EXECUTIVE SUMMARY

This report is a summary of the initial work conducted by the organizational consultant, Linda Kuk, Ph.D. to assist the current leadership within the Executive Area of Student Affairs and Campus Life (SACL) and at the University of Massachusetts Amherst to redesign its organizational structure to better align with the initiatives of the campus-wide strategic plan. The underlying goal of this effort is to more effectively and efficiently serve the needs of the various stakeholder groups affiliated with SACL, especially students, within the context of current available resources.

The recommendations in this report are based on the consultant’s interactions with a variety of stakeholders within Student Affairs and Campus Life as well as other stakeholder groups, campus leadership and members of the Amherst community leadership. Recommendations also came from a variety of organizational ideas for redesign that were voluntarily shared by members of the Student Affairs and Campus Life staff. All of the consultant’s recommendations are built on organizational design principles that come from research and writing by organizational design experts and from the collaborative input of the SACL and campus leadership.

It is recommended that SACL create a Matrix Organizational Cluster that is considered part of the Office of the Vice Chancellor and is coordinated by a person staffed within that office. These units will oversee and provide services to all of the cluster areas within SACL and would coordinate communications and operations among the various clusters related to their areas of operations. The coordinator would be part of SACL’s leadership team and have responsibility for on-going communication with the various cluster leaders across SACL related to the efforts of the Matrix units.

Each of the proposed models in this report contains a form of this Matrix structure that incorporates a horizontally focused structure on top of a modified functional structure, and assigns communication and leadership roles for services and programs that are both vertical, up the organizational hierarchy and also horizontal across the organizational units. These horizontal roles and responsibilities are intended to increase cross organizational communication and intentionally build relationships and collaborations into the way the organization works. They are also designed to centralize some areas to result in more consistent communication and work processes, as well as more efficient use of resources and reduce duplications.

This Matrix structure would include the following programs and services that would span the entire student affairs executive area:

- assessment and grant writing
- technology
- development (fundraising) and marketing
• staff development
• compliance and risk management
• human relations and budgeting

It is recommended that the SACL facilities and space operations either be part of the Matrix cluster or report directly to the Vice Chancellor. If it is decided to place it in the Matrix structure, this might also include Residential Facilities Operations and Residential Student Services.

It is also recommended that the Executive Area of Student Affairs and Campus Life be redesigned with three to five direct-line reporting organizational clusters, each reporting to the Vice Chancellor. The leadership of each of the clusters would be part of SACL leadership team.

The overall intended focus of the organizational clusters is:

• **Student Engagement** – This cluster would include all units primarily responsible for student activities, student engagement, most of the agency operations, student leadership and student volunteer activities within the institution and the community.

• **Student Advocacy and Student Support** – This cluster would include roles and responsibilities that focus on providing advocacy and support primarily for various identified student populations. Again, these roles and responsibilities might change depending on which student populations and services are included in this cluster.

• **Student Wellness and Success** - This cluster would take a leadership role in providing programs and service that focus on student wellness and student success.

• **Student Conduct, Emergency Response, Academic Related Programs and Parent and Family Services** – This unit would provide communication and intervention services related to student behavior, and student educational needs for academic support and relationships with the academic colleges, as well as interaction with families and parents. It is recommended that this cluster be labeled the “Dean of Students.” In two of the three proposed models, the Student Wellness and Support cluster would be either supervised by the Dean of Students or integrated into this cluster. This approach is advised because of the strong need for the programs and

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2 It is also recommended that this unit either be a part of this Matrix, or report directly to the Vice Chancellor and be part of the leadership team. It could also be coupled with planning and facility coordination.
services within each of these clusters to have daily ongoing interaction and to work collectively both within the institution and in the greater community.

- **Student Residential Services** – In the first two proposed models, the Residential Life units are split between the Matrix structure in the Office of the Vice Chancellor and the Dean of Students Office as defined above. If it is determined that student residential services should be kept as a whole operation, it is recommended that it be placed as a separate cluster. (See Model 3.) In this case it would be comprised of all of the residential units including Residential Operations, Residential Student Services, Residential Education and Commuter/Off-campus Student Services to create a Student Residential Services Cluster.

The recommendations for the roles and responsibilities within the various clusters consist of three models, with an alternative option for Model 3. The specifics within each cluster might be tweaked to realize a somewhat different combination of roles and responsibilities in each cluster. All of the models assume a Matrix structure previously described. What are described in the models are only the proposed possible structures of the direct-line, cluster arrangements. Overall the roles and responsibilities within the clusters appear to be those that have the greatest day to day alignment. Depiction recommendations related to each of the models, including the Matrix Cluster are found on the related Excel spreadsheet.

**Model One**

This model consists of four direct report cluster areas and the Matrix cluster. Each cluster reports directly to the Vice Chancellor. This model assumes: a) a Dean of Students cluster, b) a Student Engagement cluster, c) a Student Wellness and Success cluster and d) a Student Advocacy and Support cluster. The current residence hall operations would be split between the Dean of Students cluster and the Matrix Centralized Cluster as described above, or as part of the Facility, Space and Student Affairs Planning central operation. (See Excel file for Model One and the Matrix structure model.)

**Model Two**

This model consists of three direct-line clusters and the Matrix Cluster. The Wellness and Student Support cluster is combined with the Dean of Students cluster to form one cluster. The Residential Life Operations are again divided between the Matrix cluster and the Dean of Students cluster as indicated in Model One. The other two clusters, Student Engagement and Student Advocacy and Support, remain as separate direct report clusters. (See Excel file for Model Two.)

**Model Three**
This model could be structured two ways. First as five direct-line reporting clusters, plus the Matrix Cluster that would result in six direct reports to the Vice Chancellor. This model includes the four clusters from Model One and the fifth cluster would be the Student Residential Services cluster. This direct-line cluster would combine all the residential campus services and would also include Commuter/Off-campus Student Services. (See Excel file for Model Three. This model would even out the clusters in terms of roles and responsibilities, but also creates a greater number of direct reports to the Vice Chancellor. It places Student Residential Services as an independent cluster, including its budget and resources.

**The second option in Model Three** would be to merge the Student Wellness and Support cluster with the Dean of Students cluster as indicated in Model Two, and retain four direct-line clusters and the Matrix cluster to yield five clusters. The fourth cluster would be the Student Residential Services cluster. Each of the clusters, including the Matrix Cluster would report directly to the Vice Chancellor (See Excel file for Model Three.)

**Student Engagement in the Redesign**

Another key component within these redesign recommendations focuses on the inclusion of greater collaboration and engagement with students. It is critical that student governance organizations have regular engagement with the Vice Chancellor and also work more closely in an advising capacity with each of the direct-line clusters. It is recommended that the Vice Chancellor schedule regular interactions with the Student Government Leadership including both SGA and GSS, and seek their input on key student related matters. It appears that this may have already begun, however the consultant felt it was important to stress this recommendation so that it becomes integrated in the redesign.

**Prominent Focus on Collaboration with Academic affairs**

There should be a prominent focus on the part of the Vice Chancellor, the Dean of Students and to some extent the Advocacy and Student Support clusters to create intentional and regular communication processes with Academic Affairs and the colleges. While there are already well established personal relationships with institutional units outside of Student Affairs, this redesign calls for enabling these personal relationships to be intentionally and more strategically arranged within the clusters, and SACL, to ensure on-going communication and engagement among the clusters and with other units outside of Student Affairs.

**Summary of Results from First Steps**

The sections that follow the recommendations consist of a summary of the focus groups and written materials that were provided to the consultant as part of the first steps in this redesign process. All of this input was reviewed and used to help build the framework and models described above. Much of what is offered in this summary, however, is not directly related to the issue of organizational redesign, but represent the voices of those who participated, presenting
related organizational issues that they saw as strengths and also areas that need attention and improvement. These insights are important to this project in that they can serve to enhance or hinder the ability for the redesign process to be successful.

**Suggested Next Steps in the Redesign Process**

The report also outlines a number of next steps that are suggested to refine and further develop the proposed redesign framework by reconfiguring roles and responsibilities within the various new organizational clusters. The suggestions recommend the use of the same principles outlined for creating the initial framework. It also adds some additional principles that set some parameters around the structure and working processes that would be included in the design. It recommends that Student Affairs leadership engage members of the various cluster units in helping to fashion the roles and responsibilities as well as the resulting organizational structure within each of the clusters. These recommendations would be reviewed and approved by the Student Affairs leadership and the institutional leadership before being implemented.

**Recommended Additional Steps to Implement and the Development of an Assessment Process**

Additional recommendations are also provided that would establish a timeline for the implementation of the recommendations of the approved redesign of the Executive Area of Student Affairs and Campus Life. An important seventh step in the process is recommended to develop an organizational assessment process that will continue to monitor the success of the redesign effort toward realizing the goals and strategies it was designed to address. This plan should enable the feedback from the ongoing assessment to be used to make necessary modification and changes to the organizational structure and processes as deemed necessary.
REPORT ON THE FIRST TWO STEPS OF THE STUDENT AFFAIRS
ORGANIZATION REDESIGN CONSULTATION

October 2- November 15, 2013

Overview of the Project

This report is a summary of the initial work conducted by the organizational consultant, Linda Kuk, Ph.D. to assist the current leadership within the Executive Area of Student Affairs and Campus Life (SACL) at the University of Massachusetts Amherst to redesign the organizational structure to better align with the strategic initiatives within the campus-wide strategic plan. The underlying goal of this effort is to more effectively and efficiently serve the needs of the various stakeholder groups affiliated with SACL, especially students, within the context of current available resources.

In readying for change it is important to understand the shared history that has led to the ability to recognize the current need for change. It should be acknowledged that this current redesign process is the amalgamation of the experiences and efforts of previous change processes within Student Affairs and Campus Life and within the university. Some of these past efforts have been successful and some have not, but collectively they have enabled members of SACL to have the insight and the courage to now move forward and not let the past distract or stifle them. The insights and concerns that have been shared voice the losses experienced in the past, but have overwhelmingly also focused on the possibilities for the future.

While some units have moved to other areas within the university, it is important to remember that they have taken the relationships, understandings and the practices that have been shared with their SACL colleagues into other units within the university. These existing relationships will likely serve to enable the horizontal communication networks that are necessary part of strengthening collaborations. The units within the entire institution should work together to foster the mission, vision and strategic plan of the university. This redesign effort focuses on Student Affairs and Campus Life, but like all systems, the redesign will impact others across the entire university.

The active and creative participation in this process by the SACL staff at all levels, including the leadership, the professional staff, the support staff and the graduate student staff have been outstanding, which is a strong indication that this effort can realize its intended success. The engagement of others from around the university and within the greater community also indicates a desire for stronger relationships and understanding among their units and Student Affairs and Campus Life.
The First Steps in the Process

The process used in this effort consisted of a number of steps. The focus of the first step was to gather insights and perceptions of key stakeholders from both within and outside the current SACL organization. The groups were asked questions that they answered within small discussions and in writing, which were sent electronically to the consultant. The questions related to the current organizational structure of SACL and the issues and concerns associated with the current structure and its operation. A summary of these discussions and the points raised by the participants are found later in this report.

The second step consisted of gathering input and ideas regarding the redesign of the SACL organizational structure from across the members of SACL. All members within SACL were invited to provide input related to a SACL redesign to align with guiding organizational principles and to better address the strategies outlined in the strategic plan for the University. The recommendations that follow are based on the input gathered through these first two steps in the reorganization process.

RECOMMENDATIONS RELATED TO ORGANIZATIONAL REDESIGN

The recommendations that follow are based on the consultant’s interactions with a variety of stakeholders within SACL, as well as other stakeholder groups, institutional leadership, members of the Amherst community leadership, and from a variety of ideas that were shared by members of the SACL staff. All of the consultant’s recommendations are built on organizational design principles that come from research and writing by organizational design experts and from the collaborative input of SACL and University leadership.

Before the recommendations are presented, a brief summary of the over-arching principles and ideas that were used as the framework that guided the recommendations for organizational and structural change are provided. I will begin by sharing some of my own organizational perspectives that have guided my lens of evaluating the current state of SACL and the creative input received from the redesign process.

Over the years, student affairs organizations have been predominately structured as hierarchical, functional structures that operate essentially somewhat “silooed” from other areas of the institution, including within SACL itself. I found the SACL organization at UMass Amherst to operate essentially the same way.

While these types of organizational structures worked somewhat effectively in the past, the demands placed on organizations today, both internally and by the external environment, now require new ways of organizing and operating. While some aspects of functionality remain critical and should be retained, other aspects need to be refocused to work more collaboratively
across the organization to become less hierarchical in structure and more intentional in their communication systems, as well as more fluid in the allocation and use of resources to achieve the organization's goals.

Organizations need to be more adaptive and more flexible to address increasingly complex needs, to be more timely and responsive to changing demands, and able to rearrange increasingly limited resources more responsibly. It is suggested that these needs require organizations to become flatter, with less silos and less hierarchical, as well as more collaborative and horizontally focused in their work. Organizational positions and roles need to be less specialized, as well as cross-trained, and able to integrate change as part of the every-day life of the organization. Organizations work most effectively and efficiently when they are transparent in their operations, actively engage the members in the day to day work, and foster the growth and development of the members and the larger organizational stakeholders in their goals and interactions. It is from this perspective of emerging healthy organizational attributes that I have viewed the needs of the SACL organization redesign.

The Interim Vice Chancellor has articulated to me and to the Student Affairs and Campus Life staff a number of guiding principles that the SACL leadership have identified as the foundation for any organizational change that occurs. These underlying principles should continue to be at the center of the redesign process:

- student success defined broadly and inclusively
- healthy, caring and collaborative work environments
- efficient and ingenious resource management
- commitment to campus shared governance structures and campus core values
- an agile organization committed to integrating core student affairs competencies with a diversity of approaches to meet the needs of diverse stakeholders

In addition, the SACL leadership and the entire division were engaged in a visioning exercise and asked to submit organizational redesigns to the consultant. The parameters for this exercise limited the organizational cluster redesign to 5 to keep the organizational span at the leadership level reasonable in size. Secondly, the exercise asked the participants to sort roles and responsibilities into a cluster based on common or related connections, with a goal of increasing collaboration, effectiveness, resource sharing and effective cross training. The consultant received charts from all of the leadership team as well as 17 submissions from within SACL. Some of these charts were sent from individuals and others were sent by groups of people within an office or area within SACL. All of the input was analyzed and the ideas were integrated into the final recommendations related to this report.

In reviewing all of the available input related to the goals of this review process, the recommendations for change and the accompanying sections consist of three parts: 1) recommendations related to realignment of roles and responsibilities within SACL 2)
summary of the process of gathering input and the discussion feedback 3) suggested next steps to implementing the change that is recommended and 4) suggested implementation and assessment process.

**Recommendations Related to Realignment of Roles and Responsibilities within the Executive Area of Student Affairs**

The realignment of organizational units within SACL could take a number of different forms. Input from the visioning exercise was consistent. These recommendations align with the thinking of both the leadership team and the consultant and are at the core of the redesign recommendation models.

The proposed models are each built on the principles outlined above. Each represents an initial depiction that forms a framework for the structure and areas that might be clustered together to create synergy between the units and where collaboration, resource sharing and horizontal communication might be more easily achieved. These models are also intended to reflect less hierarchy and attempt to reduce operational reporting lines and retain more balance. These models also seek to eliminate 1-2 person operations, which are considered relatively inefficient in the use of resources, collaboration and ongoing innovation. The models also focus on incorporating closer connections with students, student governance and ensuring the presence of diverse student voices in the delivery of services and programs.

Each of the proposed models also contains a form of a Matrix structure that incorporates a horizontally focused structure on top of a modified functional structure, and assigns communication and leadership roles for services and programs that are both vertical, up the organizational hierarchy and also horizontal across the organizational units. These horizontal roles and responsibilities are intended to increase cross organizational communication and intentionally build relationships and collaborations into the way the organization works. They are also designed to centralize some areas within SACL resulting in more consistent communication and work processes, as well as more efficient use of resources.

It was somewhat surprising that the majority of divisional visioning input supported this type of overlay structure even though they did not identify it as such. The input was also fairly consistent on identifying the parameters of the various cluster areas. The largest difference occurred with identifying which roles and responsibilities should go in each cluster. The specifics of how the various clusters should be organized by units are represented on the attached models Excel charts. These charts describe the Matrix structure as well as three models that could be adopted as the SACL organizational redesign.
General Attributes and Alignment Recommendations

It is recommended that SACL create a **Matrix Organizational Cluster** that is considered part of the Vice Chancellor’s Office and is coordinated by a person staffed in office. These units will oversee and provide services to all of the cluster areas within SACL and would coordinate communications and operations among the various clusters related to their areas of operations. The coordinator would be part of SACL’s leadership team and have responsibility for on-going communication with the various cluster leaders across SACL related to efforts of the Matrix units. While the Vice Chancellor may choose to meet with each of these Matrix unit leaders on a somewhat regular basis, the focus of coordinating day to day efforts should be in the hands of the person responsible for their coordination within SACL. The coordinator’s role should focus on horizontal collaboration as well as providing resources, services and operational processes consistently across SACL to reduce duplication.

**This Matrix structure would include the following programs and services that would span the entire SACL division:**

- assessment and grant writing
- technology
- development (fundraising) and marketing
- staff development
- compliance and risk management
- human relations and budgeting

These units will be charged with merging all operations to centralized systems that can provide efficient and effective services to all clusters and organizational units within SACL.

This Matrix structure would also be responsible for ongoing interaction and communication with Administration and Finance, OIT and University Relations. The cluster would be charged with regularly reporting issues and plans to the Vice Chancellor and to the leadership team. Continuous communication with these service units and the entire campus is essential.

It is also recommended that the SACL Facilities and Space Operations either be part of this cluster or report directly to the Vice Chancellor. If it is decided to place it in the Matrix structure it might also include Residential Facilities Operations and Residential Student Services, as well as be charged with interacting and communicating with the University facilities.

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2 It is also recommended that this unit either be a part of this Matrix cluster, or report directly to the Vice Chancellor and be part of the leadership team. It could also be coupled with planning and facility coordination, which is discussed below.
operations, Dining Services, and Residential Education, which would be operationally in the Dean of Student’s cluster. If this unit reports directly to the Vice Chancellor it could also oversee the budget and human relation operations. It is recommended, that given the dynamic nature of the budget and human resources, this operation should not be placed too distant from the Vice Chancellor in the day to day workings of the Executive Area.

Secondly, it is recommended that the Executive Area of Student Affairs and Campus Life be redesigned with three to five direct-lines reporting organizational clusters each reporting to the Vice Chancellor. The leadership of each of the clusters would be part of SACL leadership team. These clusters are designed to:

- arrange related roles and responsibilities together within a cluster
- balance resources and responsibilities across the clusters
- combine units that are very small to create synergy in function and collaboration
- enhance lateral communication between areas within a cluster and then across SACL and the institution
- improve organization efficiency and effectiveness through shared resources and efforts to cross train personnel
- assume leadership responsibilities for establishing intentional, structural communications and engagement with various areas outside of the Executive Area of Student Affairs and effectively and regularly communicate issues within SACL

While the names for these units may end up varying from this recommendation the overall intent of the focus of the organizational clusters are:

- **Student Engagement** – This cluster would include all units primarily responsible for student activities, student engagement, most of the agency operations, student leadership and student volunteer activities within the institution and the community.

- **Student Advocacy and Student Support** – This cluster would include roles and responsibilities that focus on providing advocacy and support primarily for various identified student populations. Again, these roles and responsibilities might change depending on which student populations and services are included in this cluster.

- **Student Wellness and Success** - This cluster would take a leadership role in providing programs and services that focus on student wellness and student success.

- **Student Conduct, Emergency Response, Academic Related Programs and Parent and Family Services** – This unit would provide communication and intervention services related to student behavior, and student educational needs related to academic support and relationships with the academic colleges, as well as
interaction with families and parents. It is recommended that this cluster be labeled the **Dean of Students**, and in two of the attached models the Student Wellness and Support cluster would be either supervised by the Dean of Students or integrated into this cluster. This approach supports the strong need for the programs and services within each of these clusters to have daily ongoing interaction and work collectively both within the institution and in the greater community.

- **Student Residential Services** – In the first two proposed models that follow, the residential life units are split between the Matrix structure in the Office of the Vice Chancellor and the Dean of Students as defined above. If it is determined that it should be kept as a whole operation, it is recommended (see Model 3) that it be placed as a separate cluster. In this case it would be comprised of all of the residential units including Residential Facilities Operations, Residential Student Services, Residence Education and Commuter/Off-Campus Student Services to create a Student Residential Services Cluster.

The exact roles and responsibilities that are included in each cluster might vary depending on the model that is adopted and the perspective of how one defines the roles and responsibilities and their connection to each other. It is also assumed that roles and responsibilities will be somewhat altered for staff within the units as the clusters realign their resources.

The recommendations that follow consist of three models, with an alternative option for Model 3.

The specifics within each cluster might be tweaked to realize a somewhat different combination of roles and responsibilities in each cluster. All of the models assume a Matrix structure that has been previously described. The proposed possible structures of the Direct-line, Cluster arrangements are described here. Overall, the roles and responsibilities within the clusters appear to be those that have the greatest day to day alignment. On a separate Excel sheet are attached depiction recommendations related to each of the models, including the Matrix Cluster. These combinations might be tweaked to create a different configuration of which roles and responsibilities would be aligned in each cluster, but the basic make-up of the clusters is consistent with what was generally recommended by the SAACL staff and is consistent with the principles and recommendations from the consultant.

**Model One**

This model consists of four direct report cluster areas and the Matrix Cluster. Each cluster reports directly to the Vice Chancellor. This model assumes: a) a Dean of Students cluster, b) a Student Engagement cluster, c) a Student Wellness and Success cluster and d) a Student Advocacy and Support cluster. The current residence hall operations would be split
between the Dean of Students cluster and the Matrix Centralized Cluster as described above, or as part of the Facility, Space and Student Affairs Planning central operation. (See Excel file for model One and the Matrix structure model.)

**Model Two**

This model consists of three clusters and the Matrix Cluster represented on the Excel spreadsheet, page 1. The Wellness and Student Support Cluster is combined with the Dean of Students Cluster to form one cluster. The Residential Facilities Operations are again divided between the Matrix cluster and the Dean of Students cluster as indicated in Model One. The other two clusters, Student Engagement and Student Advocacy and Support, remain as separate direct report clusters. (See Excel file for Model Two.)

**Model Three**

This model could be structured two ways. First as five direct report clusters, plus the Matrix Cluster that would give you six direct reports to the Vice Chancellor. This model includes the four clusters from Model One and the fifth cluster would be the Student Residential Services Cluster. This Direct-line Cluster would combine all the residential campus services and would also include Commuter/Off-Campus Student Services. (See Excel file for Model Three.) This model would even out the clusters in terms of roles and responsibilities, but also creates greater numbers of direct reports to the Vice Chancellor. It places Student Residential Services as an independent cluster, including its budget and resources.

The second option in Model Three would be to merge the Student Wellness and Support cluster with the Dean of Students Cluster as indicated in Model Two, and retain four Direct-line Clusters and the Matrix Cluster to give you five clusters. The fourth cluster would be the Student Residential Services Cluster. Each of the clusters, including the Matrix Cluster would report directly to the Vice Chancellor. (See Excel file for Model Three.)

**Student Engagement in the Redesign**

Another key component within these redesign recommendations focuses on the inclusion of greater collaboration and engagement with students. It is critical that student governance organizations have regular engagement with the Vice Chancellor and also work more closely in an advising capacity with each of the Direct-line Clusters. It is recommended that the Vice Chancellor schedule regular interactions with the Student Government Leadership including both SGA and GSS, and seek their input on key student related matters. It appears that these interactions have already begun; however, it is important to stress this recommendation so that it becomes integrated in the redesign.

Given the busy schedule of the Vice Chancellor, it is also recommended that the day to day work with the student governance organizations and with student programming and
leadership groups be shared with the leadership of Student Engagement Cluster. This approach would provide direct connections with the Vice Chancellor and the day to day operational needs would be orchestrated with the Student Engagement leadership. It is recommended that each of the clusters form a student advisory group that should be engaged with student issues that arise within the various clusters responsibilities. This advisory group could be either a student advisory group or a mix of both students and faculty. These advisory groups would serve the purpose of both engaging students and faculty in the operations and creating avenues for ongoing communication and transparency.

Prominent Focus on Collaboration with Academic Affairs

The Vice Chancellor, the Dean of Students and to some extent the Advocacy and Student Support clusters should create an intentional and regular communication processes with Academic Affairs and the colleges. While well-established personal relationships with institutional units outside of SACL exist, this redesign calls for enabling these personal relationships to be intentionally and more strategically arranged within the clusters, and SACL, to ensure ongoing communication and engagement among the clusters and with other units outside of SACL.

Need to Refine the Framework with Additional Steps

Clearly, no organizational realignment will work by just rearranging the chairs on the ship. Commitment to any change that is made will require attention to preparing the members of the organization for the changes that will come, and providing them with opportunities to become engaged in the continuous development of the redesign of the organization. There are additional steps in this redesign process that need to occur.

It is strongly recommended that units not be plopped into the new structure as they currently are configured. Rather, cluster units are reformed to focus on the already discussed principles, and cross-unit communications, expectations and cross-training be built into the new structures. One provision in the new cluster structures should be that no unit is solely staffed by one or two people. Merging and altering the configurations of roles and responsibilities within each of the clusters is strongly called for to maximize the already discussed principles. It is also important to not create a large number of hierarchical levels within the clusters. It is recommended that the levels within the clusters be no more than three, and at the most four levels (only if deemed necessary), including the cluster leader level. A flatter, more fluid, less specialized structure is needed. Staff should be cross trained to understand and to take on different roles and responsibilities. Communication should be a focus across clusters and with institutional units outside of the Executive Area of Student Affairs.
SUMMARY OF THE PROCESS OF GATHERING INPUT AND THE DISCUSSION FEEDBACK

The sections that follow are a summary of the focus groups and written materials that were provided to the consultant. All of this input was reviewed and used to help build the framework and models described above. Much of what is offered in this summary, however, is not directly related to the issue of organizational redesign, but represent the voices of those who participated, presenting related organizational issues that they saw as strengths and also areas that need attention and improvement. These insights are important to this project in that they can serve to enhance or hinder the ability for the redesign process to be successful.

It is acknowledged that the participants brought forth honest and important issues that appear to reflect their efforts and experiences from past change processes, some of which were successful and some that did not result in what had been expected. The consultant heard and observed a lot from what was said and also from what was inferred. A number of the participating voices expressed their fears of the uncertainty that comes with change, others expressed fatigue from having experienced extensive change in organizational leadership over the last decade, and others expressed their grief from the loss that has been felt from changes that have resulted in the ending of personal and organizational relationships within SACL of SACL. At the same time, others expressed their impatience that change was not happening fast enough and are looking forward to it.

The issues on the following pages should be addressed. For those voices that presented the strengths of the organization, they should be seen as stepping stones to build on and enhance as the redesign process is implemented. Those individuals who presented ongoing concerns should be attended to in order to prevent distractions and resistant behavior that could interfere with change process.

The focus of the first steps in the process was to initially gather insights and perceptions of key stakeholders from within and outside of the current student affairs organization. The groups were asked questions that they answered within small group discussions and in writing sent electronically to the consultant. The questions related to the current organizational structure and the issues and concerns associated with the structure and how it operates.

These initial efforts consisted of a number of phone conversations with the Interim Vice Chancellor and members of her leadership team prior to a two and a half day visit to campus. The process also included follow-up conversations using telephone and video conferencing technology, as well as written correspondence provided by divisional staff directly to the consultant.

The campus visit held October 3 and 4, 2013 consisted of brief meetings with various groups of institutional leaders, community partners, and division personnel from within all four organizational groups within SACL and the Vice Chancellor’s Office, as well as student leaders.
from both SGA and GSS. The consultant also met with the Chancellor in an individual meeting to discuss his view of the needed changes, as well as some of the issues being raised by the campus community.

Each of the groups was asked three primary questions:

1) What do group participants see as the strengths of SACL and of their individual units?
2) What can SACL do to help them perform their roles and responsibilities to advance the strategic plan of the University?
3) What do participants see needs to be fixed within the Executive Area of Student Affairs?

Additionally, more questions were shared with the leadership team and they in turn shared the list of questions within the SACL staff. Some individuals and groupings of staff elected to craft responses to these questions and to share them with the consultant. All of the responses were reviewed as part of the consultant’s analysis.

Since none of the groups answered the questions in the specific order they were asked, and in some cases concentrated on only one or two of the questions during the limited time of the discussion, trying to summarize the responses to each question would not prove useful. Secondly, a large number of individuals elected to participate in the discussions and also appeared to be honest and forthcoming with their comments and insights. The consultant also felt that specifically identifying these individuals by name or by unit may not advance the goals of this realignment process, and as a result, has decided not to summarize the discussions by individual groups. Third, the number of written comments and materials sent to the consultant were substantial, but many of them stated essentially the same issues and concerns. It was amazing how consistent the responses were from the various groups. As a result, all of the input options will be summarized by the issues that were identified, and not identify any directly by the groups or any individual. Perceptions of the consultant gathered from the responses provided in writing and the interactions with the groups during the visit to campus are also included.

**Summary of Issues Raised by Stakeholder Groups and Individuals**

As a result of discussions and reviewing materials that were sent to the consultant the following issues were identified.

**Leadership and their efforts**

Expressions of support for the current leadership within SACL of Student Affairs and Campus Life was expressed throughout the discussions and many participants felt that changes in leadership and actions of leaders over the past few years have focused SACL in the “right” direction. Appreciation was expressed for an increased level of transparency and attempts to
engage across the institution. These expressions of support and acknowledgement occurred from within SACL staff, as well as members of the University leadership and the local Amherst community leadership. These groups also indicated, however, that many issues still required attention and they appreciated the willingness to work collectively to seek solutions to these issues. Some staff expressed the concern that tremendous energy was directed at students, but that the needs of staff were sometimes overlooked.

**High levels of staff competency throughout SACL**

Throughout the discussions, the high level of competency and the hard-working efforts of the various individuals within SACL were noted by both internal and external groups. They expressed that the staff had a very high level of commitment to students and to their development and that that SACL was engaged in building a culture of assessment that was viewed very positively.

**Concerns about sufficient and timely communication**

Many participants expressed concern that communication was not as timely and sufficient as it should be. Participants indicated that they would appreciate knowing about issues and events as soon as possible and not through the campus grapevine, which they claimed was often the way they learned about things.

**Staff would like a greater voice in decision making and be consulted before decisions are made.**

Many staff expressed concern that decisions were made at the top of their organizational unit and they were rarely consulted. They also expressed concern that they were frequently not informed about the rationale for decisions that were made. They also expressed concerned that decisions appeared to be inconsistent in how they were applied. Staff would like to receive consistent information and explanations about decisions and not depend on gossip and speculations from the campus grapevine. They also asked that leaders try to be more consciously consistent in the application of their decisions and the enforcement of policies across SACL.

**Students expressed a desire to be more engaged in the decision making processes in SACL.**

Student leaders expressed concern that they were rarely consulted on key decisions that were being made about them and some programs were developed and/or cut with little, if any, student consultation. They felt it would be helpful to have students serve as an advisory group or be invited to serve on committees within various units within student affairs. They also asked that they interact more frequently and regularly with the Vice Chancellor.

**A number of groups expressed a concern about a lack of consistent goals that they could all work toward, or a set of strategies to help achieve goals, and that each unit often felt isolated and alone in their efforts.**
Staff would welcome a clear set of division goals and strategies based on the strategic plan and a set of expectations that will help them achieve the goals and work more consistently and collaborative within and across their units.

_A number of participants expressed that they would like to encourage planners to bring appropriate individuals and groups to the table at the initiation of ideas._

A number of groups expressed concern that too many initiatives are planned with little cross unit collaboration and engagement of other staff/faculty and students. Individuals expressed frustration with being brought in on an initiative after it had been planned and were asked to provide financial and human resources to make the initiative work, but they were not asked to be involved in the planning. They indicated that the appropriate groups of stakeholders need to be brought in on new and redesigned initiatives from the very beginning.

_A number of staff expressed the hope that assessment data would actually be used and not just collected._

Participants consistently expressed a concern that the assessment process required a lot of time and effort to implement and they wondered to what extent the data was actually being used. They hoped that this process would recommend that the assessment data be folded into the planning and performance evaluation processes to ensure its usefulness to improving the quality of various operations.

_Staff would like greater opportunities to get to know others across SACL and develop a feeling that they are all part of the same team._

A number of groups indicated that they did not have sufficient opportunities to get to know others within SACL outside of their own units and this prevented them from feeling collaborative with and connected to other units. They expressed the desire to have more staff development and social gatherings focused on helping staff get to know others across SACL and also those in Academic Affairs and other administrative units.

_A desire for more extensive staff development_

Many of the staff expressed a desire for more and targeted professional development so that they can do their jobs better and also so they can prepare to face the new challenges that are emerging. They appreciated what has been done but felt more was needed. Areas that were suggested included: (1) how to do assessment and to more effectively utilize the results, (2) how to use social media more effectively in communicating with students, and (3) how to utilize software that can be consistently used across units.

_Some groups indicated that they welcomed the idea of cross-training across roles and responsibilities._
A number of groups expressed the desire to make better use of professionals and graduate students in SACL to participate in advising student groups and assisting with campus wide initiatives.

Some staff expressed concern that a few staff are incompetent and/or do not carry their share of job responsibilities in their units. Some participants were very frustrated and felt that they were carrying the responsibilities of other staff and they perceived that nothing was being done to address this issue. They felt that this lax behavior has been ignored and these situations need to be addressed with stronger expectations related to performance. In these cases, the leadership should identify appropriate training and/or corrective measures, and remove the non-performing personnel from their roles if their performance does not change. Leaving the non-performing people to continue without consequences destroys morale among others and causes them to lose respect for the leader of the unit. These expectations should be built into the performance expectation of supervising personnel.

Need more timely and consistent dialogue about critical incidents/issues to break down silos.

The issues of coordinating and engaging across the units within SACL related to critical incidents and issues were raised in a number of different groups. The participants indicated that there has been great improvement, but they believe that there needs to be continuous improvement related to communication and dialog about how these situations are addressed, who should be involved, and how the units should work with University Relations and the larger community.

Desire a SACL-wide effort to enhance the working relationship with academic units across campus.

A number of SACL participants indicated that they continue to struggle with how to enhance working relationships with various academic units across campus. They felt that this should be a strong priority going forward.

Concern about where units are in the organization and where they report in the university organization

A few individuals expressed concern about whether they belong in SACL. Others expressed a concern that they might not be in the correct unit within SACL. These concerns should be explored and discussed as part of any restructuring effort. Decisions should be based on sound organizational principles and not solely on current frustration or the desires of individuals to be in another area.

Concern about insufficient resources to do their work

Considerable concern exists about how and if resources lost in the budget reductions will be returned. Participants indicated that it would be helpful to hold discussions about what
resources are needed and then develop a plan to reconstitute the resources for the future. A number of respondents indicated that additional resources are necessary for them to do their jobs more effectively and to prevent staff burnout. They realized that resources would not be returned immediately but a plan would help provide a sense that the leadership was focused on improving resources going forward. They were informed that this effort had nothing to do with attempting to restore lost resources, but was focused on organizing resources that currently existed.

Many expressed that they are overtaxed and expected to do more with less. These participants expressed that they cannot sustain this level of workload without some things being changed. They suggested that they stop doing programs and activities that are no longer a high priority, or are not working as well as they once did. They need to know what are the priorities and what they can stop doing so they can take on additional or different roles and responsibilities. It is recommended that this type of analysis be done in conjunction with this redesign process.

**Concern that some administrative processes should be centralized and others should be automated**

Areas that were suggested for centralization and creating consistency in administrative processes included finance, human resources and technology. Participants recommended that everyone should use the same programs and software and that certain aspects of human resources should be automated. They suggested that not every unit needs its own finance and human resource personnel. Addressing this issue is part of the Matrix Cluster recommendation of this redesign process.

**Concern about the quality and amount of work space, and the proximity to others in their units**

This was a very consistently expressed concern throughout SACL units. Units expressed concern about the quality and safety of the building in which they were housed. They expressed concern about being cramped and not having sufficient space to do their work and they expressed concern about having their units split in different buildings. They indicated that the conditions, amount and location of their space have made it difficult to do their work and function as a team. The issues of space and facilities are ongoing issues that will take time to address. SACL does need someone who will work with the appropriate areas within Administration and Finance to address these issues. This process is part of the Matrix structure recommendation in the redesign plan.
CONSULTANT’S PERCEPTIONS BASED ON THE GROUP DISCUSSIONS AND SHARED MATERIALS

Some staff do not see themselves, or at least use language that disconnects them from being part of the Student Affairs and Campus Life Executive Area.

A number of individuals consistently used language that indicated an “us verses Student Affairs and Campus Life” mindset in their discussion of their unit’s relationship within SACL. It is not clear if this is an issue of not knowing their connection to the whole, or if they identify outside of a connection to SACL. This issue needs to be consistently addressed by all levels within the organization to ensure that connections and identity can be firmly established across units.

There appears to be a level of frustration around the idea of more change in some units and a welcoming of needed change in other.

Some staff is having a hard time seeing beyond their own current roles and their unit structures. Some appear stuck and focused on the past; resulting in frustration and in some cases they have hidden anger directed at the unit’s leadership. The numbers of these individuals appear to be small, but their voices are strong. It is not clear what in their perspectives are justified and what is an unwillingness to let go. Deciphering and addressing this situation is an important part of the change process. This is an issue that will have to be attended to by the SACL leadership: if ignored it will continue to cause problems that are likely to spread beyond those currently impacted and may sour the redesign process.

At the same time, some staff expressed a strong desire for change and for realigning units to create greater synergy and use of resources and expertise. They hoped that such changes would result in greater collaboration and knock down the silos and isolation that they perceived currently exists. It would be helpful to identify these individuals and use their positive and supportive energy to help persuade those who are having problems with the possibility of change.

Students have strong feelings about some areas of SACL. Some of the feelings are good and some are not so good.

Engagement with student groups, especially the student governance leadership and programming groups should be a high priority of the Vice Chancellor and the Student Affairs and Campus Life leadership team. Ongoing engagement of students in the work of SACL is highly recommended at all levels. Using students in an advisory capacity is also strongly encouraged.
More intentional ongoing communication and marketing is needed within SACL, with the Academic Deans, the academic areas, and with students. These groups need to better understand SACL and identify how to work more strategically on important campus issues.

Channels of communication and the content, consistency and timing of communication should be reviewed to ensure that quality communication is being provided. Communication efforts should use a variety of media to reach SACL staff, students, the entire University and the greater community. Sound communication is at the heart of strong organizational effectiveness and needs to be a key ingredient in any effort to change. The redesign plan calls for establishing individuals and clusters which would be responsible for ongoing communication with specific units within SACL and with other stakeholder groups across the University and external to campus. The intent is to build more extensive, consistent, and transparent communication throughout the organization.

There appears to be a need for greater centralization of some key Executive Area-wide services and operations.

This move, through the creation of a Matrix overlay structure, would help to increase efficiency in the use of resources, create operational consistency, help streamline processes and enhance communication. It would also help standardize needed technology applications. It is a major focus of this redesign plan.

The issues identified in this summary need to be addressed.

The issues and insights that have been expressed by the participants in this redesign process are real and important to the participants who raised them. They likely are also held by others who did not speak up in the group discussions. Even if nothing is done to change the organizational structure, which was the goal of this project, the issues that have been identified need to be explored and addressed. Some of them can be addressed by this organizational redesign process and others are matters that related to communications, effective supervision, as well as perceptions of transparency and trust, and are not really at the core of an organizational redesign. But in all cases, they are essential to organizational effectiveness and could interfere with the successful engagement of people in the redesign process.
SUGGESTED NEXT STEPS FOR IMPLEMENTING RECOMMENDED CHANGE

This report has recommended a number of organizational redesign clusters for the Executive Area of Student Affairs and Campus Life and has identified additional process and behavioral issues that need to be addressed. The models in this report have grown out of a total engagement of the SACL staff and other constituent groups within the University and the community. These were very important first steps in the change process. The contributions of all who participated were thoroughly reviewed to create this report and its recommendations. The recommendations that were provided by the SACL staff were well matched with the consultant’s suggestions and are integrated within the three models that have been presented. While there are some choices that remain, there seems to be significant support for moving forward on the realignment.

Acceptance of a New Organizational Cluster Framework - Step 3

Once the leadership decides which variation of the models, if any, they want to establish, continuation of the redesign needs to move to the more specific aspects of the redesign. The step 4 in the process focuses on putting the roles and responsibilities together within each of the cluster groups and then defining how each of the combinations will work together.

Engaging Staff – Step 4

This step involves engaging the staff that appear in each of the newly designed clusters to participate with SACL leadership in determining the organization within each cluster. Again, the focus should be on the same principles and ideas used to establish the larger organizational framework.

In this next step, it is recommended that the leadership within each cluster engage the cluster members in reviewing the various roles and responsibilities within the cluster and make recommendations on how these roles and responsibilities should be shaped and assigned. It is assumed, based on previous research that those closest to the requirements of the various set of responsibilities are in an important position to offer insights in how their roles and responsibilities might be designed and framed within the new cluster.

Additional principles to guide this process

The process should encourage a careful examination of the needs of students and the institution now and into the near future. It should be remembered that the goal is to create a more flexible and collaborative organization. The new plan should first and foremost be fashioned to enable SACL to better address the strategies outlined in the institutional strategic plan. As a result, the focus should be on creating a relatively flat structure in each of the clusters and maximizing the use and skills of the resources within the cluster: human, financial and space. It should be assumed that no new resources will be added at this time and that horizontal
communications, as well as hierarchical communication, cross training of staff, and resource sharing are essential components of any plan that would be acceptable. It should also be assumed that individual roles and responsibilities may change and some staff will likely be expected to develop some new skills to be able to support the needs of the larger organization. This reorganizational plan, especially the retooling components, may take some time to realize but they should be built into the plan.

**Agreement on the Cluster Organizations – Step 5**

Once ideas have been gathered and discussed, recommendations for a strategic organizational plan from each of the various cluster groups would be shared and discussed with the SACL leadership. Final decisions on each set of recommendation should be made by the leadership within SACL in consultation with the institutional leadership as deemed necessary. The focus of the leadership should be on how the various cluster organizations will work together across the organization and in collaboration with the Matrix component of the organization, as well as with the rest of the institution. It is critical that each of the plans are viewed as part of a whole system. All of the clusters and their organizational units need to work together to achieve its goals and the decision related to future change should become part of the organizations adaptive properties. As the new organization is fashioned, it should be viewed as if it were a living system, where the parts (clusters and cluster units) work with other units and they are intentionally flexible and adaptive to the change that is required of them. Change and recognizing needed change becomes a part of the everyday work life and individuals adapt their roles and responsibilities to address the needs that emerge. How such change might happen can be built into the change assessment process.

**Implementation – Step 6**

Once the redesign is ready, a plan for implementation can be set in motion. A timeline for implementation should be established with timeframes for various steps to realize the new organization design. It is likely that this plan will not be totally realized overnight. The plan may require working with human resources and with the unions to fully implement work design and work load issues for each of the staff members. Attention to active, on-going communications and open feedback throughout the organization is essential to enable this process to work effectively. While some aspects of work load and role responsibilities will likely change for many individuals, efforts should be made not to harm anyone as a result of restructuring. At the same time, staff also will have to realize that things cannot stay the same. Refusal to change may result in not very positive options for the staff member.

**Organizational Assessment – Step 7**

An important seventh step in the process is to develop an organizational assessment process that will continue to monitor the success of the redesign effort toward realizing the goals and strategies it was designed to address. This plan should enable the feedback from the ongoing
assessment to be used to make necessary modification and changes to the organizational structure and processes as deemed necessary. It should be continually communicated that the plans are fluid and may need to change as aspects of the implementation are viewed to be problematic or as the needs of the organization shift.

Organizations are most effective when they are viewed as fluid and dynamic structures that, like living organisms, thrive when they are guided through the needed growth and change that is essential for their ability to survive and address the future. As indicated to the SACL leadership, the consultant is available to assist the organization with any of the steps that have been suggested or to help address issues that grow out of this redesign process.

I want to commend SACL and institutional leadership for having the vision and determination to realign the resources of the Student Affairs and Campus Life to more effectively address the needs of SACL and the University, to foster the attainment of the institutions strategic plan and to more effectively serve the changing needs of students. Thank you all for allowing me the opportunity to work with you on this very exciting and forward-thinking project.

Linda Kuk
This is the Matrix Structure that is part of the Vice Chancellor's office and coordinates outlined operations across the Executive Area with the various direct reporting cluster leaders. Models 1-3 provide different possibilities for organizing units within the clusters.

**Governance - SGA and GSS**
**Crisis Response coordination**
***Relationship with Deans and Vice Chancellors***
***HR and Budgeting***

**Associate to Vice Chancellor**, manages the office staff and assists the Vice Chancellor in day to day operations

**Coordinator(s) of Matrix Cluster** - coordinates the day to day services and operations within the Matrix Cluster

*Focuses on providing services across all of Student Affairs*

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**Matrix Cluster**
Assessment and Grant Writing, Staff Development, and Technology

Communication (incl. marketing and fundraising)

Compliance and Risk Management

Technology
*** HR and Budgeting (This could also report directly to the Vice Chancellor or be incorporated with Planning)
** Relationship with institutional IT
** Relationship with institutional assessment
** Relationship with institutional budget and HR operations

**Executive Area Space and Facilities and Planning**

*This could report directly to the Vice Chancellor or be part of the Matrix Structure and it could also include HR and budgeting. Residential Operations and possibly Residential Support Services.*

** Relationship with Institutional Facilities

**Relationship with Dining Services**
This model consists of four direct report clusters, plus the Matrix Structure from page 1. The Residential Education unit is included in the Dean of Students and the Operations and Residential Student Services is in the Matrix Structure. Each of the cluster leaders report to the Vice Chancellor along with the coordinator(s) of the Matrix Structure. This provides for five/six direct reports to the Vice Chancellor depending on having one or two matrix coordinators and centralizing the Residence Operation and budget.

**Cluster A**
- Dean of Students
  - Communication and intervention services related to student behavior, and student educational needs related to academic support and relationships with the academic colleges, as well as interaction with families and parents
  - Conduct
  - Crisis Response Day to Day
  - Parents/Family Services
  - Student Legal Services

**Cluster B**
- Student Wellness & Success
  - Roles and responsibilities that focus on providing programs, services, and campus leadership for student wellness and student success
  - CCMH
  - Basics
  - CHP
  - Crisis Prevention

**Cluster C**
- Student & Civic Engagement
  - Units primarily responsible for student activities, student engagement, most of the agency operations, student leadership and student volunteer activities within the institution and the community
  - Student Activities (RSOs)
  - CSD Business Office
  - Greek Life
  - Union Programming Board
  - Student Leadership
  - Lead U-Mass
  - Volunteer U-Mass

**Cluster D**
- Advocacy & Student Support
  - Roles and responsibilities that focus on providing advocacy and support primarily for various identified student populations
  - CMASS
  - Stonewall Center
  - Center for Women and Community
  - Gender and Masculinity - future
  - *Campus Spiritual Life/Relationships with Campus Ministries
  - International Student Services - future
  - Non-Traditional Student Services
  - Veteran Student Services

**Academically partnered programs**
- New Student Orientation
- Career Services
- Residence Education/Residential Learning Communities
- Upward Bound
- Transfer Students
  - **Relationship with community shared with Vice Chancellor
  - **Relationship with Colleges
  - **Relationship with University Police
  - **Relationship with Athletics
  - **Relationship with Registrar
  - **Relationship with Financial Aid
  - **Relationship with University Relations

**Agency funded centers**
- **Relationship with other Academic Support Services
- **Relationship with Rec Center
- **Relationship with Health Services
- *Craft Center
- *WMUA
- *Collegian
- *Student Businesses
- *Student Bridges
- *Art Gallery
- *UVC-TV 19
- *CEPA
  - Day to day coordination w/ SGA and GSS (along with Vice Chancellor)
- **Relationship with Student Union
- **Relationship with CESL

**Relationships with other units**
- **Relationship with Registrar
- **Relationship with Financial Aid
- **Relationship with other Academic Support Services/Colleges
**Model 2**

This model consists of three clusters, with the Student Success and Wellness Cluster combined with the Dean of Students. The Matrix Structure on sheet 1 is the fourth cluster reporting to the Vice Chancellor. Residential Operations are again divided with some operations being in the Matrix Structure and the Residential Education being in the Dean of Students Office.

<table>
<thead>
<tr>
<th>Cluster A</th>
<th>Cluster B</th>
<th>Cluster C</th>
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</thead>
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</tr>
<tr>
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<tr>
<td>Volunteer U-Mass</td>
<td>Volunteer U-Mass</td>
<td>International Student Services - future</td>
</tr>
</tbody>
</table>

**Dean of Students**

*Both report to Dean of Students and/or integrate them as one cluster*

- Conduct
- Crisis Response Day to Day
- Parents/Family Services
- Student Legal Services
- **Relationship with other academic support services**
- **Relationship with Rec Center**
- **Relationship with Health Services**
- **Relationship with community shared with Vice Chancellor**
- **Relationships with Colleges**
- **Relationship with University Police**
- **Relationship with Athletics**
- **Relationship with Financial Aid**
- **Relationship with University Relations**
- **Relationship with Student Union**
- **Relationship with CESL**

**Academically partnered programs**

- New Student Orientation
- Career Services
- Residence Education/Residential Learning Communities
- Upward Bound
- Transfer Students
- **Relationship with other academic support services**
- **Relationship with Rec Center**
- **Relationship with Health Services**
- **Relationship with community shared with Vice Chancellor**
- **Relationships with Colleges**
- **Relationship with University Police**
- **Relationship with Athletics**
- **Relationship with Financial Aid**
- **Relationship with University Relations**
- **Relationship with Student Union**
- **Relationship with CESL**

**Agency funded centers**

- *Craft Center*
- *WMUA*
- *Collegian*
- *Student Businesses*
- *Student Bridges*
- *Art Gallery*
- *UVC-TV 19*
- *CEPA*
- Day to day coordination w/ SGA and GSS (along with Vice Chancellor)

- **Relationship with Registrar**
- **Relationship with Financial Aid**
- **Relationship with other Academic Support Services/Colleges**
- **Relationship with Registrar**
- **Relationship with Financial Aid**
- **Relationship with other Academic Support Services/Colleges**
Model 3
This model has two options. The first option has five clusters, with the entire Residential Operations being added as a fifth cluster, along with the Matrix Structure, creating six direct report clusters within Student Affairs. The second option, has the Dean of Students cluster merged with the Student Success and Wellness cluster with these operating as either one cluster or two clusters reporting to the Dean of Students.

This option has either four or five direct reports to the Vice Chancellor along with the Matrix Cluster

<table>
<thead>
<tr>
<th>Cluster A</th>
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<th>Cluster C</th>
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### Dean of Students
- Conduct
- Crisis Response Day to Day
- Parents & Family Services
- Student Legal Services
- Career Services

### Student Wellness & Success
- CCMH
- Basics
- CHP
- Crisis Prevention

### Student & Civic Engagement
- Student Activities (RSOs)
- Greek Life
- Union Programming Board
- Student Leadership
- Lead U-Mass

### Advocacy & Student Support
- CMASS
- Stonewall Center
- Center for Women and Community
- *Campus Spiritual Life/Relationships with Campus Ministries
- International Student Services - future
- Volunteer U-Mass

### Campus Residential Services
- Residential Operations
- Residential Student Support Services
- Residence Education/Residential Learning Communities
- Commuter /Off-Campus Student Services

### Academically partnered programs
- New Student Orientation
- Career Services
- Upward Bound
- Transfer Students

### Career Services
- **Relationship with other Academic Support Services
- **Relationship with Rec Center

### Advocacy & Student Support
- **Relationship with other Academic Support Services
- **Relationship with Registar
- **Relationship with Financial Aid
- **Relationship with other Academic Support services/Colleges

### Finance & Support
- Student Legal Services
- Career Services
- Lead U-Mass
- Voluntary U-Mass
- Center for Women and Community
- *Campus Spiritual Life/Relationships with Campus Ministries
- International Student Services - future
- Veteran Student Services
- First generation and Low Income Student Services - future
- Gender and Masculinity - future
- **Relationship with Registrar
- **Relationship with Financial Aid
- **Relationship with other Academic Support services/Colleges

### Day to day coordination w/ SGA and GSS (along with Vice Chancellor)
- Day to day coordination w/ SGA and GSS (along with Vice Chancellor)

**Relationships with Student Union
**Relationship with CESL