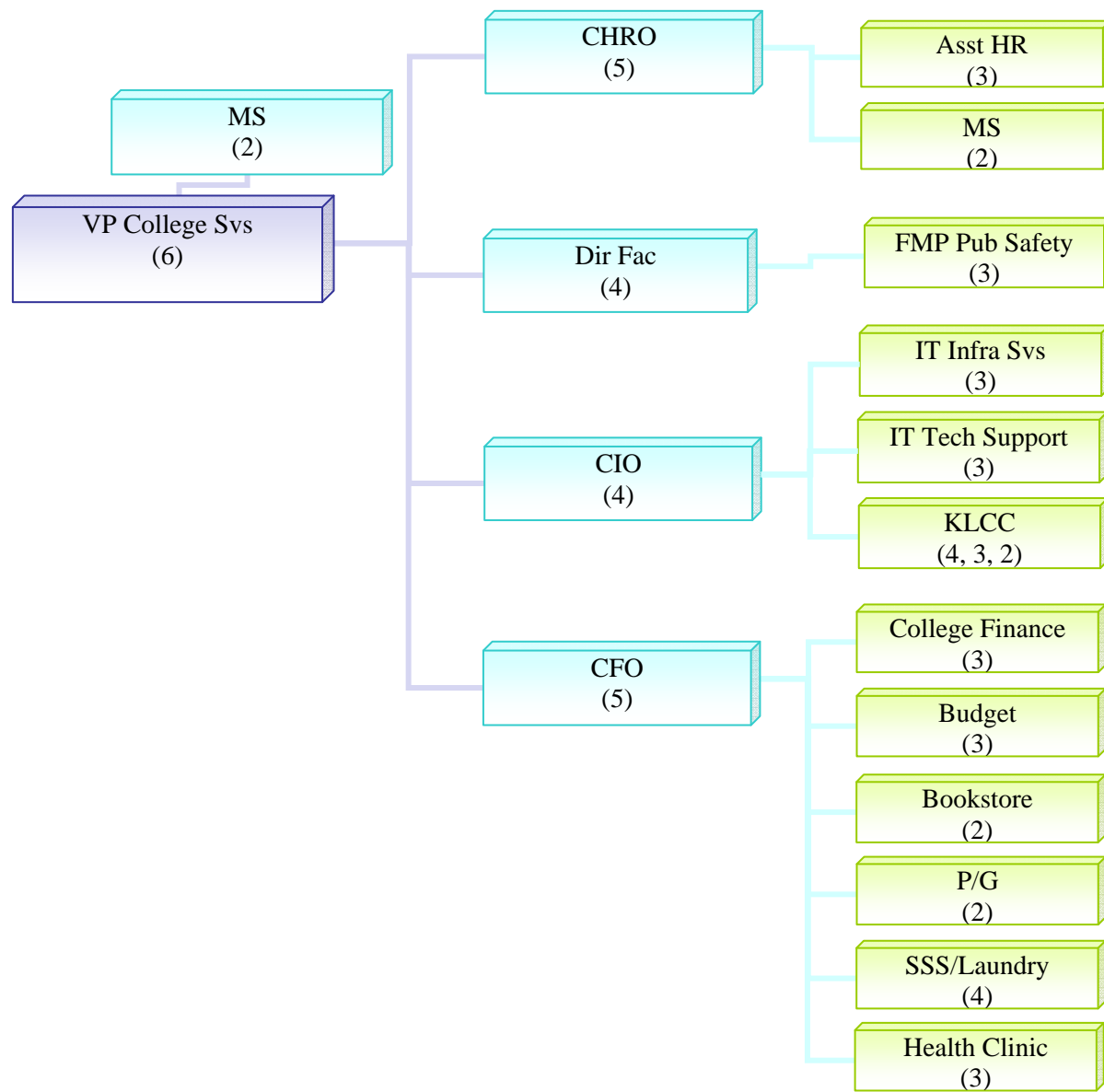
	Dept/Div	Function	# of Managers	Management Support	Full-time Faculty	Part-time Faculty	Contracted Classified	Time-Sheet Classified	Total Personnel (headcount)
27	IRAP--Curr. & Sch.	INSTR	1		1		7		9
28	ISS	INSTR	4	2			3		9
29	KLCC	OPS	3				10	21	34
30	LCC - Cottage Grove	INSTR	1			21	3	4	29
31	LCC - Florence	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)

Appendix K: Option 1 - Detailed Management Structure (hypothetical scenarios), Rationale, Cost Analysis







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

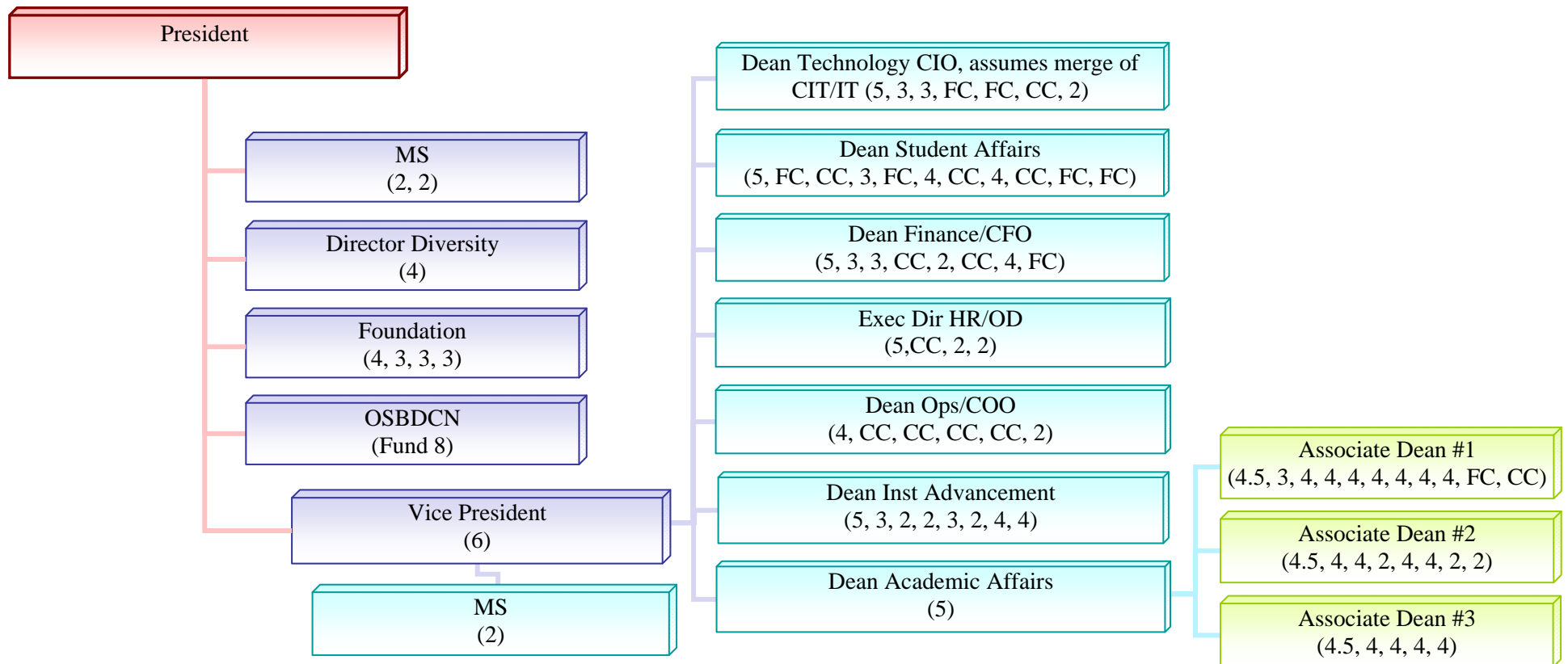
Alignment with Criteria as developed by the subgroup and not vetted by MSW as a whole:

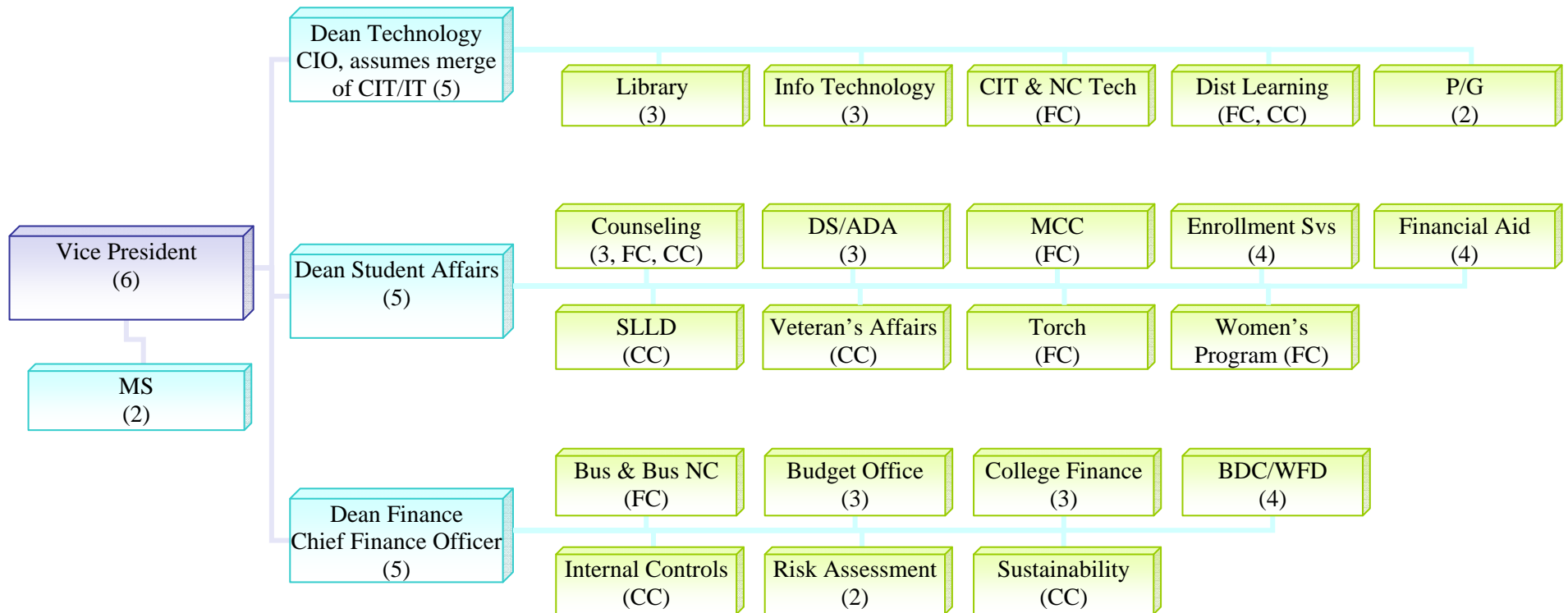
Criteria	Does this option Contribute to achieving criteria?
1. Effective and efficient achievement of work	This option provides a reasonable number of managers to make decisions, to supervise direct reports, for accountability, to increase representation, and to increase the number of people with decision 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.

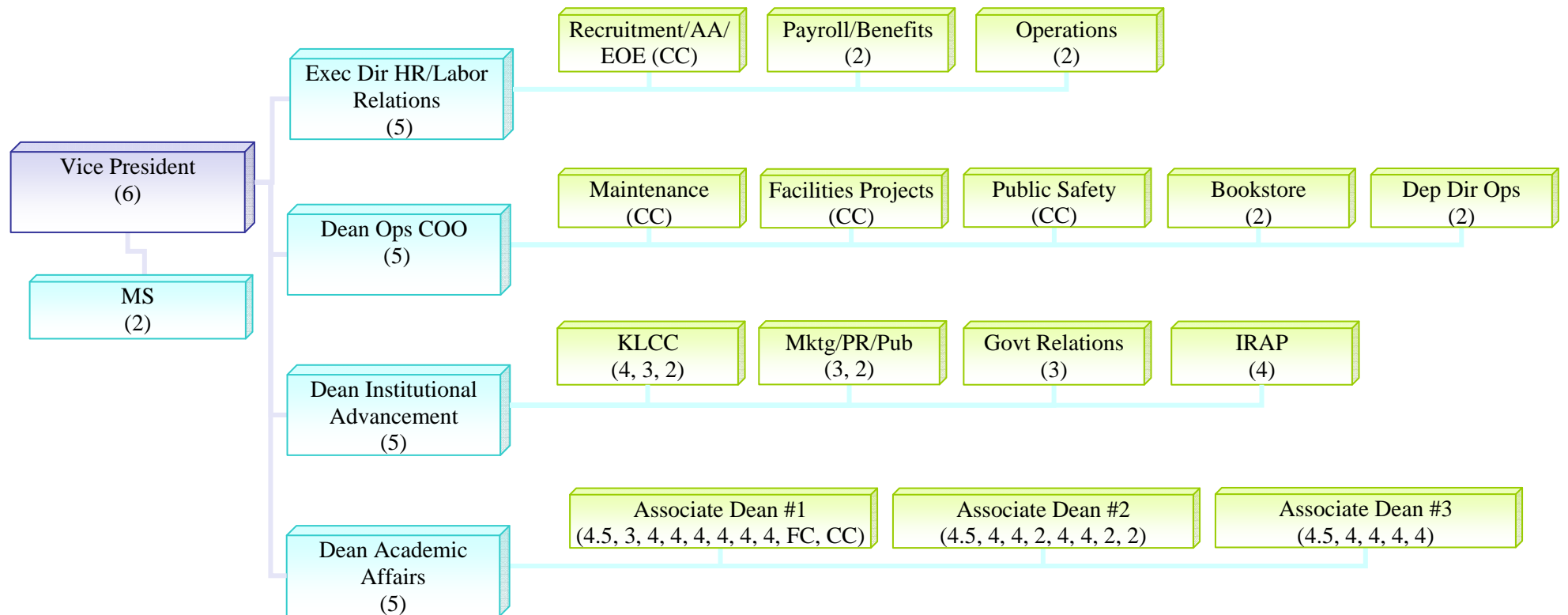
Cost Analysis for Option 1, management salary and full summer coverage

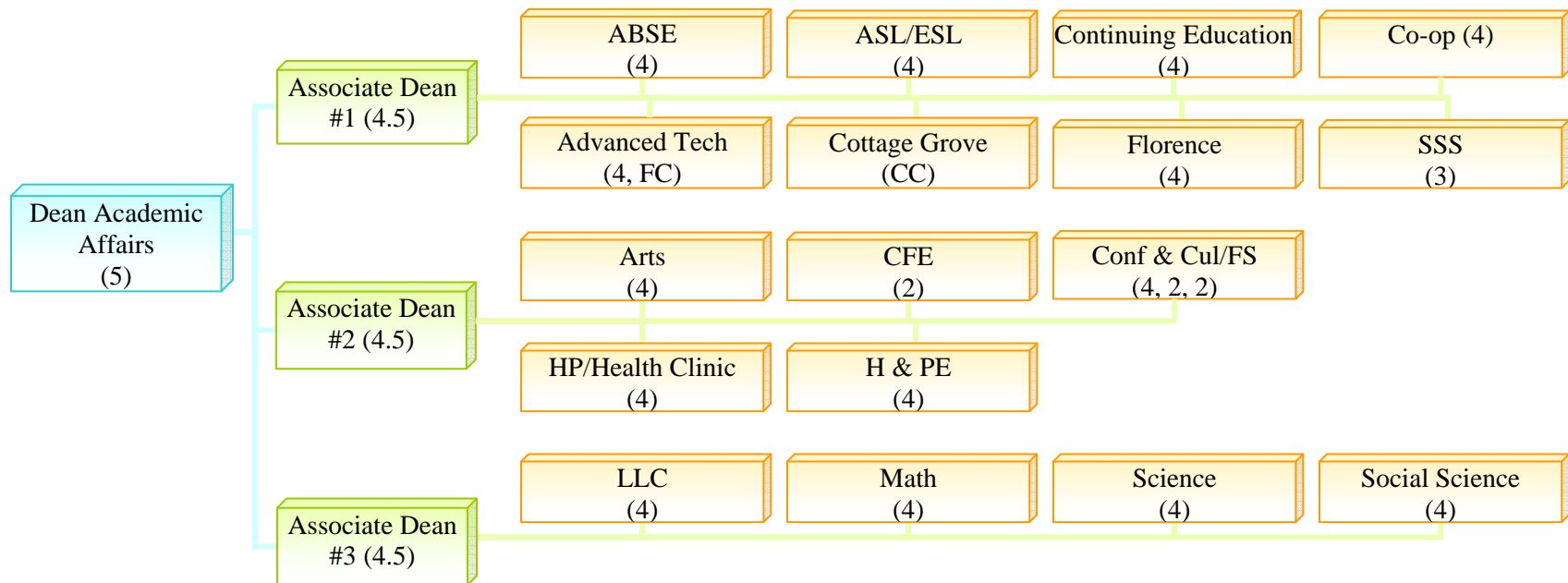
Manager Type	Band	Exec Services	Area Cost	College Ops	Area Cost	Academic Affairs	Area Cost	Student Dev & Learning	Area Cost	Total Positions	Estimated Cost
Vice President	6		\$0	1.000	\$122,172	1.000	\$122,172		\$0	2.000	\$244,344
Exec. Dean, Exec. Dir., AVP	5		\$0	2.000	\$213,944	3.000	\$320,916	1.000	\$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









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	<p>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.</p> <p>This model also assumes greater decision-making at the dean-level, and fewer meetings/process time.</p> <p>Budgets allowing, this model is sufficiently scalable to allow for added management positions should such proved necessary.</p>
2. Timely communication within all levels of the college	<p>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.</p>
3. Managers fulfilling organizational and functional responsibilities	<p>The creation of the Dean positions (and Associate Deans over some Instructional divisions) more clearly articulates the division between “college” and “departmental” management.</p> <p>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.</p>
4. Integration/collaboration and expertise	<p>This is a key advantage of integrating the classic divisions of Ops/Exec Services, Student Services and Instruction. Currently, we “silozed” 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.</p>
5. Cost neutrality with a strong preference to reduce current expenditures	<p>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.</p>
6. Appropriate scope of supervision	<p>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.</p> <p>Beyond that, the Option is scalable, and any number of managers can be added should budgets allow for such.</p>

<p>7. Achieving Lane's Mission and application of the Core Values</p>	<p>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”.</p> <p>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”.</p> <p>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”.</p> <p>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.</p>
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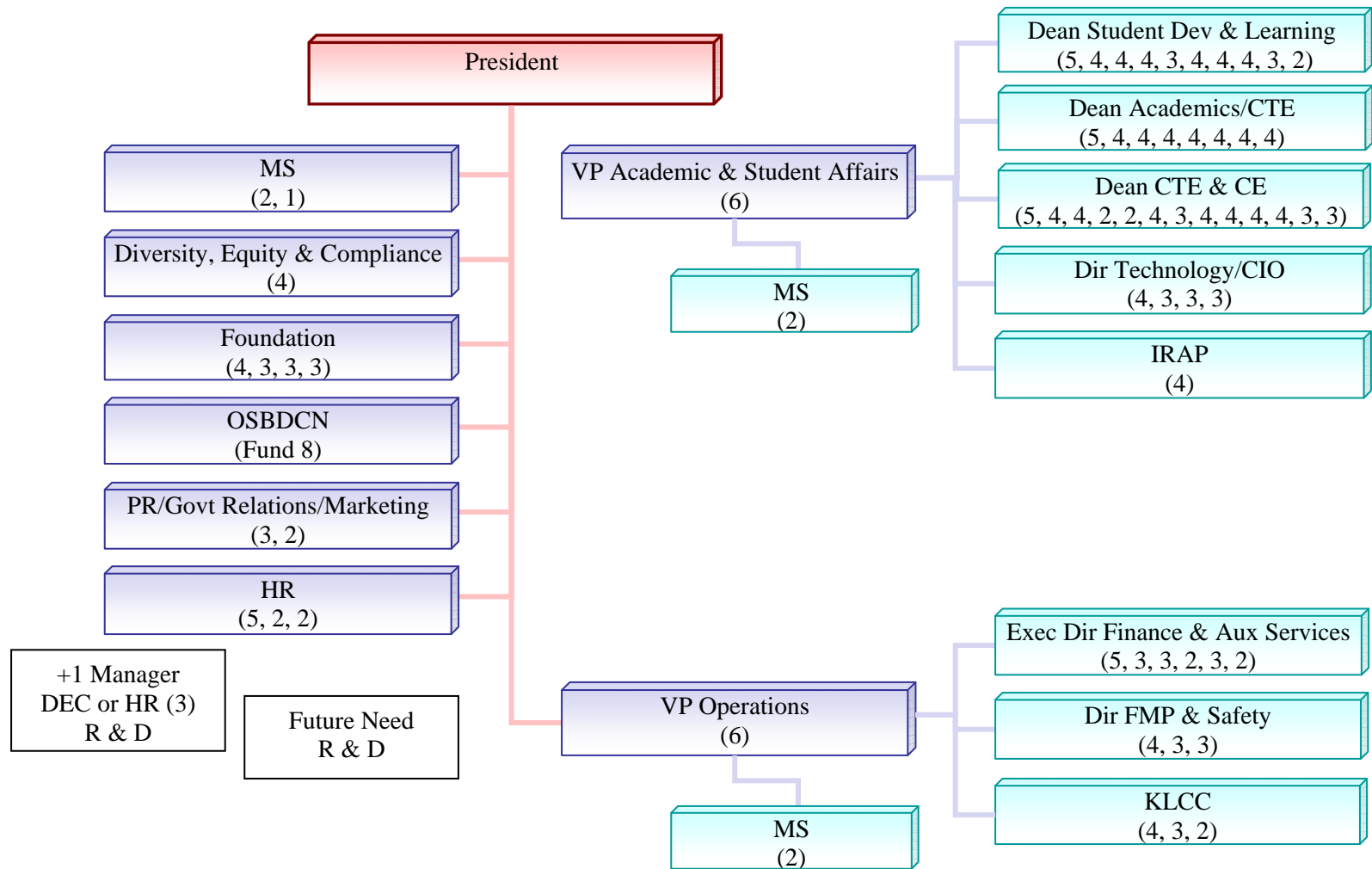
Management Costs: Cost Analysis for Option 2 using percentage of salary for faculty chairs with full summer coverage.

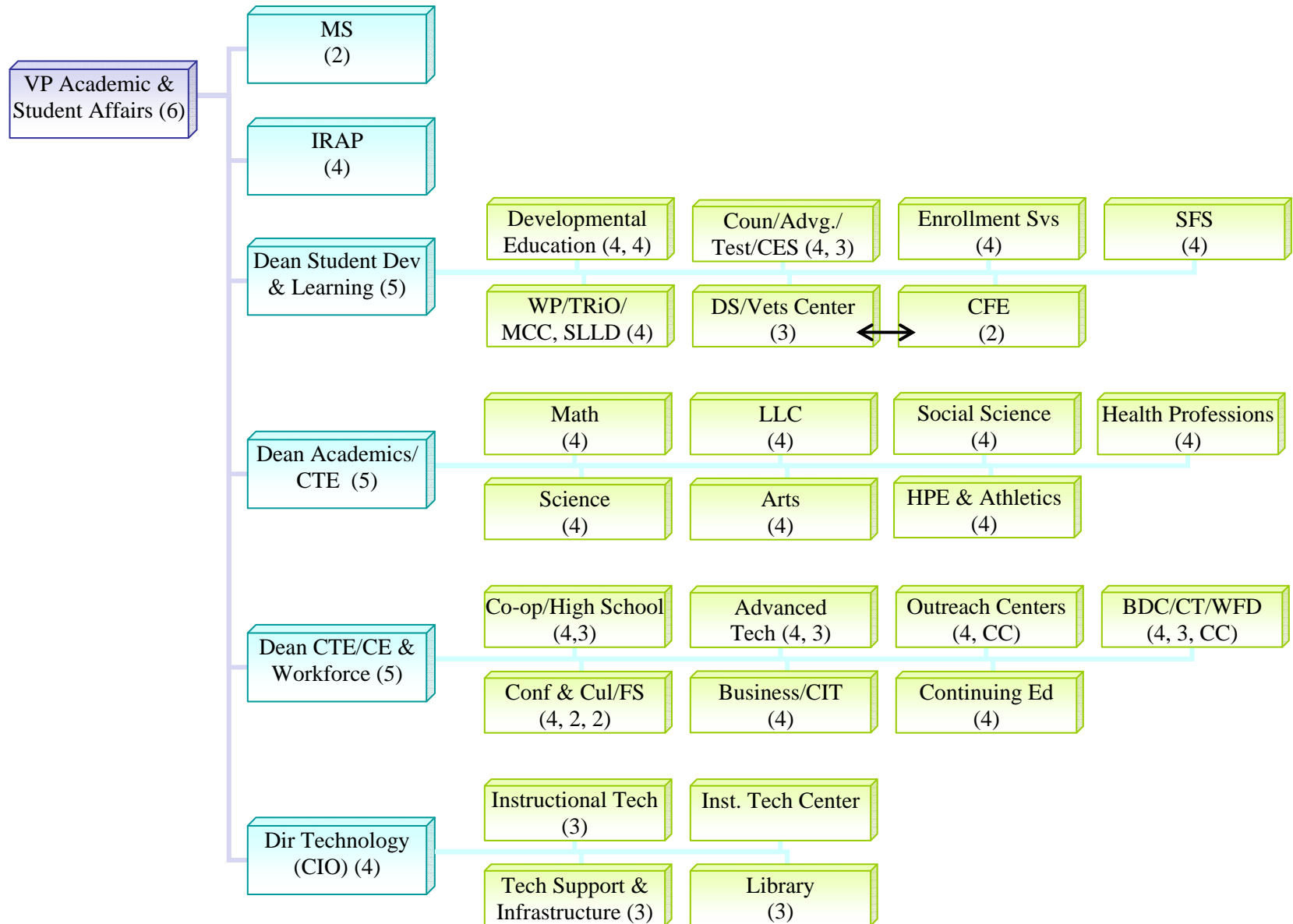
Manager Type	Band	Exec Services	Area Cost	College Ops	Area Cost	Academic Affairs	Area Cost	Student Dev & Learning	Area Cost	Total Positions	Estimated Cost
Vice President	6	1.000	\$122,172		\$0		\$0		\$0	1.000	\$122,172
Exec. Dean, Exec. Dir., AVP	5	2.000	\$213,944	1.000	\$106,972	2.000	\$213,944	1.000	\$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%

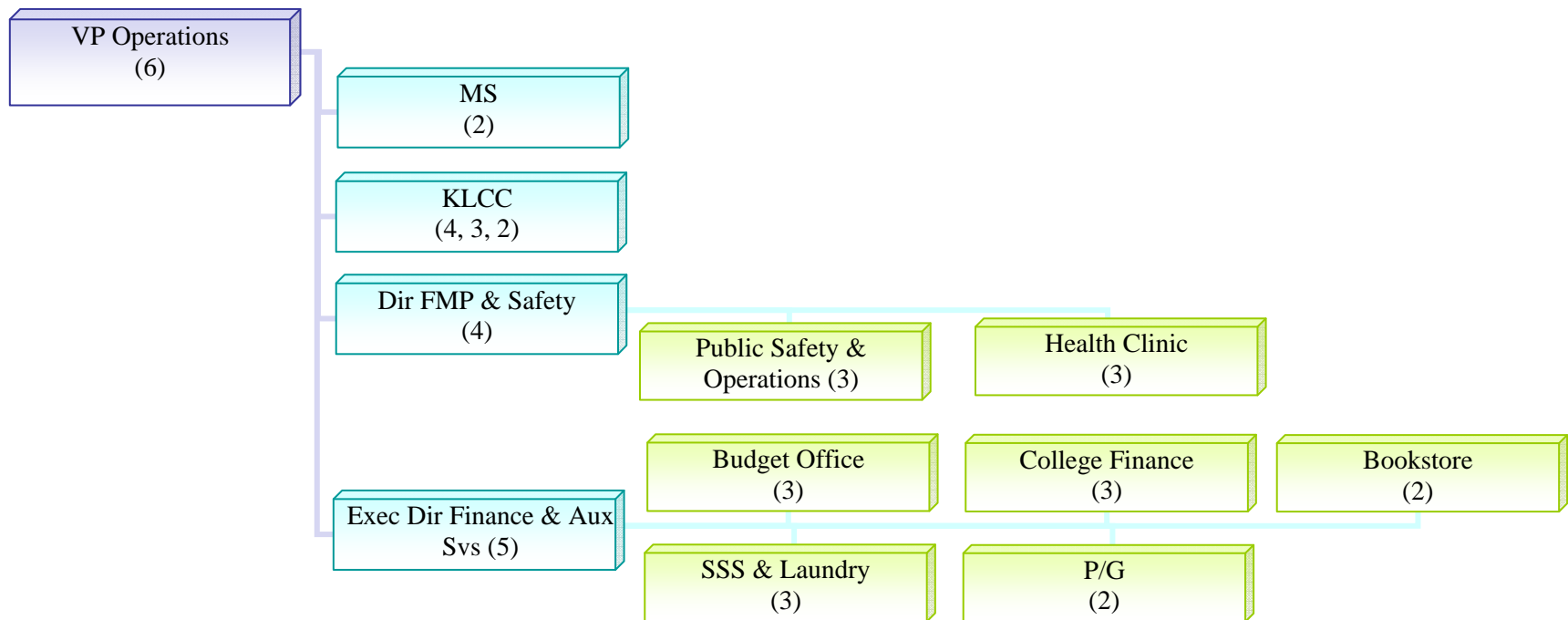
General Fund Impact: Cost Analysis for Option 2 using part time backfill for faculty chairs with 10 days of summer coverage

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







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:

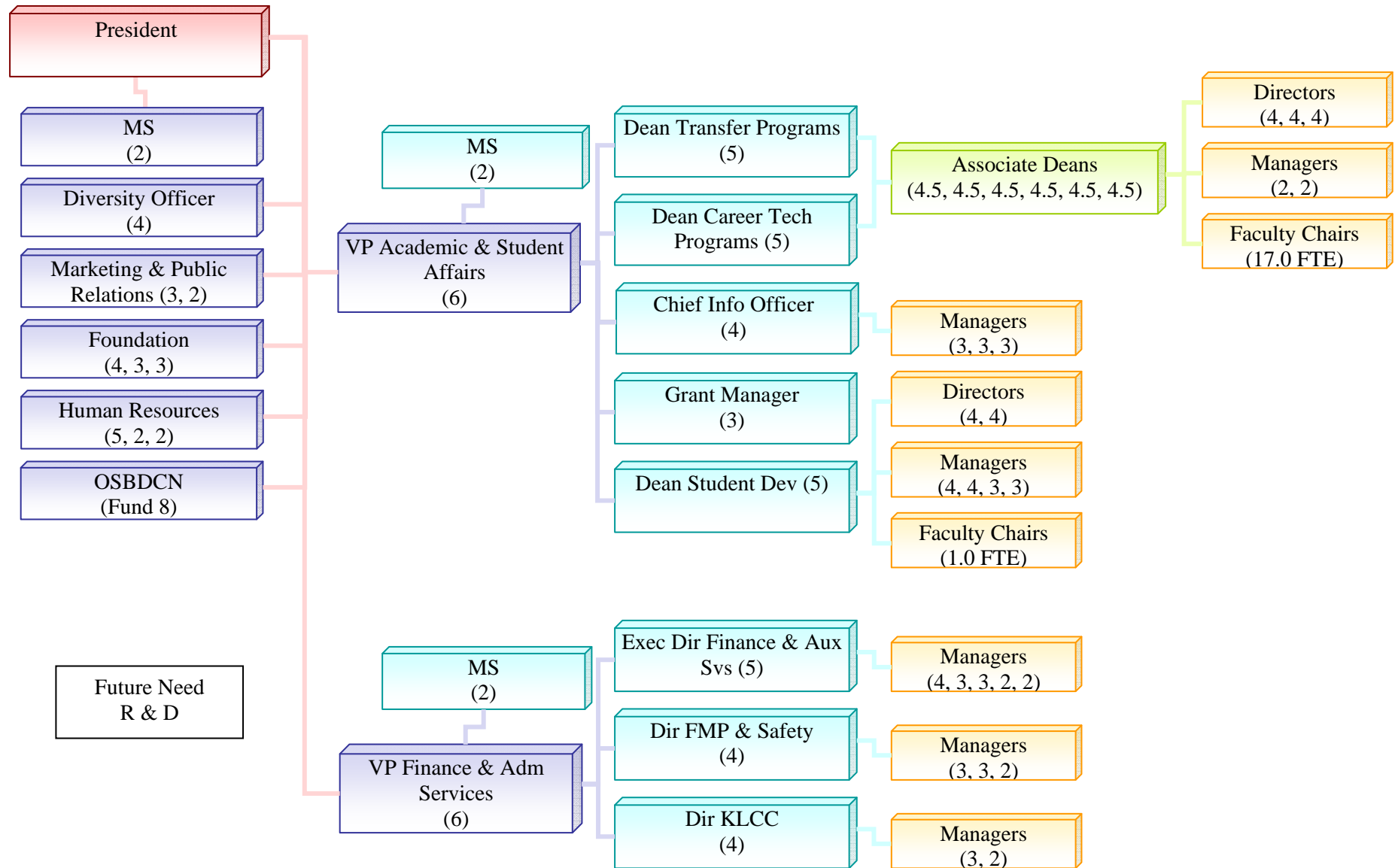
Criteria:	Does this option contribute to achieving criteria?
1. Effective and efficient achievement of work	The two VP structure maintains sufficient decision-making capacity at the "top" of the organization and assures that the President has adequate high level administrative support to fulfill both 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

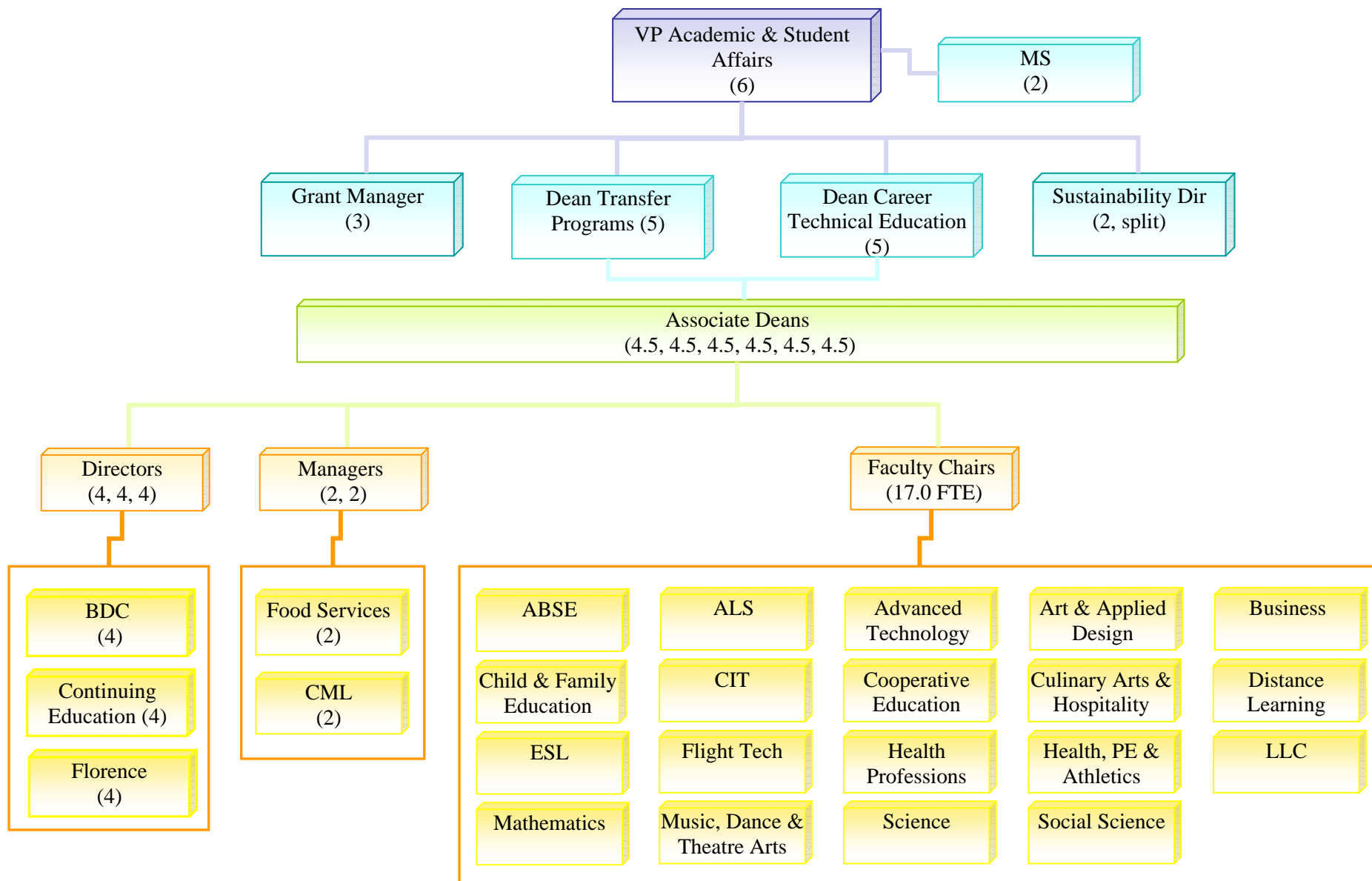
	supervising manager in all appropriate placements within the college where “management supervision” is required maintains proper span of supervision and performance evaluation so the institution can function with collaboration and accountability. The model assumes the faculty and classified leadership 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	<p>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.</p> <p>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.</p> <p>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.”</p> <p>Integrity: Option 3 is fiscally sustainable and promotes “responsible stewardship of resources 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.</p> <p>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</p> <p>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.</p> <p>Sustainability: Option 3 supports both the concepts of fiscal sustainability and management/administrative sustainability.</p>

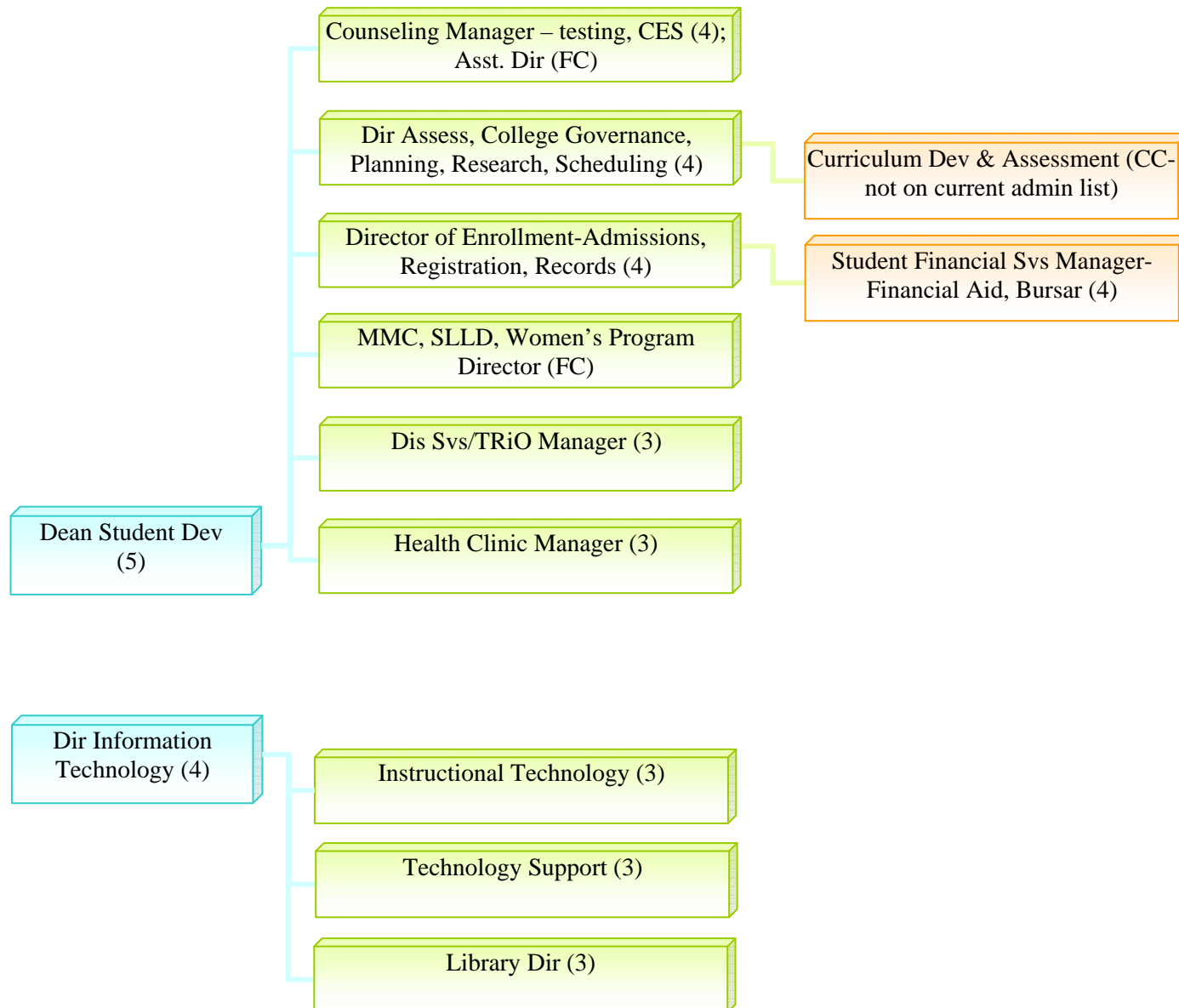
Cost Analysis for Option 3:

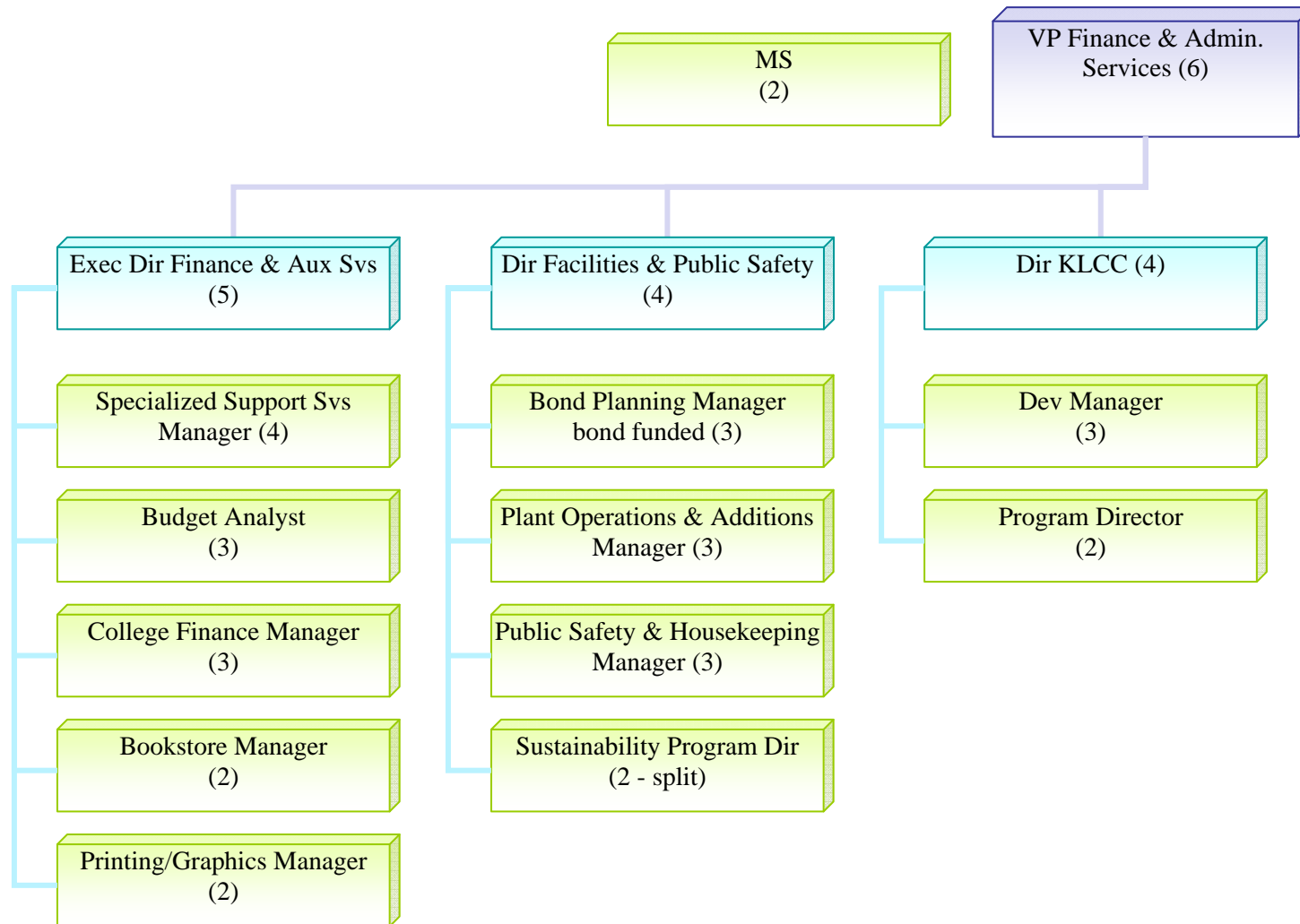
Manager Type	Band	Exec Services	Area Cost	College Ops	Area Cost	Academic Affairs	Area Cost	Student Dev & Learning	Area Cost	Total Positions	Estimated Cost
Vice President	6		\$0	1.000	\$122,172	1.000	\$122,172		\$0	2.000	\$244,344
Exec. Dean, Exec. Dir., AVP	5	1.000	\$106,972	1.000	\$106,972	2.000	\$213,944	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%

Appendix N: Option 4 - Detailed Management Structure (Hypothetical scenarios), Rationale, Cost Analysis









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	<p>Key to the success of this and other options is the empowerment of staff and line managers to make decisions.</p> <p>This option provides reasonable scope of supervision and responsibility across all administrative areas of the college.</p> <p>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.</p>
2. Timely communication within all levels of the college	<p>Additional managers in information technology and facilities will help relieve bottlenecks and inefficiencies.</p> <p>Associate Deans will be relied upon to facilitate communication between executive level administration and department/division chairs.</p>
3. Managers fulfilling organizational and functional responsibilities	<p>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.</p>
4. Integration, collaboration and expertise	<p>Aligning all technology functions, dual reporting for Sustainability Director, aligning operational enterprise units under Director of Finance and Auxiliary Services.</p> <p>Intentionally calls out leadership among faculty.</p>
5. Cost neutrality with a strong preference to reduce current expenditures	<p>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.</p> <p>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.</p>
6. Appropriate scope of supervision	<p>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</p>

	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.

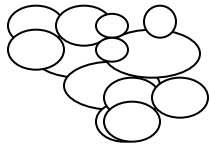
Management Cost: Cost Analysis of Option 4 using direct percent of salary:

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%

Appendix O: Details of Option 5



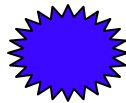
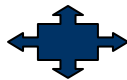
spheres of influence

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.

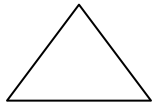
During the Los Angeles Rebellion of 1992, a "gang" member ("Lil" Monster Cody) was quoted as saying, "Why should I tell you who our leaders are, so you can single them out and destroy them?" He visibly startled Ted Koppel when he mentioned reading the Wall Street Journal. I mention this only to point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

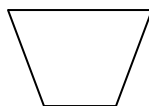
One of the myths of power is that those at the top of the pyramid are there because of "merit". Merit itself can be a racial code word for being white men, or emulating and idolizing the thinking of white men. For merit to work in a colorblind society, all the individual need do is work hard like, They 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 acquiring 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

Appendix P

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.

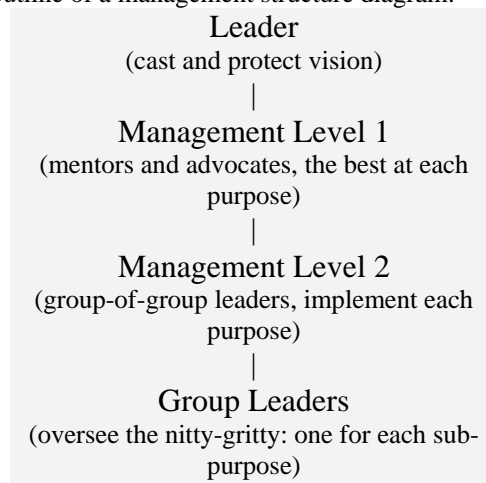
- 2. An organizations purposes should be directly reflected in their management groups.**

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 allow 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:



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.

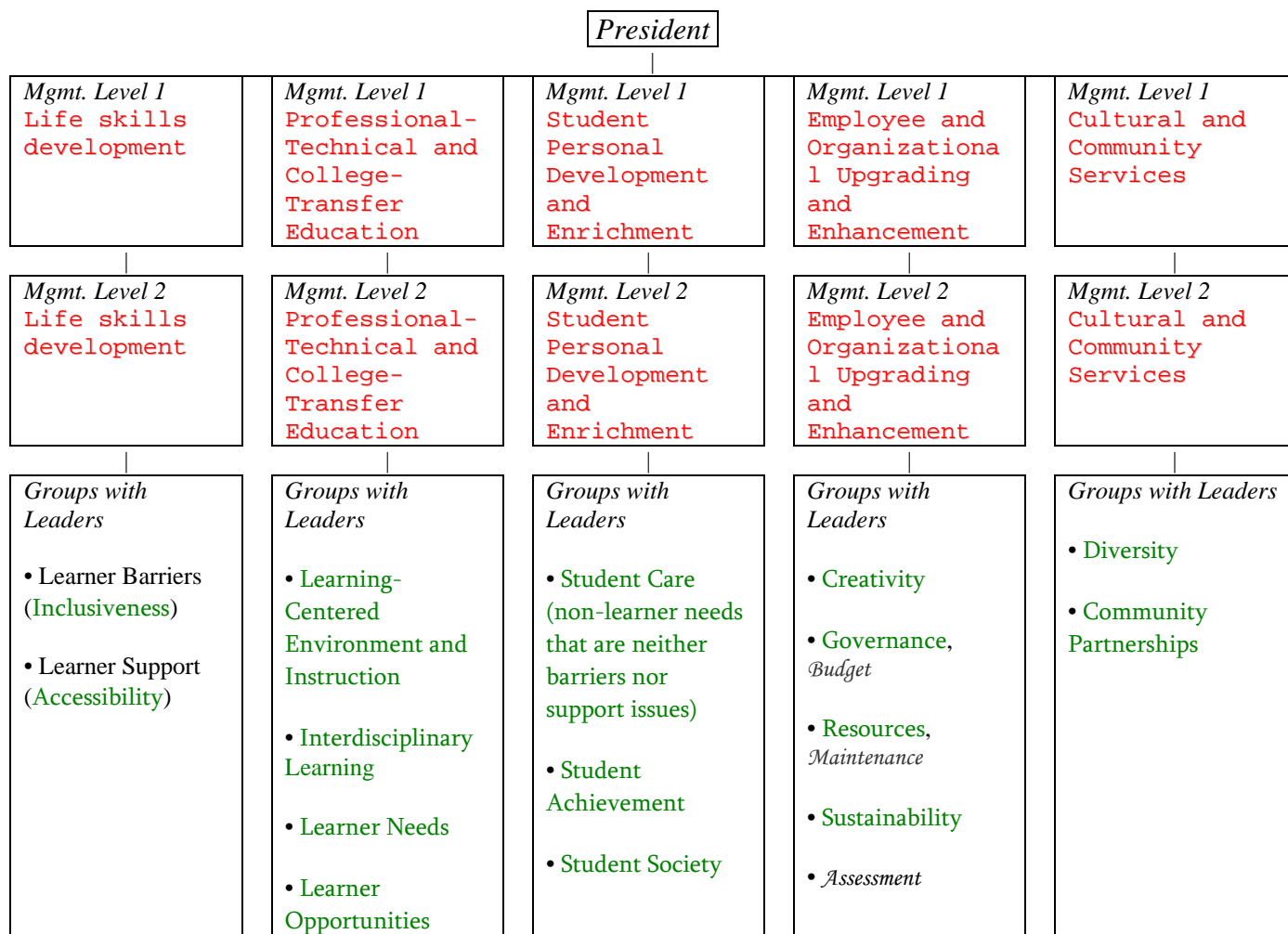
Instead, consider the underlying philosophy as you consider the diagram and the questions it raises.

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?



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.