

## Management Structure Report



Management Structure Workgroup  
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## **Acknowledgements**

The Management Structure Workgroup (MSW) extends its deepest appreciation to Sonja McKean, Administrative Coordinator – Office of Instruction and Student Services, for her many hours of work preparing the organizational charts presented in this report as well as the development of the MSW website. We extend a special thanks to all individuals and departments who shared their ideas and concerns and even created options for the MSW to consider and work with. This connection with our colleagues contributed to the meaningfulness of our work. We also want to acknowledge Lane's managers who perform valuable and exemplary work for the college – work that has expanded and become even more challenging in recent years in our environment of limited resources.



## Preface

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

The administrative/management structure of an organization plays a key role in the organization

- being aligned with its mission and core values
- being effective and efficient
- having timely communication between all levels of the college.

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

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

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

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

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<sup>1</sup> Reference: Lee G. Bolman and Terrence E. Deal, 1991, *Reframing Organizations*.

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## Summary of Findings and Conclusions:

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

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

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

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

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

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

### Option 1:

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

### Option 2:

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

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

#### Option 3:

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

#### Option 4:

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

#### Option 5:

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

# Management Structure Workgroup Report

## Overview of the Management Structure Workgroup Project:

### Background:

In her email message to all employees (October 24, 2007), President Spilde explained:  
Last year I developed a management transition plan for the 2007-08 year with the intention of bringing together a task force this year to develop options / recommendations for a structure that best serves the needs of the college.

The current structure was approved by the Board of Education in 2000-01. Due to budget constraints the structure was not fully implemented until 2005-06. Given two years' experience with the structure, the number of management retirement and vacancies, and the changing needs of the college, I believe it is advisable to review the structure, and, if necessary, make changes to align the structure with the current needs of the college (see [Appendix A](#) for President Spilde's complete message).

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

RST recommendations included:

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



## **MSW Charter and Work Plan:**

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

### **Members of the workgroup:**

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

MSW worked within a tight timeline and developed a comprehensive communication plan that involved individual MSW members having critical assignments and completing work by deadlines set for the Workgroup. Between December 3 and February 28, 2008, there were 14 meetings of the full Workgroup. Individual members of MSW had the following assignments: Visit departments to discuss the project, review management structures at other institutions (several of which were posted on the website at

<http://www.lanecc.edu/oiss/MSW/mswresources.html>), and develop options for management structures that could be effective for Lane at this time. Finally, each possible option was critiqued by the entire MSW with recommendations for refinement provided by all members.

### **Communication Plan** (see [Appendix C](#) for complete communication plan):

Following are the principal elements of the MSW Communication Plan:

- Establish a website to provide resources for the MSW to use in their research and that the campus community can use to track the work of the Workgroup.
- Establish an electronic forum to enable Lane employees to share their ideas and suggestions about Lane's future administrative/management structure.
- Visit department and group meetings so MSW members can explain the purpose and scope of the project, how the campus community can communicate with the Workgroup, and to begin gathering suggestions for the MSW to consider.
- Provide email updates to all Lane employees.



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

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

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

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

## Options Developed and Considered:

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

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

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

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

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

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

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

*Vice President for Academic and Student Affairs:*

Serve as chief academic officer and chief student services officer for Lane Community College, providing leadership and direction to all assigned departments and divisions.

*Vice President for College Operations:*

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

*Dean of Academic Affairs:*

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

*Dean of Student Development and Learning:*

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

*Department/Division Chair:*

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

*Director:*

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

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

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

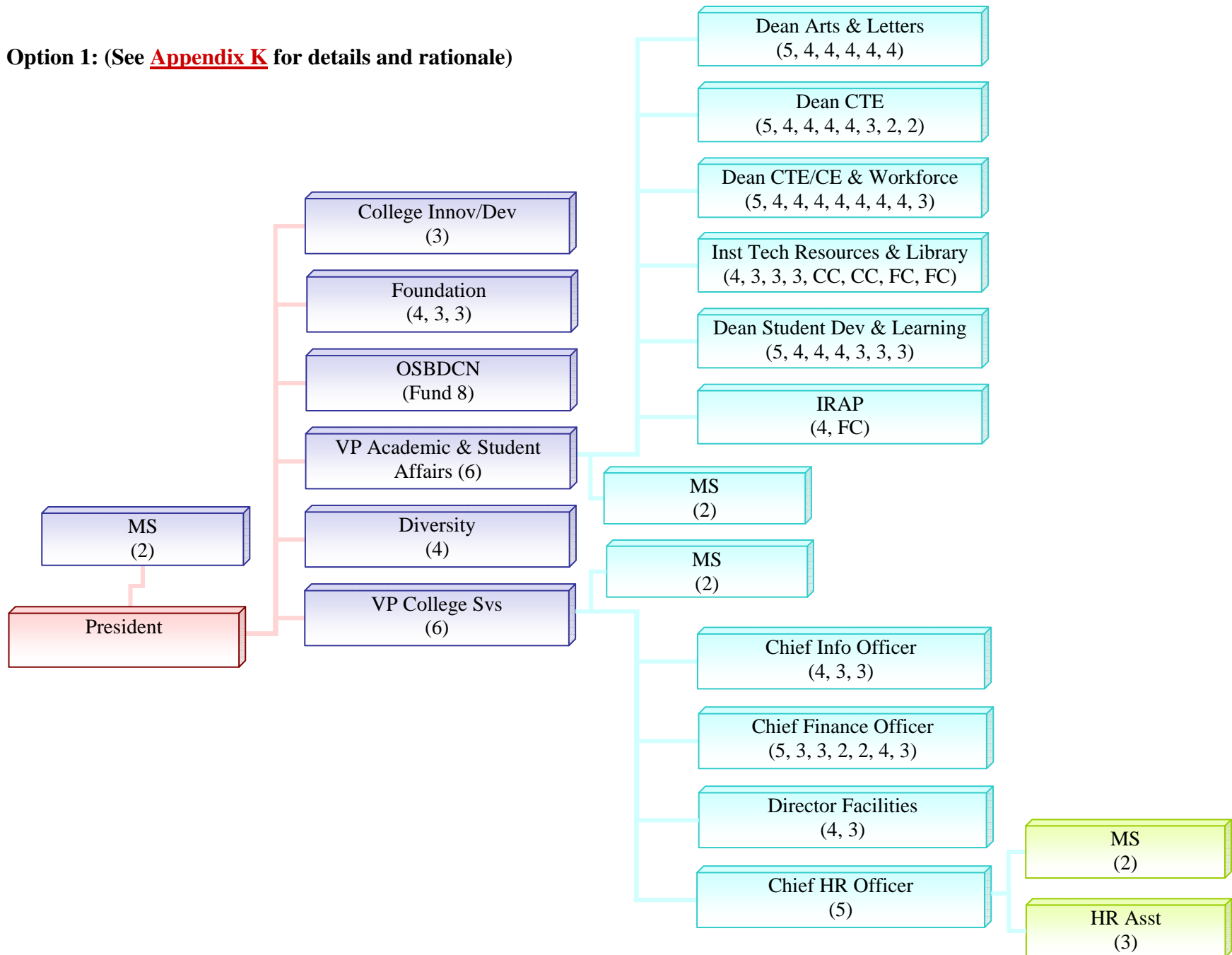
The options developed by subgroups are presented below along with the cost analysis for each option. Table 1 summarizes the costs for each of the functional areas of the college in each of the different options and compares them to the 2006-2007 baseline management cost

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

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

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

**Option 1:** (See [Appendix K](#) for details and rationale)



### ***Features of Option 1:***

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

### ***Cost Analysis Summary:***

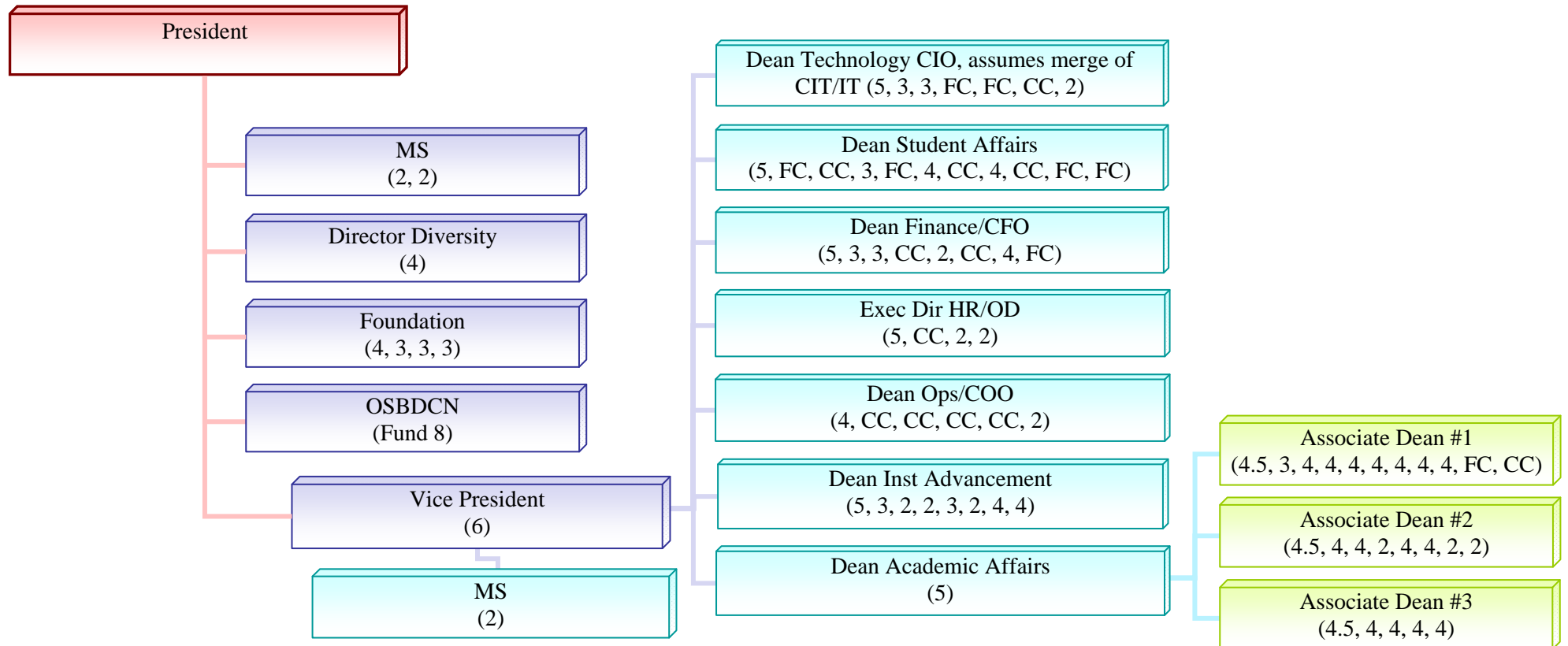
The total cost of management salaries for Option 1 is \$5.17 million and the total cost of Lane's 2006-2007 baseline management structure used as the baseline was \$5.18 million. Option 1 is cost neutral with the 2006-2007 the baseline for costs set for the MSW.

Table 1 compares the proportion of management personnel in each of the four functional areas. The changes made in option 1 compared to the 2006-2007 baseline structure are given below:

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



**Option 2: (See [Appendix L](#) for details and rationale)**



### ***Features of Option 2:***

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

### ***Cost Analysis Summary:***

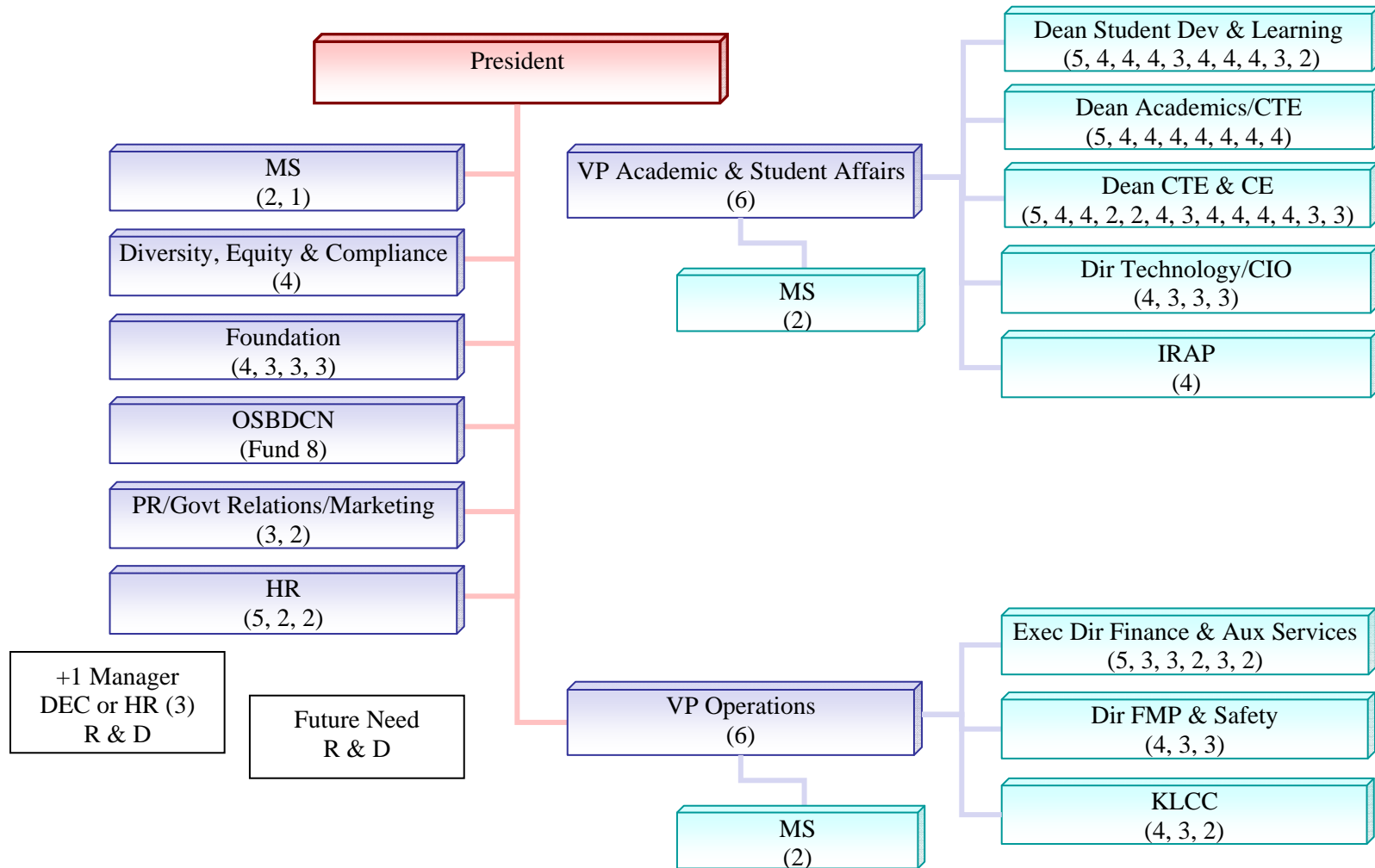
The total cost of management salaries for Option 2 is \$4.8 million and the total cost of Lane’s 2006-2007 management structure used as the baseline was \$5.18 million. However the net impact on the general fund is \$4.71 million. The cost of Option 2 is \$362,000 less than the 2006-2007 baseline management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

Table 1 compares the proportion of management personnel in each of the four functional areas. The comparison of option 2 to the 2006-2007 management structure are given below:

- *Executive Services:* increase of \$141,600 in Executive Services
- *College Operations:* decrease of \$484,800 in College Operations.
- *Academic Affairs:* increase of \$97,000 in Academic Affairs.
- *Student Affairs:* decrease of \$116,000 in Student Affairs.

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

**Option 3: (See [Appendix M](#) for details and rationale)**



### ***Features of Option 3:***

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

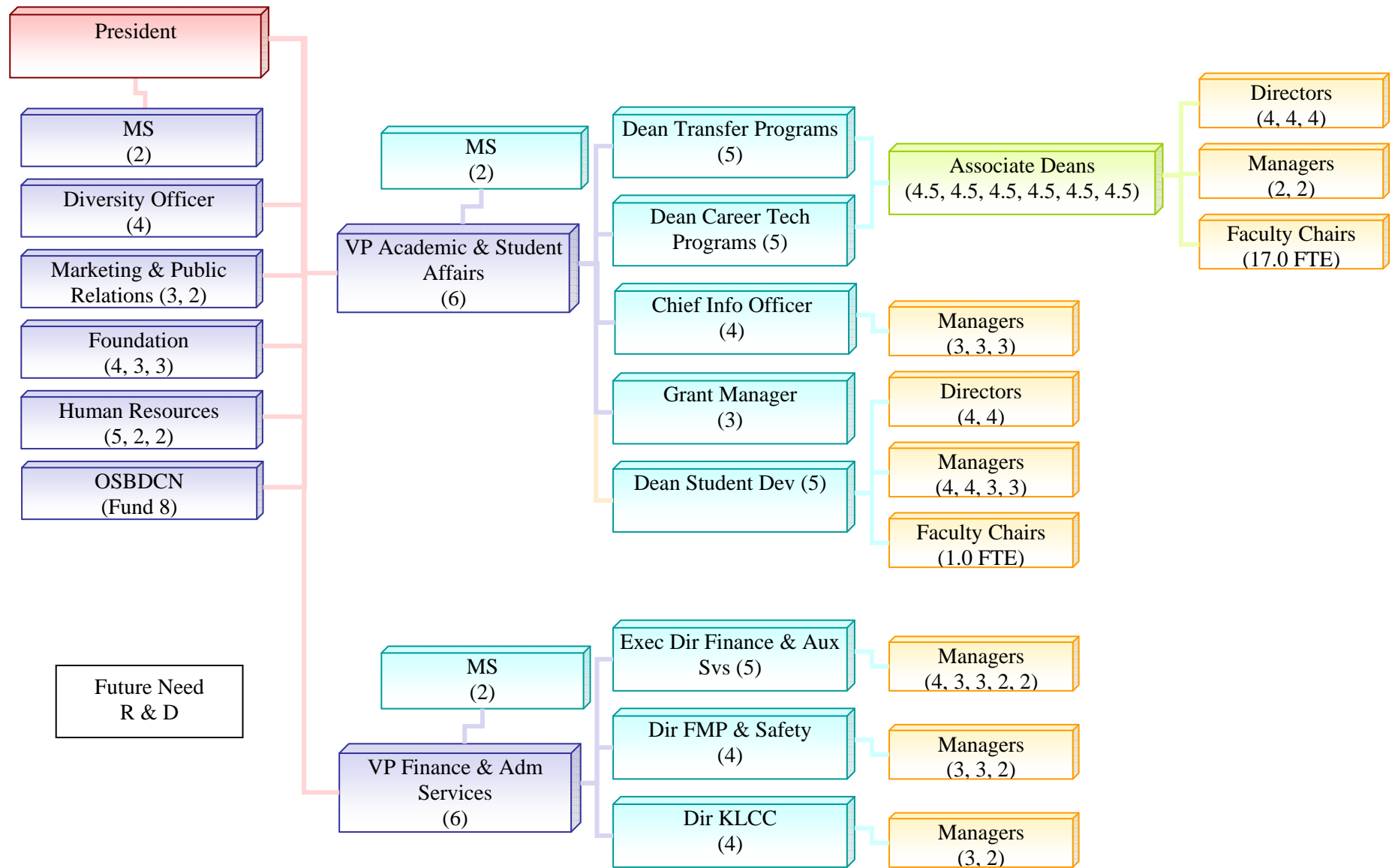
### ***Cost Analysis Summary:***

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

Table 1 compares the proportion of management personnel in each of the four functional areas. The changes made in option 3b compared to the 2006-2007 baseline structure are given below:

- *Executive Services:* An increase of approximately \$86,000 in Executive Services; no positions were eliminated and a diversity position was re-purposed.
- *College Operations:* The decrease in College Operations of approximately \$178,000 is the result of integration of technology under instruction.
- *Academic Affairs:* The increase of approximately \$36,000 to Academic Affairs is the result of eliminating one Outreach Center director, and integrating all technology positions under instruction. Development education and CFE have been moved to Student Affairs.
- *Student Affairs:* The increase in approximately \$54,000 to Student Affairs is the result of eliminating one band 3 and one band 2 position through reorganizing services, and adding developmental education and CFE.

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



#### ***Features of Option 4:***

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

#### ***Cost Analysis Summary:***

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

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

Table 1 compares the proportion of management personnel in each of the four functional areas. The changes made in option 4 compared to the 2006-2007 management structure are given below:

- *Executive Services:* The decrease of approximately \$164,000 in Executive Services is the result of moving the Grant Manager position to Instruction and not carrying forward the vacant Management Support, Affirmative Action, and Professional and Organizational Development Manager positions, while adding a restructured Diversity Director position.

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

**Option 5: (See [Appendix O](#) for details and rationale)**

**Cooperative Holographic Organizational Research & Development (CHORD)**

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

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

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

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

Mondragon Corporation: Multibillion dollar cooperative based in Spain.

Here are some clusters that could be developed at Lane using CHORD:

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



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

### **Additional commentary on options:**

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

#### **Feature 1:** One vice president versus two vice presidents:

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

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

#### **Feature 2:** Division chairs who are managers compared to chairs who are faculty who rotate into the position:

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

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

**Feature 4:**

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

**Feature 5:**

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

Also, the cost calculations for faculty chairs have been completed using two methods with different assumptions:

- Method 1: When faculty rotate into the department/division chair position, the percentage of their FTE dedicated to management multiplied by the management salary (band 3) is used for the management cost.
- Method 2: When faculty rotate into the department/division chair position, the part time faculty costs to cover the necessary classes to support the department/division chair’s FTE dedicated to management work is used for the management costs.

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

**Additional Positions and Functions that were considered:***Director of Sustainability:*

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

*Director of Instructional Technology:*

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

*Research and Development:*

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

*VP for Institutional Effectiveness:*

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

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

*Director of Risk Management:*

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

*Director of Government Relations:*

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

*More effectively connecting governance with the college:*

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

## Findings and Conclusions:

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

MSW reached consensus on the following principles:

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

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

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

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

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

**Option 1:**

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

*Option Advantages:*

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

*Option Disadvantages:*

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

*Caution:*

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

**Option 2:**

A principle objective of this model is its contribution to increased integration of instruction, student services, and college operations. On a philosophical level, members acknowledged the value of this sort of increased integration. However, members could not unanimously support this option for the following reasons:

- Scope of responsibility placed on individual managers is too large resulting in an inability to complete core work of an organization.
- Lack of management capacity for supervisory responsibilities including evaluation of personnel.

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

*Option Advantages:*

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

*Option Disadvantages:*

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

*Caution:*

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

**Option 3:**

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

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

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

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

*Option Advantages:*

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

*Option Disadvantages:*

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



**Option 4:**

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

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

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

*Option Advantages:*

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

*Option Disadvantages:*

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

*Caution/unanswered questions:*

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

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

*Alternative View:*

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

<b>Issues Not Addressed:</b>
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A few issues that came up but were not processed by MSW are the following:

- The MSW received input from the campus community about the placement of some specific units, examples: the Health Clinic and the Library. This issue was beyond the scope of the work of MSW. In terms of the Health Clinic, the different options place the Health Clinic in College Operations, Instruction, and Student Services. However, this work could be done by a task group of individuals who are more closely familiar with the work.
- The MSW did not address a transition structure for 2008-2009 and advises the president to consider developing a transition plan for 2008-2009 that supports effective decision making.
- The MSW recognized that a focus on international connections was important but did not have the time to discuss this initiative and its impact on the management structure.