



**BOARD OF  
REGENTS**  

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**STATE OF IOWA**

# **Iowa Board of Regents**

Catalogue and Prioritized List of Opportunities

**June 16, 2014**

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# Preface

## Preface

# **Purpose of this Document**

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The preface to this presentation was added after the conclusion of Phase 1 to provide additional context to the analysis that was performed. The only modifications to this version after the conclusion of Phase 1 include the following:

- Inserting the Preface slides
- Highlighting the business cases selected for Phase 2 using green check marks
- Updating slide 94 to indicate the final business cases that were selected

## Preface

# Purpose of this Document

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The points outlined below provide important context for reading this document.

- This document is a deliverable output of Phase 1 of the Transparent, Inclusive Efficiency Review (TIER).
- Phase 1 was conducted during a 10 week period of analysis.
- The goal of this initial phase was to conduct a rapid, high-level assessment of potential opportunities to improve operational performance including potential cost reduction, revenue enhancement and service improvements.
- This **initial high-level assessment is based on initial data gathering, interviews and estimates**. It is intended to provide directional input to understand and helped to identify potential opportunities to further explore in Phase 2.
- Please note that business cases are not being conducted for all opportunities in Phase 2, only those that were selected by the Board.
- Decisions about opportunities to implement as part of Phase 3 will not be made until the end of Phase 2 and will take into account the associated complexities, risks, associated costs and implementation timeframes for selected opportunities.

## Preface

# Inputs to the Analysis

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Inputs to the Phase 1 analysis include the following:

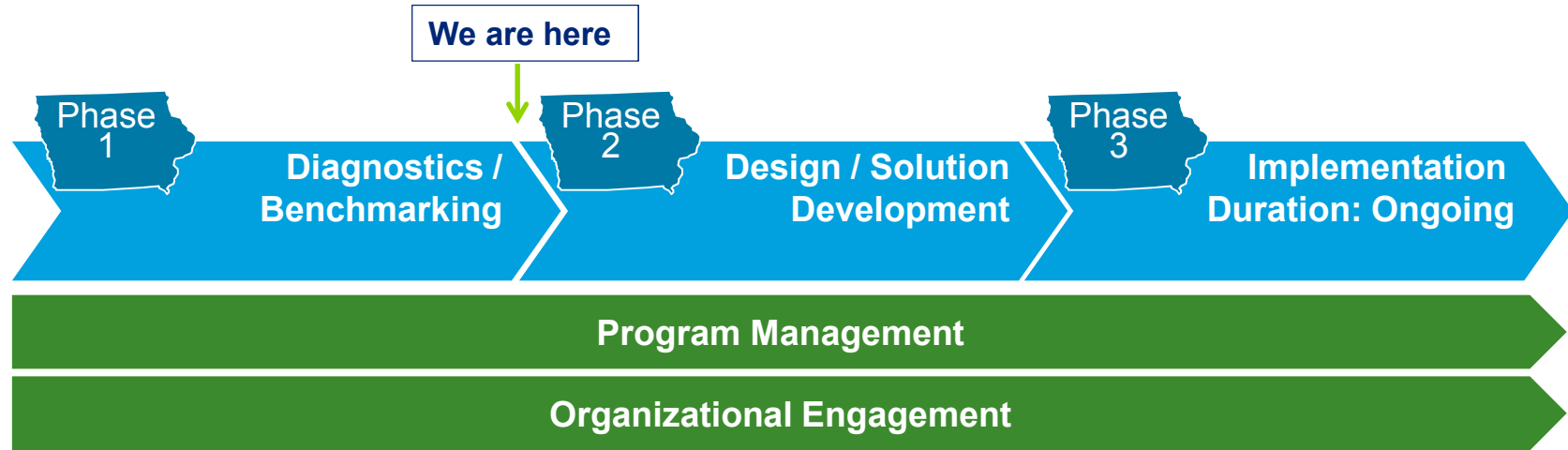
- Over 390 interviews with more than 700 interview participants
- Review of volumes of university-wide data including financial data, policies, human resources data, and systems data
- Conducted open town hall meetings at each university for all community members to express ideas and ask questions
- Conducted sounding board sessions at each university to share initial observations and obtain feedback. The sessions were held with faculty, staff, students, and union representatives

# Introduction

## Introduction

# Overview of TIER Project Phases

TIER uses a three phase approach to identify opportunities, develop solutions, and implement improvements. This document summarizes the outputs of the diagnostics and benchmarking effort conducted in Phase 1.



Phase	Objectives
Phase 1	<ul style="list-style-type: none"><li>Identify key strengths and challenges ✓</li><li>Identify strategic priorities ✓</li><li>Identify opportunities to improve service delivery and reduce costs ✓</li></ul>
Phase 2	<ul style="list-style-type: none"><li>Determine a focused list of opportunities <b>IN PROGRESS</b></li><li>Quantify the estimated impact and effort required to implement select opportunities</li><li>Develop a detailed implementation roadmap</li></ul>
Phase 3	<ul style="list-style-type: none"><li>Design, test, and launch improvements</li></ul>



## Phase 1 Approach and Level of Engagement

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Our approach during Phase 1 involved three primary steps.



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### Level of Engagement:

- Conducted over 390 interview sessions and focus groups and met with nearly 700 interviewees at Iowa State University (ISU), University of Iowa (SUI) and University of Northern Iowa (UNI)
- Conducted open town hall meetings at each university for all community members to express ideas and ask questions
- Conducted sounding board sessions at each university to share initial observations and obtain feedback. The sessions were held with faculty, staff, students, and union representatives

# Introduction

## Overview of Template

There are three primary areas of focus in this section of the deliverable. Each function that is within the scope of this review addressed the following topics:

Sourcing and Procurement Key Strengths and Challenges	
Several key findings and themes emerged throughout Phase I from interviews and analysis relating to Sourcing and Procurement.	
Key Strengths	Key Challenges
<ul style="list-style-type: none"> <li>Strength 1</li> </ul>	<ul style="list-style-type: none"> <li>Challenge 1</li> </ul>

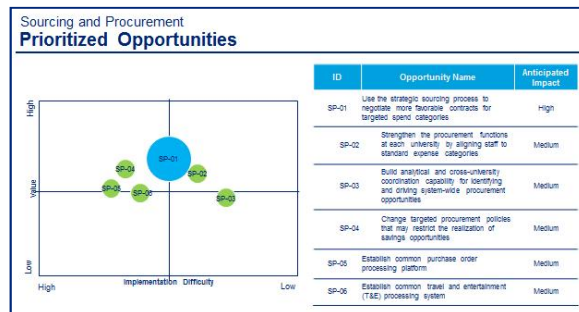
### Key Strengths and Challenges

- Highlights areas within a function that are leading practices
- Highlights areas within a function that are a challenge

ID	Opportunity Name	University System	Findings	Potential Opportunity Description	Benefits	Expected Time to Implement
SP-01	Use the strategic sourcing process to negotiate more favorable contracts for targeted spend categories	SW	Savings from sourcing have already been achieved by the different university procurement organizations. However, the level of savings achieved compared to benchmarks suggests that significant incremental savings opportunities still exist on material and services spend categories.	Organize expense categories into logical, market-facing groupings and strategically source (i.e. conduct competitive bidding process). The following targeted categories could be divided into sourcing waves (i.e. phases) that would take 18 months to 2 years to complete. Specific groupings of categories into waves still underway and require validation during the business case development phase. The primary categories include: 1) Facilities Services 2) IT 3) Office Supplies 4) Maintenance Material 5) Lab Supplies 6) Equipment 4) Hospital Supplies 6) Agricultural Supplies and Equipment 6) Travel 7) Food 8) Telecom 9) Transportation & Fleet 10) HR Benefits 11) Utilities 12) Professional Services 13) Print Marketing.	High	Short
SP-02	Strengthen the procurement functions at each university by aligning staff to standard expense categories	SW	There is considerable sharing of category responsibility. Multiple people may have responsibility for the same category. Tighter category definitions should be established and individuals should be given responsibility and accountability for driving category results.	Fine-tune the current organization structure of the Procurement organizations to focus on the management of well-defined spend categories. Examples of these categories include IT, Facilities Services and Maintenance Materials. Each of these categories will also have sub-categories that are actively managed (e.g. hardware, software, maintenance as part of the IT category).	More effective management of spend categories to drive higher savings	Medium

### Opportunity Catalogue

- Provides an inventory of each potential opportunity and includes the following information:
  - ID Number
  - Potential Opportunity Name
  - University Specific or System Wide Opportunity
  - Potential Opportunity Description
  - Potential Opportunity Type (Savings, Revenue, Effectiveness),
  - Anticipated Time to Implement



### Prioritized Opportunities

- Provides a list of the top priority opportunities within each function
- Provides a visualization of the top opportunities and plots them based on the implementation difficulty and value

# Introduction

## Opportunity Catalogue Details

A detailed summary of the Opportunity Catalogue fields and response options are provided below.

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Benefits <sup>2</sup>	Expected Time to Implement
SP-01	Use the strategic sourcing process to negotiate more favorable contracts for targeted spend categories	SW	Savings from sourcing have already been achieved by the different university procurement organizations. However, the level of savings achieved compared to benchmarks <sup>1</sup> suggest that significant incremental savings opportunities still exist on material and services spend categories.	Organize expense categories into logical, market-facing groupings and strategically source (i.e. conduct competitive bidding process). The following targeted categories would be divided into sourcing waves (i.e. phases) that would take 18 months to 2 years to complete. Specific grouping of categories into waves still underway and require validation during the business case development phase <sup>3</sup> . The primary categories include: 1) Facilities Services 2) IT 3) Office Supplies 4) Maintenance Material 5) Lab Supplies & Equipment 4) Hospital Supplies 5) Agricultural Supplies and Equipment 6) Food 7) Food 8) Telecom 9) Transportation & Fleet 10) HR Benefits 11) Utilities 12) Professional Services 13) Print Marketing	High	Short
SP-02	Strengthen the procurement functions at each university by aligning staff to standard expense categories	SW	There is considerable sharing of category responsibility. Multiple people may have responsibility for the same category. Tighter category definitions should be established and individuals should be given responsibility and accountability for driving category results.	Fine-tune the current organization structure of the Procurement organizations to focus on the management of well-defined spend categories. Examples of these categories include IT, Facilities Services and Maintenance Materials. Each of these categories will also have sub-categories that are actively managed (e.g. hardware, software, maintenance as part of the IT category).	More effective management of spend categories to drive higher savings	Medium

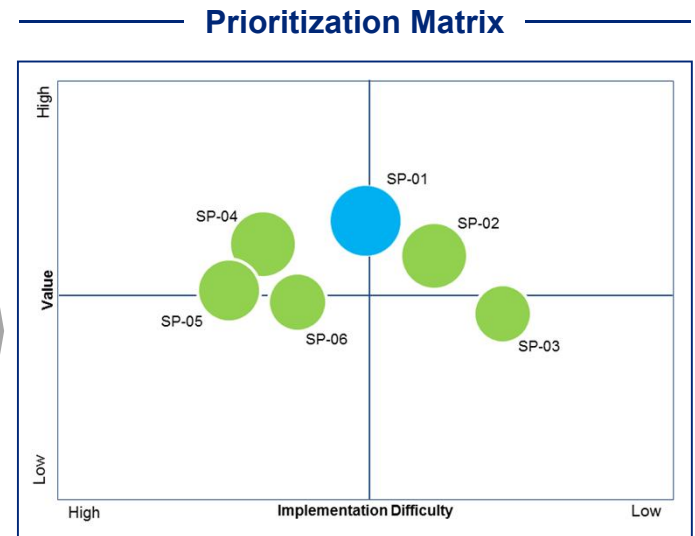
Field Name	Content Description
# or ID	Provides a unique ID for each potential opportunity. The first two letters indicate the function (e.g. IT) and the following two numbers provide a unique ID number.
Opportunity Name	Provides a descriptive name for the potential opportunity.
University/System	Indicates if the potential opportunity relates to a University (e.g. ISU, UNI, SUI) or if it is System Wide (SW).
Findings	Provides a description of the potential finding or observation that led to the identification of an opportunity.
Potential Opportunity Description	Provides a description of the potential opportunity and recommend path or paths forward.
Anticipated Impact - Efficiency / Revenue / Effectiveness	Indicates if the opportunity relates to Cost Savings/Efficiency, an Increase to Revenue, or an Effectiveness gain relating to process improvement. Opportunities are classified as High, Medium, or Low. <ul style="list-style-type: none"> <li>High: High gains in service or cost savings or increased revenue greater than \$1M</li> <li>Medium: Moderate gains in service, or cost savings from \$500K up to \$1M</li> <li>Low: Some gains in service, cost savings up to \$500K</li> </ul>
Anticipated Time to Implement	Indicates if the potential opportunity can be implemented in the short-term (up to six months), medium-term (six months to 18 months), or long-term (18 months or longer)

# Introduction

## Prioritization Criteria

Opportunities in the catalogue are prioritized using criteria agreed upon with the Board. The team prioritized the potential opportunities using 6 dimensions based on value and implementation difficulty. For each dimension, a 5 point scale was used to rank and plot the opportunity in the prioritization chart. For each area, only the top 10 opportunities are shown in the prioritized list contained this document.

Value Dimensions	Financial benefit	Size of potential savings/revenues opportunity as a result of implementing the opportunity
	Operational improvement	Expected improvement in operational processes, quality of service, compliance, decision-making, etc.
	Alignment to mission	Whether opportunity directly achieves mission of affordable, high-quality education, research, and service to Iowa
Implementation Difficulty Dimensions	Degree of change	Anticipated degree of change management required to support impacts on people
	Implementation complexity	Degree of technical and/or operational difficulty to implement based on technology, process, or policy
	Time to value	Timeframe to realize return on investment for the opportunity, either financially or non-financially



## Description of Opportunity Categories

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Interviews and analysis in Phase 1 resulted in the identification of high-level improvement opportunities across the Regent system. These opportunities are grouped into three primary categories:

<b>Opportunity Category</b>	<b>Description</b>	<b>Total Number of Opportunities</b>
<b>Efficiency</b>	Results in financial savings or cost avoidance	63
<b>Increase to Revenue</b>	Results in an increase to revenue	22
<b>Effectiveness / Service Quality Improvement</b>	Results in more effective operations with limited impact on financial savings or revenue	90

# Sourcing and Procurement

# Sourcing and Procurement

## Key Strengths and Challenges

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Several areas of strength and challenge were identified as a result of interviews, site visits and data analysis.

### Key Strengths

- **Focus on strategic activities** – Compared to benchmarks, each of the universities performs well on the percentage of time spent on strategic versus tactical activities<sup>1</sup>
- **Well Structured Data Sources** – The accounts payable and purchase order data files were well structured. Key fields in the data files were present and facilitated the data categorization process<sup>2</sup>
- **Use of system-wide agreements**<sup>3</sup> – A collaborative environment has already been established via the sharing of agreements (e.g. Dell, Office Max, US Bank, WW Grainger, etc.)
- **Leadership interest in continuous improvement** – Procurement leadership at each of the universities demonstrates an interest in continuous improvement and learning

### Key Challenges

- **Savings levels below benchmarks** – Current savings across all universities relative to benchmarks (total savings as a percentage of addressable spend) suggest opportunity for additional savings
- **Procurement organization structure not optimal** – Survey results from all universities suggest opportunity for more focused organization around spend categories<sup>4</sup> (e.g. IT, Facilities Services, etc.). A strong organization structure that is focused on key spend categories is a key factor that contributes to an organization's ability to realize and sustain savings
- **Underinvestment in Procurement function** – Current investment in procurement function relative to benchmarks<sup>5</sup> suggests underinvestment in resources (e.g. personnel, technology, etc.)

<sup>1</sup>The benchmark is 41% of time spent on strategic activities, and each of the universities exceeds this benchmark

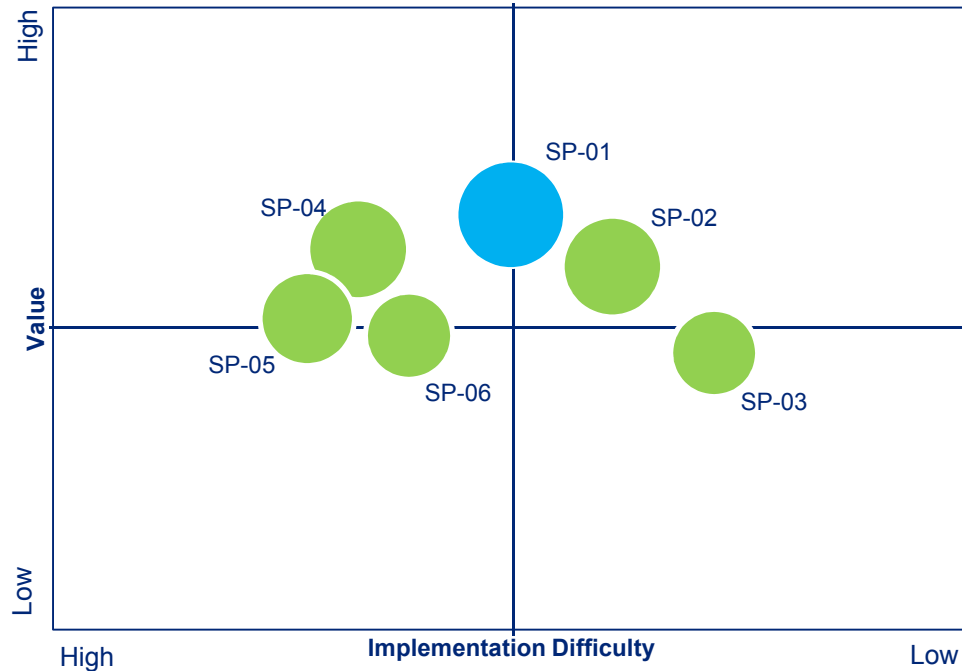
<sup>2</sup>Key fields that are normally in poor shape that were in good shape for each of the universities included : free-text expense descriptions and general ledger codes for that define expenses


<sup>3</sup>Agreements shared by all universities

<sup>4</sup>A spend category is the same as an expense category (i.e. IT expense, Telecom expense, Maintenance supplies expense, etc.)

<sup>5</sup>Benchmarks include (Procurement Operating Budget as a percentage of total spend and Procurement Operating Budget per Procurement FTE)

# Sourcing and Procurement Prioritized Opportunities




ID	Opportunity Name	Anticipated Impact
 SP-01	Use the strategic sourcing process to negotiate more favorable contracts for targeted spend categories	High
SP-02	Strengthen the procurement functions at each university by aligning staff to standard expense categories	Medium
SP-03	Build analytical and cross-university coordination capability for identifying and driving system-wide procurement opportunities	Medium
SP-04	Change targeted procurement policies that may restrict the realization of savings opportunities	Medium
SP-05	Establish common purchase order processing platform	Medium
SP-06	Establish common travel and entertainment (T&E) processing system	Medium

- Efficiency Opportunity
- Effectiveness Opportunity
- Revenue Opportunity



# Sourcing and Procurement Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness <sup>3</sup>	Anticipated Time to Implement
 SP-01	Use the strategic sourcing process to negotiate more favorable contracts for targeted spend categories	SW	Savings from sourcing have already been achieved by the different university procurement organizations. However, the level of savings achieved compared to benchmarks <sup>1</sup> suggest that significant incremental savings opportunities still exist on material and services spend categories.	Organize expense categories into logical, market-facing groupings and strategically source (i.e. conduct competitive bidding process). The following targeted categories would be divided into sourcing waves (i.e. phases) that would take 18 months to 2 years to complete. Specific grouping of categories into waves still underway and require validation during the business case development phase <sup>2</sup> . The primary categories include: 1) Facilities Services 2) IT 3) Office Supplies 4) Maintenance Material 5) Lab Supplies & Equipment 4) Hospital Supplies 5) Agricultural Supplies and Equipment 6) Travel 7) Food 8) Telecom 9) Transportation & Fleet 10) HR Benefits 11) Utilities 12) Professional Services 13) Print Marketing.	Savings High	Short <sup>4</sup>
SP-02	Strengthen the procurement functions at each university by aligning staff to standard expense categories	SW	There is considerable sharing of category responsibility. Multiple people may have responsibility for the same category. Tighter category definitions should be established and individuals should be given responsibility and accountability for driving results.	Fine-tune the current organization structure of the Procurement organizations to focus on the management of well-defined spend categories. Examples of these categories include IT, Facilities Services and Maintenance Materials. Each of these categories will also have sub-categories that are actively managed (e.g. hardware, software, maintenance as part of the IT category).	Effectiveness Medium	Medium
SP-03	Build analytical and cross-university coordination capability for identifying and driving system-wide procurement opportunities	SW	Limited centralized analytical or cross-university coordination function currently in place to: 1) regularly analyze spend 2) drive sourcing initiatives 3) validate savings 4) monitor sourcing and procurement performance metrics.	Create an analytics and cross-university coordination function to maintain a system-wide view of sourcing and procurement activity and coordinate cross-university sourcing activity.	Effectiveness Medium	Short

 Indicates selected business case for Phase 2

# Sourcing and Procurement Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
SP-04	Change targeted procurement policies that may restrict the realization of savings opportunities	SW	Based on interviews, there appear to be procurement policies (or culture) that may be limiting the extent to which savings realization can occur (e.g. end users are not required to use agreements negotiated by Procurement).	Evaluate targeted sourcing and procurement policies that could limit the realization of savings opportunities. Example policy areas that should be evaluated include: 1) Purchase-Card Usage 2) Purchase Order Usage 3) Direct Payments (i.e. check requests) 4) End-user usage of negotiated contracts 5) Usage of internal printing operations	Effectiveness Medium	Medium
SP-05	Establish common purchase order processing platform	SW	Each university uses a different e-procurement system <sup>1</sup> . Different systems makes analyzing system-wide data more complex because the data structures (data fields) from each system are different and must be standardized in order to aggregate.	Standardize the Purchase order system to facilitate better cross-university data capture for system-wide sourcing and procurement opportunities.	Effectiveness Medium	Long
SP-06	Establish common Travel & Entertainment Processing System	SW	Currently no common system, or common card program across the universities. Different systems make analyzing system-wide data more complex because the data structures (data fields) from each system are different and must be standardized in order to aggregate.	Standardize the Travel & Entertainment system to facilitate better cross-university data capture for system-wide sourcing and procurement opportunities.	Effectiveness Medium	Long

<sup>1</sup>Each systems by itself (for each university) works reasonably well. The process of aggregating data across universities is more complex when each system has it's own unique data structure and taxonomy (e.g. one PO system/university has four codes for IT expenses —1640, 1685, 1680, 6540, 6740), while another PO system/university has the following codes for the same expense—35400, 35410, 35500, 71400, 81600). When this happens, the fields across the different systems must be reconciled and mapped to make data comparable. One system would alleviate this complexity and make data analysis more effective

# Facilities and Auxiliaries

## Key Strengths and Challenges

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Several areas of strength and challenge were identified as a result of interviews, site visits and data analysis.

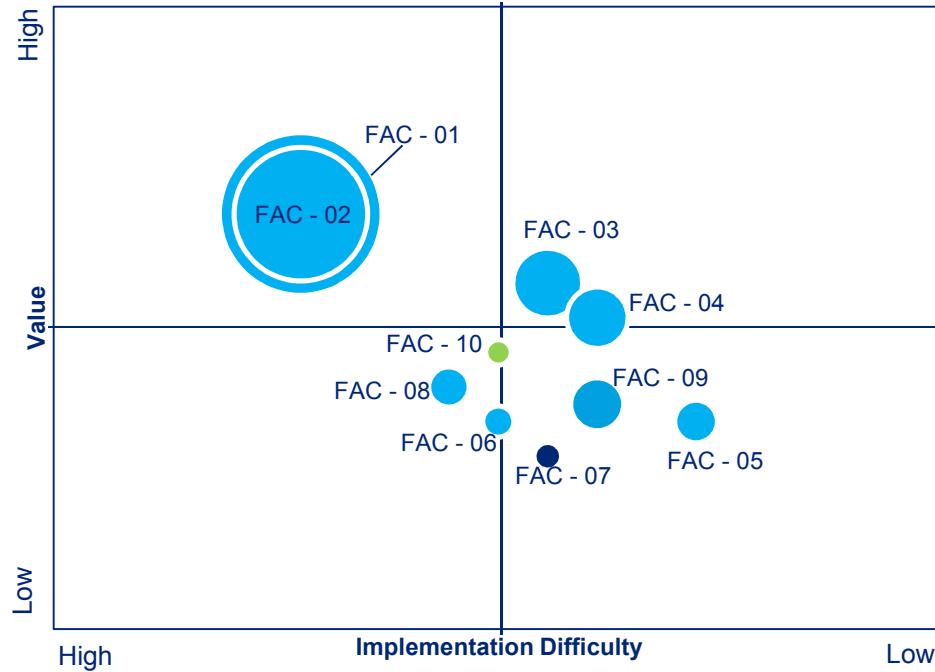
### Key Strengths

- **Utilities systems** – Utilities operations at each university optimize mix of coal and natural gas on a real-time basis to maximize cost efficiency, and build in multiple layers of redundancy to protect against outages
- **Regular meetings** – heads of Facilities and Construction at each university meet regularly with their counterparts to exchange ideas
- **Student focus** – Residence and Dining work to ensure students are safe, comfortable and stay in school until they graduate
- **Self-sustaining Athletics departments** – Athletics organizations are running large, balanced budgets at SUI and ISU
- **Alternative delivery for capital projects** – the universities are exploring innovative delivery strategies for new capital projects and public-private partnerships for new buildings
- **Public Safety services** – Campus Security provides night ride escort service
- **Affordable parking fees** – Parking keeps fines and towing charges low to avoid overburdening students

### Key Challenges

- **Energy costs** – energy prices have quintupled in the last 10 years, compounding the need for energy conservation
- **Benchmarking data** – it is difficult to benchmark performance versus peers in spite of participation in multiple benchmarking studies
- **Decentralization** – multiple Facilities departments exist at each campus (e.g., Residence and Unions)
- **Rates charged** – Faculty, staff and auxiliary leadership report dissatisfaction with the rates Facilities charges for work performed
- **Collaboration with customers** – Facilities at each university does not regularly meet with customers to assess condition of facilities, nor does it adequately advise customers on how to budget for future maintenance requirements
- **Master planning** – if each of the three universities had a current academic master plan, Construction and Facilities Management could create better master plans of their own
- **Technology usage** – current use of mobile technology by Facilities employees is minimal


# Facilities and Auxiliaries Prioritized Opportunities



ID	Opportunity Name	Anticipated Impact
FAC-01	Utilize alternative contracting and delivery strategies for capital projects	High
FAC-02	Explore alternative operating models for facilities management	High
✓ FAC-03	Reduce utilities and operational costs by limiting use of buildings during evenings and summer	High
✓ FAC-04	Reduce energy consumption by investing in energy management initiatives	High
FAC-05	Close residence halls temporarily to perform maintenance and reduce energy consumption	Medium
FAC-06	Pursue Job Order Contracting (JOC) for capital projects under \$100K	Medium
FAC-07	Construct new residential facility	Medium
FAC-08	Consider restructuring departments in select opportunity areas to increase spans of control to efficient levels	Medium
FAC-09	Consider merging campus public safety with municipal police departments	Medium
FAC-10	Link master plan for construction and facilities management to broader university master plan to maximize effectiveness	Medium


- Efficiency Opportunity
- Effectiveness Opportunity
- Revenue Opportunity

# Facilities and Auxiliaries Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact -Savings / Revenue / Effectiveness	Anticipated Time to Implement
FAC - 01	Utilize alternative contracting and delivery strategies for capital projects	SW	Universities currently use design-bid-build delivery method which requires two, time-consuming bid phases. SUI is piloting the use of design-build delivery for two projects, which speeds up project delivery through a single contract between owner and design-build team. None of the universities have used Construction Management at Risk delivery, but are interested in pursuing it since it offers additional potential benefits for larger contracts.	Consider alternative contracting and delivery strategies for new capital projects, including Construction Management at Risk, Design-Build, etc. The tighter integration of the project teams resulting from these new strategies may achieve lower unit costs, faster construction and delivery speed, and fewer cost and schedule changes. UNI could use the construction of the Schindler Building of Education to pilot the use of Design-Build or Construction Management at Risk delivery.	Savings High	Long
FAC - 02	Explore alternative operating models for facilities management	SW	Facilities' performance does not meet peer benchmarks and costs are higher. For example, ISU ranks 8th among its 9 peers in campus inspection index and both ISU and SUI have above average daily service budget among 13 peers. Faculty, staff and auxiliary leadership reported during Phase 1 interviews dissatisfaction with service quality and high rates charged for work performed. The overall budget for facilities management is approximately \$90.7M.	Explore alternative operating models for Facilities Management in order to improve efficiency and effectiveness. Consider redesigning processes, organization, and technology to reduce costs and improve quality. A new model could enable staff to focus on core mission, provide greater transparency and clarity of annual budgets, and deliver more consistent levels of service for students, faculty, and staff.	Savings High	Medium
 FAC - 03	Reduce utilities and operational costs by limiting use of buildings during evenings and summer	UNI	Evening classes and summer programs are spread out in multiple facilities across UNI campus. This results in almost all academic buildings remaining operational in situations when the buildings are not fully occupied. Reductions in facility usage and utilities appear to be possible, particularly in the summer, when classroom utilization is lower.	Reduce utilities and operations costs by closing or limiting use of buildings at UNI during summer breaks and evenings. The temporary closure can enable UNI to save on cost of utilities, custodial and maintenance services, as well as provide opportunities for renovation or repairs, as required. This may also be a potential opportunity for SUI and ISU.	Savings High	Short



# Facilities and Auxiliaries Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
 FAC - 04	Reduce energy consumption by investing in energy management initiatives	ISU + UNI	Campus stakeholders expressed a desire to reduce energy consumption by increasing efforts to manage campus energy demand. ISU does not allocate any funds for energy management initiatives other than small operational budgets. This lack of funds may negatively impact ISU's ability to undertake energy efficiency projects with shorter than four-year payback periods. SUI, however, has set aside significant funding energy for management projects through multiple sources, including a rebate system. SUI has also established an Advisory Council and Strategic Plan that ISU and UNI may be able to leverage.	Increase efforts to manage consumption by investing in energy management initiatives with short, under four-year payback periods. Develop and evaluate business cases for energy savings that have these payback periods, such as: energy efficient light bulbs, motion sensor switches, building controls and building automation. To fund these initiatives, consider as one of the sources a rebate system that reinvests a percentage of savings each year from energy initiatives back into the energy management fund.	Savings High	Short
FAC - 05	Close residence halls temporarily to perform maintenance and reduce energy consumption	UNI	UNI residence halls can house 5,200 people, but current occupancy is only 4,355 (84% occupancy rate). Therefore, vacant residence hall spaces on campus could be closed temporarily in order to perform needed maintenance or renovation and save on energy costs.	UNI has the flexibility to temporarily close 16% of beds without impacting current needs and they can renovate the space if a demand increase is anticipated. UNI could save on utility and other facility operations costs by temporarily closing halls.	Savings Medium	Short
FAC - 06	Pursue Job Order Contracting (JOC) for capital projects under \$100K	SW	Significant time and money is spent going through informal bidding processes for smaller capital projects under \$100K. This would not require legislative change, since the Board of Regents only requires that projects over \$100K be bid and awarded to lowest bidder. None of the universities presently utilize JOC.	Use Job Order Contracting (JOC) for smaller capital projects to lock in lower unit rates and avoid repetitive contractor selection/bidding process. Competitively bid one or multiple contracts for small projects with set terms. Can achieve 8-15% savings on total spend on small capital projects.	Savings Medium	Medium
FAC - 07	Construct new residential facility	SUI	Since on-campus residence halls operate at full capacity, the university supplements these halls with approximately 300-350 beds in temporary housing. Residence brings in \$38-40M in revenue, but once expenses and bond payments are factored in, the department is profit neutral.	Review operations of current residential infrastructure and student growth projections to study whether an additional residence hall needs to be built. It could be constructed by the Residence Department or under the partnership with Balfour Beatty.	Revenue Medium	Long



# Facilities and Auxiliaries Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
FAC - 08	Consider restructuring departments in select opportunity areas to increase spans of control to efficient levels	SUI + UNI	At SUI, data analysis demonstrates that the Memorial Union, Residence Life, and University Housing Admin all have spans of control less than 4. At UNI, Dome Operations has a span of control of 2.17. The span of control offers a ratio for the number of staff who report to a single manager. Specific analysis of the FTE count and spans of control are in the notes column.	Consider restructuring select Facilities and Auxiliaries departments to increase spans of control to efficient levels. By doing so, managers and employees will better serve campus needs and increase departmental effectiveness.	Savings Medium	Long
FAC - 09	Consider merging campus public safety with municipal police departments	SW	Campus Public Safety departments at each university receive a combined \$12.7M of general fund support. Campus Police services may be provided at a reduced cost through economies of scale, elimination of redundant processes, and operational changes by merging with local, municipal police forces. Public safety is of great importance to each university and therefore this opportunity requires an especially thoughtful and detailed review.	Evaluate campus public safety departments to determine whether merging with municipal police departments would allow the Universities to achieve savings and efficiencies while delivering comparable levels of public safety services. The study should examine: services provided, staffing levels, management, shift staffing, current mutual support agreements, scope of control, and other efficiencies.	Efficiency Medium	Medium
FAC - 10	Link master plan for construction and facilities management to broader university master plan to maximize effectiveness	SW	All three universities may not have a meaningful university master plan, which prevents Construction and Facilities Management from creating comprehensive master plans of their own. This limits Construction's ability to approach capital projects with a long-term and university-wide view and limits Facilities Management's ability to prioritize which buildings to repair and renovate.	Create a university-wide master plan that Construction and Facilities Management can build its own master plan upon, in order to maximize effectiveness and efficiency in facilities operations and construction services. Each institution should then be better able to analyze capital project needs from a portfolio-wide perspective, and apply longer-term horizon to assess and prioritize capital projects.	Effectiveness Medium	Medium



# Facilities and Auxiliaries Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
FAC – 11	Explore creating Centers of Excellence for facilities, utilities and construction functions	SW	Heads of some departments at each university meet periodically, but stand to benefit from increased collaboration and sharing of best practices across campuses. For example, SUI has an advanced Construction Services function that ISU and UNI may be able to learn from. Similarly, ISU's Custodial function structures its teams by geography and by building, a model that the other campuses could leverage.	Employing a Center of Excellence (CoE) concept for each Facilities functional area may promote sharing of best practices and increase efficiency and effectiveness across the university system. The university that has the most expertise or is most efficient and/or effective in a certain function could lead a functional CoE (e.g. SUI could lead Construction CoE, ISU could lead Custodial and benchmarking/analytics CoEs).	Savings Medium	Short
FAC – 12	Streamline facilities management organization structure	UNI	UNI's complex organizational chart and reporting structure for Facilities Management may be causing inefficiencies. There are some Senior Managers that are retiring soon, which may offer an appropriate opportunity for a reorganization.	Streamline the Facilities Management organization structure to create greater focus and increase efficiency and effectiveness (includes Energy Management, Utilities/Power Plant, Design, Construction, and Facilities Operations). Transition to an enhanced organization structure by replacing retiring employees with new positions filled by employees with desired skillsets.	Savings Medium	Medium
FAC – 13	Improve business case development process for high value equipment replacement	SUI	The business case process for replacing equipment lacks transparency. For example, at SUI, a bulk order of "sustainable" hand dryers was purchased, but they require significantly more maintenance than expected. Therefore, a majority of dryers have not been installed. According to an interview with maintenance staff, this may have been avoided if supervisors had included staff in the business case process for such large purchases.	Ensure business cases are created and facilities staff ("closest to the ground") is consulted before replacing high-value equipment and items used across multiple buildings. Increase transparency for these decisions so that multiple stakeholders may contribute to the business case review and validation.	Savings Low	Short

# Facilities and Auxiliaries Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
FAC - 14	Use mobile technology to increase efficiency of facilities management operations	SW	Facilities employees return to the office in order to receive new work orders and close out completed work orders. Current use of mobile technology for Facilities employees is minimal.	Provide facilities staff with handheld, wireless technology for receiving and closing out work orders in real-time. This can enable staff from having to come back to office to receive new work orders.	Effectiveness Low	Short
FAC - 15	Enhance customer satisfaction and service management processes	SW	Faculty and staff have voiced concerns with the quality of Facilities services and Facilities charge-back rates and processes. They allege that facilities at each university do not regularly meet with customers to assess condition of facilities, nor do they advise customers to budget for required maintenance. UNI has no formal processes to gauge customer satisfaction of service management. ISU currently has no formal performance management process for construction Project Managers. UNI Facilities charge-back currently hits budget every 30 days, while ISU chargeback hits budget real-time.	Enhance and standardize the performance management process for Facilities to increase effectiveness. Incorporate feedback from stakeholder surveys and interviews into performance management metrics. Increasing focus on customer satisfaction would maximize services that customers desire (e.g., more frequent trash removal) and reduce services they do not desire. Additionally, Facilities' meeting with its customers at the beginning of each month to discuss charge-backs for Facilities services may help gauge customer satisfaction and allow Facilities to advise customers on how to budget for upcoming Facilities expenses.	Effectiveness Low	Medium
FAC - 16	Develop consistent and cost-effective emergency maintenance on-call process	UNI	The current call-in process for after hours building emergencies has been reported as inefficient for student and campus needs. After hours maintenance required between 4pm and 7am necessitates calls being placed ad-hoc to find first available facilities employee with the required skill. The ones who deliver the service have to be paid overtime. Other universities use an on-call process for employees after work hours.	Consider instituting a process for on-call maintenance personnel to be available for building emergencies after hours.	Savings Low	Short

# Facilities and Auxiliaries Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
FAC – 17	Streamline the approval process for capital projects	SW	The process for requesting and obtaining approval for capital projects from the Board of Regents is cumbersome. For example, architect selections must be approved by the Board of Regents Office before the design phase can begin, though often times it can take the university several weeks to schedule the appropriate meeting with the Board. This results in significant delays to construction projects. Additionally, approval thresholds are low, resulting in lengthy approval processes.	Streamline the process for requesting capital projects from the Board of Regents. For example, approval for architect selections may be delegated to the University President rather than Board of Regents level to expedite project design. Another improvement could be to increase approval thresholds to allow for faster project delivery. Exactly how much to increase approval thresholds should be studied, including thresholds for contractors, equipment replacement, and change orders. Explore whether certain items requiring approval can be replaced with improved information exchange (e.g. information provided to Board at a regular cadence).	Effectiveness Low	Medium
FAC – 18	ISU should explore removing LEED Gold certification requirement	ISU	The LEED Gold certification requirement for all new buildings at ISU may result in unnecessary spend on areas that gain points towards the LEED rating, but that don't necessarily result in commensurate sustainability or cost savings. Dealing with LEED systems and processes on a daily basis post-construction may cause burden for facilities managers that may not be balanced by the benefits. SUI and UNI adhere to the Board of Regents lesser certification requirement for LEED Silver and do not report feeling burdened by the requirement.	Explore whether changing ISU's LEED Gold certification requirement for new buildings to LEED Silver would relieve the university of undue burden and inefficient spend and allow for investments in areas that drive sustainability more effectively. Money may be better spent on energy management initiatives that more effectively reduce energy consumption, such as enhanced/upgraded building automation for older, less energy efficient buildings.	Savings Low	Short

# Facilities and Auxiliaries Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
FAC – 19	Optimize leading practices in food service operations	SW	<p>In analysis of the 2013 NACUFS Student Satisfaction Survey from each school, distinct differences in student perception and satisfaction are apparent. Students rank dining attributes in the areas of food, menu, service, cleanliness, dining environment, and environmental stewardship. 11 attributes were selected for analysis, at least one from each survey area, and chosen based on importance as identified by the students. These attributes were compared across peers from a) other schools in the NACUFS Midwest region and b) other schools with self-operated, university-owned dining services.</p> <p>-UNI outperforms the median benchmark for both peer groups in all 11 of the most important attributes.</p> <p>-At ISU, their dining halls scored above peers for 7 of the top 11 attributes, but only 1 of the 11 attributes ranked above peers for retail units. That indicates that a majority of attributes fall below peer median benchmarks for retail units.</p> <p>-At SUI, only 1 attribute ranks above peer median benchmark for dining halls while only 3 attributes rank above the benchmark for retail units. The majority of attributes at SUI rank below the peer benchmarks.</p> <p>Common challenges across SUI and ISU are menu choice and healthy menu options, which consistently fell below all peer benchmarks. The Regent institutions' common strength is location, which performed above median benchmark in all dimensions.</p>	<p>Conduct a deep-dive analysis as a Regent system to have each food service operation meet and exchange leading practices in accordance with its areas of strength identified by benchmark data. On the basis of the NACUFS data, an opportunity exists for ISU and SUI to conduct an internal review of operations in areas where they rank below peer median benchmarks. They may look to UNI to better understand best practices utilized by this campus. Because the institutions share the same master food provider contract (Martin Brothers), there may be quick wins at SUI and ISU in the student satisfaction category of food.</p>	Savings Medium	Medium

# Strategic Space Utilization & Scheduling

## Strategic Space Utilization & Scheduling

# Key Strengths and Challenges

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Several key findings and themes emerged throughout Phase 1 from interviews and analysis relating to Strategic Space Utilization & Scheduling.

### Key Strengths

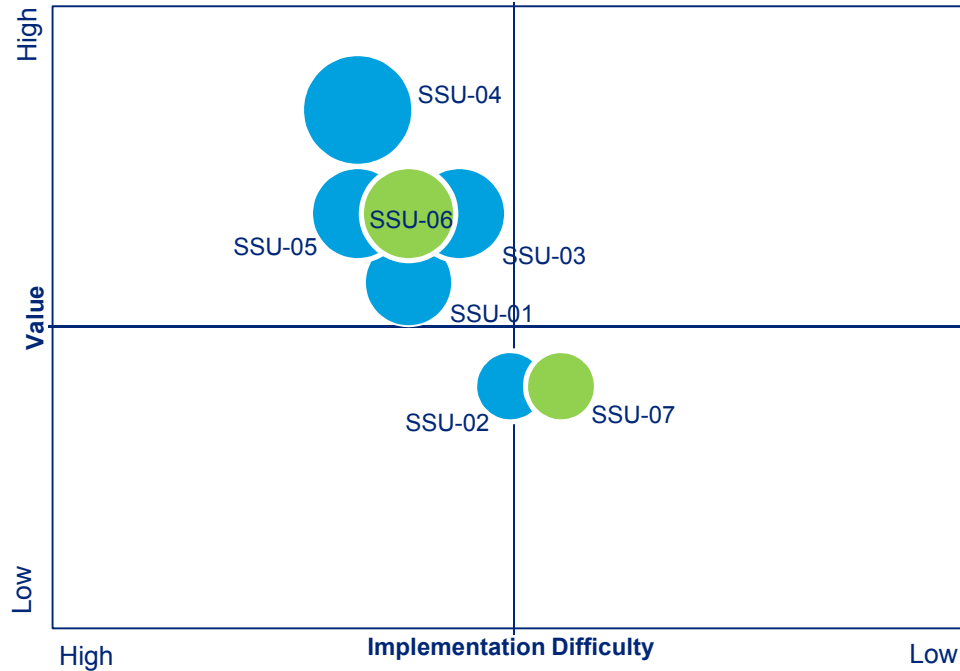
- **Commitment to continuous improvement** – Scheduling staff and stakeholders on all three university campuses are engaged and sincere in their desire to more effectively utilize resources
- **Desire to improve resource utilization** – Some progress has made in benchmarking resource utilization and planning for improved efficiencies

### Key Challenges

- **Varying reports and metrics used across system** – Data quality and inconsistency greatly limit board's ability to collect accurate, homogenized information regarding allocation of faculty and academic space
- **Multiple technology systems in place** – Three different ERP systems, three different Degree Audit systems, and two different scheduling systems are used at the universities
- **Current utilization rates are low** – Low-to-moderate levels of faculty and space utilization are common across all three universities
- **Greater financial oversight needed** – Little progress has been made, to date, in the area of fiscal accountability within the academic units on the three university campuses

# Strategic Space Utilization & Scheduling



## Prioritized Opportunities



ID	Opportunity Name	Anticipated Impact
SSU-01	Move control of academic space to the University level	High
SSU-02	Systematize the process to vet academic space capital funding requests to reduce unneeded expenditures and improve equity	High
✓ SSU-03	Improve utilization of classroom space through scheduling policy	High
✓ SSU-04	Optimize faculty allocation through a data-informed, student-centered course schedule	High
SSU-05	Maximize capacity of faculty in academic course schedules through objective analysis of student course needs	High
SSU-06	Improve graduation and retention rates by creating more student-centric schedules	High
SSU-07	Track efficiencies and progress for each university, each major academic term	High

- Efficiency Opportunity
- Effectiveness Opportunity
- Revenue Opportunity

# Strategic Space Utilization & Scheduling Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
SSU - 01	Move control of academic space to the University level	SW	Academic space allocation and management are often done at the academic unit level. This leads to poor space utilization, superficial capacity bottlenecks and disparate maintenance approaches/systems. SU has the most overt ownership in the form of classroom ownership.	Eliminate classroom ownership by academic units to remove silos of utilization and improve the effective capacity of each campus.	Efficiency High	Short
SSU - 02	Systematize the process to vet academic space capital funding requests to reduce unneeded expenditures and improve equity	SW	No defined system for using data to justify capital requests exists currently. Academic units make requests uniquely for each request, typically based on perceived need/anticipated growth.	Assess the objective capacity of existing facilities on each campus through a homogenized database. Utilize these findings to establish standards needed for a successful capital requests (which should come from the university, not an academic unit).	Efficiency High	Medium
 SSU - 03	Improve utilization of classroom space through scheduling policy	SW	Defined, enforced scheduling policies are needed to reduce avoidable wasted capacity and to improve utilization of space.	Assess, each academic term, meeting pattern assignment and compression of activities into primetime. Create a policy that limits off-grid meeting pattern usage during peak scheduling times (primetime) and compression into primetime for each academic unit.	Efficiency High	Short
 SSU - 04	Optimize faculty allocation through a data-informed, student-centered course schedule	SW	No defined system exists currently. Faculty allocation is not currently assessed and aggregated to an academic unit level. No policy exists for minimum student credit hour standards for academic units.	Assess faculty allocation each year, factoring in actual teaching loads, contractual loads and average enrollments taught to define student credit hour allocation v. model. Set floor policy levels by academic unit and release time ceilings.	Efficiency High	Medium



# Strategic Space Utilization & Scheduling Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
SSU - 05	Maximize capacity of faculty in academic course schedules through objective analysis of student course needs	SW	Academic units have limited decision-support information to assist in schedule refinement each academic term. The Provost offices don't have an objective framework to assess the efficiency with which faculty are allocated.	Assess, each academic term, opportunities to remove unneeded offerings (Reduction Candidates) from schedules. Define a policy to hold each academic unit accountable for minimum efficiencies. Cut expenditures on part-time instruction.	Efficiency High	Medium
SSU - 06	Improve graduation and retention rates by creating more student-centric schedules	SW	Academic units have limited decision-support information to assist in schedule refinement each academic term. The Provost offices don't have an objective framework to assess the alignment of faculty to student course needs.	Assess, each academic term, opportunities to add key offerings (Addition Candidates) to schedules or change the times to improve access to required courses. Define a policy to hold each academic unit accountable for effectiveness.	Effectiveness High	Medium
SSU - 07	Track efficiencies and progress for each university, each major academic term	SW	Disparate systems, poor data integrity and limited system-level utilization data and metrics exist. This limitation will greatly impact the system's ability to set goals and objectively track progress and ROI into the future.	Establish a cloud-based infrastructure to import, homogenize and analyze efficiencies each Fall and Spring academic term for all three universities. Compare findings to each university's initial findings, the other two universities, and national averages.	Effectiveness High	Medium

# Academic Programs

## Academic Programs

# Key Strengths and Challenges

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Several key findings and themes emerged throughout Phase 1 from interviews and analysis relating to Academic Programs.

### Key Strengths

- **Student engagement** – students engaged in pursuing their education with high satisfaction survey results
- **Student outcomes** – the universities producing meaningful student outcomes in terms of job placements and post-graduation pursuits
- **An active faculty** – dedicated and talented faculty and staff
- **Community outreach** – community outreach and engagement for the benefit of Iowa
- **Mission focus** – clear focus on the mission of each institution with deep appreciation for their historic origins
- **Commitment to research** – active research endeavors that impact our global society and Iowa's local economy
- **New programs** – receptivity to design and launch of new programs to meet emerging new student interests
- **Collaboration within universities** – strong desire to effectively use resources with meaningful collaboration within universities

### Key Challenges

- **Student completion rates** – approximately 50% or fewer of the students complete their undergraduate degrees in four years
- **Community college transfers** – community college transfer students frequently require extra time to complete their four-year degrees
- **Non-traditional student access** – limited access for non-traditional students (age 30 and older) to earn degrees or certificates
- **Rigorous curriculum review** – cumbersome processes for curriculum review and determining programmatic areas for growth, stabilization, or discontinuance
- **Enrollment management** – varying levels of sophistication in applying enrollment management principles, involving faculty mix, faculty load, and programmatic and classroom configurations
- **Educational master plan** – lack of an education master plan that sets parameters for each of the universities regarding programmatic areas for investment, target enrollment levels, etc.
- **Collaboration across universities** – lack of incentives to collaborate across the system

# Context for Opportunities – Strategy Map

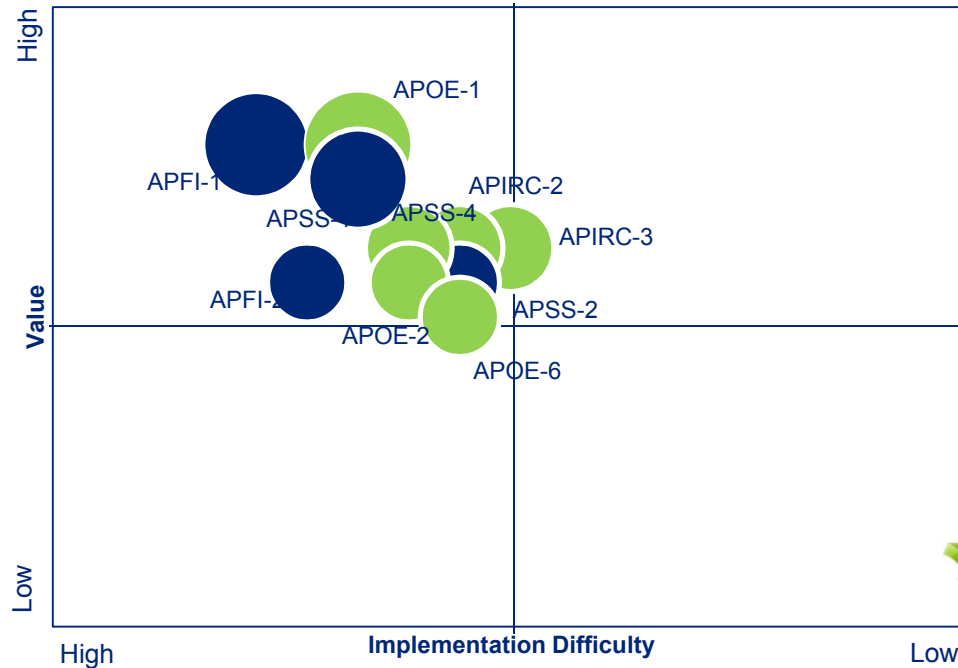
The strategy map highlights the key tenets of an impactful academic program for all Regent institutions.

Excellent and Affordable Higher Education as an Iowa Asset to the World			
<b>Student Success</b>	<p><b>High-Quality, High-Value University Education</b></p> <ul style="list-style-type: none"> <li>➤ <b>Optimized time to earn degrees</b> <ul style="list-style-type: none"> <li>• Value of education on Iowan economy</li> <li>• State need-based aid</li> <li>• Reduced student debt</li> </ul> </li> </ul>	<p><b>Outstanding Student Outcomes</b></p> <ul style="list-style-type: none"> <li>• Employability and post-secondary education pursuits</li> <li>• Continued support of classroom learning and learning communities to improve retention and student success</li> </ul>	<p><b>Student Access</b></p> <ul style="list-style-type: none"> <li>• Outreach to high schools</li> <li>➤ <b>Integration of community college transfer students</b> <ul style="list-style-type: none"> <li>• Integration of veterans</li> <li>• Recruitment of out-of-state and international students</li> </ul> </li> <li>➤ <b>Distance Education expansion for non-traditional students</b></li> </ul>
<b>Instructional, Research, Community Outreach Excellence</b>	<p><b>Impactful Curriculum and Instruction</b></p> <ul style="list-style-type: none"> <li>➤ <b>Continuous curriculum and program improvement</b></li> <li>➤ <b>Sharing of proven pedagogical approaches</b> <ul style="list-style-type: none"> <li>• Excellent faculty</li> </ul> </li> <li>➤ <b>A diverse faculty and student body</b></li> </ul>	<p><b>Focused and Impactful Research*</b></p> <ul style="list-style-type: none"> <li>• Research that supports mission</li> <li>• Applied research on improving Iowa’s economic viability</li> <li>• Impactful research for furthering global knowledge</li> <li>• Research integrated into undergraduate learning</li> </ul>	<p><b>Focused and Impactful Community Outreach/ Engagement</b></p> <ul style="list-style-type: none"> <li>• Community service supportive of university priorities</li> <li>• Focus on improving Iowa</li> <li>• “Real world” experiences integrated into undergraduate learning</li> </ul>
<b>Organization Excellence</b>	<p><b>Programs Linked to Student Needs and Post-graduation Opportunities</b></p> <ul style="list-style-type: none"> <li>• Defined and marketed differences among universities to different segments (value propositions)</li> </ul>	<p><b>Strong Enrollment Management</b></p> <ul style="list-style-type: none"> <li>• Targeted enrollment levels</li> <li>• Admissions and student mix</li> <li>• Persistence and completion rates</li> <li>➤ <b>Instructional class sizes</b></li> <li>➤ <b>Faculty and resource allocations</b></li> <li>➤ <b>Collaboration</b></li> </ul>	<p><b>Empirically Based Decision-making</b></p> <ul style="list-style-type: none"> <li>• Standardized reporting of data</li> <li>• Institutional research for monitoring and analyzing education-related issues</li> <li>• Evidence-based analysis</li> </ul>
<b>Fiscal Integrity</b>	<p><b>Fiscally-Sustainable Education-Delivery Model</b></p> <ul style="list-style-type: none"> <li>• Sufficient revenues to support excellent education</li> <li>➤ <b>Affordable and competitive tuition costs</b></li> <li>• Management of the costs of education</li> </ul>	<p><b>Fiscally-Sustainable Research Programs</b></p> <ul style="list-style-type: none"> <li>• Research funding</li> <li>• Commercialization of research</li> </ul>	

➤ **Among top 10 opportunities**

\* Research opportunities are explored in its own area of review. It is core to faculty’s role, along with instruction and community outreach, so is cited here.

# Academic Programs Prioritized Opportunities



ID	Opportunity Name	Anticipated Impact
APSS-1	Collaborate to increase revenue through online and hybrid Distance Education degree and certificate programs, thereby expanding the universities' reach beyond the traditional student markets	High
APSS-2	Ensure a smoother transition of transfer students into the four-year university experience	High
APSS-4	Continue to emphasize the importance of diversity, inclusiveness, and cultural sensitivity and awareness	Low
APIRC-2	Establish incentives for collaboration and sharing across academic programs and across the public universities, while maintaining competitive edges	High
APIRC-3	Continuously improve classroom instruction by building on and sharing successful lessons learned	High
APOE-1	Develop strong enrollment management system-wide (e.g., optimal organization, faculty staffing, and class size)	High
APOE-2	Develop a common definition of what constitutes a "program" and implement a comprehensive program review process at each university	Medium
APOE-6	Develop system-wide Institutional Research reporting and data sharing	High
APFI-1	Explore alternative tuition pricing models for the three public universities for out-of-state and international students	High
APFI-2	Increase the percent of students who graduate within four-or five- years, which in turn will reduce student debt	High

- Efficiency Opportunity
- Effectiveness Opportunity
- Revenue Opportunity

Indicates selected business case for Phase 2

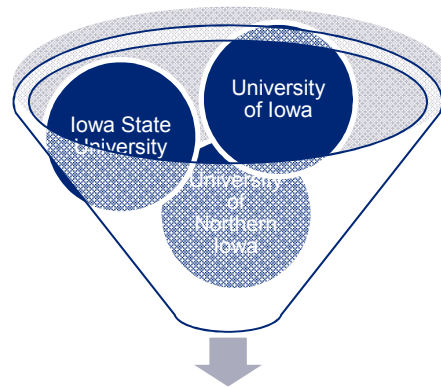
**Table Legend:** Student Success (APSS); Instructional, Research, and Community Outreach (APIRC); Organizational Effectiveness (APOE); Fiscal Integrity (APFI)

## Academic Programs

# Context for Opportunities

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- Nearly 70 individual or small group interviews with Provosts and Associate Provosts, Deans and Associate/Assistant Deans, and others
- Focus groups and group meetings with more than 300 faculty senate, council, and caucus representatives; faculty union; department chairs/DEOs/heads; and student senate leadership
- Extensive document and data review



Refinement of ideas into 60 Opportunities in Academic Programs (AP)  
that cluster into four major groupings

<b>Student Success</b>	<b>Instructional, Research, Community Outreach Excellence</b>	<b>Organization Excellence</b>	<b>Fiscal Integrity</b>
(APSS)	(APIRC)	(APOE)	(APFI)

# Academic Programs Opportunity Catalogue – Student Success

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
 APSS-1	Collaborate to increase revenue through online and hybrid Distance Education degree and certificate programs, thereby expanding the universities' reach beyond the traditional student markets	SW	The majority of the undergraduate students are traditional students (age 18 to 25). The universities are offering more programs online but have not extended their outreach significantly outside of Iowa, targeted employers, or the mid-west. There are many and varied efforts by the three universities to deliver Distance Education, but there is not a standard approach across the system to assess the quality of distance and online learning and to understand what student profiles perform best with online courses.	The three Iowa public universities could more effectively serve the non-traditional and place-bound student market - within and beyond Iowa - through Distance Education, and assess and track the effectiveness of online/ Distance Education courses.	Revenue High	Medium
APSS-2	Ensure a smoother transition of these students into the four-year university experience	SW	Although the Board of Regents and the universities have established articulation agreements with each community college, the knowledge, implementation, and use of web-based tools associated with those agreements are not consistent or used to the maximum benefit.  Faculty members find that not all community college students are prepared for the four-year university experience.	The three public universities could develop strategies and plans to smooth the transition of community college students to four-year baccalaureate programs.	Revenue High	Medium

## Academic Programs

# Opportunity Catalogue – Student Success

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
APSS-3	Develop strategies to attract students from a variety of sources, including in-state, out-of-state, and international students	SW	<p>Approximately 90% of the students at UNI are from in-state. Both SUI and ISU have increased their mix of out-of-state and international students to make up for the flat in-state high school graduation rates.</p> <p>All three public universities are interested in attracting more international students, as a means to assist in becoming more global and strengthening them financially. Local and international employers want globally-educated graduates.</p>	<p>The three public universities could develop strategies to broaden their in-state reach; continue to increase the percent of qualified high school graduating students in other states; and coordinate and improve recruitment of international students.</p> <p>Simultaneously, the universities could ensure that the out-of-state and international tuition more than covers their costs of teaching those students and continue to ensure that no in-state student who is eligible to attend a public university is denied admission.</p>	Revenue High	Medium
APSS-4	Continue to emphasize the importance of diversity, inclusiveness, and cultural sensitivity and awareness	SW	<p>As verified in the focus groups during the Phase 1 TIER project, each public university is interested in how to manage and encourage diversity – diversity in ethnicity, ideas, gender identity, etc. – at the student, faculty, and administrative levels.</p>	<p>The three Iowa public universities could explore best practices and evaluate opportunities to increase student diversity and ensure all feel included.</p>	Effectiveness Low	Long



## Academic Programs

# Opportunity Catalogue – Instructional Excellence

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
APIRC-1	Align the various program reviews so they can be conducted in a more holistic manner with more meaningful outcomes	SW	<p>Academic programs undergo multiple types of reviews and public accountability:</p> <ul style="list-style-type: none"> <li>The universities do program reviews on scheduled bases, but such reviews are not consistent across the system or sometimes only focus on a specific program versus the whole context of the program.</li> <li>BOR-required reviews are not always coordinated with accreditation reviews (e.g. AACSB) or with Advisory Council program discussions.</li> <li>The State legislature requires tracking and reporting on Student Learning Outcomes (SLOs), starting with the large classes as part of a Continuous Improvement Program (CIP).</li> </ul> <p>Faculty do not understand the linkages across these review initiatives.</p>	The public universities could establish meaningful program and curriculum evaluations with criteria for continuance/ discontinuance and reallocation of resources potentially as a precursor for system-wide rationalization of course or program offerings.	Effectiveness Medium	Long


## Academic Programs

# Opportunity Catalogue – Instructional Excellence

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
APIRC-2	Establish incentives for collaboration and sharing of academic programs across the public universities while maintaining competitive edges	SW	<p>The “system” is more frequently described as a “confederation” rather than a collaborative system with shared goals. Although there are examples of collaboration between universities, they generally compete with each other– both in athletics and academics – which results in unnecessary added costs and inefficiencies in some areas.</p> <p>Furthermore, the universities have disincentives to collaborate because of the desire to keep student credit hours at their “home” universities.</p>	The Board of Regents could assume a leadership role that emphasizes collaboration where it makes sense to the betterment of Iowa and competition where it is healthy to create higher levels of quality and innovation among the public universities.	Effectiveness High	Short
APIRC-3	Continuously strive to improve classroom instruction by building on and sharing successful lessons learned	SW	<p>The public universities and their colleges are exploring new pedagogical approaches, such as Active learning in the Transact Interact Learn Engage (TILE) classrooms and hybrid classes at SUI, flip classes at ISU, the Quality Matters! initiative through its Distance Education programs at UNI.</p> <p>That said, the universities do not routinely share lessons learned, and it is hard to compare SLOs across teaching modalities.</p>	The public universities could meet at least once a year to share innovations and efforts so that each university can benefit from the lessons learned and demonstrated successes. Similar discussions should occur within each university across colleges.	Effectiveness High	Medium
APIRC-4	Establish a consortium across the three public universities where international study and work opportunities are shared to ease students’ access to such opportunities	SW	Each of the three public universities provide work and study abroad opportunities to their students. Each university can demonstrate how such experiential learning opportunities are life transforming for their students.	The Board of Regents could encourage greater collaboration among the universities to develop a consortium of study abroad opportunities for SUI, ISU, and UNI students. Each college should identify ways to integrate these experiences with their overall programmatic goals.	Efficiency Medium	Medium

# Academic Programs


## Opportunity Catalogue – Organizational Excellence

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
 APOE-1	Develop a strong enrollment management system-wide	SW	<p>The universities and colleges are at different levels of sophistication in enrollment management.</p> <ul style="list-style-type: none"> <li>SUI CLAS accounts for 53% of the student contact hours for undergraduates. Current average class sizes are 16 students. The break-even point is estimated to be an average class size of 23 students.</li> <li>The UNI colleges have not calculated their break-even points and, thus, have not set target average class sizes.</li> <li>ISU has identified such targets through Resource Management Model (RMM).</li> </ul>	All three public universities could become more sophisticated regarding enrollment management to ensure cost-effective delivery of student learning outcomes through better programmatic configurations, faculty mix, and mix of class sizes so that students can expeditiously complete their programs.	Effectiveness High	Medium
APOE-2	Develop a common definition of what constitutes a "program"	SW	The university system does not have a formal definition of what constitutes a program. The universities have working definitions for their programs: some are linked to majors, others to minors. The UNI Faculty union raised program definition as an issue when the university terminated some programs, majors, minors, and courses.	The Board of Regents could have the universities formally define a program as a common nomenclature across the three universities for consistency and ease of communication with students and the public.	Effectiveness Medium	Short
APOE-3	Explore options to achieve optimal organizational and staffing	SW	<p>There is inconsistency in spans of control, with some deans having more than 35 direct-reports and others with 10 or fewer.</p> <p>Adding to the spans of control is a mix of departments, centers, and support functions.</p> <p>Faculty Chairs (DEOs/heads) workload also varies within colleges and across universities.</p>	The academic community, particularly the colleges involved in the liberal arts and sciences, could engage in a thoughtful discussion about their role as a general education foundation and addressing optimal staffing and organizational configuration.	Effectiveness High	Medium
APOE-4	Provide sufficient lead time to accommodate the ISU growth	ISU	<p>ISU has successfully increased its enrollments to 34,000 for Fall 2014 but faculty feel it has become too lean to accommodate this growth.</p> <p>ISU has benefited from its rapid enrollment increases in many ways, but has not had an opportunity to stabilize and provide the infrastructure needed.</p>	BOR and ISU could assess what is the optimal size for the university and the timing needed for stabilization.	Effectiveness High	Medium



## Academic Programs

# Opportunity Catalogue – Organization Excellence

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
APOE-5	Formalize faculty performance management procedures for improved consistency and ease in administration	SW	<p>Each university and often times each college within a university approach faculty performance reviews differently.</p> <p>Despite a commitment to such reviews, there is a lack of consistency regarding the content, approach, and rating scales used during these performance reviews.</p>	<p>The Provosts could work with their faculty to formalize and standardize faculty performance management, and share and benefit from best practices and lessons learned.</p> <p>UNI could look at the post-tenured review models at SUI and ISU and explore the development of such a review.</p>	Efficiency Medium	Medium
 APOE-6	Establish a formal institutional research (IR) office at SUI, and establish system-wide IR reporting and data sharing at BOR	SUI	<p>The universities have varying levels of institutional research IR capabilities. ISU and UNI have dedicated IR offices. In contrast, SUI does not have an IR office so its IR capabilities are fragmented. In general, efforts to produce traditional IR types of data at each university and across the systems are burdensome.</p> <p>Without uniform capabilities and reporting across the three public universities, the ability to track system and university-specific trends is challenging at the BOR level.</p>	<p>SUI could establish a formal IR office and openly share information, building on efforts at UNI and ISU and meeting national standards. All three universities should move into using big data to address university issues on effectiveness and efficiency as part of continually striving to be better.</p> <p>In addition, the BOR should continue to work with the three public universities regarding the kinds of standard reports that should be routinely generated for trend analysis, system-wide comparisons, public accountability, and BOR reporting.</p>	Effectiveness High	Short
APOE-7	Align BOR, university, and college strategic plans	SW	<p>The Provosts have strategic plans for the academic areas that support their respective overall university strategic plans. Many of the colleges have specific strategic plans that align with the Provosts' strategic plans but not all do.</p> <p>The universities lack longer term educational master plans, which should be the foundation for any facilities master plans, IT master plans, etc.</p>	<p>The Provosts should ensure educational master plans are in affect and align with the strategic plans. Similarly, other master plans – facilities, IT, staffing, etc. – should then be supportive of the educational master plans.</p>	Effectiveness Medium	Long

# Academic Programs Opportunity Catalogue – Fiscal Integrity

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
APFI-1	Explore alternative tuition pricing models for the three public universities	SW	<p>The State and BOR are interested in containing tuition costs, particularly for in-state students. The programs should ensure that the tuitions are affordable, competitive, and sufficient for covering students who are not in state (e.g., out-of-state and international students).</p> <p>In some areas, the colleges did not know if their tuition rates were competitive, under-valued, or below the market rates, such as for international students.</p>	<p>The system could explore different tuition pricing models used among its peers; some possible options are:</p> <ul style="list-style-type: none"> <li>• A three-tier tuition schedule with incremental differences for out-of-state domestic students and international students</li> <li>• More differentiated tuitions based on colleges' costs and programmatic demands</li> <li>• Additional charges for credits beyond 15 or 16 per semester</li> <li>• Variable tuition among the three universities</li> </ul>	Revenue High	Medium
APFI-2	Increase the percent of students who graduate within four-or five-years, which in turn will reduce student debt	SW	<p>The greatest factors contributing to student debt are cost and number of years enrolled.</p> <p>At the three public universities, about 50% or less of the students complete their baccalaureate degrees in 4 years. Some programs formally take 5 years; and others are <i>de facto</i> 5 years (e.g., engineering with work cooperatives or education for additional teaching endorsements). The majority are 4-year programs, however.</p>	<p>The three Provosts should continue to establish targets and plans for increased percentages of students completing their baccalaureate degrees on time.</p> <p>The BOR should monitor these university goals and plans.</p>	Revenue High	Long

# Information Technology

## Information Technology

# Key Strengths and Challenges

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Several key findings and themes emerged throughout Phase 1 from interviews and data analysis relating to the Information Technology landscape.

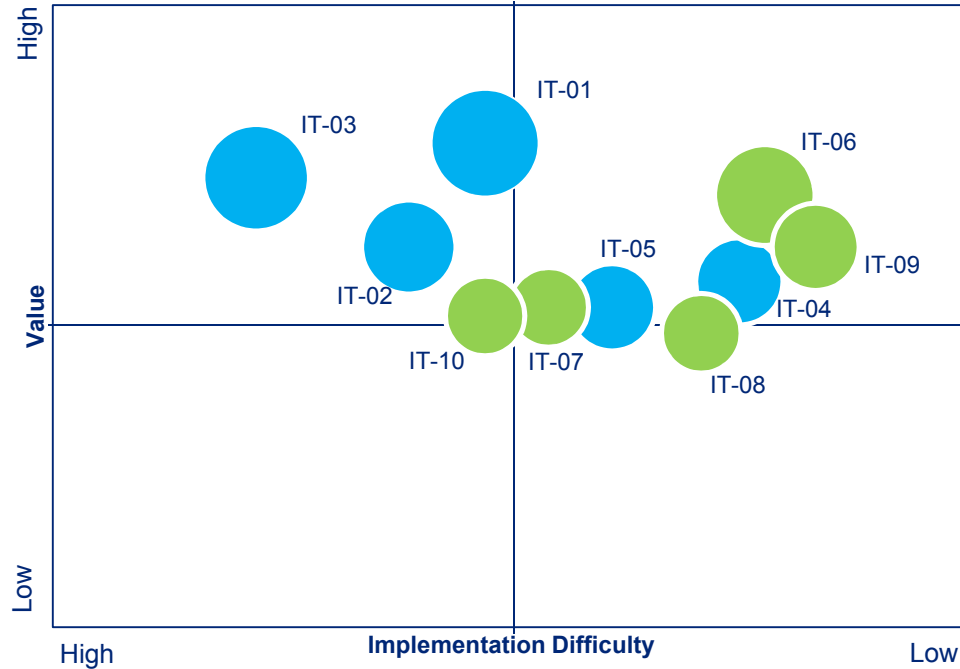
### Key Strengths

- **Robust technology infrastructure landscape** - the three primary data centers are enterprise-class facilities and appear to have sufficient capacity for medium-term needs. Additionally, the optical network (BOREAS) provides high-speed connectivity between SUI and ISU at a lower cost due to collaboration between institutions
- **Well-defined IT organization structures** – distinct infrastructure, applications and educational technology teams with clearly defined focus areas
- **Significant custom applications development and maintenance capabilities** – SUI and ISU each have internally developed Enterprise Resource Planning (ERP) systems (like MAUI, Kualii etc.) and have strong IT capabilities to develop and support these platforms
- **Positive relationships with distributed IT groups** – our interviews revealed a foundation of trust and collaboration between the distributed teams and central IT teams
- **Positive flexible sourcing experiences** – as examples, e-mail and VoIP services are being handled by third-party providers

### Key Challenges

- **Limited visibility of total IT spend** – while a good understanding of central ITS spend is available, the total amount of decentralized IT operating and IT capital expenditure is not easily visible
- **Need to determine right balance between central and distributed IT services** – some infrastructure services provided in a distributed manner, which could potentially be pooled
- **Single points of failure** – Some skill areas are at risk if there are immediate departures
- **Continued focus on IT security** – while ITS security teams are well-defined and functional, systematic testing of IT controls could be a future opportunity
- **Enhance enterprise architecture discipline** – missing a detailed catalog of applications and IT projects across all three universities. There is also a need to consider the longer-term ERP strategy
- **Need for more advanced business intelligence, analytics and technology innovation** – user groups are requesting advanced reporting, analytics and big data capabilities

# Information Technology Prioritized Opportunities



ID	Opportunity Name	Anticipated Impact
✓ IT-01	Streamline the distributed IT service delivery model for greater efficiency and accountability	High
✓ IT-02	Transform the central ITS service delivery model into a more flexible, collaborative model	High
✓ IT-03	Simplify the applications portfolio across the three universities including the ERP platforms	High*
✓ IT-04	Utilize technology innovations to reduce the total cost of ownership (TCO) for Infrastructure	Medium
IT-05	Develop a shared data center strategy	Medium*
IT-06	Strengthen IT security and IT controls capabilities	High
IT-07	Improve the visibility of IT financials and project portfolios	Medium
IT-08	Create a business intelligence (BI) and analytics Center of Excellence (COE)	Medium
IT-09	Strengthen IT strategic planning discipline	Medium
IT-10	Standardize key IT processes across all universities like software development processes	Medium




\* Takes into account potential one-time cost avoidance

- Efficiency Opportunity
- Effectiveness Opportunity
- Revenue Opportunity


✓ Indicates selected business case for Phase 2



# Information Technology Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
 IT-01	Streamline the distributed IT service delivery model for greater efficiency and accountability	SW	Over 45 distributed IT teams (colleges, departments etc.) provide secondary commodity infrastructure services like desktop management, server administration, help desk support, database administration and classroom IT support in addition to other localized services like applications and web content maintenance.	Strengthen collaboration between distributed and central ITS teams	Savings High	Medium
 IT-02	Transform the central ITS service delivery model into a more flexible, collaborative model	SW	Most of the ITS organizations are largely insourced organizations, with a number of similar functions being performed by the ITS groups across all the three universities (e.g. security policy creation, data center support, network/telecom functions). Further, some demand management opportunities were seen, in application development and maintenance and Infrastructure functions, along with some overlaps of functions. Finally, some challenges exist with single points of failure for some specialized skillsets.	Explore cross-skilling and the use of variable staffing models while streamlining overlaps in functions within the ITS teams	Savings High	Medium
 IT-03	Simplify the applications portfolio across the three universities, including the ERP platforms	SW	Duplicative applications seen supporting similar business needs and capabilities within universities - like time and attendance, learning management systems, door access systems, web content management, facilities management systems, help desk systems, etc. Such duplication can also be seen across the three universities especially around the ERP systems (e.g. HR, Finance, Student).	Consider standardizing on primary application systems across key functional capabilities, and link to standard contracting	Savings High	Long

# Information Technology Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
IT-04 	Utilize technology innovations to reduce the total cost of ownership (TCO) for Infrastructure	SW	Over 30,000+ conventional desktops are used across the three universities by students, faculty and staff. Some thin client machines (VDIs) have been successfully used for student testing, computer labs and other functions at one university and savings have been achieved. ISU has deployed VoIP (Voice over IP) with some success and has achieved annual savings while SUI and UNI are on standard PBX / telecom for voice.	Consider deployment of VDI and VoIP to enhance quality of service and increase spend effectiveness	Savings Medium	Medium
IT-05	Develop a shared data center strategy	SW	There are six data centers across the three universities, each with a primary and backup facility, and over 60 server rooms/closets. While the primary data centers across the three campuses have sufficient capacity for growth and good redundancy, the backup data centers are faced with key concerns such as lack of sufficient redundancy or capacity.	Develop a shared data center landscape to support all three universities	Savings Medium	Medium
IT-06	Strengthen IT security and IT controls capabilities	SW	There has been a greater spotlight on IT security due to a number of recent IT security incidents and there is a greater level of concern about the capability effectiveness of the current security teams. Also, no clear evidence was found of a systematic definition and regular testing of IT controls.	Enhance the IT security capability at each university and coordinate IT security and controls activities across universities	Effectiveness High	Short
IT-07	Improve visibility of IT financials and project portfolios	SW	While central IT spend is clear, there is less visibility on distributed IT spend, especially for capital expenditures. There is also an opportunity to further clarify and refine the distributed IT operating expenses. Additionally, there are differing levels of visibility into the portfolio of IT projects at the different universities.	Develop a total picture of IT spend across the universities and standardize on a project portfolio tool	Effectiveness Medium	Medium

# Information Technology Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
IT-08	Create a BI / Analytics Center of Excellence (COE)	SW	Increasing needs for advanced reporting, Business Intelligence (BI) and analytics capabilities and tools were seen across the universities. Also, there are a number of reporting databases (like MS Access and other legacy databases) utilized for reporting which makes for an inflexible reporting foundation.	Explore development of a BI / analytics COE model that could serve the three universities	Effectiveness Medium	Long
IT-09	Strengthen IT strategic planning discipline	SW	Each university has developed IT strategic plans and visions for IT with varying methods, levels of detail and planning maturity. Further, detailed roadmaps for some of the key IT projects were found to be lacking.	Significantly strengthen the discipline of strategic IT planning at each of the universities	Effectiveness Medium	Short
IT-10	Standardize key IT processes across all universities	SW	IT processes within each central IT group are not uniform and in some instances new processes must be adopted (e.g. Enterprise Architecture catalogs). Different incident management tools are used within the central IT groups and distributed IT. Different Software Development Lifecycle (SDLC) processes are followed as well.	Follow a set of standardized processes for the main IT capabilities so that there is uniformity in IT operations across the universities	Effectiveness Medium	Long
IT-11	Integrate DR / BC planning within universities	SW	While Disaster Recovery (DR) plans exist across central ITS assets, few other assets are covered by these DR or Business Continuity (BC) plans. The issue is more acute across the assets supported by the distributed IT teams.	Integrate central ITS and distributed IT DR plans	Effectiveness Medium	Short

# Information Technology Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact -Savings / Revenue / Effectiveness	Anticipated Time to Implement
IT-12	Strengthen Enterprise Architecture (EA) discipline	SW	There is little visibility across the entire application portfolios (or interfaces and data sources) within the universities and especially across the three universities. Therefore, procurement decisions may be being made without the required knowledge of the application portfolio, which might help avoid duplication and systems proliferation.	Perform an inventory of applications (data sources and interfaces),and use regularly within the universities	Effectiveness Medium	Medium
IT-13	Develop integrated storage management practices	SW	A heterogeneous landscape for data storage exists at the universities with some standalone Storage Area Networks (SANs). Some distributed groups are reluctant to use central storage because of outages in the past. In some instances, distributed IT can purchase storage and manage more cheaply than using the central service.	Leverage a more centralized SAN environment for managed storage providing different tiering of cost options	Effectiveness Medium	Medium
IT-14	Develop a cross-CIO coordination council	SW	Currently there is no formal collaboration mechanism between the different university CIOs although this does happen informally once a year. Thus, there is little knowledge of IT strategic plans across the universities or tracking of progress made against the plans.	Create a CIO council across the universities to formalize CIO coordination at the system level	Effectiveness High	Short
IT-15	Create a Technology Innovation COE	SW	There is at least one dedicated innovation group among the central IT groups at the universities. Distributed IT has more latitude to spend their own funds on new technology. Distributed IT feels that central IT is slow to move on adopting newer technologies due in part to strict procurement policies.	Formalize support for innovation across the universities with a dedicated group responsible for finding and testing new technologies	Effectiveness Medium	Medium

Finance

## Key Strengths and Challenges

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Although each University demonstrated unique strengths and challenges in finance, key themes began to emerge across the three regent institutions.

### Key Strengths

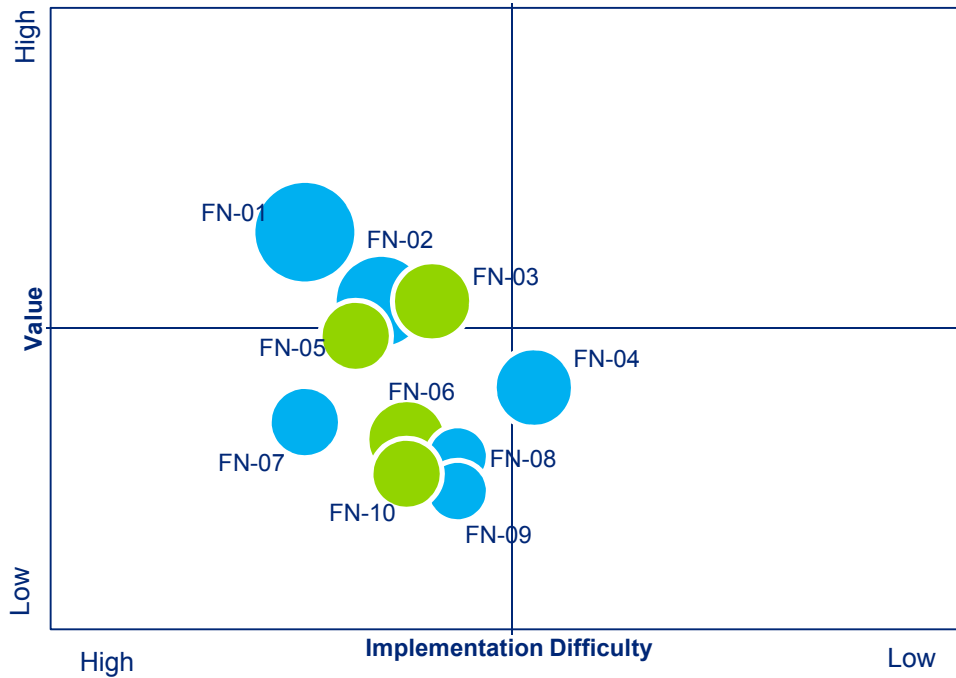
- **Dedicated staff** – strong commitment to supporting the mission of teaching and research through efficient and customer-focused administrative services
- **Continuous improvement** – Keen interest in continuous process improvement and technology innovation
- **Collaborative culture** – High levels of collaboration between finance functions at each institution, as well as cross-institution knowledge sharing in key areas (e.g., risk management)

### Key Challenges




- **Decentralized organizational structure** – many finance processes are dependent on input and coordination from decentralized administrative staff who may not be trained in all the relevant processes, procedures, and technology (e.g., travel and expense, procurement)
- **Balance of compliance vs. flexibility** – increased focus on compliance has led to increased processing times and auditing effort
- **Investment in technology** – many processes are still manual, requiring paper processing and duplicative data entry. Investment needed in certain areas to encourage automation and minimize paper processing (e.g., Electronic Data Interchange, Electronic Journal Entry Access)
- **Lack of transparency in strategic financial decision making** – budget funding model and process is not always transparent to faculty and staff, leading to confusion on how funds should be managed at the department level (e.g., end of year spend down on funds)

# Finance



## Prioritized Opportunities



ID	Opportunity Name	Anticipated Impact
 FN-01	Streamline Processing of Finance Transactions	High
FN-02	Increase AP Operations Efficiency	High
FN-03	Revise Budgeting Model to Allow for Greater Transparency and More Robust Strategic Cost Management	Medium
FN-04	Move to Selected Post-Audit for AP and Expense Transactions	Medium
FN-05	Coordinate Enterprise Risk Management	Medium
FN-06	Reduce Property Insurance Premiums by Increasing Deductibles	Medium
FN-07	Implement Budgeting Tool	Medium
FN-08	Reduce Reliance on Manual Checks	Low
FN-09	Leverage Electronic Data Interchange (EDI) Processing to Reduce Data Entry	Low
FN-10	Streamline Budgeting Support	Low

-  Efficiency Opportunity
-  Effectiveness Opportunity
-  Revenue Opportunity

# Finance Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
 FN-01	Streamline processing of finance transactions	SW	Departmental level staff at each institution often play multiple roles, splitting time between disparate processes and functions. The wide range of responsibilities makes it difficult to train staff on new processes, procedures, and technology. Ultimately, decentralized structure can lead to multiple people being involved in initiating and approving transactions, resulting in rework and audits to ensure transactions are completed correctly.	Streamline and standardize how finance transactional activities are delivered (e.g., creation of travel and expense reports). Evaluate the potential to revise the service delivery model for decentralized finance processes and consolidate transactions to improve service quality, reduce handoffs, and improve accountability. Trained staff members will provide specialized and standardized expertise, quality assurance, and operate under mutually agreed upon service agreements.	Savings High	Long
FN-02	Increase Accounts Payable operations efficiency	SW	The Accounts Payable (AP) functions at each institution are staffed differently, with varying levels of support and automation. SUI has the largest AP operations and the largest volume of invoices. When normalized for invoice volume, SUI and UNI Full Time Equivalents (FTEs) process invoices that are in line with benchmark peers (but not leading practice). ISU lags in comparison, with staff processing approximately 10,000 invoices per FTE a year. From a cost perspective, UNI appears to be the most efficient, with invoices costing an average of \$5.25. Cost per invoices at SUI and ISU are \$7.05 and \$7.70 respectively.	Evaluate ways to improve and streamline AP operations across the system. Given current benchmarks, certain portions of AP operations may be consolidated for more cost effective service delivery (e.g. invoice intake, data entry). Investments in technology will be necessary to improve efficiency (e.g., Vendor Self-service, Electronic Data Interchange, Automated Clearing House / Electronic Funds Transfer Capability).	Savings High	Long
FN-03	Revise budgeting model to allow for greater transparency and more robust Strategic Cost Management	SUI + UNI	The current budgeting processes at SUI and UNI could be more transparent. Departmental staff report that they don't understand how strategic funding decisions are made at the leadership level. Departments spend the majority of their time managing salary line items in the General Education Fund. Budget officers report little visibility into how tuition, state appropriations, and indirect cost recovery is allocated to each unit. There is also confusion over budget policies and procedures (e.g. carry-forwards).	Incorporate some of the principles of strategic cost management to allow leadership to make more informed financial decisions. Include principles like: -Encourage carry-forward ability -College-level ownership of certain revenue streams -Establish a Strategic Initiative Fund to encourage cross-collaboration (e.g., cross-college programs, building initiatives) -Develop All-funds visibility to better understand performance 	Effectiveness Medium	Long



# Finance

## Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
FN-04	Move to selected post-audit for Accounts Payable and expense transactions	SUI + UNI	SUI and UNI are currently operating in 100% audit environments for expense transactions. SUI moved to 100% audit of travel and expense transactions after a fraud incident in 2011. AP had to hire 4 additional FTEs to review 100% of transactions. Currently 10 FTEs auditing transactions in AP. At UNI, Business Operations reported that they also conduct a 100% review of travel and expense reports. UNI reports they have 3 FTE's in Business Operations who work on the audit and review process, as well as secretaries who vet reports in their respective departments. Increased auditing requirements has led to redundant transaction reviews across campus, leading to inefficiencies and duplication of effort.	Move to selected post-audit based on a standardized threshold or category (e.g. international travel). This can reduce the number of Audit staff required and provide a greater level of efficiency in business operations at each institution.	Savings Medium	Short
FN-05	Coordinate Enterprise Risk Management needs	SW	Risk Management is managed separately at each Regent institution, with varying levels in sophistication. Significant portion of Risk Management operations is dedicated to insurance procurement and claims processing, with limited focus on Enterprise Risk Management. Staff at each institution also expressed confusion over what the appropriate risk tolerance and strategy is, as well as who is responsible for compliance in the different functions.	Streamline and coordinate risk management activities across the three institutions. The Board of Regents can play a larger role in providing guidance on risk tolerance and leading practices around Enterprise Risk Management. Enterprise Risk Management collaboration can include: Strategic Planning, Internal Audit, Insurance, Legal, IT Security, Compliance & Ethics. By strategically managing risk at a system level, Iowa can reduce the chance of loss, create greater financial stability, and protect resources in order to continue their mission of supporting teaching, research, and public service.	Effectiveness Medium	Medium

# Finance

## Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
FN-06	Reduce property insurance premiums by increasing deductibles	SW	<p>Currently SUI and ISU have a combined insured value of nearly \$13 billion, with premiums of about \$8.4M. Of ISU's total insured value of nearly \$4 billion, \$1.1 billion of that value carries deductibles of \$100k or less. SUI's total insured value is \$8.9 billion.</p> <p>Property insurance is an important issue to the University of Iowa. In June 2008, a flood caused \$717 million in damages, of which SUI expects to recover \$483 million from the Federal Emergency Management Agency (FEMA) and only \$65 million from insurance. As a result, the University of Iowa works diligently to obtain as much flood coverage as possible in both the commercial insurance market and the National Flood Insurance Program (NFIP) operated by FEMA. Flood insurance is both scarce and expensive, and there is generally not enough coverage available to address a large catastrophe.</p>	<p>There is an opportunity to reduce insurance costs across the system. Institutions should explore the opportunity to reduce premium costs by assuming higher deductibles – e.g., minimum deductible of \$500K, with larger locations assuming deductibles of \$1M or \$2M. This changes the insurance company relationship from a transactional “dollar trading” relationship to a more strategic one, in which insurers respond only in serious, and rare, circumstances.</p> <p>Institutions may consider establishing an internal property insurance fund, to cope with losses that exceed some internal thresholds (e.g., \$25K or \$100K depending on size of facility), but do not trigger commercial insurance. Lastly, all three institutions may investigate participating in a captive insurance company operated by groups of universities. Several of the large insurance brokerage firms have organized and managed these captives.</p>	Savings Medium	Medium
FN-07	Implement budgeting tool	SW	<p>Currently there is no comprehensive budgeting tool in use at any of the institutions that can aggregate budget data and provide all-funds capability. Units/Colleges have developed their own tools to help aggregate data, leading to multiple shadow systems.</p>	<p>Develop requirements for a comprehensive budgeting tool with all-funds capability to minimize use of shadow spreadsheets and allow for greater financial tracking and performance management.</p>	Effectiveness Medium	Medium

# Finance Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
FN-08	Reduce reliance on manual check processing	SW	Reliance on manual check processing in AP is widespread across the three Regent Institutions. -SUI: 45% of payments are paid by check (253,065 check payments in FY 13 out of a total of 562,365) -UNI: 65% of payments are paid by check (37,958 check payments out of 66,122 payments in FY 13) -ISU: Virtually all payments are paid via check (over 89,000 payments in FY13). AP has decided not to pursue electronic payments since it would be manual for Treasury to enter routing information. Currently there is no way to capture bank routing information on the vendor file. This leads to manual check processing which is not efficient.	Leverage electronic payment mechanisms to improve efficiencies and reduce costs. SUI, UNI, and ISU should require new suppliers to accept electronic payments and work with existing suppliers to transition to electronic payments. Moving to Automated Clearing House / Electronic Funds Transfer (ACH/EFT) could save of at least \$0.45 per transaction over paper processes. At ISU, invest in e-Payables to allow for efficient use of ACH/EFT payments.	Savings Low	Medium
FN-09	Leverage Electronic Data Interchange (EDI) processing to reduce data entry	SW	Electronic Data Interchange (EDI), the process in which preferred vendors transmit invoice information electronically to reduce cost associated with the handling and processing of paper invoices, is not widely used. SUI has recently implemented EDI, but only 16% of invoices at SUI are received via EDI, leading to a large volumes of paper invoice still being filed and managed. Currently 4 FTEs in AP that support invoice processing and data entry. At UNI and ISU, EDI is not in use, leading to duplicative data entry when processing invoices.	Leverage Electronic Data Interchange (EDI) capability to reduce data entry, error rates, and manual processes. At ISU and UNI, implement EDI technology to reduce the amount of data entry required.	Savings Low	Short
FN-10	Streamline budgeting support	SUI	Finance functions exist in central administrative units and at the college/department level. Each school/major unit has at least one Budget/Financial Officer and various support staff. Support and skill level varies based on the college/unit. Some units, such as College of Medicine, College of Liberal Arts & Sciences, and Information Technology, have multiple finance and budgeting support staff.	Evaluate the potential to revise the service delivery model for budget planning to minimize involvement of staff that are not trained financially. The new model could provide standardized, consistent levels of service for budgetary and financial processes.	Savings Low	Medium

# Finance Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
FN-11	Optimize finance organizational structure	SW	<p>Each institution has multiple finance organizations that report up to the VP for Finance and Administration, who also oversees various Administrative functions (e.g., HR, Facilities). There is no dedicated Chief Financial Officer overseeing finance related functions.</p> <p>-At SUI there are four traditional Finance Organizations: Controller, Business Services, Financial Management/Budget, and Treasury.</p> <p>-At UNI there are three finance units: Controller, Business Operations, and Budget.</p> <p>-At ISU there are three traditional Finance Organizations: Business Services, Budget &amp; Analysis, and Treasury.</p> <p>While these structures seem to work based on strong personal relationships between units, it can create siloed operational structures and limit cross-collaboration. Sometimes roles and responsibilities don't align with the department. For example, at UNI, some traditional controller functions roll up to other areas (e.g., Payroll, budgeting).</p>	Review finance related organizational structures to determine if a revised model could increase spans of control, reduce siloed operations, and clarify roles and responsibilities.	Savings Medium	Medium
FN-12	Eliminate paper copies of Journal Entries	UNI	Currently Journal Entries are submitted in Excel via email, but paper copies are mailed to Accounting for record keeping. This was due to internal audit recommendations. Controller also manually signs off on all Journal Entries (signs paper copies prior to storing)	Allow users to submit electronic backup documentation with Excel Journal Entries to reduce the amount of paper mailed across campus. Consider automating Journal Entry process by allowing end users to have Web ADI upload access. Could also consider leveraging budget adjustment tool for Journal Entries. Develop thresholds for entries that need to be reviewed - correction and interdepartmental charges should not require review by the Controller. Entries that do need review should be done so electronically and not signed off on paper.	Savings Low	Short

# Finance

## Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
FN-13	Reduce number of direct payments in AP	UNI	Currently, 50% of spend is directed through "Request For Payments" (e.g. direct payments), where departments requisition goods on their own, then submit the invoice for payment to AP retroactively. This not only minimizes spend visibility, but creates a lot of manual paper work and auditing. Only 24% of UNI invoices are associated with Purchase Orders, as opposed to 76% at SUI. Request for Payments are submitted on paper, and 100% of requests are audited/reviewed by AP Staff.	Channel more spend through official purchasing channels.	Savings Low	Medium
FN-14	Adopt electronic submission of Request for Payments	UNI	Request for Payments are currently sent on paper. This results in duplicate data entry and paper being mailed across campus.	Move to electronic submission of Request for Payments (RFP). Short-term solution is to submit RFP via e-mail with electronic supporting documentation. Eventually should invest in electronic routing that would allow users to input Request for Payments directly into Oracle.	Savings Low	Short
FN-15	Increase volume of online/ electronic payments for student receivables/ payables and non-student receivables	UNI	Approximately 57% of student payments are made through e-checks. 27% of payments are still made via check, and 7% of payments are made with cash. This results in data entry and a large cashiering staff to manage paper checks and cash. A significant amount of refunds to students are also via check. Non-student A/R can only be paid by check. Invoices specify that check should go directly to Cashier's office, but approximately 5% of checks are sent directly to departments. This requires additional accounting entries to account for when departments deposit their checks to their own departmental accounts.	Develop outreach program to encourage students to submit online payments. Implement e-Check capability for non-student A/R. Also consider upfront credit card payment requirements for small dollar invoices.	Savings Low	Medium

# Finance Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
FN-16	Revise receipt policy for travel & expense	UNI	UNI currently requires paper receipts for all travel and expense transactions above \$25, which is below the federal guidance of \$75. This results in additional administrative burden to compile and process expense reimbursements.	Implement threshold of purchases over \$75 requiring receipt (federal guidance).	Effectiveness Low	Short
FN-17	Develop a centralized tax function	ISU	There is no central Tax Accounting function at ISU. The Controller's Office, Payroll, and General Counsel all try to manage tax issues as they arise. This raises questions from an audit and cost management perspective around appropriate counsel and advisory needs.	Collaborate with SUI or UNI to build a centralized tax function in order to help departments with business tax needs by responding to tax questions, conducting tax research, and advising regarding tax planning options and consequences.	Effectiveness Low	Medium
FN-18	Implement "No-PO, No Pay" policy for vendors	ISU	Currently many vendors submit invoices to AP without the PO number attached, creating additional work for Accounts Payable (AP) staff.	Allow AP to educate vendors on correct invoicing processes. Send back invoices that do not properly document the associated Purchase Order (PO) number.	Effectiveness Low	Short

# Human Resources

## Key Strengths and Challenges

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Several key findings and themes emerged throughout Phase 1 from interviews and analysis relating to Human Resources.

### Key Strengths

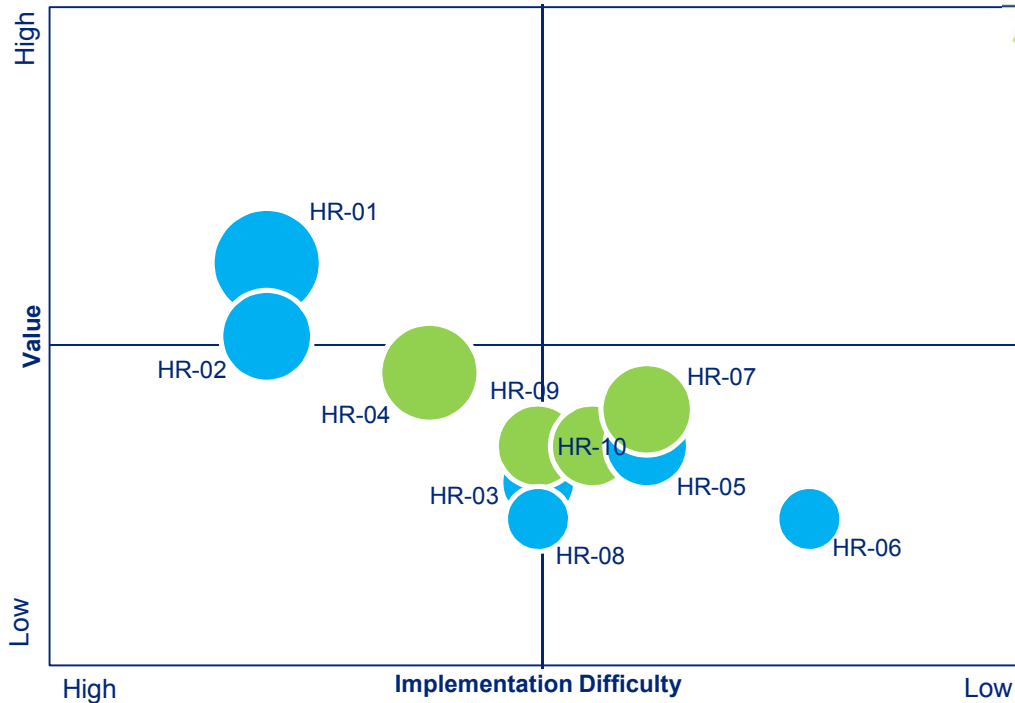
- **Strong sense of collaboration** – HR units and dedicated staff continually work together to identify business process improvement through automation
- **Automation of many HR services** – Through workflow and self-service, staff time has shifted to strengthening service quality which has resulted in many leading services across each of the universities, such as wellness programs, compensation & classification systems and processes, automated time & attendance, and welcome programs
- **High utilization of resources** – Given IT and budget limitations, HR staff take on multiple roles to increase capacity for supporting students, faculty and staff

### Key Challenges

- **Inefficient service delivery model** – Current HR model leads to certain inefficiencies, such as high numbers of handoffs and reviews, and lacks more strategic, consultative HR services
- **Lack of clear policies and procedures** – Unclear HR policies place an excessive burden on staff, and lead to inconsistent processes within and across the universities
- **IT resource constraints** – HR-dedicated IT resources are constrained in number and skill-level for automating paper-based processes, and for customizing old systems to better fit modern data needs



# Human Resources Prioritized Opportunities




ID	Opportunity Name	Anticipated Impact
✓ HR-01	Streamline the distributed HR model for transactional services	High
HR-02	Revise existing HR Unit Rep responsibilities to be more strategic and consultative	Medium
HR-03	Increase payroll operations efficiency	Low
HR-04	Evaluate potential changes to program designs for retirement and health & welfare benefit plans	High
HR-05	Define policy to encourage use of social platforms for initial interview rounds for professional and scientific and faculty applicants	Medium
HR-06	Automate and streamline transactional HR processes, where possible (e.g. HR change of status process, personnel action forms)	Low
HR-07	Evaluate the use of payroll cards in place of paper checks	Low
HR-08	Increase employee and student immigration services efficiency	Low
HR-09	Standardize professional & scientific (P&S) compensation & class systems and processes	Medium
✓ HR-10	Establish clear policy around professional & scientific search committee size and structure	Medium

- Efficiency Opportunity
- Effectiveness Opportunity
- Revenue Opportunity

✓ Indicates selected business case for Phase 2

# Human Resources Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
 HR-01	Streamline the distributed HR model for transactional services (e.g., personnel action forms, customer inquiries)	SW	SUI and ISU rely on decentralized HR staff to perform transactional HR processes while UNI uses departmental administrative support for the same transactions, which can make it difficult to train staff on new processes, procedures, and technology. Decentralized structure can lead to a high number of handoffs, rework and reviews to ensure transactions are completed correctly.	Evaluate the potential to revise the HR service delivery model and consolidate transactions to improve service quality, reduce handoffs and exceptions, and improve accountability. The new model should provide standardized, consistent levels of service for transactional processes such as personnel actions and basic customer inquiries.	Savings High	Medium
HR-02	Revise existing HR Unit Rep responsibilities to be more strategic and consultative	SW	SUI has 154 HR Reps, ISU has 26 HR Liaisons, and UNI does not have any decentralized HR reps, relying instead on department admins. HR Reps are "generalists" and primarily support transactional HR services. There is a strong demand for more strategic, consultative HR services, such as training and development and succession planning.	Revise existing HR Rep roles to be more strategic and consultative in nature (e.g. assist with training and development and succession planning) with Central HR more responsible for transactional services and university-wide HR policies and plans. Outline clear roles and responsibilities between Unit HR and Central HR.	Savings Medium	Medium
HR-03	Increase payroll operations efficiency	SW	Payroll processes are quite similar and do not differ much across the universities. For SUI, there are 12 FTE performing payroll functions whereas we find 5 FTE at both ISU and UNI, respectively. We see that SUI and UNI are operating at rates above ISU's benchmark of payroll FTE to 1000 employees: .66 for SUI, .81for UNI, and .42 for ISU.	Evaluate ways to improve and streamline payroll operations among all three universities to leverage process and system efficiencies and reduce redundancy. Some portions of payroll operations (e.g., year end closings, payroll calculations) may be consolidated for more cost effective service delivery based on internal benchmarks.	Savings Low	Medium


# Human Resources Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
HR-04	Evaluate potential changes to program designs for retirement and health & welfare benefit plans	SW	Based on interviews and data collected, benefit plans at the three universities are quite generous despite being roughly on par with other schools in the Big 10 or Big 12. Each university offers a different set of options for health and dental plans for faculty and P&S staff. Total employer spend on retirement and health & welfare benefits is approximately \$335M, excluding AFSCME benefits, IPERS, Social Security, and Medicare.	Review existing benefits plans to evaluate the potential to make program changes and/or standardize plans across the universities. Consider plan changes to reduce employer costs such as: adjustments to co-pays, contributions, eligibility criteria, etc. Programs to include in the review would primarily include voluntary retirement programs (TIAA-CREF), health and dental programs for faculty and P&S staff.	Savings High	Short
HR-05	Define policy to encourage use of social platforms for initial interview rounds for professional and scientific and faculty applicants	SW	Current policies do not strongly encourage the use of more cost effective channels for screening/interviewing applicants, such as social tools like Skype. The three universities use varying levels of virtual interviewing methods. Feedback from interviews at all three campuses indicates the current search process can be costly and timely when needing to bring candidates to campus.	Set clear policies for using phone and Skype interviews to cut down travel costs for professional and scientific and faculty hiring. Final round interviews should be conducted in person, and all others could be conducted remotely when possible. Establish clearly defined exception criteria for circumstances where in-person interviews may be required.	Savings Medium	Short
HR-06	Automate and streamline transactional HR processes, where possible (e.g. change of status process, personnel action forms)	SW	There are several transactional HR processes that currently require manual data entry, processing, and reconciliations. Manual processing can increase the risk of errors and lengthen cycle times compared to electronic processing or automation. There are also processes that require many handoffs and differ in complexity depending on the department.	Automate all existing manual transactional processes (e.g., change of status, background checks, payroll reconciliation, etc.) to decrease manual labor, increase speed, and lower the chance of error. Standardize the procedure for the workflow of personnel action forms so that the process is more consistent between departments.	Savings Low	Medium

# Human Resources Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
HR-07	Evaluate the use of payroll cards in place of paper checks	SW	The percentage of employees on paper check payroll at SUI, ISU, and UNI are 1%, 3%, and 4%, respectively. Payroll cards lower the use of paper checks, reducing disbursement costs, and provide similar benefits of direct deposit to the underbanked. According to the American Payroll Association, electronic payroll payments save employers \$2.75 per payment.	Consider offering current employees still on paper pay checks the option of payroll cards to reduce paper-based processing and reconciliation. Evaluate implications of using payroll cards from regulatory, employee, and cost perspectives.	Savings Low	Short
HR-08	Increase employee and student immigration services efficiency	SW	Employee and student immigration services require very specialized knowledge. Immigration services are provided by different groups for students and employees, requiring both groups to have the necessary skills and expertise to handle these processes. This may lead to redundancies in staffing. SUI currently provides immigration services for UNI, which costs less than an attorney for UNI.	Evaluate ways to improve and streamline employee and student immigration services among all three universities considering the area requires extremely specialized knowledge of visas and I-9 documentation. Leverage process and system efficiencies at SUI and ISU to lower costs for the schools and ensure a certain level of quality across all three universities.	Savings Low	Medium
HR-09	Standardize professional & scientific (P&S) compensation & class systems and processes	SW	All three universities have different job classification structures for professional & scientific staff. At SUI, positions are assessed against market data. UNI and ISU do not have standardized market-based systems so the processes are not consistent across campus. They manually try to account for market differences when positions are being re-classified or a search process is started.	Create a standardized P&S compensation & classification system that ensures comp & class are regularly reviewed so that salaries are equitable and competitive. Leverage the existing comp & class structure at SUI across the universities as the process has recently been improved.	Effectiveness Medium	Medium

# Human Resources Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact -Savings / Revenue / Effectiveness	Anticipated Time to Implement
 HR-10	Establish clear policy around professional & scientific search committee size and structure	SW	Unclear policies regarding size and structure of search committees in the hiring process for P&S staff lead to lengthened time to fill, resulting in greater use of search committee members' time and the universities losing out on top candidates. All three universities require the use of search committees for all P&S hiring.	Review policies surrounding P&S search committees and establish clearer policies around their appropriate size and structure. In particular, determine whether a search committee is necessary for all positions to remain compliant with federal, state, and Board of Regents policies.	Effectiveness Medium	Short
HR-11	Review current recruiting policies around diversity in faculty and staff	SW	There is currently a gap in the perceived importance of diversity in faculty and staff at the university and the actual level of diversity that exists. According to focus groups, the universities need to build a stronger culture of diversity by recruiting more diverse faculty and staff and offering programs that increase cultural awareness.	Review current recruiting strategies and policies around diversity in faculty and staff and explore new channels for reaching and attracting more diverse populations of faculty and staff. Offer programs to increase cultural awareness to improve retention.	Effectiveness Medium	Medium
HR-12	Reevaluate roles, responsibilities and desired skillsets of Compliance functions across all three universities	SW	The Compliance offices expressed frustration with identifying compliance regulations and interpreting these regulations according to university policy in a timely manner. It appears that some staff within Compliance offices do not have the desired legal expertise required for connecting the university community/HR with the Board of Regents, General Counsel, and State regulations. The role of Compliance varies across all three universities, creating confusion to staff of decision-making authorities.	Examine roles and responsibilities for each of the officers that are key to overall people management, in addition to articulating the charge of the Compliance offices. If current skillsets are not aligned with roles and responsibilities, training may be required.	Effectiveness Medium	Medium

# Human Resources Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
HR-13	Encourage increased collaboration and coordination between HR and the Office of the Provost for faculty HR related matters	SW	HR has little visibility into faculty related HR matters within recruitment and employment. This increases the risk of compliance issues as the Provost Office may lack understanding of regulatory requirements, and limits the ability for HR to provide guidance, support, and information to facilitate better decision-making.	Increase collaboration and coordination between HR and the Office of the Provost so that HR plays a larger advisory and supporting role in the recruitment and employment of faculty to ensure regulation compliance.	Effectiveness Medium	Medium
HR-14	Establish a performance appraisal policy and training and development governance structure for professional & scientific staff	ISU + UNI	ISU and UNI do not have formal performance management policies or performance management software, resulting in manual performance appraisal processes. Similarly, ISU and UNI do not have many resources dedicated to the training and development of their employees or developed learning management systems (LMS).	Establish a formal policy and process around performance management to encourage professional development for P&S employees	Effectiveness High	Medium
HR-15	Standardize the university onboarding/ orientation process between departments	ISU + UNI	Onboarding is primarily a decentralized activity managed at the department level. This leads to inconsistent information provided to new hires and inadequate levels of support.	Standardize the university onboarding/orientation process between departments to provide a baseline level of training and set the tone for performance management.	Effectiveness Medium	Medium

# Research Administration

## Research Administration

# Key Strengths and Challenges

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Central research services provided by the Vice President for Research and Sponsored Accounting at each institution are well regarded, but opportunities remain for additional streamlined support and collaboration across functions.

### Key Strengths

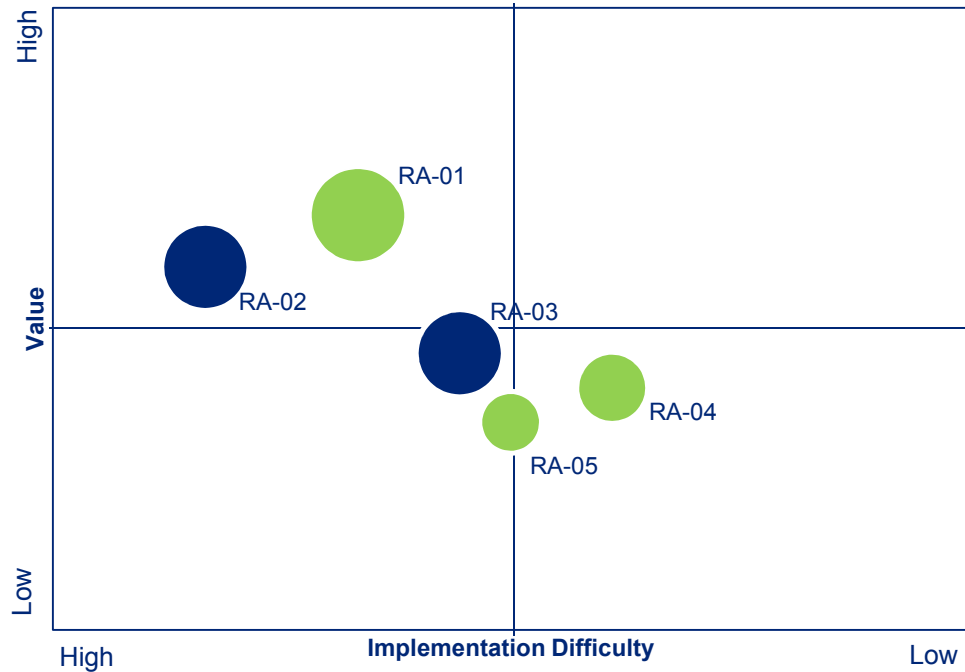
- **Customer service oriented** – faculty and departmental staff report high levels of satisfaction with central research administration support for pre- and post-award needs
- **Commitment to continuous improvement** – research administration leaders are committed to continuous improvement of processes and procedures to support campus research needs (e.g., developing clearer processes for submitting proposals, faculty focus groups gather feedback on service)
- **Mission-driven** – clear focus and understanding of the research mission and strategic needs at each university. Research staff seek and support granting opportunities that are aligned to the strengths of each institution

### Key Challenges

- **Complex environment** – Ongoing changes to Federal regulations, coupled with differing pre-award requirements of other granting agencies, requires significant and continual training for staff
- **Ad hoc local support model** – Some departments lack trained, dedicated research administrators and rely solely on ad hoc support from local secretarial staff. Untrained staff involvement leads to revisions and rework due to rushed submissions and non-compliance to differing agency regulations.
- **Confusion over indirect cost recovery** - Faculty and staff reported confusion as to how indirect cost recovery is distributed. Policies around indirect cost rates are often not enforced
- **Desire for more economic development support** – Inconsistent service levels provided in the area of economic development and technology transfer



# Research Administration Prioritized Opportunities



ID	Opportunity Name	Anticipated Impact
RA-01	Streamline Research Administration Support	High
RA-02	Enhance Economic Development / Technology Transfer Offerings	High
RA-03	Assess F&A Policies to Establish Adequate Recovery of Indirect Costs	High
RA-04	Require Training in Research Administration	Medium
RA-05	Consider Applied Research as part of Tenure Process	Medium

- Efficiency Opportunity
- Effectiveness Opportunity
- Revenue Opportunity

# Research Administration Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
RA-01	Streamline research administration support	SW	Faculty and staff at all three institutions reported relative satisfaction with the Sponsored Programs and Sponsored Accounting services provided by Finance and the Office of the Vice President of Research, but noted that local support models vary widely. Departments with high research volume tend to have dedicated full-time research administrators, while other departments rely solely on secretarial staff for ad hoc research administration support. The lack of trained research administration support often shifts administrative burden to faculty and secretarial staff. Untrained staff involvement can also lead to grant revisions due to rushed submissions and non-compliance to differing agency regulations.	Streamline and improve the level of research administration support across campus for pre- and post-award support. Explore ways to encourage research administrators to collaborate in order to provide consistent support to schools and departments. Additionally, there is a need to develop a mechanism in which research administrators with specific granting agency experience can be identified and leveraged to support proposals and awards across departments in order to maximize knowledge base and efficiency when dealing with different agency regulations. Research administrator roles should be clearly defined with agreed upon service levels to confirm faculty expectations are being met.	Effectiveness High	Long
RA-02	Enhance economic development / technology transfer offerings	SW	While each institution has different research foci, all institutions expressed a desire for additional skilled resources in the areas of technology transfer and commercialization of research. UNI does not have a consolidated tech transfer/economic development office, but services are provided through seven different offices. Economic Development reports to the VP for Research at SUI whereas ISU has recently elevated Economic Development to the President's Office. As part of this process, a focus on business development is needed to assist faculty in identifying opportunities to transition proposals and research into viable business opportunities.	Enhance Technology Transfer and Economic Development services to encourage collaboration and provide better visibility into entrepreneurial opportunities, particularly in light of the emphasis placed on development by the state legislature. Investment may be required to recruit qualified managers who are experienced in venture capitalism and business development. Explore what role the Board should play in facilitating economic development across the system.	Revenue High	Long

# Research Administration Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
RA-03	Assess F&A policies to establish adequate recovery of indirect costs	SW	While each institution has a federal negotiated indirect cost recovery rate (Facilities and Administrative - F&A), rates are not enforced consistently. SUI and ISU's negotiated federal F&A rate is approximately 51% whereas UNI's negotiated federal F&A rate is 33%. F&A rate for state agencies was reported to be 8% at all institutions. Often, faculty want to use 8% rate on private contracts, or no rate at all, in order to be more competitive on grants. In calculating the effective indirect cost recovery across the three institutions, the effective rate is approximately 18%, suggesting collective room for improvement. Faculty and staff at UNI and SUI also reported confusion over how F&A recovery is distributed across campus.	Develop and enforce a consistent policy around F&A recovery. Conduct a comprehensive F&A review to determine if overhead costs related to research are adequately recovered. Develop consistent and clear policies on how F&A recovery is distributed across campus. Institutions may evaluate ways to incentivize an improved management of indirect cost recovery (e.g., only distribute F&A recovery for research incentive funds to PIs that are using the maximal allowable indirect cost rate).	Revenue High	Medium
RA-04	Require training in research administration	SW	Currently, no training is required to administer sponsored projects. This leads to inconsistencies in skill level and impacts the efficiency of supporting a Primary Investigator and other resources throughout the lifetime of a grant. Although training courses are offered at each campus, attendance has been variable.	Require Sponsored Program training for all new Principal Investigators and Research Administrators to minimize errors and compliance concerns. Identify required training needs and coordinate across institutions in building robust and effective training programs for research administration.	Effectiveness Medium	Medium
RA-05	Consider applied research as part of tenure process	UNI	Currently, applied research and community outreach does not count as much in tenure decisions as peer-reviewed published journals. This does not incentivize faculty to pursue applied research, which is the research that most directly supports UNI's mission.	Explore revising tenure guidelines to incorporate Applied Research and Community Outreach as formal components of the Tenure process to encourage faculty to participate in funded research.	Effectiveness Medium	Long

# Student Services

## Key Strengths and Challenges

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Several key findings and themes emerged throughout Phase 1 from interviews and analysis relating to Student Services.

### Key Strengths

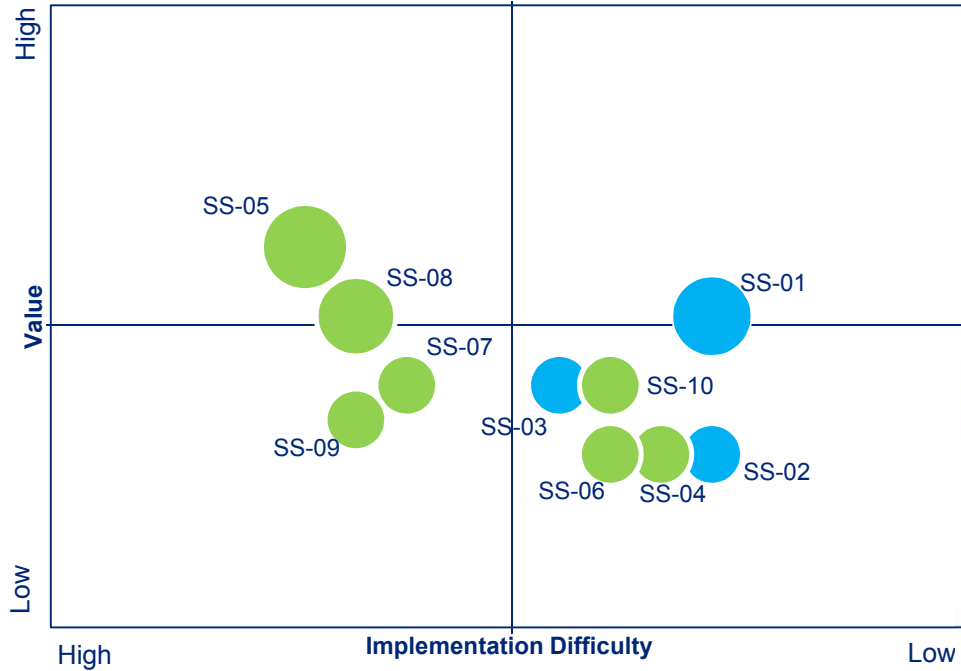
- **Strong commitment to student success** – widespread focus on retention, 4 year graduation rate, etc.
- **Innovative student service programs** – implemented programs such as Living Learning Communities at ISU, TILE classrooms at SUI, financial literacy/counseling programs at UNI, and leveraging technology and personal relationships to improve the student experience
- **Commitment toward collaboration** – coordinated initiatives between and within academic and non-academic departments for a seamless university experience (e.g. cross-trained staff to answer questions from various areas)
- **Large quantity of historical information** – comprehensive data collection with opportunity for better analysis

### Key Challenges

- **IT resource constraints** – Student Service-dedicated IT resources are constrained in number and skill-level for automating paper-based processes and consolidating student academic sites
- **Lack of data analysis** – limited knowledge and resources exist to analyze and apply “business intelligence” to current and historical data for more informed and proactive decision-making
- **Unclear international student support model** – international student population has increased and will continue to increase, meanwhile, unclear division of roles and responsibilities exist around international students between Admissions, International Programs, and departments

# Student Services

## Student Services Prioritized Opportunities



ID	Opportunity Name	Anticipated Impact
SS-01	Review financial sustainability of non-academic programs	Medium
SS-02	Streamline student I-9 processing	Low
SS-03	Automate financial aid repackaging process	Low
SS-04	Automate existing student service processes within student portal	Low
✓ SS-05	Create common application portal	Medium
SS-06	Integrate student job board within university applicant tracking systems	Medium
SS-07	Integrate career placement system with SIS	Medium
✓ SS-08	Standardize "manual" calculation of Regent Admission Index	Low
SS-09	Coordinate international recruitment and partner with sister programs	Medium
SS-10	Develop best practice approach to lowering student debt through financial literacy programs and education	Low


- Efficiency Opportunity
- Effectiveness Opportunity
- Revenue Opportunity

✓ Indicates selected business case for Phase 2

# Student Services Opportunity Catalogue


#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
SS-01	Review financial sustainability of non-academic programs	SW	It was cited that some non-academic programs (e.g., summer camps, leadership development programs) may not be financially sustainable and in line with wider university missions. In these instances, evaluate the costs and benefits of such programs for future support.	Conduct a review of non-academic programs (e.g., summer camps, leadership development programs) to examine financial sustainability and alignment with university missions and administrative policies.	Savings Medium	Medium
SS-02	Streamline student I-9 processing	SW	Processing of student I-9s is performed differently at all three universities and requires multiple handoffs between Financial Aid, Career Services, HR, Payroll, and 3rd party vendors. This can lead to duplicate I-9 processing and reviews inconsistent processes can lead to slow processing times, delays, and confusion over accountability and ownership.	Define clear roles and responsibilities between Central HR, Payroll and HR Unit Reps for student I-9 processing. It may be more appropriate to have HR Unit Reps initiate the process and provide the in-person verification needed, pass off to central HR for processing through a third party vendor, which will then automatically transfer to Payroll for recording purposes.	Savings Low	Short
SS-03	Automate financial aid repackaging process	SW	The financial aid re-packaging process is highly manual within all three universities. Re-packaging occurs when a student has already been disbursed aid, and this student then receives another scholarship or loan. At the time of any financial changes to the student's situation, the re-packaging process must occur, and a new aid package is calculated and disbursed.	Evaluate the potential to automate the process for re-packaging using existing Financial Aid modules across all three universities.	Savings Low	Medium

# Student Services Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
SS-04	Automate existing student service processes within student portal	SW	Many manual processes still exist for students (add/drop, major change, etc.) and staff, and not all processes are currently housed within the student self-service portal, such as housing, career, and extracurricular organizations. A centralized location of all student service functionality could reduce student inquiries on staff and enable greater access to student services.	Convert remaining paper and transactional processes to more automated workflow processes with imaging by integrating into the student self-service portal.	Effectiveness Low	Medium
 SS-05	Create common application portal	SW	Each university uses the same Regent Admission Index (RAI) threshold for admission, yet each school has a different application portal for admission, creating a redundant process for those students who wish to apply to multiple institutions.	Explore possible options for creating a common Iowa application portal that allows for increased flexibility and collaboration for SUI, ISU and UNI in-state, out of state, and international applications.	Effectiveness Medium	Medium
SS-06	Integrate student job board within university applicant tracking systems	SW	At the three universities, ownership of student employment is scattered among career services, financial aid, and the departments with their own disparate systems and websites. The multiple systems produce added overhead that may not be necessary given existing applicant tracking systems for P&S and merit prospective employees. The number of student employees at each university is: 7,600 at SUI, 4,000 at UNI, and 5,836 at ISU.	Explore the functional capabilities to integrate student employment/job boards (e.g., Hireahawk) into student self-service portals for easy access using existing applicant tracking systems. Standardize and streamline the student employment process so HR Reps, university officials, and students are familiar with the key student employment contacts for any inquiries.	Effectiveness Medium	Short



# Student Services Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
SS-07	Integrate career placement system with the student information system	SW	Career Services at SUI, ISU and UNI all capture graduate placement outcomes in offline shadow systems that are not linked to the student information system. As Federal regulations continue to include requirements around measuring student outcomes that link to school funding, it will be necessary to track students from recruitment through career status in one system.	Implement career placement data capture functionality within student information system for end-to-end student lifecycle tracking and reporting.	Effectiveness Medium	Medium
 SS-08	Standardize "manual" calculation of Regent Admission Index	SW	The Regent Admission Index (RAI) provides transparency into the admissions process, leading to increased enrollment; however, the RAI for all three universities relies on class rank as an input, which is more recently not available at all high schools. Therefore, each university has created their own proxy calculation for those that are not eligible for the standard auto-admit process.	Standardize the RAI manual workaround process for all three universities to mimic the automatic acceptance process. Additionally, consider using business intelligence tools to identify parameters that lead to successful student outcomes, and adjust the RAI threshold of 245 given the analysis.	Effectiveness Low	Long
SS-09	Coordinate international recruitment and partner with sister programs	SW	At other universities, international sister programs have been large sources of revenue. While SUI does not hope to increase international student enrollment, the school does plan on more targeted recruiting to attract high quality students. UNI and ISU hope to increase international student enrollment.	Designate main point of contact for international program recruitment efforts to establish sister programs. Clearer roles and responsibilities may eliminate duplication of work, and strategic relationship building can be improved when targeting specific international feeder schools.	Effectiveness Medium	Medium

# Student Services Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
SS-10	Develop best practice approach to lowering student debt through financial literacy programs and education	SUI + ISU	UNI has the lowest average student debt of the three public universities (SUI: \$28,131, UNI: \$23,151, ISU:\$29,898). UNI offers a personalized approach to financial literacy through financial counseling, the federal TEACH grant program, and financial literacy one-on-one lessons.	Evaluate UNI's financial literacy programs to determine best practices and lessons learned so that the most effective elements can be shared across SUI and ISU to support each university's goal of lowering student debt.	Effectiveness Low	Medium
SS-11	Consider implementing extracurricular requirement to increase student engagement	ISU + UNI	SUI requires students to be involved in at least one extracurricular activity to demonstrate leadership abilities and build engagement which can ultimately lead to greater retention and 4-year graduation rates. The implementation of the extracurricular requirement generated \$8M with the increase in retention from 82% - 86%. UNI and ISU do not have an engagement requirement.	Consider activities to increase engagement by requiring first year students to be engaged in at least one activity similar to SUI (could include student employment, etc.), and track engagement through use of student ID.	Revenue Medium	Medium
SS-12	Outsource Perkins loans	UNI	SUI and ISU outsource their Perkins Loans but UNI manages this process in-house although they purchased a contract with a vendor some years ago. Even with the outsourcing, there is still staff time dedicated to reconciliation, cash management and collections of loan processes. Given the variability among vendor and process, efficiencies and economies of scale could be reached by exploring a common process and vendor.	Explore possibility of outsourcing the Perkins Loan process at UNI, similar to ISU and SUI. Consider coordinating contracts with the same vendor for outsourcing all three universities' Perkins Loans.	Savings Low	Medium

# Student Services Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
SS-13	Automate high school transfer credits	UNI	Process for determining high school credits is highly manual. The data table is standardized with courses and transfer credits, but the data table is not integrated with the admissions module. While there will always be some manual work for credits that have not yet been assessed if coming in from a new community college, it is an industry standard to automate high school credits according to course titles and grades, which tend to be fairly common and predictable.	Automate high school credit process using the current mapping table, and integrate with admissions module so analysis can be completed using a student's application. These credits would then be automatically transferred to the student's record for the adviser and registrar to use once the student is enrolled.	Savings Low	Short
SS-14	Enhance user access to student-related data for all key stakeholders of student success	ISU	Advisers do not have the ability to pull a student's record when advising if that student is not a formal advisee of theirs. Therefore, when faculty are meeting with prospective majors, they do not have the ability to advise students on course selections because they are not able to view a student's record.	Explore additional data needs that would be needed against current access and determine if access needs to be enhanced, and/or if training relating to the system is required to better understand available data.	Effectiveness Low	Short
SS-15	Automate Federal Financial Aid Regulations	SUI + ISU	At ISU and SUI, the financial aid modules are homegrown and do not have automatic feeds for updated federal financial aid rules. Therefore, financial aid staff are responsible for articulating new financial aid regulations to IT staff to be built into the rules engines. UNI's Campus Solutions product has automatic rules updates built into the system.	Explore potential solutions to enable automatic data feed of financial aid rules for SUI and ISU homegrown solutions. With automated feeds, financial aid staff can focus more on high value work instead of communicating updates to IT.	Effectiveness Low	Medium

# Marketing & Communications

## Marketing & Communications

# Key Strengths and Challenges

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Several key findings and themes emerged throughout Phase 1 from interviews and analysis relating to Marketing and Communications.

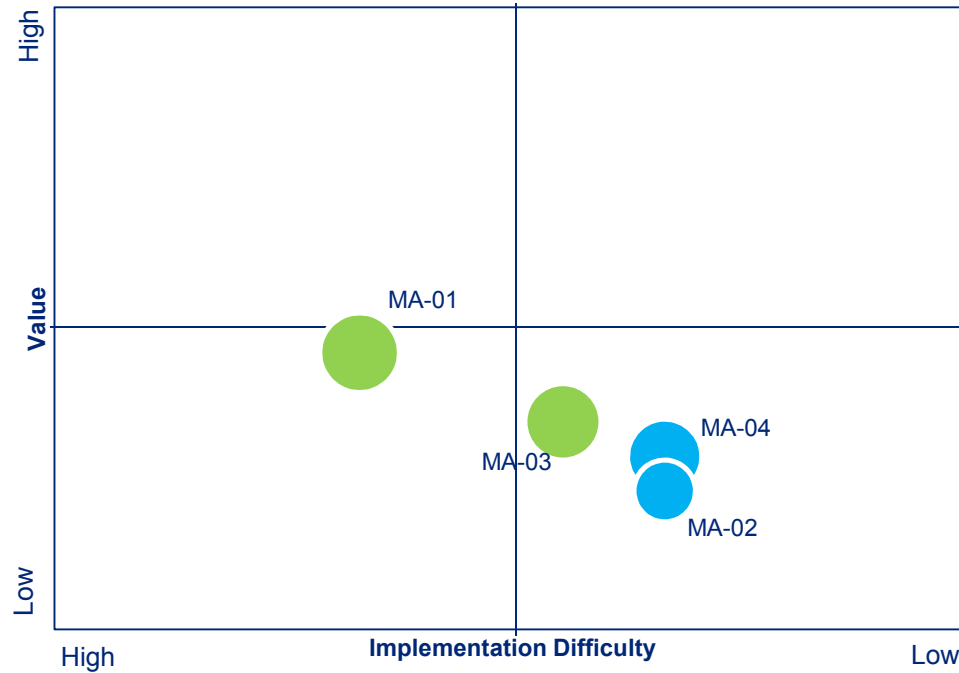
### Key Strengths

- **Quick response to shifts in technology** – adaptive to changing technologies and audience interests
- **Strong coordination with enrollment management** – strategic focus toward university marketing strategic goals
- **Local content ownership** – specialized knowledge within departments for communicating impact

### Key Challenges

- **Disconnected service delivery model** – current marketing service delivery models vary and local marketing representatives report through their departments and are not required to coordinate with central marketing, leading at times to siloed operations, inconsistent messaging, and work redundancies
- **Lack of coordination around university image** – branding guidelines are used inconsistently across campuses leading to variation in formatting and messaging
- **Unclear print strategy** – balance between print and electronic marketing materials can be difficult to assess from existing metrics

# Marketing & Communications Prioritized Opportunities



ID	Opportunity Name	Anticipated Impact
MA-01	Streamline distributed marketing service delivery model	Low
MA-02	Increase electronic marketing publications	Low
MA-03	Standardize and enforce branding guidelines	Low
MA-04	Support competitive bidding process for printing services	Low

- Efficiency Opportunity
- Effectiveness Opportunity
- Revenue Opportunity

# Marketing & Communications Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
MA-01	Streamline distributed marketing service delivery model	SW	Multiple marketing service delivery models have been implemented across the three campuses: decentralized with no authority (ISU and UNI) and decentralized with some authority (SUI). Local marketing reps report through their departments and are not required to coordinate with central marketing. The lack of authority and coordination can lead to siloed operations, inconsistent messaging, and work redundancies.	Evaluate the potential to revise the marketing service delivery model to improve coordination and collaboration, establish a unified brand, and provide consistent messaging. The new model could support open communication between the various unit marketing reps and with central marketing and communications.	Effectiveness Low	Long
MA-02	Increase electronic marketing publications	SW	Each marketing and communications department has shifted to more electronic means; however, the opportunity exists to continue expanding publications that are communicated online as emails become more readily available, tools are built to capture this information, and more effective electronic media strategies are used to encourage "customers" to access the content that is sent to them. Decentralized marketing departments are independently making decisions on print strategy.	Evaluate the inventory of all print publications, both centrally and within departments, to better understand the purpose, audience, cadence, and cost of each. Identify the publications that can be shifted to electronic channels or consider collaboration opportunities across departments if similar marketing goals arise from the analysis. Create a set of guidelines for all future print publications to validate necessity and cost/benefit.	Savings Low	Short

# Marketing & Communications Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
MA-03	Standardize and enforce branding guidelines	SW	At ISU, central marketing owns the university branding toolkit that all departments are encouraged to use; however, when reviewing business cards and websites, it appears as if the toolkit is not consistently used as colors and formatting across websites varies. At SUI and UNI, similar stories were shared around marketing materials that are created in the departments not following existing branding guidelines. Without clear guidelines and enforcement of those guidelines, the universities could continue to experience redundant and unclear messaging across university constituents.	Explore existing style, formatting and branding toolkits, and identify areas for more consistent messaging. Using this enhanced toolkit, standardize website layout and formatting. Consider defining policies that enforce consistent branding guidelines.	Effectiveness Low	Medium
MA-04	Support competitive bidding process for printing services	SUI	All departments and central marketing resources are required by the Board of Regents to use the onsite SUI printing service, which charges prices 15-20% higher than local competitors, according to department representatives. External vendors typically deliver higher quality and more timely services. Over 1 million brochures, magazines, and newsletters are printed by the various administrative units and colleges annually.	Consider options to allow departments and central marketing to bid for printing services through procurement to reduce printing costs and increase timeliness of print jobs. Current policy requiring all units to use onsite SUI printing service would need to be reevaluated.	Savings Low	Short



# Board of Regents

## Board of Regents

# Key Strengths and Challenges

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Several key findings and themes emerged throughout Phase 1 from interviews and analysis relating to the Iowa Board of Regents

### Key Strengths

- **Lean and efficient structure** – Board staff represent less than 0.01 percent of the total system budget, one of the leanest in the nation but has broad responsibilities around policymaking, coordination, and oversight
- **Public accountability and transparency** – the Board maintains close touch with its constituents through public meetings, reporting, and open access to Board meetings, minutes, and materials
- **Strong focus on improving state outcomes** – deep commitment to providing high-quality accessible education, high-quality research and scholarship, public services, and economic development to benefit Iowans and the world
- **High return on investment** – for every dollar of state funding in the Regent institutions, the return is \$2.30 in external gifts, grants, contracts, and non-resident tuition

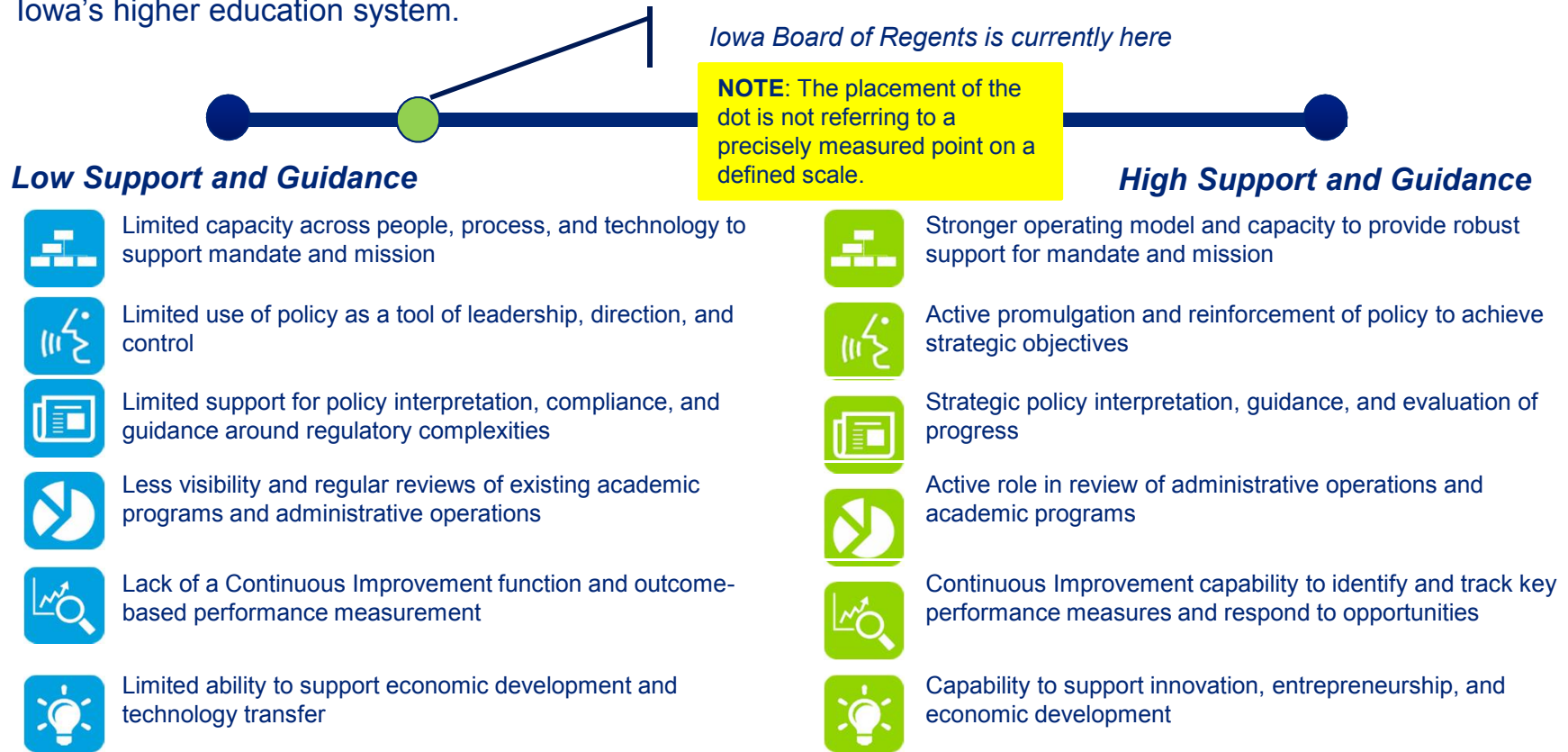
### Key Challenges

- **Limited capacity and resources** – given the small size of the Board, there is limited capacity and resources to meet all of the needs of the system from a governance, coordination, and oversight perspective
- **Limited partnerships and working relationships with Universities** – partnerships and working relationships between the Board and key counterparts at each university could be stronger for greater collaboration
- **Lack of transparency and visibility into university operations** – the Board has a limited view into the operations at each university due to lack of key performance indicators and ability to track and monitor progress
- **Limited technology capabilities** – the universities have different enterprise systems, making integration and standardization difficult
- **Not a proactive policy body** – while the Board establishes policies, it does not play an active role in providing policy interpretations, enforcing policies, and evaluating progress and compliance

# Board of Regents

## Key Potential Opportunities for the Board of Regents

There is a strong opportunity for the Board of Regents to play a greater role in providing support and guidance to Iowa's higher education system.



**Building the Board's capacity in these areas may require additional investment**

**NOTE:** This preliminary analysis was the result of a broad environmental scan of practices across a variety of university and state system boards. This analysis is not intended to be exhaustive or to provide the detailed information required to make organizational decisions. Instead, it is meant to provide initial input to identify potential opportunities for further analysis.

# Board of Regents Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
BOR-01	Evaluate potential options to adjust Board of Regents operating model	SW	The Board of Regents currently has 20 staff members providing support to a \$4.7B enterprise. This represents less than 0.01 percent of the overall budget. The Board's staff provide a range of services across policy, legal, academic, and administrative areas and liaise with both the Universities and the state legislature. Compared to other state systems of higher education, Iowa has one of the leanest organizations	Evaluate the potential to adjust the Board of Regents operating model to better support the Board's ability to fulfill its mandate and mission in alignment with the Board's strategic plan. Assess the positions, processes, and technology required to provide this support.	Effectiveness High	Long
BOR-02	Build Board's capacity to provide further policy support	SW	During interviews, university stakeholders expressed an interest in receiving further support from the Board in the realm of policy interpretation and compliance, especially as regulatory complexities continue to grow.	Build Board and staff capability for strategic policy interpretation, guidance, and evaluation of progress.	Effectiveness Medium	Long
BOR-03	Enhance policies for administrative and academic coordination	SW	The Board currently reviews requests for new academic programs but may not have insight into the financial justification of new programs including ongoing costs and assumptions about continuous improvement. Also, the Board does not conduct periodic reviews of existing programs.	Build policies and capabilities for the Board to take a more active role in performing regular reviews of both administrative operations and academic programs.	Effectiveness High	Medium
BOR-04	System-wide continuous improvement	SW	Currently, there is little opportunity for the Board to assess and advise the Regent institutions based on insight into performance indicators. While the Board collects and disseminates data and reports, it does not define and use performance metrics to identify, pursue, and monitor improvement opportunities	Create a Continuous Improvement capability within the Board office that identifies key performance metrics, tracks key performance measurements, and shares best practices across the Regent enterprise. Provide further support for Regent institutions to manage performance and proactively assess and respond to improvement opportunities.	Effectiveness High	Medium

# Board of Regents Opportunity Catalogue

#	Opportunity Name	University / System	Findings	Potential Opportunity Description	Impact - Savings / Revenue / Effectiveness	Anticipated Time to Implement
BOR-05	Develop service delivery capabilities	SW	Currently, the Board provides governance, coordination and oversight but does not provide services to the universities. Based on interviews and analysis of system-wide capabilities, there is an opportunity for some services to be provided at the system-level, potentially through a more robust Board structure	Evaluate the potential to develop Board-level capabilities and capacity to provide services to the universities. Examples of potential services that can be provided include support for technology transfer and economic development, portfolio and program management, and innovation	Effectiveness High	Long
BOR-06	Conduct review of state reporting requirements	SW	The Board collects data from the universities to produce approximately 50 legislative and other mandated reports on a monthly, quarterly, annual, or as needed basis. This places a significant burden on universities to collect, validate, and format data for these reports, many of which are duplicative and may not have significant value to the state	Conduct a review of state reporting requirement to identify reports that can be streamlined, consolidated, generated less frequently, or eliminated.	Effectiveness Medium	Medium
BOR-07	Strategic planning	SW	The Board will be conducting a refresh of their Strategic Plan in 2016 and is also responsible for approving university strategic plans. However, there may be room for the Board to improve its ability to coordinate strategic planning between the universities and support more robust monitoring and performance tracking	Evaluate potential ways to incorporate universities into system-wide strategic planning process to foster greater collaboration. Identify areas to improve the monitoring and tracking of progress against Board and university-level strategic objectives	Effectiveness High	Long
BOR-08	Education master planning	SW	The Board lacks an Education Master Plan for the system. None of the universities have Educational Master Plans, which define projected areas of growth and form the framework for Facilities, IT, HR/staffing, and other plans to support academic programs	Design a System Education Master Plan, based on 10-year forecasts, and have each university develop their respective Education Master Plans (and other plans) so they are consistent with it	Effectiveness High	Long

# Business Cases

# Business Cases

Opportunities documented below have been selected\* for Phase 2 analysis.

#	Business Case Name
FN-01	Streamline processing of finance transactions
HR-01	Streamline the distributed HR model for transactional services
HR-10	Establish clear policy for Professional and Scientific staff search committee size and structure
SP-01	Strategically source targeted spend categories
IT-01	Streamline the distributed IT model for commodity technology services
IT-02	Transform the central ITS service delivery model
IT-03	Simplify the applications portfolio across the three universities including ERP platforms
IT-04	Utilize technology innovations to reduce the total cost of ownership (TCO) for infrastructure
FAC-03	Reduce utilities and operational costs by limiting use of buildings during evenings and summer
FAC-04	Reduce energy consumption by investing in energy mgmt. initiatives

#	Business Case Name
SSU-03	Improve utilization of classroom space through scheduling policy
SSU-04	Optimize faculty allocation through a data-informed, student-centered course schedule
APOE-01	Enrollment Management – strengthen academic programs to achieve maximum competitiveness
APSS-01	Student Access – Distance Education
APOE-06	Develop system-wide Institutional Research reporting and data sharing
SS-05	Create a common application portal
SS-08	Standardize "manual" calculation of Regent Admission Index

# Conclusion and Next Steps



# Conclusion and Next Steps

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Phase 1 analysis spanned 10 weeks and is the first phase of a multi-year transformation. The outputs from this phase provide the Board and three universities with a perspective of both immediate and long-term opportunities to reduce cost, increase revenue, or improve service.

During Phase 1, several strengths and clear challenges have been identified within and across the three universities. Below is a summary of the themes identified relating to overall strengths and challenges:

## Key Strengths

- Dedicated and talented faculty and staff
- Clear focus on the mission of each institution
- Strong desire to effectively use resources
- Keen interest in continuous improvement

## Key Challenges

- Limited cross-university collaboration
- Many silos within and across institutions
- High level of role overlap and duplication
- High degree of complexity across functions

## Next Steps:

- Confirm business cases and areas of focus for Phase 2
- Conduct planning for Phase 2
- Commence Phase 2 activities including developing business cases, future state operating models, and the implementation roadmap