

Chapter 11: Academic Reorganization

Introduction

The previous chapters have spent considerable time demonstrating that Cedarville College provides a quality education to its students and that the College can sustain academic excellence into the future. A second important category of discussion concerns the institution's ability to position itself for the future. As institutions of higher education approach the 21st century, it is essential that they plan now for the role each will play in the new millenium and that they begin implementing the changes that will maintain progress without losing contact with their institutional missions.

The next two chapters outline two major changes that Cedarville College is currently considering: academic reorganization and graduate degree programs. Both changes will dramatically alter the status quo of the institution and will create new challenges along with the potential benefits each one offers. The College has not yet implemented either change, so final approvals are still forthcoming.

Rationale for Academic Restructuring

For almost thirty years the organizational structure in the Academic Division at Cedarville College has been the same. While the College has experienced growth in numbers of students (almost a five-fold increase), major additions in the academic departments and support services, and a quantum jump in the number and types of majors, the basic structure has remained relatively static. In fact, the Academic Division has undergone the least transition in structure of any of the vice-presidential areas even though it has undergone some of the most dramatic changes in size, complexity, and scope.

Over the years, a level of middle-management has never been added, an atypical phenomenon for institutions of higher education nationally who are similar to Cedarville College. As a consequence, the Academic Vice President has had to perform the typical functions of a senior administrator as well as fulfill many of the managerial functions of a mid-level manager (usually entitled a dean or division head). In a similar manner, the department chairs (first-line supervisors) also have had to perform their typical tasks as well as other managerial functions which are normally the responsibility of a dean or division head.

The organizational structure of the Academic Division has been the focus of much reading, analysis, and discussion by the Academic Vice President over the past five years. A number of conversations have been held with the Department Chair Committee, the group most directly affected by any reorganization. Alternative models have been debated over the past two years. These discussions have centered on both the structure as depicted on an organizational chart, and the way in which the structure would be used. The job descriptions of the Academic Vice President, the deans, and the department chairs have been discussed. Also, the effect upon or modifications to various decision-making processes such as curricular proposals, tenure decisions, budgeting, and the

strategic planning process, and the roles of a Council of Deans, the Department Chair Committee, the Educational Policies Committee, and other related items have been contemplated.

In a period highlighted by corporate downsizing and re-engineering, it is important to address why another layer of management is needed. First, none of the re-engineered organizations have eliminated the three-tiered approach of top administration, middle-management, and direct supervisory levels because of the need for the separate functions and responsibilities of these levels. Instead, they have been reducing the number of layers within each level of these predominately large corporations. Second, virtually all the organizations who are downsizing have not been experiencing steady growth, but have been relatively stagnant or decreasing in competitive status. Third, those smaller entities that have been successful and developing rapidly have been changing their structures to accommodate their growth. Almost without exception, a middle-management level is added and the top administration lessens its involvement in the ongoing operations to devote more energy to strategic planning, resource acquisition, policy development, managing change, interacting with external constituencies, and analyzing competitive and technological trends.

As an organization grows, greater time and effort are needed to coordinate the individual components and departmental units into an effectively functioning whole. It takes more and better cross-departmental interaction, both horizontally and vertically. It is easier for each work group to concentrate on its own tasks and lose sight of the bigger picture.

At Cedarville College, it is becoming more difficult to function as a single faculty unit. Increasingly, faculty from one department do not know or have the opportunity to interact with many faculty from other departments. The tendency is for faculty to maintain their focus within their individual departments, making it easier to lose an institutional perspective. Reorganizing into schools will facilitate broader cross-departmental interactions among faculty within each school. It will foster a greater sense of community than a particular discipline emphasizes. Yet, it will not be as unwieldy or cumbersome as trying to form close, collegial relationships with the entire campus faculty.

By changing the academic organizational structure at this time, Cedarville College better positions itself for the twenty-first century. Should the College continue to experience moderate managed growth of 0-50 students per year, this type of reorganization is inevitable. Already some departments (e.g., Science and Mathematics) are reaching a size that makes division into two departments a practical consideration for the future. If the institution decides it is feasible and advisable to add graduate programs, a study which is now in progress, then the administration of graduate instruction is an additional factor to be addressed organizationally.

Presently, Cedarville College has an experienced group of managers within the academic division. They have longevity in their years of service at the institution and significant years of experience in their current positions. They are dedicated to the mission of Cedarville College, committed to keeping the institution true to the Word of God and the testimony of Jesus Christ, and intent on preserving the historic liberal arts emphasis and

underpinning of its education. While each department head is the leading advocate for his or her department, each one is responsible for an institution-wide perspective.

Within the next five to seven years, over two-thirds of this leadership group could retire. First, it is important to plan for that eventuality now and to begin to develop their replacements. Given the nature of the academic division and the advantages of knowing the institution and its culture, developing those leadership replacements from within has strategic significance. Second, it is important to go through the transition of reorganization with that experienced leadership to draw upon. It does not seem prudent to undergo major changes in personnel while undertaking major changes in the organizational structure. Obviously, having some years experience as a dean is quite helpful, and often requisite, to becoming a vice president. It is also readily apparent that having some years of experience as a department chair is advantageous to assuming a deanship.

Of course, adding schools with deans means that the department chairs would no longer report directly to the Academic Vice President. Related concerns are that the department chairs would lose the ability to manage their respective departments and that they would lose the opportunity to influence the Academic Vice President's decisions.

The response to these concerns is affected more directly by the style of management than by the organizational chart. A typical dean would have to be qualified to hold an academic appointment within that particular school and must be able to effectively represent the departments within that school. Department chairs would continue to be evaluated by the current review process, but those reviews would be conducted by the dean, who would then make a recommendation to the Academic Vice President. A dean would provide an additional advocate for a department and would be able to work with the chairs in a school to coordinate departmental plans, schedules, resources, program and professional development, and other related functions. Because of a smaller span of control, a dean would be able to provide greater support to a department chair.

The Academic Vice President would meet regularly with a Council of Deans and the deans would meet regularly with their department chairs. However, all managers in the academic division would meet periodically (probably monthly) to define problems, discuss academic trends and issues, and to communicate various perspectives on academic policies and procedures and institutional developments.

The system of strong departmental chairs who exercise entrepreneurial leadership on behalf of their departments would continue to be stressed. The key roles of department chairs in faculty development, curriculum review, planning and budgeting, and program development and assessment would be sustained. Of course, effective department chairs would now have greater opportunities for advancement to a higher level of academic administration and, eventually, to chief academic officer.

Qualifications

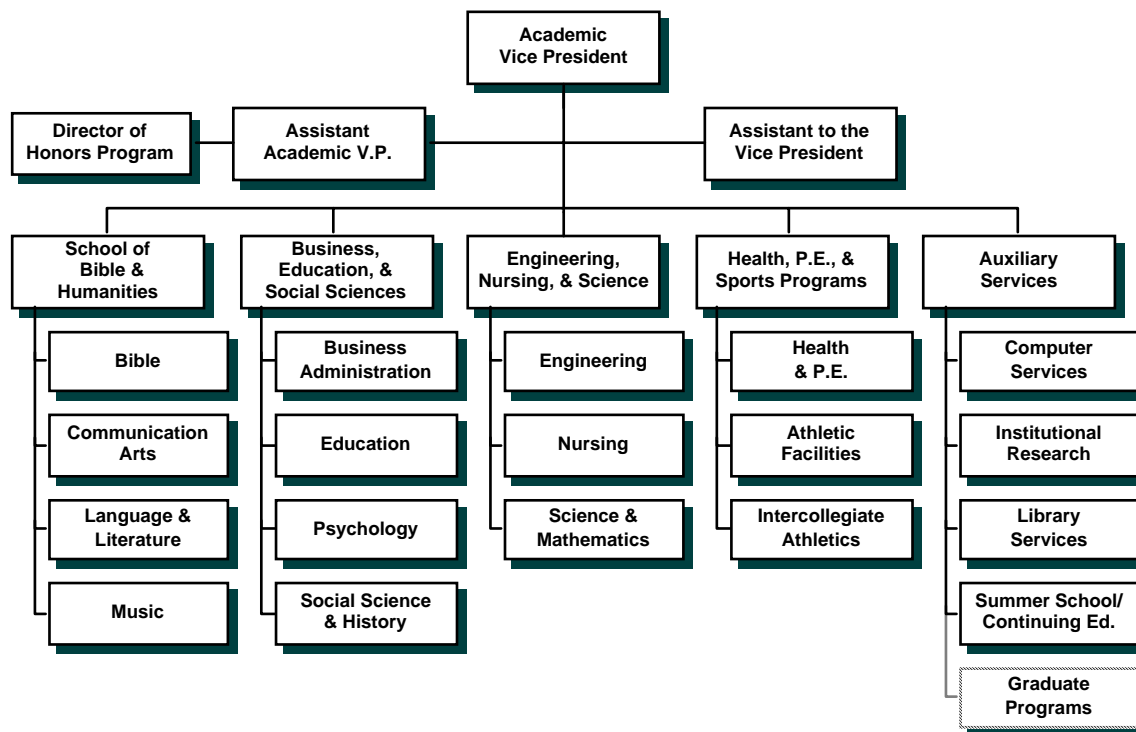
Candidates for dean positions will have an earned doctorate and must be eligible for appointment as Associate Professor or Professor in a department within the School.

Candidates are desired to have at least ten years of relevant professional experience including at least five years’ experience in higher education, preferably at the department head or above level. Candidates must demonstrate good interpersonal and communication skills, an ability to relate to internal and external constituencies, and effective leadership in faculty, student, and program development.

Job Description

Deans are appointed by the Board of Trustees upon the approval of the President and the recommendation of the Academic Vice President. Deans serve under the direction and supervision of the Academic Vice President and must be qualified for a faculty appointment in one of the academic departments within a School. Responsibilities include:

**Table 11.1
New Organization of the Academic Division**



1. Promoting cooperation, collegiality, and unity in accordance with biblical values among all members and units of the School and particularly individuals holding faculty status.
2. Providing leadership in formulation, presentation, and assessment of the School's mission, goals, academic programs, personnel actions, student performance, and educational policies, and presenting recommendations to the Academic Vice President and other appropriate bodies.

3. Supervising the department chairs and mid-managers within the School and, in consultation with the respective faculty and staff, making recommendations on appointment, reappointment, and job responsibilities to the Academic Vice President.
4. Providing leadership and management, and transmitting recommendations for the School in the strategic planning process, the budget presentation and allocation decisions, the faculty development activities, and the academic programs and student performance.
5. Handling student academic actions for Dean's List and Dean's Honor List, academic warning, academic probation, and academic suspension.
6. Making recommendations to the Academic Vice President on faculty recruitment, reappointment, promotion, tenure, leaves of absence, dismissal for cause, salary levels, and other related School faculty and staff personnel decisions.
7. Representing the School to external constituencies and appropriate educational professional associations.
8. Working with the Admissions Department, Public Relations Department, and department chairs in promoting the College, the School, and its academic programs to prospective students, parents, and alumni.
9. Assisting in cooperation with the Vice President for Development, with appropriate fund-raising, grant proposal, and student scholarship activities.
10. Participating as a member of the Council of Deans and other committees, task teams, and special projects as assigned by the Academic Vice President.
11. Providing leadership and making recommendations on curricular items in accordance with established curricular decision processes.
12. Other duties as assigned.

New Committee Structures

The academic restructuring outlined in the previous paragraphs will necessitate realignment of some academic committees. The following paragraphs detail these changes. Some committees are new while others will only change personnel.

Academic Management Council

This group will meet monthly for sharing information, defining academic problems, and discussing current and future educational trends and issues. This group is not intended to be a decision-making body, but will provide input into the academic division planning, budgeting, committee and task team formation,

educational policies and academic calendar, and cross-departmental coordination processes.

Membership includes:

- Academic Vice President, Chair
- School Deans
- Assistant and Associate Deans (if any)
- Assistant Academic Vice Presidents
- Department Chairs
- Academic Division Middle Managers
 - Director of the Library
 - Director of Computer Services
 - Director of Summer School
 - Director of Institutional Research
 - Director of the Honors Program

Council of Deans

The Council will discuss curricular changes and take action on items as delineated in the curricular approval procedures. The Council recommends academic program policies and coordinates academic matters and activities among the schools and academic support units.

Membership includes:

- Academic Vice President, Chair
- Assistant Academic Vice President, Secretary
- School Deans
- Director of Library Services
- Director of Computer Services

Department Chair Committee

This committee will discuss curricular changes and will take action in accordance with the Curricular Approval Procedures. Chairs of this committee will be selected on a rotating basis.

Membership includes:

- Assistant Academic Vice President
- Department Chairs of Academic Departments
- Director of the Library
- Registrar, Secretary (non-voting member)

Educational Policies Committee

This committee will serve as an advisory committee to the Academic Vice President on the following: academic calendar, touring groups, field trips and

athletic events, academic dishonesty, academic progress and related academic items. Along with the Assistant Academic Vice President, who serves as chair, the committee will include one faculty member from each academic department and the Library who is elected by each department and two students chosen by the Committee.

An External Ramification

With the organizational change to academic schools and deans, the College is considering the possibility of changing its name from Cedarville College to Cedarville University. A task team is studying this option and collecting data to provide to the Administration.

Summary

The size and complexity of the Academic Division of Cedarville College demand a greater delegation of management responsibilities. Splitting the division into schools will free the Academic Vice President for upper-level management while providing the academic departments with an administrator attuned to a specific group of disciplines.