University of Illinois
Support Services Strategies
Consensus Report

December 1, 1999
EXECUTIVE SUMMARY

The mission of the University of Illinois administration is:

...to employ the best business practices in providing customer-focused, cost effective, knowledgeable, and timely administrative support to those individuals and units, at all campuses and locations, conducting the University’s core instruction, research, public service, and patient care activities.

The Support Services Strategy (S$^3$) project was initiated to address this mission by determining how existing administrative services could be made more efficient, less costly, and more service oriented. The project also addressed voids and deficiencies in service and identified existing services that are no longer valued by the intended customers. More than 100 individuals and numerous groups from all three campuses and the University Administration participated. Early in the S$^3$ project, four overriding goals emerged. The Support Service Strategies were developed to:

- Maximize the performance of human capital.
- Create an organizational structure that supports improved administrative processes.
- Adopt a “best practice” approach to the design of business processes.
- Exploit technology and increase accessibility to administrative data.

This Support Services Strategy Consensus Report is the culmination of over 18 months of fruitful collaboration among faculty, staff, and administrators to develop and refine the strategic recommendations. The original S$^3$ draft report, issued on October 9, 1998, discussed proposed recommendations and presented supporting data and information. It was submitted to the Chancellors for review with the understanding that these initial recommendations would require further study and refinement to ensure the University’s needs were addressed appropriately and effectively. The Chancellors solicited advice from their Campus Advisory Teams, faculty Senates, staff, and other appropriate groups, who refined the recommendations and established initial priorities. This Consensus Report summarizes the tactics and recommendations that were judged by all three campuses to be most effective in achieving the University’s strategic objectives in business and finance, information technology, and human resources.

Eight interrelated strategies were identified for addressing the key issues. They represent the University of Illinois’ response to the challenge of substantially improving the quality of its administrative services. The Campus Advisory Teams prioritized each strategy and the associated recommendations. The eight strategies are:

**Strategy 1 - Develop and maintain a highly competent and adaptable workforce (Priority 2)**

**Strategy 2 - Create a customer service framework for delivering high-quality administrative services (Priority 1)**

**Strategy 3 - Critically reevaluate the definition and design of administrative processes (Priority 3)**
Strategy 4 - Insure that the organizational structure supports the University's administrative strategic direction (Priority 8)

Strategy 5 - Implement an institution-wide approach to utilizing and managing information technology (Priority 5)

Strategy 6 - Enhance decision-making and performance improvement by creating and sharing organizational information and data across the University community (Priority 4)

Strategy 7 - Implement performance measurement systems that are aligned with the University's administrative goals and strategies (Priority 7)

Strategy 8 Proactively manage the University's relationships with external entities (Priority 6)

Key recommendations include:

Establish a strong administrative focus on customer service, while recognizing that University customers include faculty and staff as well as students, vendors, and state and federal agencies.

Establish a strategic planning function for administrative service functions that includes close consultation and collaboration with the campus Chancellors and Provosts.

Establish a University-level Information Technology Council which would have responsibility for developing and guiding the implementation of a University-wide Information Systems Plan. The Technology Council would include the campus Provosts and Chief Information Officers, the Director of AISS, the Vice President for Business Affairs, and would be chaired by the Vice President for Academic Affairs.

Implement an enterprise-wide resource planning system that integrates student services, business and finance, and human resources and makes optimum use of modern information and networking technologies.

The next step involves developing an implementation plan and then executing that plan. This includes assessing the costs of the $S^3$ consensus recommendations, developing priorities (in view of those costs and the anticipated impacts of the recommendations), selecting those recommendations that will be implemented, and then assigning executive responsibility and accountability for implementing the high priority recommendations. The original $S^3$ Business Teams, Campus Advisory Teams, and other stakeholders will continue to work closely with the senior campus and university administrators on the development and execution of the $S^3$ Implementation Plan.
UNIVERSITY OF ILLINOIS
SUPPORT SERVICES STRATEGY
CONSENSUS REPORT

DECEMBER 1, 1999
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EXECUTIVE SUMMARY

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- Maximize the performance of human capital.
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Eight interrelated strategies were identified for addressing the key issues. They represent the University of Illinois' response to the challenge of substantially improving the quality of its administrative services. The eight strategies are:

1. Develop and maintain a highly competent and adaptable workforce
2. Create a customer service framework for delivering high-quality administrative service
3. Critically reevaluate the definition and design of administrative processes
4. Insure that the organizational structure supports the University's administrative strategic direction
5. Implement an institution-wide approach to utilizing and managing information technology
6. Enhance decision-making and performance improvement by creating and sharing organizational information and data across the University community

7. Implement performance measurement systems that are aligned with the University's administrative goals and strategies

8. Proactively manage the University's relationships with external entities

The Campus Advisory Teams prioritized each recommendation associated with the eight strategies based upon their assessment of the potential impact of implementing the recommendations. Key recommendations include:

- Establish a strong administrative focus on customer service, while recognizing that University customers include academic units, faculty and staff as well as students, vendors, and state and federal agencies.

- Establish a strategic planning function for all administrative service functions that includes close consultation and collaboration with the campus Chancellors and Provosts.

- Establish a University-level Information Technology Council which would have responsibility for developing and guiding the implementation of a University-wide Information Systems Plan. The Technology Council would include the campus Provosts and Chief Information Officers, the Director of AITS, the Vice President for Business Affairs, and would be chaired by the Vice President for Academic Affairs.

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The next steps involve developing an implementation plan and then executing that plan. This includes assessing the costs of the S³ consensus recommendations, developing priorities (in view of those costs and the anticipated impacts of the recommendations), selecting those recommendations that will be implemented, and then assigning executive responsibility and accountability for implementing the high priority recommendations. The original S³ Business Teams, Campus Advisory Teams, and other stakeholders will continue to work closely with the senior campus and university administrators on the development and execution of the S³ Implementation Plan.

This document has been divided into three main sections; one section is a revision, and the other two are excerpts from the original report that have been included in order to emphasize important steps in the future evolution of S³. The first section restates the mission and vision from the original strategic plan. The second section describes the revised strategies and recommendations. The third section provides suggestions on change management and next steps.
SECTION ONE
MISSION AND VISION
MISSION AND VISION

First and foremost, strategic recommendations developed for administrative services should support the mission and goals of the University of Illinois. Historically, University of Illinois administrative services have not operated under a formal mission statement or vision. At the beginning of the strategic planning project, a mission and vision for administrative services were articulated and clarified. This section of the report describes the goals of the S¹ project relative to the mission and vision statements established for administrative services, and in the broader context of President Stukel’s vision for the University of Illinois.

The Vision for the University of Illinois

James J. Stukel

In fulfilling its mission, the University of Illinois will be

- a university engaged with the society it serves
- a university delivering affordable education of internationally recognized stature to undergraduate, graduate, and professional students
- a university that continuously improves the quality of its academic, research, and support programs
- a university that operates its business affairs following the best business practices

Consistent with President Stukel’s vision statement for the University is the following mission statement adopted for administrative services.

A Mission Statement for Administration

To employ the best business practices in providing customer-focused, cost-effective, knowledgeable, and timely administrative support to those individuals and units, at all campuses and locations, conducting the University’s core instruction, research, public service, and patient-care activities.

With an established mission, a set of goals also was developed. These goals define the “vision” for administrative services—where it wants to be. The Support Services Strategy provides a direction and the means to getting there. To establish specific administrative services goals, the Campus Advisory Teams as representatives of the University’s stakeholders were asked to complete the following statement:

“When implemented, the Support Services Strategy will . . .”

From their individual responses, and additional feedback from the Business, Administration, and Human Resources Management Team, four overriding goals emerged. Each goal is supported by several more specific objectives.
1. **Maximize the performance of human capital.**

- Enhance the overall quality of the knowledge and skills possessed by administrative support personnel, including greater versatility in the types of responsibilities an individual can assume and increased technological competency.
- Improve the employee-development program by establishing clear career paths and cultivating the skills necessary to progress on those paths, including leadership.
- Improve employee retention, particularly in areas of high market demand such as computer systems and applications. Become more responsive to both internal and external market factors. Enhance job satisfaction.

2. **Create an organizational structure that supports improved administrative business processes.**

- Simplify and integrate the organizational structure to support streamlined processes, to delegate effectively, and to eliminate unnecessary layers.
- Clearly delineate reporting lines and roles and responsibilities for administrative activities and decision making between the central/campus units and colleges/departments.
- Structure the relationships between the central, campus, and college-level administrative offices to foster a team approach to serving the customer.
- Balance process control (centralized versus decentralized) between the central/campus units and colleges/departments to maximize value and efficiency.

3. **Adopt a “best practice” approach to the design of administrative processes.**

- Design processes that
  - Reflect a clear understanding of customers’ needs; focus on the required output and providing value to that output
  - Achieve the optimal balance of cost, time, and quality from the perspectives of both the customer and the process owner
  - Are standardized across campuses to the maximum extent possible, particularly where there is common purpose and outputs
  - Can be scaled or customized to fit the unique size or nature of each campus/unit without compromising standardization
  - Are quickly adaptable to changes in the internal and external environments

- Establish performance measures by which individuals, their organizational units, processes and systems are regularly evaluated and upon which critical business decisions are based.

- Establish a process for systematic, institutionwide strategic planning and continuous improvement. Adopt tools (for example, financial modeling), training, and organizational mechanisms (for example, a “strategic planning team”) that facilitate efficient planning and implementation of new initiatives and that instill strategic concepts and preparedness for change into the University’s culture.
• Align the budget-development/resource-allocation process with institutional strategies and priorities.

4. **Exploit technology and increase the accessibility to data from the University’s centrally supported systems.**

• Provide the information necessary to support decision making and eliminate the need for redundant systems, through access to complete, accurate, and timely data from the University’s central systems. Eliminate duplicate data entry.

• Integrate planning and decision making for computing across all campuses and academic and administrative functions through an institutionwide technology plan. The plan’s scope should be clearly defined in terms of mission-critical technology and may include:
  - Infrastructure development and support
  - Hardware and software selection
  - Data/interface standards
  - Communications applications

The established mission explicitly recognizes that administrative services exist to support the University’s core functions. The ultimate goal must be to deliver services, through people, organizational structure, process, and technology, that meet the customers’ needs. This goal is implicit in each of the principal goals and supporting objectives.

Although it may seem obvious that administrative services exist to support the University’s core functions, many stakeholders expressed their sense that administration has lost sight of its purpose. At the heart of this sentiment are the dual and frequently conflicting roles that administration plays in any organization: An inherent tension often exists between administration’s goal of meeting customers’ needs and the institution’s need and expectation that administration provide internal controls.

**The Vision for Administrative Services**

The vision statement for administration describes what the organization wants to be as it looks to the future. In fulfilling its mission, University administration will be

• an entity that integrates and coordinates activities across campuses and functions to provide seamless administrative services and to capitalize on the University’s resources as a system

• an entity that continuously improves the efficiency and effectiveness of its processes and integrates technology into its business practices

• an entity that places priority on understanding and meeting the needs of its customers

• an entity that empowers and provides people with rewarding employment in the conduct of administration
SECTION TWO
STRATEGIES AND RECOMMENDATIONS
Strategy 1
Develop and maintain a highly competent and adaptable workforce

CURRENT STATE: Units face difficulties in recruiting and retaining excellent employees, especially in high demand disciplines such as information technology.

The current division of responsibilities for the appointment process between Human Resources and Payroll (Business Affairs) inhibits the ability of the University to provide optimum services to campus units.

FUTURE STATE: The University substantially improves its competitive position as an employer. Human Resources focuses on employee recruitment, training, retention, and benefit administration. Appointment and payment of employees is accurate and timely. This goal is accomplished through an appropriate division of responsibilities between Payroll (Business Affairs) and Human Resources.

COMMENTS: Recognize the workforce as a critical asset of the University.

Take advantage of local resources rather than developing large recruitment and training operations:

- Recruit UI grads
- Build internship programs to facilitate hiring from community colleges
- Encourage coursework at UI campuses and community colleges
- Raise external visibility of UI as an employer

Avoid centralization at the cost of customer service. For example, a centralized testing center that is central to all three campuses, but close to none will likely result in a drastic reduction in applicants.

Provide units with the tools to evaluate and reward employees and then permit them to do so.

Facilitate applicant resume information sharing among campus units rather than implementing centralized search and applicant tracking mechanisms.

Recommendation 1.1 - Provide comprehensive, efficient services to support and simplify employee recruitment and selection.

Assist departments with advertising, recruiting, screening, evaluating, and selecting qualified employees who have the potential for growth and can adapt to change. Achieve cost savings through institution-wide recruiting efforts to attract a high-caliber candidate pool, targeting jobs
that turnover frequently and that are difficult to fill. Achieve efficiencies by using technology to support University-wide recruiting initiatives and application procedures.

1st Priority Recommendation

1.1.1 Design and deliver electronic self-service systems to simplify and expedite the application process. Develop and maintain a large and diverse pool of qualified applicants.

2nd Priority Recommendations

1.1.2 Provide enhanced recruiting services for Civil Service employees and facilitate information sharing.

1.1.3 Evaluate, develop, and maintain strategic relationships with external and internal recruitment sources to position the University as an excellent employer. Recruit University of Illinois graduates. Strengthen alliances with community colleges and technical schools to deepen the applicant pool for high-demand areas. Expand the use of experienced recruiters to locate personnel for difficult-to-hire positions.

1.1.4 Evaluate the potential for outsourcing routine employment activities, such as the administration of Civil Service examinations and register maintenance. At a minimum, redesign these activities to achieve greater process efficiency.

Recommendation 1.2 - Develop effective employee training plans that link the needs of the employee with the goals of the organization.

Maintaining a workforce with current skills should be a high priority. Training should build competencies to support strategic initiatives, encourage career growth, and develop future leaders.

1st Priority Recommendations

1.2.1 Implement supervisor/manager-development programs that emphasize mentoring, counseling, and the development of relevant skills.

1.2.2 Encourage and enable employees to manage their own careers. Provide information about University career paths and the specific skills required for progression. Establish a Career Counseling Center with responsibilities in this area.

2nd Priority Recommendations

1.2.3 Coordinate training and development efforts University-wide. Provide adequate training infrastructure (funding, staff, space, equipment, curriculum, etc.). Ensure equitable access to training.

1.2.4 Conduct needs assessments to identify educational opportunities that are valued by employees and their employing units. Work with these customers as partners to assess staff education needs and to identify appropriate training mechanisms for developing core skills.
1.2.5 Initiate programs to develop leaders, such as mentoring, lateral moves, job rotations, and cross-functional team assignments.

Recommendation 1.3 - Manage employee performance through effective performance evaluations.

The University and its employees benefit when employee strengths and weaknesses are reviewed periodically, individual and institutional goals are set, and professional growth is rewarded.

1st Priority Recommendations

1.3.1 Address unsatisfactory performance. Train the human resources operation to assist supervisors with unsatisfactory employees. Develop mechanisms for voluntary separation as an alternative to discipline and discharge.

1.3.2 Rigorously apply the six-month probation period for new employees. Where appropriate enroll new employees in training programs to develop critical skills.

2nd Priority Recommendations

1.3.3 Implement a formal annual performance-management system that emphasizes goal setting, accountability, skill building, empowerment, teamwork, and cooperation

1.3.4 Instill an expectation for excellence and continuous improvement.

1.3.5 Integrate customer feedback into performance evaluations.

1.3.6 Recognize superior performance.

1.3.7 Develop non-punitive programs to handle employees who are not performing up to expectations, such as remedial skill training, job counseling, or transfer to positions requiring skills that are more compatible with the employee’s capabilities.

Recommendation 1.4 - Reward and retain superior employees.

An effective reward system is closely linked to performance. It motivates employees to strive for excellence and to contribute in meaningful ways to the goals of the institution. Effective reward systems contribute to higher employee morale and diminished turnover.

1st Priority Recommendations

1.4.1 Develop support programs to assist employees in balancing professional and personal commitments (e.g., flexible work hours, telecommuting, and job sharing).

1.4.2 Develop additional benefits to attract and retain employees, such as flexible benefits plans, relocation services, on-site/off-site child-care centers, eldercare assistance, financial planning assistance, and merit pay incentives.

1.4.3 Assess the reasons for turnover. Develop an action plan to resolve turnover problems, particularly in high-demand areas.
2nd Priority Recommendations

1.4.4 Address internal equity issues by (1) administering academic professionals salaries based on market information, employee credentials, and the skills required for positions; (2) being consistent in the assignment of Civil Service classifications; (3) providing promotions and pay increases based on individual performance, competencies, and qualifications for the position. Employee evaluation and salary determination must be done at unit level.

1.4.5 Develop pay-incentive programs that are independent of base salary.

1.4.6 Establish recognition programs.
Strategy 2
Create a customer-service framework for delivering high-quality administrative services.

CURRENT STATE:
The University generally recognizes external customers—students, state and federal agencies, vendors—and the need to serve them well. We don’t always recognize the importance of serving internal customers—faculty, staff, academic units—equally as well. As a result, administrative systems have been implemented without careful consideration of the needs of our internal customers.

FUTURE STATE:
The University recognizes the importance of meeting the needs of both internal and external customers and creates a customer service orientation throughout the entire organization. Administrative systems are developed to meet academic unit needs as well as central administration needs.

COMMENTS:
Starting with senior management, set a standard across the University where customer service is the norm and not a cause for special recognition.

Recognize the tremendous institutional cost incurred when the more than 500 departments across the University are not well served by administrative systems and must develop “shadow” systems to overcome the deficiencies of central systems.

Recommendation 2.1 - Improve the University’s understanding of its internal and external customers.

The University must know and understand all its customers and create a customer-service orientation and emphasis throughout the entire organization.

1st Priority Recommendations

2.1.1 Identify and understand the needs and expectations of different customers both inside and outside the University. For all administrative functions or processes, identify the customers and their needs and establish how those needs will be met.

2.1.2 Use a variety of methods to gauge customer needs from different vantage points. Take advantage of all opportunities to solicit and receive meaningful customer feedback. Establish mechanisms to solicit feedback continuously, such as surveys, focus groups, and electronic “comment” boxes.

Recommendation 2.2 – Management at all levels should be fully committed to quality and to superior customer service.

Senior management must support customer-service initiatives and provide resources to develop and maintain high-quality administrative services.
1st Priority Recommendations

2.2.1 Include customer service as a part of the administrative organization’s mission, values, and goal statement. Each level of the University needs to understand and endorse these goals.

2.2.2 Require supervisory employees to promote customer service aggressively and convey expectations to all staff.

2.2.3 Senior managers must be directly involved in customer-service activities. Holding periodic focus groups with customers (faculty, researchers, business administrators) to review performance, identify issues, and listen to suggestions is an especially effective technique.

2nd Priority Recommendation

2.2.4 Administrative units should develop aggressive multi-year plans to address their unit’s customer-service objectives and to support the objectives of the larger organization.

Recommendation 2.3 - Instill a customer-service orientation in all employees.

Every encounter should be viewed as an opportunity to serve the customer. The entire spectrum of administrative employees must be more aware of and responsive to customer needs.

1st Priority Recommendations

2.3.1 Place responsibility for customer service with the “line” employees who have direct contact with customers. Empower employees to make decisions and solve problems.

2.3.2 Train employees in problem-solving and other skills needed for good customer service.

2.3.3 Implement technology solutions that balance management requirements (cost, integrity, and security) with the needs of the end user. Expand the Intranet environment to handle routine human resources and business transactions and inquiries.

2.3.4 Shift from a policing and enforcing emphasis to one of providing services that benefit the customer.

2nd Priority Recommendations

2.3.5 Recognize employees for superior customer-service.

2.3.6 Conduct periodic self-assessments at the unit level that draw on the experience of employees engaged in customer service and that incorporate customer feedback.

2.3.7 Change the work roles of employees within the administrative workforce by establishing consultant and generalist roles to improve service and to create partnerships with college/department users.
2.3.8 Evaluate the potential for outsourcing routine transaction-based activities. At a minimum, redesign these activities to achieve greater process efficiency and customer service.
### Strategy 3
Critically re-evaluate the definition and design of administrative processes.

| CURRENT STATE: | Current systems are an eclectic collection of dated components that provide inconsistent data and do not meet customer needs. Recent attempts at automation of administrative processes have not been effective. |
| FUTURE STATE: | By using a true understanding of customer needs and in-depth analysis of the administrative processes, the University selects and implements the best systems to meet the needs of users at all levels. Outdated legacy systems and inadequate "CORE" projects are systematically replaced. |
| COMMENTS: | Ensure that new university administrative systems are compatible with each other. Implement the new systems in a logical sequence to ensure minimal disruption of customer service. Involve units in decisions in meaningful ways, in every step of the process. Consider outsourcing only those functions that are not related to policy decisions and only when outsourcing is to the clear advantage of all campuses and is supported by a strong business case. Consider the impact on customer service. Recognize the institutional cost of providing inadequate support to the units. Continue the system development until the optimum amount of distributed need is met. |

**Recommendation 3.1 - Clearly define the business of administration at all levels in the University.**

**1st Priority Recommendation**

3.1.1 Define a set of services and processes that comprise the business of administration at all levels of the University. Administration includes all necessary support activities, regardless of where in the organization those services are provided. Defining the administrative business requires the University to look beyond historical practice and consider what services could or should be provided and at what level, and to consider whether those services are best provided internally or externally. This, in turn, requires a thorough understanding of the customers and their needs.
Recommendation 3.2 - Define the University's core-business competencies.

1st Priority Recommendations

3.2.1 Determine which administrative activities the University should perform internally. Once a set of transaction-oriented, control-oriented, and value-added services is defined, the University must determine which activities it will maintain, improve, or develop the internal competency to perform. Factors to be considered include:

- Current strengths and weaknesses
- Existence of external vendors
- Efficiency and effectiveness (relative to external vendors)
- Interdependence and synergy with other University activities
- Legislative requirement and risk management
- Centrality to the mission of administration

An example of a core-business competency is strategic planning. Other core business activities include:

- Policy development (in all administrative functions)
- Risk management
- Grants and contracts and gifts management
- Internal audit
- Data administration

3.2.2 Evaluate the potential for consolidating to a single location the administrative activities that are currently performed at multiple locations (campuses). This step is important before evaluating outsourcing or business-partnering alternatives. The opportunities and advantages to be gained from consolidation should be considered on a process-by-process basis. When evaluating whether a process should be consolidated into service-center operations, the University should consider the:

- Nature of the process
- Consistency of given processes across campuses
- Extent to which the physical proximity of the provider and customer may be necessary

Transaction-oriented services and processing should be considered prime candidates for consolidation. The initial input into the process will continue to be executed by individuals in the departments, colleges, and other units. Candidate activities for consolidation include:

- Benefits administration
- Benefits enrollment
- Payroll administration
- Leave-of-absence processing
- Personnel records maintenance
- Accounts payable (general and student)
- Accounts receivable (general and student)
- Travel-expense processing
Global administrative activities, including those that should be managed with a cross-functional perspective, should also be considered for consolidation. Examples include:

- Risk management
- Real estate management
- Performance measurement
- Change management

2nd Priority Recommendations

3.2.3 Evaluate the potential for partnering with other institutions or organizations. An alternative to defining a process as a core competency and consolidating its delivery is to partner with other organizations. This option allows the University to share the costs of performing the process, capitalizing on scale economies as well as the expertise of its partner(s), without completely losing control of the process. In addition to the considerations outlined in 3.2.2, it is desirable to partner for service delivery when:

- The activity contributes little to the quality of decision making, as perceived by customers. Typically, these are transaction processing activities.
- There is potential to reduce costs or improve quality.
- There is a need to invest significant capital to modernize equipment, facilities, or technology.
- There is minimal institutional risk in losing control of the activity.
- There are few opportunities for employee advancement.

Examples of activities to consider for partnering include:

- Benefits enrollment
- Civil Service testing
- Systems-application development

3.2.4 Evaluate the potential for contracting certain administrative activities to outside vendors. The same considerations as outlined in recommendation 3.2.2 and 3.2.3 apply. Activities that are not good candidates for consolidation or partnering may be candidates for outsourcing. Some examples include:

- Payroll administration
- Civil Service testing and register maintenance
- Benefits enrollment
- Records management—archiving and purging
- Information technology infrastructure development
- Systems-application development
- Information technology help desk
- Project management
Recommendation 3.3 - Redesign core administrative processes.

1st Priority Recommendations

3.3.1 Adopt a process-oriented organizational view, recognizing that administrative processes are directed toward the delivery of service. Align management responsibilities and the organization of the business affairs, human resources, and administrative information technology personnel in accordance with this view. Establish policies and procedures to simplify processes, increase efficiency, and improve quality in the delivery of services. Use cross-functional management teams for cross-functional processes. Clearly delineate administrative responsibilities and accountability.

3.3.2 Standardize processes where appropriate. Central to the University’s overall mission, is the idea that the University of Illinois should operate as a cohesive system rather than three independent campuses. An important foundation for achieving this cohesion is the standardization of administrative processes to the extent possible and where appropriate.

To achieve maximum process standardization, the University should identify the specific campus differences in current processes. Where differences exist, analyze why they exist and determine whether there are legitimate and compelling business reasons for them to remain different.

3.3.3 Analyze and re-engineer process flows. Perform business process analysis on all core-competency functions. For shared-service and/or redundant processes, consider first consolidation and then standardization of business rules. Re-engineer the business processes to take advantage of redesign efficiencies and enabling technology. Eliminate unnecessary approvals. Challenge inappropriate legislative and internally imposed requirements. Make the best use of technology.

3.3.4 Use technology to eliminate duplicate data entry, reduce paper, create automated workflow, manage documentation, prevent errors and procedural violations, and provide the information necessary for people to fulfill their responsibilities. Use automated workflow capabilities to route information, approval requests, and other work to be performed to the appropriate individuals. Increase use of electronic forms. Capture data once, at the source. Build business rules into applications, which can help prevent erroneous entries, prevent incomplete steps, and flag exceptions. Use document-management software to electronically archive documents and provide access to stored documents. Provide access to process-related data through central repositories, such as datamarts or warehouses (as discussed in Strategies 5 and 6).
**Strategy 4**

Insure that the organizational structure supports the University's administrative strategic direction.

**CURRENT STATE:** The current organizational structure of administrative operations has evolved over time and is based more on geographic boundaries than on process flow. Customer service is not always a priority.

**FUTURE STATE:** As processes are analyzed and redesigned, appropriate changes are made to the administrative organizational structure to maximize efficiencies and enhance services to academic units.

**COMMENTS:** Changes to the organizational structure should be considered and implemented only in close consultation with the Chancellors and Provosts, with the goal of reaching consensus.

Strengthen existing structures rather than developing new ones. For example, the IT function and its management should evolve within a restructured AITS.

Centralization/consolidation of administrative services should not be done at the expense of customer service.

Recognize that change must be a cooperative effort and involve academic units in decisions regarding changes in processes that affect their operations.

Encourage interaction between staff in all areas. Do not establish dual reporting lines for campus personnel.

Be mindful of the directive to reduce administrative costs.

**Recommendation 4.1 – Overall Organizational Structure**

1st Priority Recommendation

4.1.1 The University's organizational structure should embody leadership and accountability and should facilitate teamwork. Processes should be coordinated across campuses and across functions, as appropriate. To the maximum extent possible, responsibility to execute activities within a process should be assigned to the line (college/departmental) level. Accountability, regardless of location and level, needs to be clearly defined. The quality of service should be evaluated using appropriate performance measures. Data on performance should be collected from the campus customers and reported to the President through the Chancellors. (Strategies 2, 3 and 7.)
Recommendation 4.2 – Human Resources

1st Priority Recommendations

4.2.1 Establish a strategic planning function within the human resources organization that includes close consultation with the Chancellors. Some specific responsibilities might include developing employee relations strategies, monitoring and analyzing trends in higher education, developing human resources communication strategies and human resources information systems.

4.2.2 Provide assistance for units to improve their employee performance measurement and evaluation programs. Advice should be provided on managing performance systems, including general performance ratings, customer satisfaction ratings, and individual goal attainment. These activities should be closely coordinated between the human resources offices and the training programs. (Strategies 1 and 7)

2nd Priority Recommendations

4.2.3 Strengthen the recruiting service function within human resources for academic professional and staff employees. Where it best meets the needs of the campus units, these efforts should be coordinated across the University. For example, there could be coordinated recruitment for hard to fill positions, increased assistance with recruitment planning and search procedures, and maintenance of an applicant skills bank or application clearinghouse. (Strategy 1)

4.2.4 Explore the feasibility of reorganizing operations in areas with heavy transaction processing loads to determine if such reorganization would improve customer services and increase the efficiency of the operations. Examples of areas to which this approach could be applied include Civil Service examination development, record management, and benefits administration. (Strategy 3)

4.2.5 Explore a competency management model for human resources. Elements of this model include skill definition and tracking, training, and alignment of classification, compensation and incentive programs to support competency objectives. Campus level participation in reviewing, recommending and then, if approved, planning and implementing the model, is essential. These activities should be closely coordinated with the campus training functions. (Strategy 1)

4.2.6 Strengthen the training and performance management functions in the human resources offices. Currently, training activities are largely campus driven and, in Urbana, exist as a somewhat stand-alone operation without a reporting line through human resources. Potential training activities are outlined in Strategy 1.

4.2.7 Expand campus program offerings in employee morale and assistance programs. In order to insure employee trust in the confidentiality of the programs, the employee assistance/counseling functions should remain separate from the human resources offices. Educational programs in such areas as employee morale, and employee health and welfare should be coordinated between the human resources, training and employee assistance functions. (Strategy 1)

4.2.8 Strengthen the policy administration function within human resources. Insure that Civil Service policies are consistent across the campuses and provide a
mechanism for sharing information on academic personnel policies across the campuses.

4.2.9 Explore the value of an internal consulting group within human resources. One model is to have mobile staff with specialized knowledge move from project to project and campus to campus. Another approach is to use an internal consulting model similar to those at Purdue and Northwestern, where human resources consultants are assigned on a permanent basis to major organizational units to serve as first line contacts for human resources issues.

Recommendation 4.3 - Business and Finance

1st Priority Recommendations

4.3.1 Establish a central accounting function to perform University accounting activities. Reporting to the Associate Vice-President for Business and Finance, this function should be responsible for all general accounting activities, including ledgers, cash receipts, chart of accounts, processing journal entries, data control, data entry, disbursement, property accounting, and accounting systems management. As recommended in Strategy 3, business processes should be evaluated for consolidation, partnering, or outsourcing. Organizational changes should be considered and implemented only in close consultation with the Provosts, with the goal of reaching consensus. (Strategy 3)

4.3.2 Organize business and finance transaction-based operations to optimize processes and take advantage of alternative service-delivery mechanisms. Examples include accounts payable, payroll administration, travel-expense reimbursement, and records management. Operations should be reorganized according to the service-delivery mechanism, keeping in mind the principle that service operations must be accountable to the campuses and should remain as close to the customers as possible.

4.3.3 Establish a strategic planning function within the business and finance organization that includes close consultation, collaboration, and cooperation with the Chancellors. Some specific responsibilities of the business services strategy sub-unit might include trends analysis, risk management strategy development, process reengineering, and participation in development of performance metrics (Strategy 3). Expand business-services program offerings in the areas of business planning, risk assessment, and financial planning. The focus of unit activities should be on quantitative and business analyses to assist University and campus units in evaluating business alternatives.

2nd Priority Recommendations

4.3.4 Consolidation by using shared service centers may be a suitable approach for processes such as accounts payable (general and student), accounts receivable (general and student), payroll administration, travel-expense reimbursement, records management, and leave-of-absence processing. Consolidating these activities would eliminate positions on the current campus organizational charts and create new responsibilities at the centers. Payables and receivables functions may still require local offices to serve walk-in customers. The centers should probably report to the Associate Vice-President for Business and Finance. (Strategy 3)
4.3.5 Consider establishing “Centers for Excellence” for activities such as grants and contracts management and project management.

4.3.6 Consider business partnering to perform certain processes in alliance with other companies or institutions. The impact to the organizational structure would depend on the relationship established with the partner. For example, would one or both organizations perform the activities? (Strategy 3)

4.3.7 Consider outsourcing as an option for activities not suitable for consolidation or business partnering. Payroll administration, travel-expense reimbursement, and records management are among the candidates for outsourcing. (Strategy 3)

Recommendation 4.4 - Information Technology

1st Priority Recommendations

4.4.1 Management of the university-wide administrative information systems functions requires a direct reporting relationship to both the Vice President for Business Affairs and the Vice President for Academic Affairs. This structure insures that the administrative systems affecting students and academic units will be accountable to those customers.

The administrative information technology organization should be realigned from a technically oriented structure to a process-oriented structure. Recommendations in Strategy 5 define a need for strengthened executive leadership of the IT function and the integration of IT processes performed across multiple units and locations. As noted in Strategy 5, the function is best served with the active involvement of campus CIO’s coordinated through the University-level Information Technology Council which includes the campus CIOs, UA CIO (or AITS Director), provosts, VPBA, and VPAA (Chair).

Recommendation 4.5 – Contract Management

2nd Priority Recommendation

4.5.1 A cross-functional contract management team should be established to manage outsourcing and oversight activities for administrative computing applications to insure that external vendors are accountable. This team should include individuals representing administrative functions in campus academic units as well as human resources, business and finance, and information technology. (Strategies 1, 3 and 5)

Recommendation 4.6 - Information and Knowledge Management

1st Priority Recommendation

4.6.1 The information and knowledge management function should have a strong link to the training and performance function to insure that administrative employees can easily access University information.

2nd Priority Recommendation

4.6.2 An information and knowledge management function should be created within the reorganized AITS. (Strategy 6) The primary objective should be to integrate,
manage and deliver institution-wide information resources for administrative services. There should be representation from campus academic units, human resources, business and finance, and student systems. (See 4.4)

Recommendation 4.7 – Customer-Service Centers

1st Priority Recommendation

4.7.1 Examine the feasibility of addressing common service needs via a customer-service center approach. Customer service centers may be located at the campuses or may be walk-in points of service delivered from a central location. Location is a consideration only in the context of what will best meet the needs of the service recipients. Campus customer service centers should not be removed from the campuses without close consultation and collaboration with the Chancellors.

Recommendation 4.8 - Strategic Planning and Organizational Performance Measurement

1st Priority Recommendation

4.8.1 The University's administrative organizations should be held accountable for delivering high quality services. Strategic planning for administration should focus on identifying and implementing tactics that improve services. The quality of service should be evaluated using appropriate performance measures. Data on performance should be collected from the campus customers and reported to the President through the Chancellors.
Strategy 5
Implement an institution-wide approach to using and managing information technology.

CURRENT STATE: The University's IT function is distributed among the campuses and the University Administration (UA). Responsibility for enterprise-wide systems development, services, and support rests in the UA-controlled Administrative Information and Technology Services (AITS). Responsibility for systems development, services, and support for campus networks, communications, and academic computing rests in each of the campuses.

FUTURE STATE: The UA IT function is structured to provide for the development and support of enterprise-wide administrative systems for all campuses and to coordinate policy and standards pertaining to the University-wide IT infrastructure. On each campus, the IT function includes systems development, services, and support for networks, communications, academic computing (including library systems). Campus responsibility also includes policy and standards specific to the campus. Each campus and the UA has a Chief Information Officer with line and staff responsibility. Each campus CIO reports only to the campus and the UA CIO (or AITS Director) reports jointly to the VPAA and VPBA. The CIOs plus the Provosts and the University Vice Presidents serve as the University Information Technology Council, chaired by the VPAA. University-wide issues are brought to this committee for resolution, though most issues are resolved by the campus CIOs. Each campus is expected to do its own planning within any University-wide guidelines established by the IT Council. University-wide information-technology programs are funded and held accountable through the Academic Affairs Management Team (AAMT), while individual campuses are responsible for funding of all local information-technology systems and programs.

COMMENTS: Significantly strengthen administrative computing within the AITS structure to address current deficiencies.

Recognize the complexity and magnitude of academic computing and do what's possible to join those strengths to administrative services while leaving control for academic computing at the campuses.

Leverage discounts on hardware and software purchases for administrative and academic computing.

Shared service centers/outsourcing partnerships for administrative computing should be pursued only when customer service is not at risk. The service providers should be accountable to those they serve. Encourage interaction between staff in all areas. Do not establish dual reporting lines for campus personnel.
Recommendation 5.1 - Create and utilize a University-wide Information Systems Plan (ISP) to guide future administrative technology efforts.

1st Priority Recommendation

5.1.1 To create and maintain a consistent direction among many different but overlapping user communities, the University should provide guidance to determine requirements, manage expectations, maximize the use of limited resources, and achieve desired coordination. The University-wide Information Systems Plan should focus on University administrative functions and not technology. The ISP should conform to the University’s strategic plan and identify the key future business requirements for each major administrative process. The plan should be regarded as a continuously evolving document and not as a one-time effort. The ISP should forecast technology direction for three to five years and contain detailed implementation plans for a rolling 12-month period. Therefore, the plan should be revisited annually and adjustments made for changing business conditions, evolving user requirements, completed development efforts, and changing technology.

The University’s ISP should provide direction on what needs to be accomplished and when to accomplish it. The first step of any project resulting from the ISP should be to determine specific implementation activities (process, organization, and technology). The plan should address the University’s administrative support systems that enable the administrative processes. Currently, these systems range from custom development of mainframe applications to development efforts for current-generation client-server applications. This diversity leads to a range of concerns, including the degree to which a given application can support the current and future requirements of an administrative process, cost-effectiveness of maintaining a particular system and its associated infrastructure, and the consistency and frequency of data integration between applications. The University’s ISP should address how this diversity of administrative support systems will work effectively.

Implementing the ISP would result in a well-defined sequence of projects with reasonable completion timeframes. Each project should be clearly assigned to the responsible University organization for further development and implementation. Organizations assigned responsibility must assume accountability for the successful implementation of these initiatives.

Developing consistent guidelines for technology infrastructure should be part of the ISP. These guidelines should standardize University technical policies for networking, server hardware, and database infrastructure/support. These guidelines should support the technical requirements of the functional administrative requirements.

Creating the University’s ISP involves gathering data from different process owners, each with differing perspectives, and then agreeing on common goals and approaches. The successful completion of this effort in a reasonable timeframe requires active executive-level University sponsorship at the Policy Council and Information Technology Council (proposed in Strategy 5.2.1) levels.
Recommendation 5.2 - Coordinate the University's administrative information systems organizations with information systems processes.

1st Priority Recommendation

5.2.1 The University should address deficiencies in consistency and coordination throughout its information technology structure, including reorganization where appropriate. The University should transform its administrative IT organization from a technically oriented structure (i.e., mainframe and client-server groups) to a process-oriented structure, as represented by the following organizational framework. In the proposed model, each unit of the University-wide IT department would focus on one or a combination of the major IT processes.

Strategic Planning. This unit would be responsible for creating and maintaining the University’s ISP and overseeing the alignment of the various technology initiatives within the University. IT leadership would head this unit, with assistance from a high-level University-wide Information Technology council. At a minimum, the Information Technology Council should consist of the Vice-Presidents, Provosts, UA CIO (or AITS Director), and campus CIOs. It would be chaired by the VPAA. This combined group would also oversee the progress of major projects.

Application Development and Implementation. The application-implementation unit would be a project-focused unit. The strategic planning group would identify technology opportunities within the University’s ISP. The application-implementation unit would form a cross-functional project team of management, key users, developers, and others with key expertise to implement a solution satisfying end users’ business requirements. The team would be responsible for creating a business case, obtaining approval, performing custom development or commercial application implementation, developing interfaces or conversions, and training the end users.

Applications and Systems Support. The application and system support unit would begin to interface with the application-implementation division during testing, conversion, and training of a systems project. The application-support unit should be the primary point of contact for user inquiries. End users should be able to contact one office for application, data, network, and desktop support. This arrangement would provide a single point of contact for end users and allow the support unit to triage inquiries.

Technical Infrastructure Design and Support. The technical infrastructure unit would be involved in three primary areas. First, they would assist the strategic planning group with the continual evolution of the ISP and the technical architecture needed to support the user requirements. Second, the infrastructure unit would provide deep technical assistance in hardware, network, and server software (including database administration) to allow an application-implementation team to deploy the selected application effectively. Third, they would be responsible for the ongoing maintenance and support of the production systems, including hardware support, network support, database administration, and other nonapplication maintenance.

Administration, Including Change Enablement, Training, & Communication. A critical component of any successful long-term technology implementation is enabling employees to best use the new systems and processes.
This function should not simply exist during end-user training but as a component of the entire application-implementation team. This team should consist of specialists who coordinate with the University’s human resource organizations to assist in the successful deployment of new technology.

Recommendation 5.3 - Require a well-designed business case and project plan for major IT projects.

A significant number of users believe that the lack of clearly defined goals and comprehensive project plans characterize University IT projects. This lack of definition encourages continual scope changes and unrealistic expectations. This approach often yields systems that do not achieve their intended capabilities, are late or never completed, or are significantly over budget. The application implementation unit should complete the steps listed below as part of the planning for every project.

1st Priority Recommendations

5.3.1 Comprehensive Business Case. The end-user sponsors of an administrative business system should work with the application-implementation project manager to develop a comprehensive business case for the requested system. The analysis should include a detailed economic breakdown of total estimated development and production costs for a reasonable timeframe (usually three to five years). Whenever possible, the project team should quantify benefits gained during this timeframe. This business case should be used along with the proposed project plan as the basis for funding approval. During implementation the Information Technology Council should periodically compare the business case project budget to actual expenditures.

5.3.2 Project Risk-Management Review. The project plan should contain a risk-management component. The project team should anticipate the risks for the project and present plans to mitigate those risks. During the project, there should be periodic risk management reviews. These can range from project reviews by an external consultant to formal reviews by members of the IT Council.

5.3.3 Licensing-Versus-Development Decisions. The University should formally adopt a policy that states that the standard practice will be to license commercial software packages, rather than create custom software, to meet administrative system requirements. In private industry, custom development efforts are now typically reserved for applications that affect the company’s core business or that achieve measurable business advantage. Commercial applications are used when the goal is to lower operating cost rather than increase company revenue.

An extension of this policy would be to implement the selected packages with as little modification as possible. In general, custom extensions or modifications to commercial applications are expensive. To implement this approach successfully, the University should (1) conduct a thorough process review before selecting an application to ensure requirements are identified and (2) perform a gap analysis to identify a given application’s shortcomings. The University should deviate from this approach only when the modification is essential to meeting a fundamental business requirement.

5.3.4 Project Ownership. Once the project has been approved, the development budget for the effort should be allocated to the administrative unit requesting the application. The administrative unit should then have the option of selecting
external consultants for all or part of the implementation project. Long-term support requirements of vendor-supported systems should be considered when selecting outside services. At the same time that the external consultants are being solicited for project proposals, a cost estimate from the application development and implementation unit should be submitted for their support activities. The administrative unit can then evaluate the various proposals for relevance of project approach, credentials, and costs, and then select the appropriate group to implement the requested application. For a transitional period, the University should consider subsidizing the application development and implementation group to make it competitive with potential external consultants.

2nd Priority Recommendations

5.3.5 Success Criteria and Performance Metrics. In addition to economic considerations, the business case should clearly identify the criteria that will be used to evaluate the successful completion of the project. The functional areas that will be measured should be identified, along with the method of measurement and the target value for each measurement.

Many of the University’s technology projects are large, multi-year development efforts. The IT Council should receive regular updates of project status based upon project-development criteria.

5.3.6 Business Case Review. The University should require an independent review of the business case for all technology projects for which total development costs exceed an established threshold (e.g., $2 million). This review should provide an additional level of confidence regarding the accuracy of a submitted project budget. The technology council should complete this review prior to the project’s approval review.

Recommendation 5.4 - Use a consistent approach to project management, project planning, and systems implementations.

Because the University does not currently use a consistent methodology, project roles and responsibilities are unclear, implementation tasks differ, and accountability is not established. The University does not efficiently capture and take advantage of the “lessons learned” on large development projects. The CIO should require the performance of steps listed below on every development/implementation project.

1st Priority Recommendations

5.4.1 Phased Project Work Plan. Many of the University’s development projects are multi-year efforts with long analysis and design phases. When finally completed, the systems often do not meet the evolving business requirements of the University or are delivered late due to unrealistic timeframes. The University should utilize a Rapid Application Development (RAD) methodology. Each project team should be trained in RAD and develop a specific work plan that incorporates key RAD elements. The joint project team of developers and users should also target major functionality releases on a periodic basis. A reasonable target for other businesses has been every six months.

5.4.2 Project Team Skills Assessment and Training Plan. The University faces a significant educational challenge for its technology employees as legacy systems
are phased out or replaced. Everyone in the technology organization should be
tained on an annual basis with regard to emerging baseline technologies such as
client-server, networking, and relational databases. Additionally, a project
development team should receive specific instruction in the technologies selected
for a specific project. The University should also supplement the project teams
with external technical experts to manage risk and perform knowledge transfer.

5.4.3 Project Team Plan. The development project teams should be cross-functional
teams comprised of technical people, key users, process owners, and executive
sponsorship. The overall project manager should be assigned from the
administrative unit requesting the application, with close support from an
information technology project manager. The overall project manager must have
direct project management experience or complete a training program before
assuming the management role. The project team plan should list the skills and
competencies required to successfully complete the project, along with the
minimum time commitments required by each project team members.

5.4.4 Decision-Making and Conflict-Resolution Process. The successful completion
of any technology project depends on clear and timely decision making and
conflict resolution. University projects must effectively balance the University’s
culture of consensus building with the empowerment that project teams require to
complete projects within the project plan schedule and cost. The IT Council,
executive sponsors, and project managers should formally establish a decision-
making process and conflict-resolution process for each project before it starts.
This process then should be followed and supported throughout the project life
cycle.

Recommendation 5.5 - Fully implement distributed on-line transaction processing to
complete enterprise-wide business and human resource transactions.

Several legacy systems are old and inflexible, and cannot be modified to meet the changing
business requirements facing University and departmental managers. The most notable examples
are the payroll system (Paymaster), the general ledger (UFAS), and the budgeting system (Budget
Planning System). Such critical functions as human resources management and sponsored
programs (grants management) are supported by systems that were not specifically designed for
those purposes.

User interfaces have been developed internally using client-server technology to improve the
efficiency and reduce the cost of processing transactions within these systems. This approach has
been described as an interim tactic to improve the legacy systems until they can be replaced.
Because our processes were not examined for opportunities to reengineer practice, these
applications and the background systems fed by them must be regarded as candidates for
replacement.

A potential pitfall in evaluating and selecting new vendor systems is assuming that powerful
internal toolsets will permit major customization of the systems with few or no implications for
implementation or maintenance cost. Customization requires development effort that is expensive
and time consuming. Major customization likely will require more development effort at
subsequent releases of software upgrades.

A structured process should be followed in assessing business requirements for new systems.
Buy/build analyses should be conducted. Multi-functional teams comprised of process owners
and end users should be assembled and empowered to conduct the structured analyses.
1\textsuperscript{st} Priority Recommendations

5.5.1 Buy-versus-build decisions regarding applications software should lean heavily toward the purchase of vendor-developed systems. The market for commercially produced software tailored for use in higher education is not fully mature, but it is maturing rapidly and delivering cost-effective results.

5.5.2 The University should resist the temptation to simply automate existing systems as it examines new system products. Re-engineering or rethinking the basic business processes and altering them where feasible in accordance with process "best practice" and specific internal requirements should precede software selection.

2\textsuperscript{nd} Priority Recommendation

5.5.3 Desirable replacement-system characteristics include distributed-processing capabilities, a common user interface, and the ability to incorporate key business rules. Several Enterprise Resource Planning systems (ERPs) are marketed to serve the needs of corporate and university managers. Vendors such as SCT, SAP, PeopleSoft, and Oracle are leaders in the development of products offering integrated business solutions. It is recommended the University adopt an ERP approach for its major administrative systems.

Recommendation 5.6 - Guarantee full employee access to the University network.

All three campuses operate high-speed data networks supporting academic and administrative computing and general Internet access. With the implementation of the client-server interfaces, network routing of many major business/HR transactions has become a processing standard. Accounting transactions that feed UFAS currently cannot conform to this standard, but the future replacement of the GL system and other legacy systems should emphasize distributed workflow capabilities.

1\textsuperscript{st} Priority Recommendations

5.6.1 All administrative staff must have easy access to technology from within the work environment. Even those employees who do not regularly work in an office should have access to a networked workstation through kiosks or other general access sites. Universal employee network access increases efficiency, reduces costs of salary and benefits administration, improves training-delivery capabilities, and improves employee productivity and morale. From the employee perspective, workers receive faster service delivery, better communications, and potentially more services.

5.6.2 Guaranteeing access to the network entails ensuring that properly configured workstations of the required type and power are available to all employees. The University should institute measures that ensure machines are upgraded or replaced as necessary to maintain appropriate service delivery. The average replacement cycle for desktop computers ranges between three and four years.

Recommendation 5.7 - Employ technology that enables University-wide access and sharing of information to improve University decision making and knowledge sharing.
A significant goal of the University is to continue evolving as a community of knowledge workers who are proficient computer users, supported by adequate workstations, network connections, and easy access to data and information.

An important objective in developing a high-quality information management environment is the elimination of the need for redundant local systems. These shadow systems entail dual data entry and regular reconciliation of local data with enterprise system data. Shadow systems are a significant drain on productivity. The need for and value of some local systems will continue indefinitely, due to the diverse nature of departmental outputs and management approaches. However, departments should not have to develop systems or databases to compensate for deficiencies in enterprise-wide systems.

1st Priority Recommendation

5.7.1 The University should implement a comprehensive information management system, including an enterprise warehouse. The warehouse should enable end users to obtain useful data (both financial and nonfinancial). To be useful, the data should be timely, accurate, easily accessible, and in a format that can be manipulated by the end user. To achieve the goals for this initiative, the University should first focus upon assessing information needs. During the design phase the University should concentrate on validating consumers’ information needs, examining key business processes, developing process recommendations, establishing agreement on informational needs with end-users, and creating a system-implementation plan to develop the conceptual architecture to support the new business processes.

2nd Priority Recommendation

5.7.2 As part of the information management initiative, the University should also implement technology that allows for University-wide sharing of information. To be successful, the technology must be flexible enough to support critical knowledge-sharing features (e.g., GroupWare, document management) and must entail a mechanism for ensuring that, once implemented, the tool is actually used. Key characteristics of a successful knowledge-sharing infrastructure include:

- Implementing technology that links the entire enterprise so that the whole organization can utilize knowledge sharing effectively.
- Rapidly deploying technologies that are collaborative and human-centered so that knowledge sharing tools are simple to use and meet customer needs.
- Implementing technology that creates closer ties to customers and creates an institutional memory that can be continuously used and leveraged by the organization.
- Implementing technology that is smart and real-time to ensure that the knowledge being created can be easily utilized and updated.

Recommendation 5.8 - Evaluate the potential for migration to shared-service centers or outsourcing partnerships for selected IT support.

University end users believe there is a lack of high quality and timely support for the current technology and application infrastructure. The University support services should be significantly more effective. A flexible approach toward support is recommended. There are differing types of support and unique issues with each. Recommendations have been grouped into four major categories.
1st Priority Recommendations

5.8.1 User Applications and Data. The support for specific applications and data requires an intimate knowledge of the University, its policies and procedures, and relationships between applications. University employees who are familiar with these issues and can directly support the requirements of the end users best accomplish this service. These functions should remain the responsibility of University information technology organization. However, the support staff should be accountable to the organizations they serve.

5.8.2 Customer-Service Focus. End users often can not trace a system problem to the source. However, an individual with a broad understanding of a specific application, desktop computer, and networking should be able to assist with most issues. The University should create a primary point of contact for all users within specific areas of the University. That point of contact would most likely be a customer-service representative from the University’s technology organization. This role would provide the knowledgeable personal support that is essential for effective technology use. The University organization that is being supported will provide feedback on the representative's performance.

2nd Priority Recommendations

5.8.3 User Technology Infrastructure. Many user questions concern desktop computer and networking issues. These issues tend to be relatively minor and consistent across different user communities. Therefore, the University information technology organization should consider creating campus-focused service centers or outsourcing arrangements for network and technical issues. See Strategy 3 for a description of the shared-service center and outsourcing concepts.

5.8.4 Central Technology Infrastructure. A performance-based service arrangement with the service partner generally assists in creating a reliable server infrastructure and should be employed where appropriate.

Recommendation 5.9 - Standardize on common technical infrastructure platforms and applications for administrative systems.

The University has many different technical environments, including multiple network protocols, varying relational database applications and environments, and even different e-mail systems. The University IT organization should develop standards for some areas and guidelines for others. These recommendations should then be adopted throughout the entire University.

2nd Priority Recommendations

5.9.1 Hardware. The University should establish a short list of acceptable options for different classes of hardware. For example, a database project with significant University-wide impact, such as a data warehouse, should be selected from a very short list of vendors. However, a departmental subsystem with little University-wide impact may be selected from a larger group of vendors.

The University should also consider the effective life of desktop computers in relation to the applications being implemented. Succeeding versions of client-server applications often require greater desktop performance. A possible
alternative to continual upgrade programs may be leasing desktop and laptop computers on a two-year replacement cycle.

5.9.2 **Server Software.** The University should migrate to a common set of core software applications. This recommendation applies for desktop applications such as e-mail, and communications. The same recommendation should apply to future University administrative applications. The University is currently implementing a number of different applications for various needs. These applications were selected for richness of specific functionality but will require significant interfacing for seamless data and workflow integration. A formal business case would assist the University in selecting implementation paths.

5.9.3 **Networking.** The University should develop plans to adopt one networking standard. The network should be examined for fault tolerance and potential performance enhancements. One group should perform the design and modification of the various campus networks because changes to one architecture can have downstream effects.

5.9.4 **Security.** The University technology organization should develop baseline security guidelines. Organizations with computer servers should review their security configurations against these guidelines. Any identified weaknesses should be quickly addressed. In the longer term, the University should have an external security audit completed. This audit's finding should be considered in developing long-term guidelines.

The preceding recommendations, if implemented, would allow the University to establish an enterprise-level "standard" computing environment that would support the most common activities performed by faculty and staff on a day-to-day basis. The environment would also support layers of specialization to serve unique needs of departments and many esoteric needs of individual faculty members in each department. Success of this model depends on creation and support of the baseline environment, and the deployment of network administrators or unit consultants in all major units. These administrators/consultants should report directly to the unit heads.
Strategy 6
Enhance decision making and performance improvement by creating and sharing organizational information and data across the University community.

<table>
<thead>
<tr>
<th>CURRENT STATE:</th>
<th>Current systems do not provide easy and timely access to data and do not provide consistent data definitions.</th>
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</thead>
<tbody>
<tr>
<td>FUTURE STATE:</td>
<td>Data elements are well-defined and readily available to appropriate users at all levels.</td>
</tr>
<tr>
<td>COMMENTS:</td>
<td>Avoid creating an additional administrative structure for this function by using campus information offices to spearhead the process and by placing the function in the restructured AITS. Provide the needed data to users on a real-time basis and in a format that is easily accessible and easily manipulated. Coordinate implementation of the information management system with the development and implementation of the new systems. For example, as a new procurement system is being designed and implemented, the warehouse application for that data should also be designed and implemented.</td>
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Recommendation 6.1- Establish an information management process.

Information collection and distribution is a process that crosses functional and geographical boundaries. Successful implementation of an information management environment will require an enterprise focus and dedicated resources that are designed and organized specifically to meet institutional objectives.

1st Priority Recommendation

6.1.1 The University should carefully consider who would serve as the guiding body for the information management function. Naming a senior executive in charge of the information management process would demonstrate the importance of and commitment to this process as central to the strategic direction of administration.

2nd Priority Recommendations

6.1.2 An information management function should be implemented with the principle objective of integrating, managing, and delivering enterprise-wide information resources for supporting administrative decisions. Information management should be driven by business needs. It should seek and respond to input from major functional areas, such as human resources, business functions, and student services. At a minimum, the information management function’s responsibilities should include: (1) identifying the users’ organizational and data information
needs, and defining appropriate links across processes; (2) defining data standards and protocols for access; (3) creating and managing data structures; (4) creating reports and other decision-support services; (5) maintaining website and other resource content; and (6) providing training and education for end users.

6.1.3 The resource commitment for support of the information management environment should reflect the need for regular, ongoing support of development and production activities.

Recommendation 6.2- Increase the usefulness of systems information.

Efforts must be made to increase reliability of information captured in the University's information systems. Enhancing the reliability of information includes increasing its accuracy, timeliness, and accessibility.

1st Priority Recommendations

6.2.1 Conduct a thorough review of the independent support systems throughout the University, including colleges, departments, and other independent units (e.g. grants and contracts office(s), auxiliaries, the Medical Center) to identify business drivers and reporting needs. In conjunction with this review, assess the use of reports currently generated by central systems. Assessment should include profiles of user roles, data-access requirements, and operational expectations. This information should be used to define success factors for the information management environment.

6.2.2 Implement an enterprise-wide systems solution to provide continuity and consistency of data, and reduce the cost of operating and integrating disparate systems. Strategy 5 addresses this recommendation in more detail.

6.2.3 Implement an integrated information warehouse as part of the information management environment. Strategy 5 addresses this recommendation in more detail.

6.2.4 As often as possible, implement real-time updates within information management systems in an effort to increase the usefulness of information.

6.2.5 Implement processes and procedures that ensure data standards are defined and documented.

Recommendation 6.3 - Improve the environment in which information management services are provided to end-users.

Establish organized and structured knowledge-sharing mechanisms that provide information to employees that need to know and allow employees to access information they would like to know.

1st Priority Recommendations

6.3.1 Utilize an Intranet approach as a user-friendly source from which employees can access information related to administrative processes and issues. For example, including web pages dedicated to communicating the status of core projects or policy-and-procedure changes will help decrease e-mail distribution and
associated information overload. Consistent with providing useful information, the Intranet must be current and its content important to its users.

6.3.2 Create an information-resource contact point for individuals seeking information. Examples of such resource services include establishing a help-desk position to answer information inquiries, creating a catalogue directing employees to the appropriate information resources, and coordinating user training for data-access tools.

6.3.3 Focus development efforts on user-friendly reporting tools and report interfaces for executive information and decision-support systems.

6.3.4 Exploit the information management environment by promoting knowledge sharing through such mechanisms as databases and forums for sharing information. Examine a range of communications mechanisms to identify opportunities for knowledge sharing.
## Strategy 7
Implement performance-measurement systems that are aligned with the University’s administrative goals and strategies.

<table>
<thead>
<tr>
<th>CURRENT STATE:</th>
<th>Performance measures are not available for all administrative functions and when they are available, they are not always used consistently to identify processes that require improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FUTURE STATE:</td>
<td>Simple, easily applied performance measures are used to assess the effectiveness of administrative systems and services. These performance measures have not created a cumbersome and costly evaluation system.</td>
</tr>
<tr>
<td>COMMENTS:</td>
<td>Recognize the importance of customer feedback as a measure of performance. Establish goals that are a true reflection of expected performance and that can be easily monitored.</td>
</tr>
</tbody>
</table>

Recommendation 7.1 - Develop key performance measures for the university’s administrative organization.

A small, balanced set of measures addressing quality, cost, and timeliness should be developed for the spectrum of administrative processes. Responsibility for establishing administrative performance measures rests with the President, Vice-Presidents, Chancellors, and Vice-Chancellors. However, successful development of performance metrics cannot be accomplished without participation from multiple stakeholders within the administrative organization. The following tactics help to achieve balanced measures:

2nd Priority Recommendations

7.1.1 Involve core stakeholders in the development of administrative performance measures to achieve a broad perspective from which the best ideas can be chosen. Taking a formal, systematic approach increases the chances that the best ideas will be implemented. Core stakeholders include employee customers and both internal and external vendors. High-performance organizations solicit input from the stakeholders and communicate to them the rationale for their decisions.

7.1.2 Align administrative performance measures with strategy and business processes. Tracking a small set of balanced performance measures enhances the ability to meet goals.

7.1.3 Compare performance with the “competition.” By keeping in touch with the competition, an institution receives valuable input on which performance measures will predict success and which will not. The University must determine the competition for each of its administrative processes, determine what makes
the competition successful, and factor the results into the development of administrative performance measures.

Recommendation 7.2 - Set goals that support continuous improvement and stimulate breakthrough performance.

The purpose of performance measures is to give the University feedback on progress toward strategic goals. These goals are not static but are responsive to change. The following tactics support continuous improvement:

2nd Priority Recommendations

7.2.1 Establish goals that challenge current levels of performance. Setting goals that are considered aggressive is a characteristic of high-performance organizations. There is a positive correlation between setting aggressive targets and achieving better performance.

7.2.2 Consider the performance of outside organizations. High-performance organizations learn from best-practice companies, especially those companies that pioneer a specific process or approach, regardless of industry.

7.2.3 Secure participation from employees. Enrolling employees from all levels of the administrative organization to participate in setting goals creates consensus about the goals throughout the organization, fosters an environment where everyone takes ownership of the goals, and provides the necessary motivation for achievement and success.

Recommendation 7.3 - Communicate throughout the administrative organization those goals to which senior management is committed and the basis for that commitment.

High-performance organizations communicate a consistent message about what is important—focusing attention on long-term goals in the face of the inevitable short-term challenges. Employees respond to goals that they understand and that are clear, simple, and easy to articulate. If employees are able to articulate the organization's goals, they are more likely to adopt the goals as their own.

1st Priority Recommendation

7.3.1 Employ effective communication methods. The method of communicating the message speaks volumes about its importance. The President, Vice Presidents, Chancellors, and Vice Chancellors need to plan when and how they will discuss the University's administrative organizational goals and to make sure the delivery of the message not only captures attention but fits into the overall University administrative culture.

2nd Priority Recommendation

7.3.2 Hold managers accountable for meeting goals. When managers exhibit inconsistent behavior, every other form of communication is undermined. Accountability for promoting, achieving, and acting on performance goals should be incorporated as an individual performance measure for managers.
Recommendation 7.4 - Monitor performance measures and communicate them in a meaningful way.

Monitoring performance measures through an efficient and effective mechanism and reporting them in a useable format allows management to identify a need for action on a timely basis.

1st Priority Recommendation

7.4.1 Employ performance measures with a customer-service focus. Regularly monitor customer feedback against the unit's performance objectives and provide periodic, formal feedback to these units. Review feedback and set goals for improved performance.

Recommendation 7.5 - Require accountability to make and act upon decisions based on performance measures.

2nd Priority Recommendation

7.5.1 Measurement of performance, in and of itself, will not benefit the University. Effective performance-measurement systems begin with the administrative strategy and culminate with action based on performance results. The administration must clearly articulate its strategy, set appropriate performance measures, and act on the critical information provided by the performance-measurement system.
Strategy 8
Proactively manage the University's relationships with external entities.

CURRENT STATE:  University operations are constrained by both internal and external policies and procedures.

FUTURE STATE:   The University removes internal constraints and works with external agencies to alleviate external constraints to the maximum extent possible.

COMMENTS:      Review actions to determine when the constraints are internal and when they are external.
                Change internal policies and procedures where possible to eliminate restrictions.
                Apply internal policies openly and consistently.
                Evaluate external constraints to determine the likelihood of success in changing policies to benefit the University.

Recommendation 8.1 - Examine, evaluate, and manage the requirements of the Civil Service System.

Work within the Civil Service System to implement efficient and effective operational procedures.

1st Priority Recommendations

8.1.1  Critically examine and fully understand the Civil Service System requirements to identify areas in which the University is interpreting rules too narrowly. Train staff on appropriate rule interpretation.

8.1.2  Examine current procedures to identify areas where the University is imposing restrictions (e.g., the progressive-discipline and grievance procedures). Improve procedures in these areas to provide improved flexibility.

8.1.3  Communicate the need for Merit Board support to address University workforce issues and the need to develop and maintain a highly competent workforce.

2nd Priority Recommendations

8.1.4  Increase the use of technology to automate processes required to comply with Civil Service System and State requirements, such as testing and grading.

8.1.5  Take a leadership role to review and streamline the procedures used for class-specification development. If existing class specifications are not adequate,
develop new ones. Develop partnerships with other institutions and employing units.

8.1.6 Work aggressively with personnel in the Civil Service System and other state institutions to improve the quality of Civil Service examinations.

8.1.7 Explore the possibility of replacing the Open and Continuous Testing requirement with a more manageable alternative to reduce unnecessary testing and to maintain a current applicant pool.

Recommendation 8.2 - Examine, evaluate, and manage the requirements of other external entities.

Work with external entities to implement efficient and effective operational procedures.

1st Priority Recommendations

8.2.1 Assign responsibility to functional units, such as Human Resources or the Office of Business Affairs, to critically examine and fully understand the external environment.

8.2.2 Target excessive and burdensome requirements imposed on administrative operations.

2nd Priority Recommendations

8.2.3 Partner with other institutions to initiate change.

8.2.4 Build the appropriate business case for proposed outsourcing or business-partnering efforts and demonstrate the benefits to external agencies. See Strategy 3 for further discussions of outsourcing and business partnering.
SECTION THREE
CHANGE MANAGEMENT CONSIDERATIONS
AND NEXT STEPS
CHANGE MANAGEMENT CONSIDERATIONS

Change management is a commonly used term in today’s business environment as organizations face the challenges of bringing their people through the constant and often radical transformations in technology and other aspects of their operations that are necessary to remain competitive. Because it addresses the human impact of new ways of conducting business, the concepts of change management can be difficult to convert into effective actions. These concepts are nevertheless critical to successful implementation of ideas and realization of their full benefits because, ultimately, an organization is driven by its people.

This section, then, provides the University with considerations that address these more global, human-impact issues. This section is not presented as a strategy itself with a series of more detailed recommendations. Rather, the objective is to stress the importance of change management and to suggest a high-level structure for explicitly tackling change issues in conjunction with implementing the initiatives recommended in the eight administrative strategies. In summary, the overall message conveyed here is the following:

Acknowledge that long-term performance improvements are enhanced by the active and consistent management of the changes resulting from University initiatives.

The University’s Current Change-Management Environment

In general, the University does not include change management as a formal component of individual administrative projects. Change management is often performed on an ad hoc basis, depending upon the project team’s composition and prior change-management experience. The project team members tend to be selected based on their functional or technical knowledge, without consideration of their ability to assist in the change-management process. As a result, project design and implementation phases occur without a focus on change implications. The University has minimal organizational resources dedicated to carrying out change activities and facilitating the University’s transition to new ways of doing business.

The University is currently focusing on a series of technology improvements. As these efforts continue and the strategies are implemented, the University needs to channel more effort into the change-management process. Proper management of University transitions maximizes the success of project implementations and ensures the University’s culture continues to mature into one of empowerment, teamwork, and continuous improvement. As the University improves its business operations, it is critical to enhance the manner by which it manages the impact of these operational changes on the administrative and academic workforce.

Impact of Inaction

Based on discussions with University personnel, it is apparent that the University’s workforce is not ready for change. This appraisal is not an indication that they are unwilling to change, rather it is an indication that (1) pending changes have not been communicated, (2) employees do not have a clear understanding of what the future will look like, and (3) it is not easy for them to see how they fit into the future administration.

Personal transitions are defined as the psychological processes individuals go through to come to terms with a new situation. With the University’s current and future initiatives, personnel will face numerous personal transitions that relate to potential job losses, overcoming anxiety and resistance, and adopting new values and attitudes regarding a change in process or structure.
By developing and implementing a focused and systematic approach to manage change, the University significantly enhances the likelihood that future projects will include the necessary ingredients for successful organizational and personal transitions.

Global Recommendation

The University should adopt a focused and systematic change-management approach as a significant component of all major projects. Because change is complex and situational, it is critical that the University adapt its change-management approach to individual project situations.

This section outlines the eight critical elements of a change-management approach. The University should use these concepts as the foundation for a customized plan that meets the unique needs of a particular project situation.

To ease both the organizational and personal transitions, the University should consider and address the eight critical elements of change on both current and future University project initiatives. These elements are defined as follows:

1. **Current state.** Develop a snapshot of the administrative process or function as it is today and in terms of change readiness.

2. **Future state.** Develop a vision of the future for the administrative process or function—"where do we want to be."

3. **Change architecture.** Define the nature and sequence of specific change activities and create the appropriate infrastructure necessary to facilitate the change process.

4. **Communication.** Build awareness of change-management goals, update administrative personnel on change progress, and encourage collective ownership of the change process and change outcomes among the affected personnel.

5. **Performance management.** Align human resources processes (for example, recruiting, training, measuring, and rewarding) within the new environment to foster behaviors that support the performance metrics of the business vision.

6. **Cultural alignment.** Assess the impact of the change process on the current culture and begin fostering new cultural values and behaviors to support the business vision.

7. **Leadership capacity.** Align the values and behaviors of University management with the business vision. Adopt a process that assesses, trains, and provides ongoing feedback to these individuals with respect to change behaviors.

8. **Individual and team capacity.** Provide individuals and teams with support and empowerment. Encourage them to take action to enact and support the business vision.

To provide further guidance to the University in addressing change requirements, each of these elements is discussed in more detail below.

**Current-State Assessment (Where We Are)**

- Establish and articulate the need for change and develop the supporting business case. The business case will generally provide important information for communicating the need for change.
• Assess change readiness to identify potential change barriers and enablers.

• Evaluate the history of projects implemented at the University and understand the change management problems associated with these previous initiatives.

• Identify key groups affected by the change process, define the nature and intensity of the perceived change within these groups, and assess the potential resistance patterns of these groups.

Future-State Visioning (Where We Want To Be)

• Articulate the desired future state resulting from the change process, or what is hoped to be achieved through the change process. Depending on the scope of the change process, this definition may include a vision of the organization’s
  • Strategic driving forces, core competencies, and skills.
  • Desired business strategy of the process being changed.
  • Contribution to individuals who work in the organization, as well as what is meaningful about their work and contribution to the future state of the organization.

Change Architecture

• Develop a strategy to facilitate the change process and enable the transition plan, including
  • The scope and sequence of change initiatives
  • The identification of action teams to ensure involvement from employees
  • A pilot or test approach for change initiatives
  • The composition and structure of transition teams
  • Establish the University’s change team, including structure, roles, and responsibilities.

• Define team learning and training activities to support skill development throughout the change process, including
  • Technical skills
  • Change management
  • Process facilitation
  • Team building and dynamics

• Conduct project-initiation events to obtain agreement on the overall plan for the change process and to build team spirit.

• Develop strategy and action plans for implementation.

• Develop methods to measure quick wins and publicize success stories.

• Develop a change-process workplan that specifies timeframes, resources, and milestones and that identifies accountable individuals.

• Define Key Performance Indicators (KPI) and tracking mechanisms to measure the progress and success of the change effort.
- Identify integration points with other ongoing change efforts and assess the need to develop relationships with individuals implementing these independent change efforts. Prioritize the key impact areas.

- Develop a risk-management plan. Determine specific actions to be taken in the event that (a) the project implementation does not proceed as planned or (b) the change-management objectives are not being met.

Communication

- Develop a comprehensive communications plan that outlines smaller plans for each major phase of change connected with implementing elements of the Strategic Plan. For each major activity and throughout the times of change, it is imperative that the larger vision be kept in front of all internal constituents and audiences, level by level.

- Employ or piggyback on all existing media, such as in-house print pieces (campus newspaper, college/department/unit newsletters) and electronic mail. Create highly targeted messages for each audience and for each phase of the strategic plan. Make the messages lively, positive, and contemporary.

- Use the overriding message across all media and audiences: the global message affirms the vision and provides the overarching rationale for change that may, in fact, be difficult.

- Create and exploit two-way, face-to-face communication opportunities, rather than one-way, top-down deadly memorandum.

- Reward internal staff who lead change at any level and communicate these positive activities.

- Use in-house communications experts to develop the communications plan and to act as “consultants” as elements of the strategic plan are put in place.

Performance Management

- Develop performance metrics that will measure the success of particular groups, such as central, campus, or departmental units, as they respond to change.

- Establish and continuously refine the performance-appraisal process, including measurement and feedback systems to monitor achievement of change performance goals. Performance measurement, as a tool, is discussed in detail within strategy 7.

- Update the selection and recruitment practices based on the new skills and competencies required.

Cultural Alignment

- Determine the extent to which cultural norms will be challenged, and prepare the communication and training plans to effect the desired change.

Leadership Capacity

- Educate leadership and management on the nature and impact of personal transitions, and train these individuals on their role in the change process.
- Assess the personality style and attributes of key leaders within the University to understand their behavioral reactions toward change.

- Identify key stakeholder groups and assess their commitment to the change process.

- Make leadership commitment visible throughout the change process.

- Determine leadership roles and behaviors needed to support the change process.

- Identify areas of individual resistance to change and develop coaching strategies that can be employed by the University's leaders.

**Individual and Team Capacity**

- Educate employees on the nature and impact of change and its relationship to personal transitions.

- Determine the new skills, competencies, and behaviors required by the change process.

- Design and develop training events and materials based on a needs assessment.

- Identify areas of individual resistance to change and develop coaching strategies.

**NEXT STEPS**

The development of this strategic plan provides the foundation for a significant and continuous effort to enhance the efficiency and effectiveness of the University's administrative services. The plan charts a "map"; it sets a general direction in which the University should proceed toward the fulfilling its overarching goal of providing the highest quality service to its internal and external customers. But the development of the plan is just the first step. The University must now take the next steps to put this plan into action.

The next phase begins with transforming the plan's numerous recommendations and tactics into individual project workplans to guide implementation efforts. For practical purposes, the strategies, and even recommendations within strategies, will likely be implemented as individual initiatives. However, given the inherent interrelationship between strategies, the University must continue to view them as part of a cohesive effort and consistently monitor their progress and impact against each other.

With the completion of the draft plan, the University should now

- Obtain senior management consensus on the strategies and supporting recommendations and tactics of the plan. (Senior management includes the President and such groups as the Human Resource and Administration Management Team, the Campus Advisory Teams, Deans' Councils). Then, achieve widespread exposure to, if not consensus on, the strategies and recommendations among the University community. Revisions to the plan should be made, as deemed necessary by the Business, Administration, and Human Resources Management Team.
• Review all other University initiatives, both administrative and academic, that are currently under way or are under consideration. Critically evaluate whether or not these initiatives are consistent with the direction defined by the strategic plan.

• Once a final strategic plan has been issued, create a master list of all recommendations and tactics. Group this list into potential, discrete projects.

• Prioritize the list of potential projects. Essentially, the University’s senior management must decide what they believe will be most important for the University to tackle first, where the initial implementation investment should be made. Criteria for determining priority may include relative cost (both cost to implement and potential savings), impact on the quality of service delivered (as defined in multiple dimensions such as timeliness, accuracy, completeness), pervasiveness of that impact across the University, time required to implement, and degree of political/cultural resistance.

As part of this prioritization process, management should be able to identify a number of “quick wins”—projects that could be initiated and individual changes that could be implemented immediately, many at minimum cost. For example, the University should consider the immediate development of an institutionwide technology plan. Implementing recommendations quickly demonstrates commitment to and progress toward the established goals.

In some cases, the prioritization process may require that a greater level of specificity for certain recommendations. For example, a meaningful estimate of the cost to implement the process re-evaluation recommendations will require that the scope of analysis (all administrative processes? only human resource processes?) be defined. As such, the implementation of these recommendations may occur in separate, sequential phases: the first to target the effort more specifically and the second to actually do it.

• Develop individual project workplans for those considered high priority. Workplans should describe detailed tasks, responsibilities, timelines, and deliverables. They should also identify necessary resources, both internal and external, and interdependencies with other projects. Compile a master workplan of all projects to understand the cumulative resource requirements, timelines, and interdependencies.

• Sequence the potential projects. The University should not attempt to tackle all of the strategic priorities at once. A sequence should be established that is based on priority, interdependencies (for example, the definition and design of processes should be re-evaluated before an administrative organizational structure is created), and available resources (particularly, people to lead and participate on project teams).

• Appoint project teams and begin execution. As emphasized in the strategic plan, it will be important to benchmark current performance and regularly monitor future performance to assess individual project success and the aggregate success of achieving the plan’s vision.

The magnitude of the collective effort necessary to put the strategic plan into action will be significant. Progress toward the University’s newly established vision for administrative services will require new or reallocated resources and unified commitment and energy of all University personnel, from the President through all levels of staff. To ensure that it achieves its goals and receives the maximum return on its investment, the University should consider these key factors:
• **Communication/change management.** As section 8 of the plan emphasizes, the University's employees are pivotal to successful implementation of ideas and full realization of their benefits. As this strategic plan is presented to the University community and individual initiatives are begun, senior management must fully and openly communicate the case for change and the impact on individuals and units. It must emphasize its commitment to the vision and goals, provide regular reports on progress and tangible performance improvement, and publicly acknowledge major achievements.

• **Senior management and cross-campus commitment.** Without the explicit support of the University's senior management and the equal commitment of all three campuses, successful implementation of this plan will not be possible.

• **Strong leadership.** As the Plan is accepted and initiatives are prioritized and then throughout individual project implementations, senior management will face numerous critical and often difficult decisions. Leaders must emerge who are willing to exercise their authority and stand accountable for decisions that they believe are in the best interest of the University.

• **Pace/momentum.** In an effort that will undoubtedly span multiple years, the University must find ways to sustain the pace and momentum of progress in strategy implementation. Achieving this objective will require constant communication and proactive change management. Senior management and the leaders of the individual projects more specifically, must continuously motivate people. One possible mechanism to accomplish this is through non-cash rewards or recognition programs to mark the achievement of major project milestones or personal contributions. As implementations are completed and improvements measured, the University could use gainsharing—providing project team members and, more generally, employees a portion of the savings generated by more efficient operations.

• **Performance measurement/continuous planning.** The only tangible way that the University will know if it has been successful in achieving its administrative goals is through performance measurement. As strategy 7 emphasizes, strategic planning should not be a one-time event. The University must also initiate a cycle in which it continuously assesses and refocuses its administrative vision and adjusts performance targets.

• **Resources.** As highlighted in numerous strategies, the successful implementation of the administrative strategies will require the commitment of resources, both financial and personnel. Not only must the University commit the appropriate number of people to implementation efforts, but they must also be the “right” people in terms of key stakeholder representation and necessary skills (for example, leadership, team orientation, expertise in relevant areas).