

Minutes of a Meeting of
The joint Graduate and Undergraduate Councils
Wednesday, November 16, 1994
#1

Delmer Davis, Co-Chair; Harold Lang, Co-Chair; David Penner, Co-Secretary; Coral Brenneise, Co-Secretary; Keith Clouten, Arthur Coetzee, Peter Cooper, Charlotte Coy, Gerald Coy, Margaret Davis, Paul Denton, Ann Gibson, Zerita Hagerman, MaryAnn Hofmann, Loretta Johns, Mailen Kootsey, Øystein LaBianca, Gary Land, Eileen Leshner, Albert Malones, Beverly Matiko, Joanne Minder, Kermit Netteburg, Richard Orrison, Harold Phillips, Laun Reinholtz, Robert Schwab, Diana Sinclair, Jerome Thayer, Lawrence Turner, Werner Vyhmeister, Gary Williams, John Youngberg

MEMBERS
PRESENT

Richard Orrison

PRAYER

The report of the ad hoc Reorganization Subcommittee appointed by Graduate and Undergraduate Councils last year was read and explained by that group. (attached "Andrews University Reorganization Options" report)

REPORT OF
REORGANIZA-
TION OPTIONS
ACCEPTED
94-95, #1

VOTED to accept the report of the subcommittee

The joint council members discussed the reorganization models presented and made these general points:

GENERAL
COMMENTS
ON MODELS
AND
RESTRUCTURE
OF UNIVERSITY

In several of the models, new "groups" or regroupings of existing departments show up. One of the concerns leading to reorganization is that the new model be flatter in terms of layers of administration or bureaucracy. These groups may be misleading in terms of how much coordination is involved in each. Some may require relatively minor coordinating and some may require the activities of a dean and whole office full of staff. This should be outlined more clearly for purposes of determining financial savings or losses in any restructuring of the University.

There appear to be few reduced bureaucratic layers in any of the models presented. Reducing layers is difficult to do both for political and organizational reasons. Possibly a more important question is how much depth is involved in each layer in any restructuring. Depth might be described as who makes decisions in each entity. Does it require a series of signatures and committees to approve something or a single person or body and therefore a streamlining of the red tape.

A reduction in the number of departments or cost centers in a given school or college has proven in several cases to simplify decision making and to encourage cross disciplinary teaching, combinations of courses, better recruitment possibilities, and better management of the group by alleviating the current financial disincentives for joining forces. Currently many areas of the campus feel they must hoard students in order to maintain their cost effectiveness and thus there is duplication of courses and even programs.

The financial structure of any reorganization may be more important than much of the actual departmental restructuring since fewer cost centers should produce less expense. The bottom line will still be cost effectiveness of programs;

however, reorganization of cost centers may encourage less competition for the same student dollars and less duplication of effort--secretarial, courses taught, committee work, and so on.

Many times members of an institution find it hard to equate change with anything other than a threat to their own operations and the status quo which they have learned to work within. Any institution which is attempting to streamline its operation and come forth with a more effective structure must change that perception to one of "change is an opportunity" for new growth and to develop something that those same members of the institution may end up liking much more once it is operating.

Cost estimates should be run on various models and parts of models which might be used to see if general conjectures would prove accurate about actual savings in dollars. What actual support staff would be needed at any level with the specific duties entailed at that level? Would support services actually be retained on the same level by the University as a whole but just moved around from one office which used to do the work to the new office which is now doing the same work? Would the total body of work be reduced? How? Where would the savings actually come?

Members then discussed what to do with the report, what to expect of any use of the report, how to determine and report the general response of the grassroots faculty and lower levels of bureaucracy and use this to affect the final decisions of the administration on how the University will be restructured.

COMMENTARY ON THE DECISION PROCESS

Mailen Kootsey was requested to discuss an 11th model of restructuring which he has drawn up and is discussing currently on many levels. He declined due to the time limitations and short notice. He further stated that the pros and cons of any models developed for use need to be addressed and that the report presented here has been very useful already as the administration has considered the problem.

Mailen then presented the following schedule of events relative to any adoption of a restructuring plan:

1. A budget is due by the end of December. It will have to be built based on the current cost centers. It would be premature to do anything else.
2. Concurrently with this budget process, there will be discussions between departments and schools on possible cooperation without financial barriers. This will impact the development of changes in administrative and financial responsibilities for these academic programs.
3. In January, any review by the Senate and Councils will probably take place for final input and then the administration will determine which academic mergers can be made by the next year.
4. Any changes developed in #2 and #3 will be presented to the University Board in February.
5. In March the bulletin copy will be changed to reflect any of these changes.

6. In April and May the mechanical rearrangement or recombinations of the budgets determined back in December will take place for the following school year. Committee structures will also be rearranged to fit the new structures.

In response, members commented that there might not be enough input from disinterested parties able to give a self-correcting function to the process. Disinterested parties were defined as those who don't have a vested interest in their own financial well-being or jobs as deans, vice presidents, and, in some cases department chairs. General faculty and even chairs would appear to have no formal mechanism currently to discuss reorganization.

It is true that the Councils and Senate do represent the "disinterested" general faculty but some felt it might be good to hold town hall meetings for everyone who would like to discuss models of restructuring. Others preferred culling 2-3 "disinterested" representatives from each of the Councils and the Senate to meet with the actual decision-maker administrators as the process moves along.

Another suggestion was that Mailen Kootsey should meet with the faculty or chairs of each of the colleges and schools for input. This could become cumbersome. It was also suggested that since there is an appeal process available for the general faculty to appeal what the Councils have approved, hearings with just the Senate and Councils, Financial Management and other interested administrative groups should actually suffice with the possibility of appeal if something outrageous were approved.

One member commented that regardless of what input is given and by whom, the president is the actual one who has to and will make the decision to take to the Board of Trustees. He will consult with interested groups from many parts of campus, but no one group voting on the matter determines the decision.

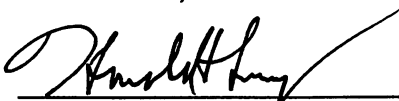
Some members felt they would like to discuss and actually vote on which of the 10 models were preferred, but with an actual 11th option developed by Mailen Kootsey, this might be premature. It would not be to anyone's advantage to pit the 11th option against the other 10 currently.

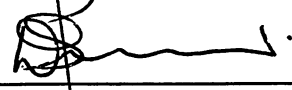
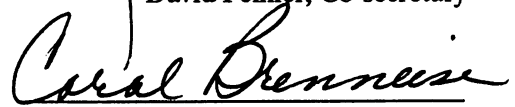
VOTED to hear the 11th option in a second meeting of the joint Councils. At that time Mailen Kootsey would bring both the 11th option and a formal plan of how the faculty would be involved in the discussion process for reorganization.

**REQUEST TO
SEE 11TH
MODEL FOR
RESTRUCTURE
94-95#2**

The date for the next joint meeting of the Graduate and Undergraduate Councils to hear Mailen Kootsey's plan will be Wednesday morning, December 7, at 10:00.


Delmer Davis, Co-chair


Harold Lang, Co-chair


David Penner, Co-secretary

Coral Brenneise, Co-secretary

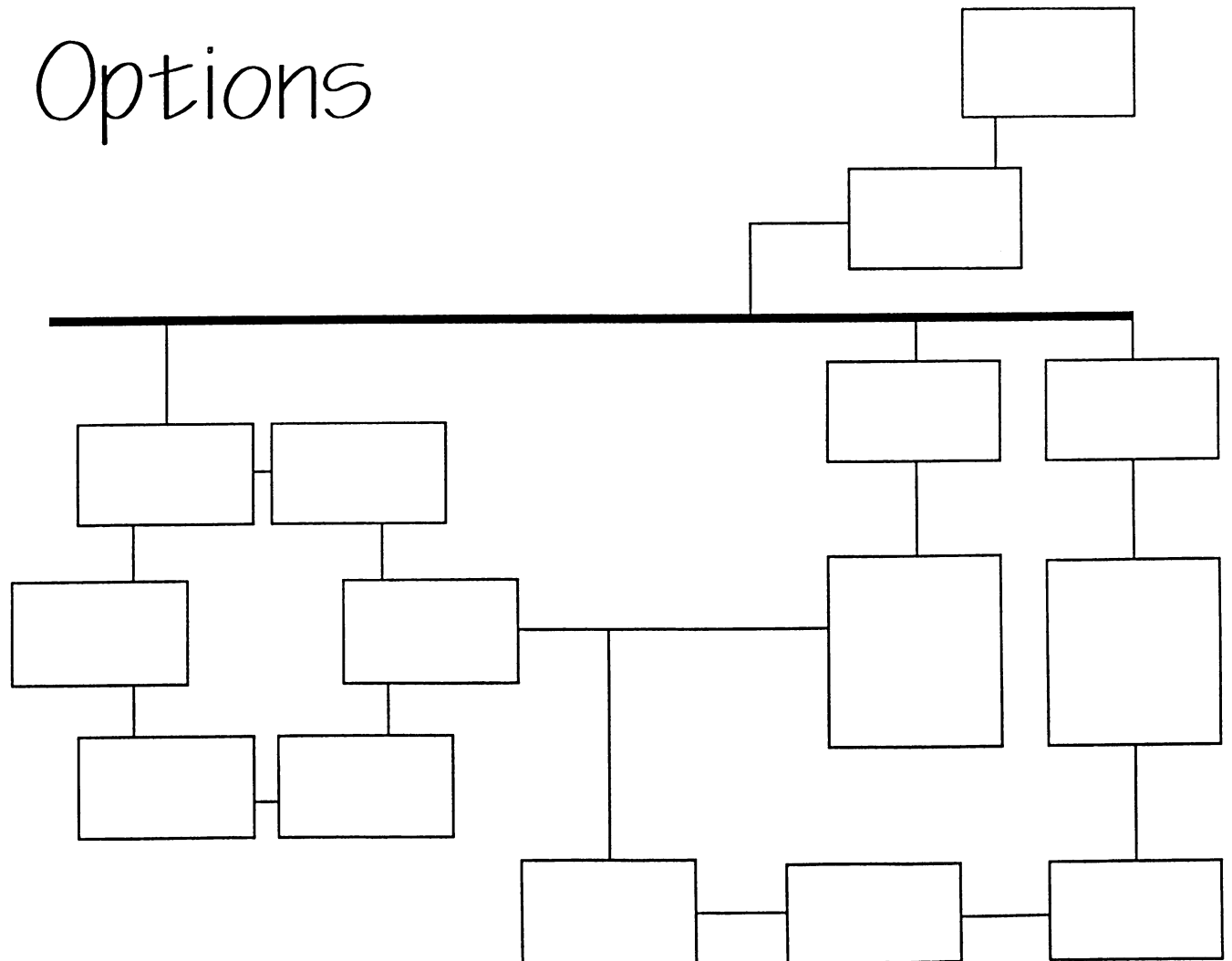
Reorganization Options

Ad Hoc Committee
on Reorganization:

Delmer Davis, Chair
Ann Gibson, Secretary

Arthur Coetzee
Robert Johnston
Harold Lang
David Penner
John Stout

June 1994



Andrews University Reorganization Plan

The *ad hoc* committee on University reorganization was appointed at the request of the Undergraduate and Graduate Councils. Its commission was to identify alternative administrative structures for AU and report back to the councils.

In addition, the University Strategic Planning Committee has identified effective organization as one of the key ingredients for a successful university. *The Andrews University Strategic Plan: Initiatives for Action, 1994-2000*, states as part of Strategic Objective 3:

To insure greater responsiveness to and financial support of its various programs, the University must:

- (a) reach a level of organizational structure which:
 - (i) is simple in design and economical in operation;
 - (ii) reflects organizational priorities;
 - (iii) makes decisions with facility and speed with respect to governance, market need and organizational direction;
 - (iv) facilitates flexibility and creativity of program action and interaction within the various colleges, schools and departments; and
 - (v) has self-monitoring and self-correcting mechanisms.

The *ad hoc* committee also identified some characteristics to be considered in the discussion of reorganization. The following explanation of the meaning of Objective 3 was arrived at:

- (a) "simple" in design means:
 - (i) less complex than the present organization;
 - (ii) flatter as an organization with limited bureaucratic layering, but certainly with less bureaucratic layering than the current one; and
 - (iii) facilitates final decisions with nimbleness (ability to adjust to new situations with speed and creativity in order to achieve facilitation) on such matters as governance, market need and organizational course correction.

- (b) "economical" means:
- (i) "cheaper" than the current organizational plan:
 - (ii) achieving maximum efficiency at minimum expenditure of money—financially viable portfolio of programs and services.
- (c) "reflects clear organizational objectives and priorities" means that reflection of such could be achieved by an examination of:
- (i) the categories and levels that are selected for organizational oversight and leadership:
 - (ii) the categories of programs that are selected for mission achievement:
 - (iii) the level of program operation and position that are assigned to these in the organizational structure:
 - (iv) by the magnitude and expansiveness of administrative and support structures as opposed to program structures provided for:
 - (v) the way it prepares for and facilitates interaction between the various organizational entities of the University such as schools and departments:
 - (vi) the built-in arrangements to ensure a climate of service and care exemplified in it:
 - (vii) the presence of self-monitoring and self-correcting mechanisms within the structure:
 - (viii) the routing of decision-making processes; and
 - (ix) the extent of financial provision for program and support services such as:
 - the elements to be involved in the organizational structure
 - the elements selected and included in the program(s) provisions
 - the expected financial return on investments made
 - the expense ratios allowed between direct program expense and support/administrative services (overhead expense)

Possible Models

The committee began by brainstorming some alternative administrative structures and procedures. Some simple models were given further elaboration and inefficiencies in the current structure were identified. Based on these goals and discussions, the following nine models are being presented.

Analysis of key words

Flatter. The current organizational layers consist of: president, vice-presidents, deans, department chairs and, in some cases, program directors. To make the organization flatter, it would seem that one must eliminate one or more levels. There could also be another way in which the University could be a "flatter" organization. The committee structure could be streamlined. More decisions could be made at lower levels and policies could be interpreted with fewer signatures. Incentives could be built into certain activities that would reward those who responded quickly.

Nimble. The reduction in the four or five layers might not increase the speed in which decisions are made and implemented. Nimble might actually be a condition of readiness, a state of mind, a determination on the part of the entire organization to move with more dispatch. In every organization there is a need for checks and balances to maintain a system in which everyone is given fair hearing. However, when distrust sets in between schools, services, departments, and individuals, these normal checks and balances can be played to excess, resulting in an organization at which all progress moves with glacial speed. Consequently, the concept of nimbleness might be best addressed in the development of trust and in the reward of those who act fairly, not only for their department and for themselves personally, but for the whole organization.

Economical. Because of the narrow range of the SDA wage scale, administrators at the University do not cost a lot more than professors. Consequently, simply eliminating them does not necessarily result in much saving. The offices of administrators often involve additional personnel. If an administrative position and office is removed, some saving might be realized but some of the work done in the central office would have to be done by another office.

Economies might be best obtained by looking at the job descriptions of the various administrators and determining if these are still applicable or desired by the organization. By reassigning the role and responsibilities of each administrator, several savings might occur. First, duplication of effort might be reduced. Second, the work load might be shared among teams of administrators with powers to act creatively in response to threats and opportunities. Third, within the job description of each administrator, work beyond paperwork and supervision of workers would be a central feature. With reduced paperwork, reduced committee time and reduce policy monitoring, administrators could be free to address the needs of the university—more students, better teaching, and additional funding.

Simple. Again, five schools/five VPs appears to be a simple model. The complexity may rise, however, in the decision-making process. While it is important that everyone has an opportunity to be involved in the decisions of the University, it is equally important that some decisions be made. The current decision-making process seems to have three characteristics: (i) it appears, at times, to be circular in nature—never arriving at a decision point; (ii) centralized decisions are often made too far from the areas they effect; (iii) and those decisions that are made at lower levels are sometimes not coordinated with each other or with an overall plan.

Conclusions and Recommendations

The ad hoc committee on university reorganization was asked by the Graduate and Undergraduate Councils to look at alternative structures for the university and to report back at an appropriate time. During the Spring Quarter, 1994, the committee described and evaluated nine possible models, some of which had more advantages than others. During the summer, the committee met with Dr. Andreasen and discussed a tenth model. The administration reviewed the various models suggested by the committee prior to the recent public presentations regarding possible reorganization.

The committee supports the concept of reorganization and endorses the guidelines set out in the Strategic Plan as listed and enlarged upon above. In addition to presenting the models for consideration as outlined in the following pages of this report, additional points should be noted which were a part of the committee deliberations.

1. Reorganization of structure will not of itself be a panacea for solving the financial and administrative problems of Andrews University. Even though the attached diagrams emphasize boxes and structures, the committee recognizes that the present organization of the university could work effectively if the corporate culture would allow it to do so. One value of changing the structure, however, is that such a change might more easily result in changing certain aspects of the corporate culture, including decision-making processes, administrative duplications, repetitious paperwork, etc.

2. There is general agreement on campus that there are too many committees. While a change in structure could result in a reduction of committees and a clarification of committee roles, the present structure could also accommodate such a reduction and clarification.
3. The climate for improvement and change in the corporate culture might also be enhanced if there were clear incentives for such change.
4. The committee emphasized the academic entities on campus in its discussion, but reorganization of non-academic entities in the University should be considered also.

Since the administration has now publicly presented its ideas concerning reorganization, the subcommittee on reorganization regards its work as complete with this report to the joint meeting of the Graduate and Undergraduate Councils.

Andrews University Reorganization Options

Option 1

Features:

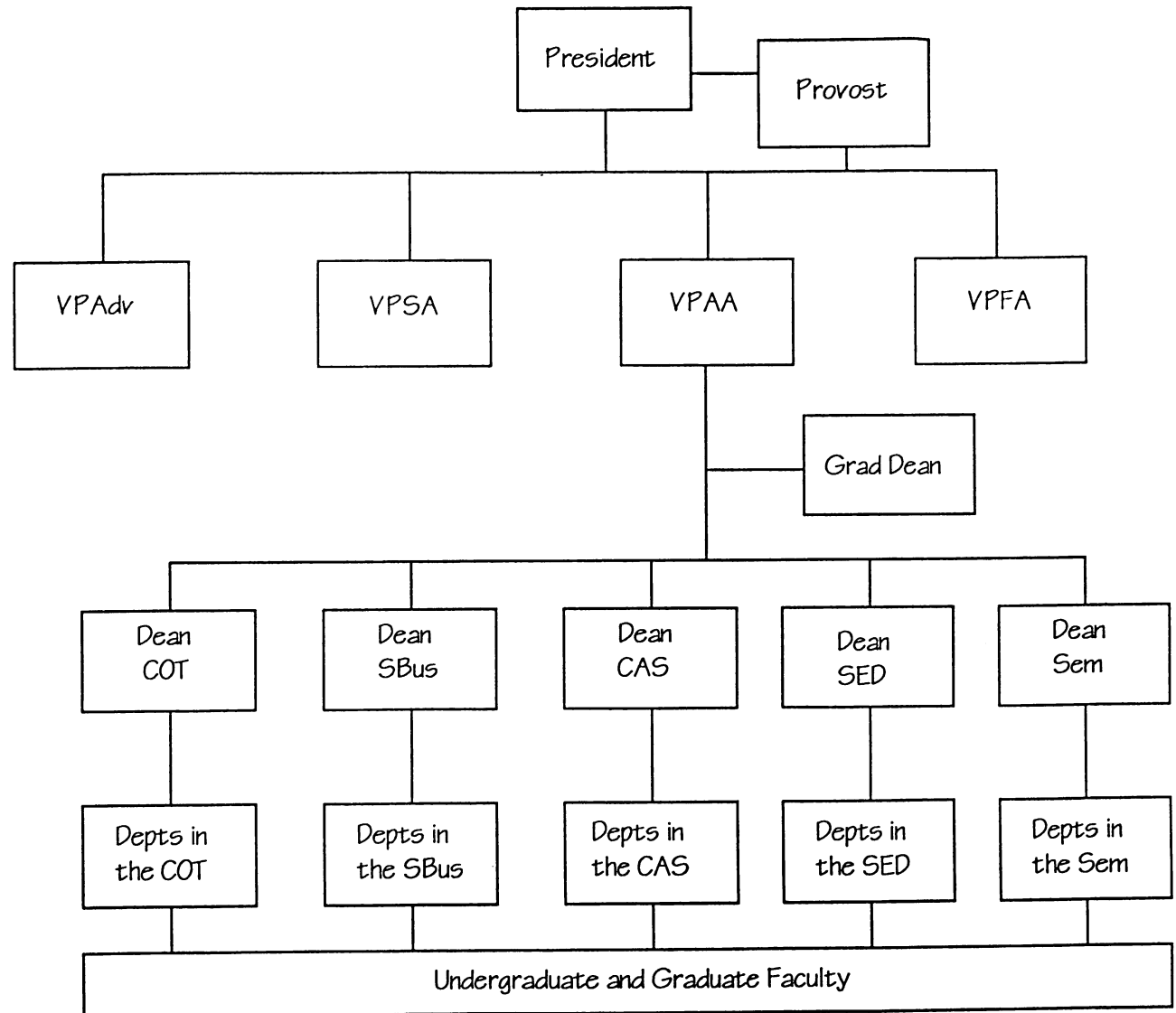
- * same structure as now.
- * focus on reducing paper-work, excess committees and other bureaucratria.
- * possibly include redefining role of schools and colleges and administrators.

Advantages:

- * already existing.
- * could incorporate some other ideas, i.e. unbundling.

Disadvantages:

- * no reduction of layers.



Andrews University Reorganization Options

Option 2

Features:

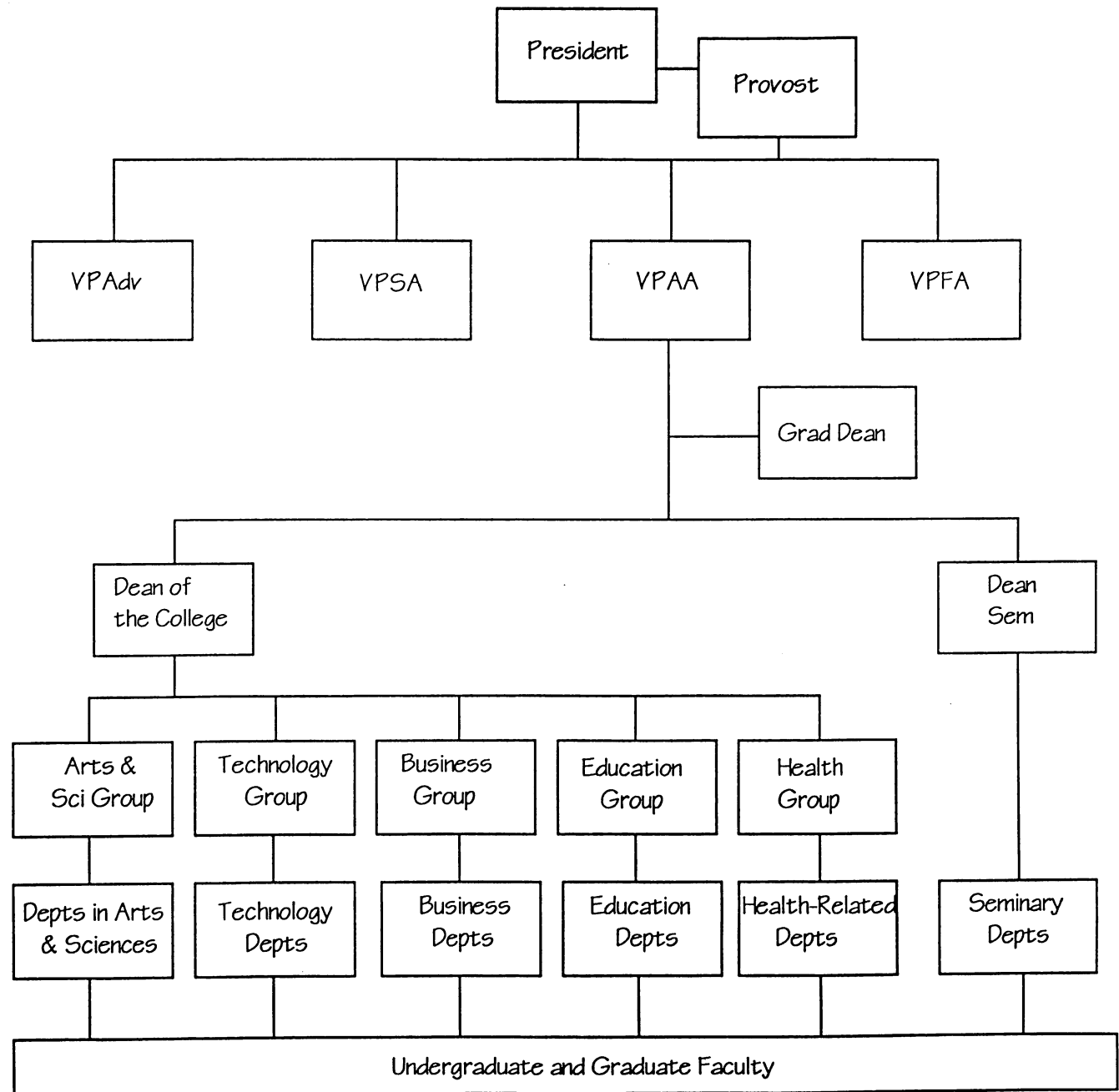
- * two schools—seminary, college (plus paper graduate school).

Advantages:

- * groups some departments together in working groups.
- * consolidates coordinating councils.

Disadvantages:

- * loss of visibility and marketability for programs like business, education and technology.
- * increased span of work assigned to a single dean.



Andrews University Reorganization Options

Option 3

Features:

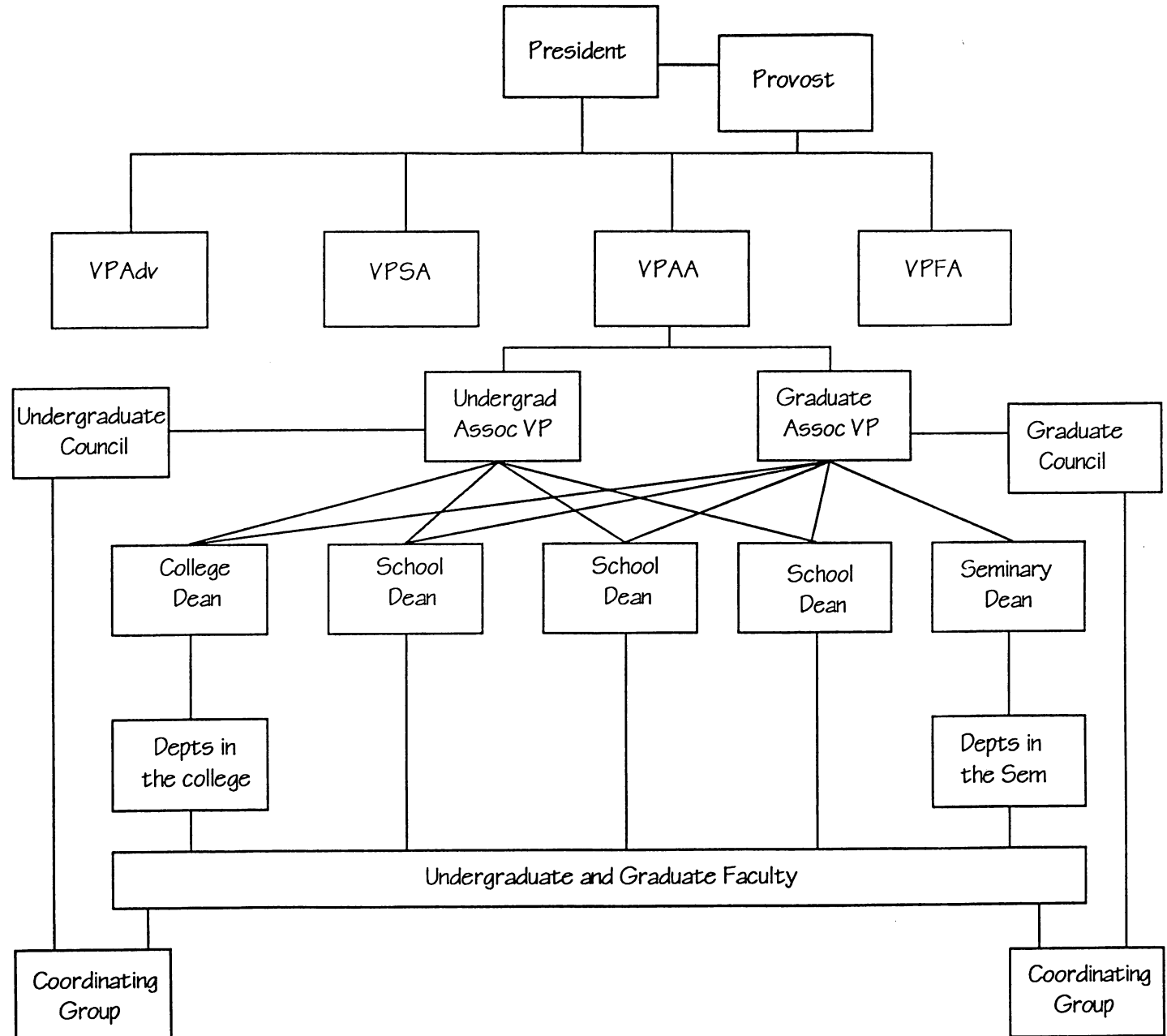
- * two associate vice-presidents and coordinating groups.
- * independent schools would exist only when absolutely required.

Advantages:

- * separates undergraduate entities into a unit.
- * Undergraduate Council takes over academic committees of individual schools.
- * provision for schools (entities) with no departments; however, colleges can have departments.
- * could be adapted to present structure.

Disadvantages:

- * schools could not have departments.
- * many departments might want to become schools.
- * extra administrative layers within colleges as compared with schools.



Andrews University Reorganization Options

Option 4

Features:

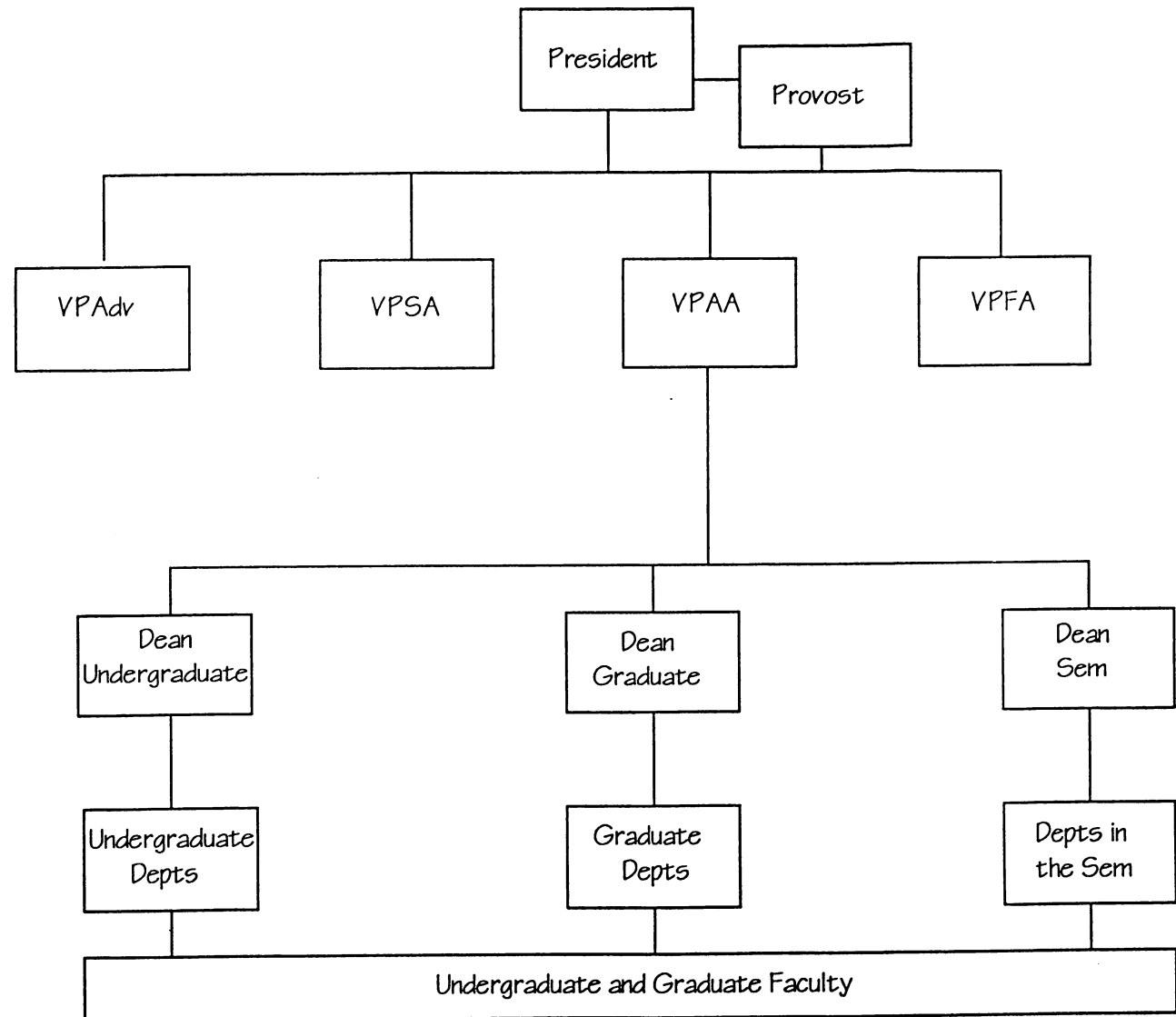
- * three schools—undergraduate, graduate, seminary.

Advantages:

- * simplified administrative structure.
- * greater possibility for cooperation between departments.
- * consolidated committees.

Disadvantages:

- * complicate matters for those departments who have both graduate and undergraduate departments.
- * may create problems in some cases with accreditation and with the Council of Graduate Schools.



Andrews University Reorganization Options

Option 5

Features:

- * three schools—Seminary, College of Arts and Sciences, Professional College.
- * five groups or divisions in the professional college.

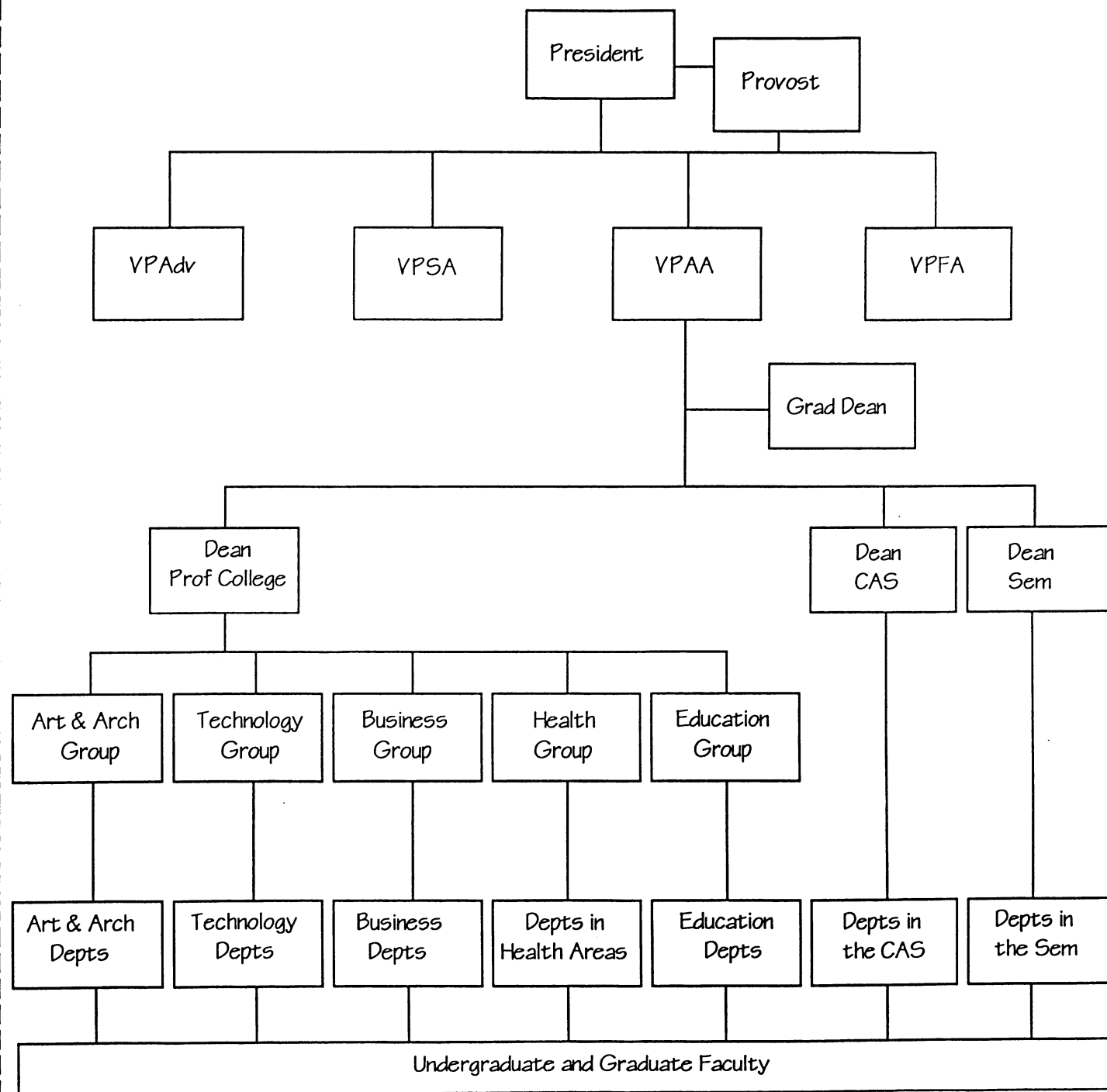
Advantages:

- * groups health programs together.
- * provides a place for Architecture.
- * three "schools" are of more equal size.
- * less schools than presently.

Disadvantages:

- * an additional layer in the "groups."
- * difficult to coordinate "groups."
- * would the present "schools" be willing to become "groups?"
- * accreditation pressure will insist on the "school" title.

June 1994



Andrews University Reorganization Options

Option 6

Features:

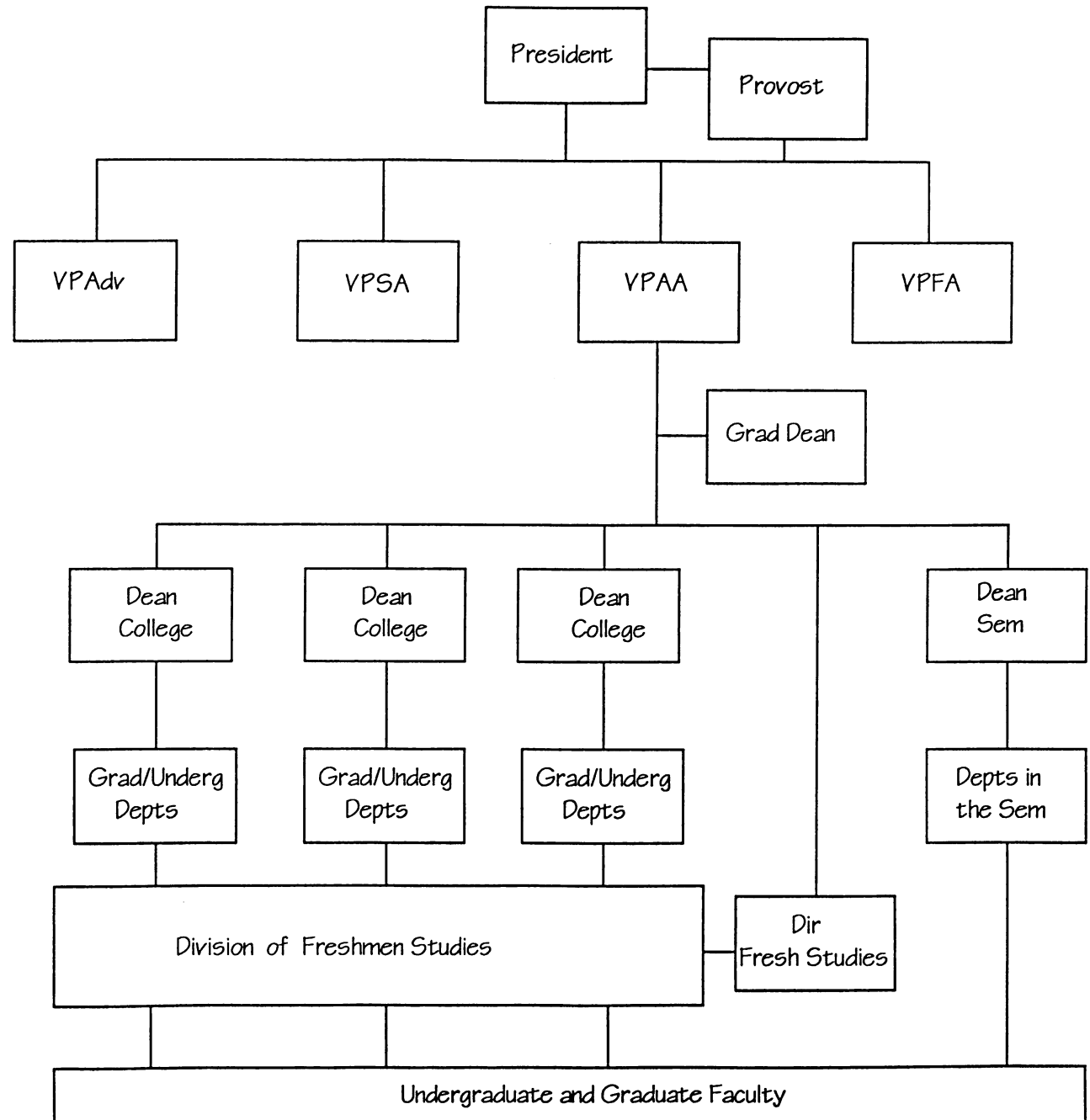
- * division of freshmen studies.
- * several undergraduate and graduate colleges.
- * this plan could be a curriculum change rather than organizational structure change.

Advantages:

- * streamlined and carefully monitored freshmen experience, integrating various areas of knowledge.
- * grouping of other departments would simplify administrative structure.

Disadvantages:

- * students would not be part of their discipline until later in the program.
- * this arrangement would be difficult for some professional programs and science majors.



Andrews University Reorganization Options

Option 7

Features:

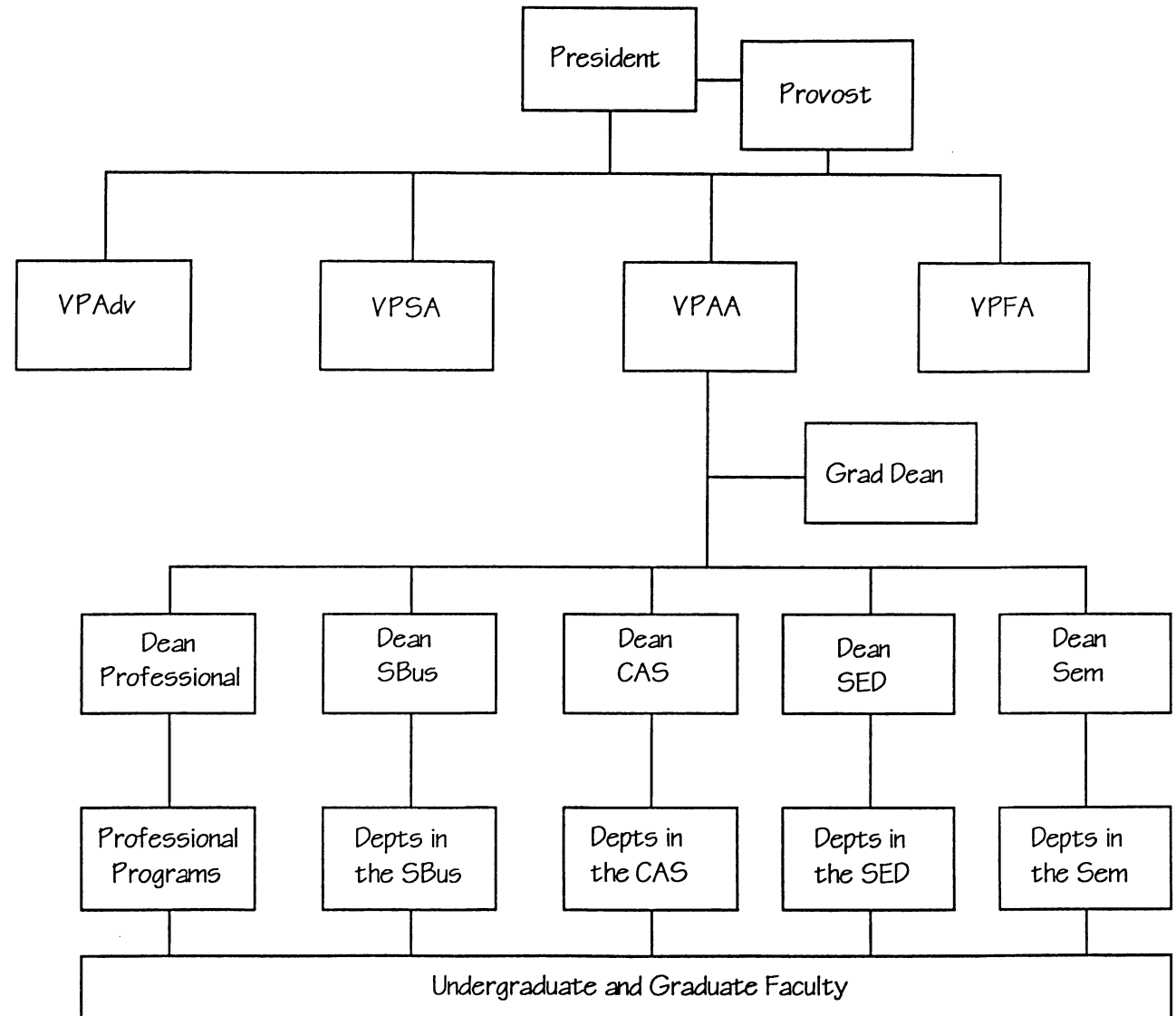
- * five schools and colleges with some programs grouped in a professional school.

Advantages:

- * broadens Technology to include Architecture and Health Sciences.
- * evens out sizes of schools—allows Arts and Sciences to concentrate on liberal arts.
- * distribution is within present organization—softens historical concerns.
- * changes "College of Technology" to "Professional College" which may be more appealing and may affect current financial ratios.
- * no additional layers.

Disadvantages:

- * weakens College of Arts and Sciences.
- * Graphic Arts and Art not yet together



Andrews University Reorganization Options

Option 8

Features:

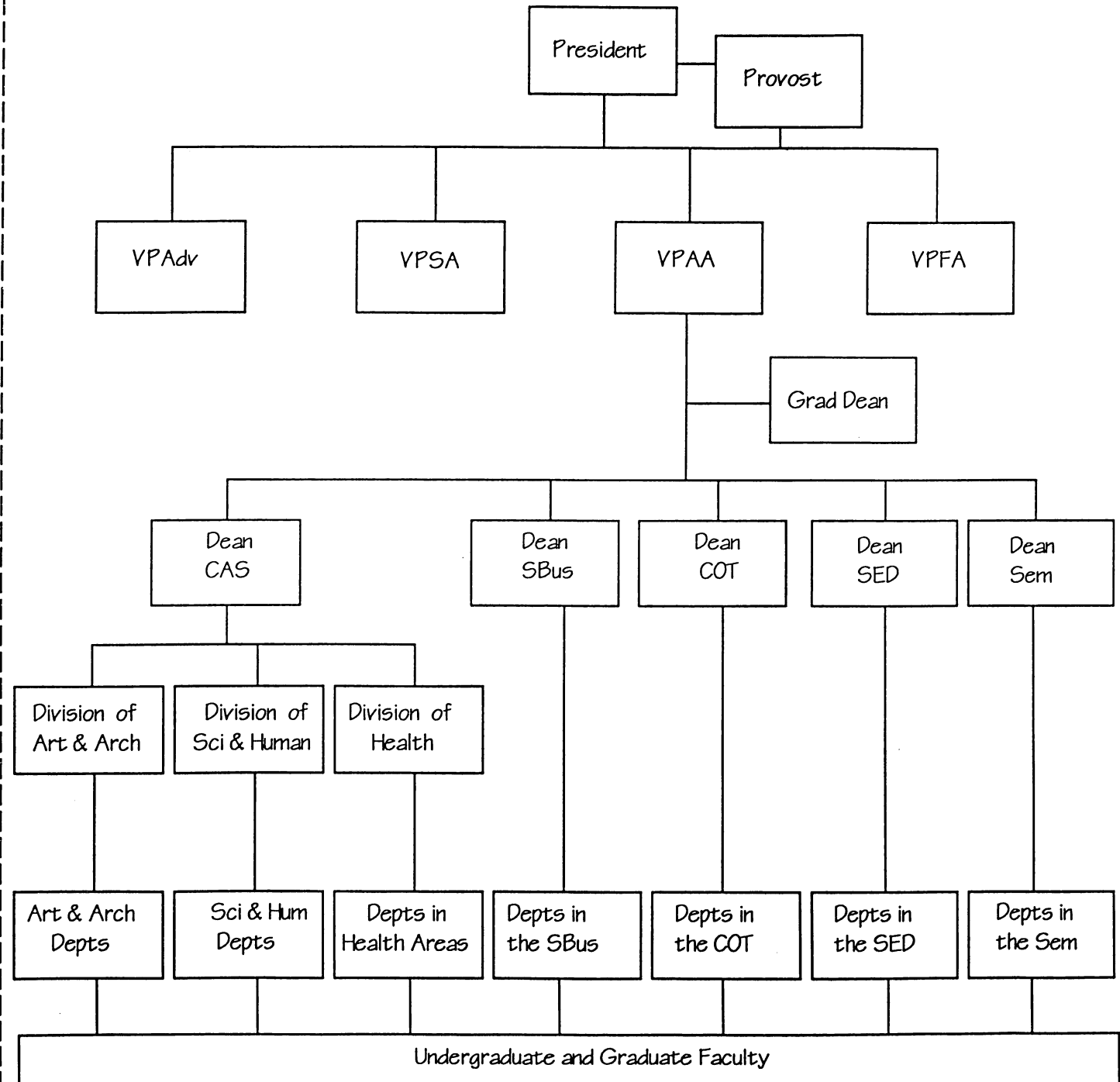
- * College of Arts and Sciences would be divided into divisions.

Advantages:

- * closer working relationship between departments of similar concerns, with some sharing of administrative work.

Disadvantages:

- * would add an extra layer of administration in College of Arts and Sciences.



Andrews University Reorganization Options

Option 9

Features:

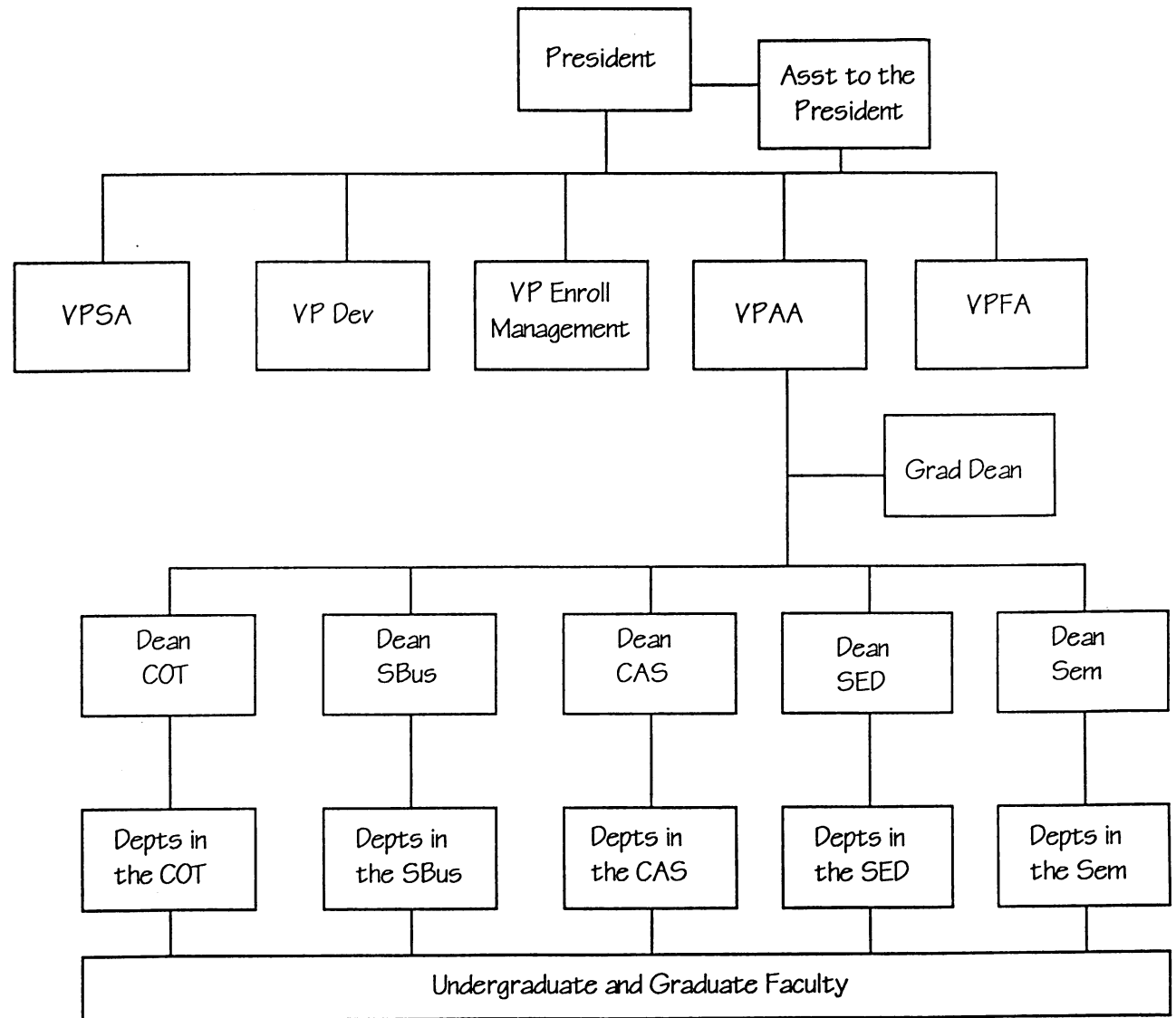
- * six vice-presidents emphasizing the importance of raising funds and recruiting students.

Advantages:

- * creates focus on two very important functions of the university.

Disadvantages:

- * additional vice-presidents.



Andrews University Reorganization Options

Option 10

Features:

- * six vice-presidents emphasizing the importance of raising funds and recruiting students.
- * One college containing undergraduate and specific graduate programs and three professional schools.

Advantages:

- * creates focus on two very important functions of the university.
- * places most undergraduate programs in one college
- * allows the schools to focus on graduate and professional programs.

Disadvantages:

- * additional vice-president.
- * some current programs may be less visible.
- * the issues of divisions are not addressed (ie Architecture)

