USG Comprehensive Administrative Review (CAR)

Town Hall Sessions
August 7th and 8th
Project Background

USG Board of Regents Chancellor Wrigley announced a system-wide initiative focused on improving administration through:

- creating efficiencies,
- streamlining processes and
- finding ways to be more effective with USG resources.

Comprehensive Administrative Review
USG CAR

April 2017
Why Now?

“Higher education has undergone fundamental changes in who enrolls and why, how instruction is delivered, and how it is paid for. We must ask ourselves: Are we positioned to meet the challenges of today, and are we preparing for those of tomorrow?

The time is right for the University System to look in the mirror. A comprehensive examination of how the System and the institutions are administered in light of the new realities in higher education will help ensure we are fulfilling our mission today and tomorrow.”

– Chancellor Steve Wrigley
USG CAR Objectives

- Develop **model organizational structures and processes** that will consistently **enhance our ability to further** the teaching, research, and service the **mission** of the University system
- Develop and implement a **21st century operational model in a multi-campus, diverse University system**
- Identify recommendations that would **enhance administrative effectiveness, efficiency, and execution** at all levels of the organization
- Identify **administrative cost savings** that can be redirected into the System’s core functions of teaching, research, and service
Project Information & Background

• Phase I - Fall ‘17
  – 6 institutions + the USG Offices

• Phase II – Spring ’18
  – 20 institutions
  – AU and AU Health are included in second phase

• Huron Consulting Group is supporting the project
Phase II of the CAR project includes the remaining 20 USG institutions and is scheduled to conclude in early 2019. The institutions scheduled from April to August are displayed on the timeline below.

Comprehensive Administrative Review - Phase II Schedule

<table>
<thead>
<tr>
<th>Institution</th>
<th>March '18</th>
<th>April '18</th>
<th>May '18</th>
<th>June '18</th>
<th>July '18</th>
<th>August '18</th>
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<td>Augusta</td>
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</table>

= Ramp-up, Opportunity Survey, Activity Assessment

= On-site interviews and focus-groups
Project Approach – Institution Engagement

INSTITUTIONAL ENGAGEMENT PROCESS

Kickoff Assessment
Review process, set expectations, initiate project

Data Collection & Analysis
Work with System Office and Data Coordinator at each institution

Assessment & Analysis
Activity Assessment & Opportunity Identification Survey to be deployed at each institution to specific audiences

Interviews & Focus Groups
Invitations for interviews and focus groups will be sent by local leadership/project coordinators at each institution

Report Development & Confirmation
Institution-level reports will be vetted with local leadership to confirm accuracy of findings and recommendations before presentation to other project governance

Key

- On-Campus, In-Person
- Primarily Off-Site

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Project Approach – Institution Engagement

• Setup Local Team
• Begin broad communications
• Finalize schedule
Core Team and Report Evaluation Team
Provide recommendations to the Executive Cabinet that address institutional structural and process changes. These recommendations should 1) address local opportunities identified in the Huron institutional-level report, and 2) incorporate information and insights gleaned from the Huron institutional-level report while not being limited to use of data provided by Huron.

The ultimate purpose of the CAR will be at the forefront for this group’s attention, i.e., be able to achieve: 1) redirection of realized savings to direct instruction, patient care, and/or student support services, 2) organizational and/or process improvement resulting in realized savings or sustained operational growth, and 3) realized savings resulting in direct cost reduction to students (tuition or fee reduction).
AU-CAR Website Launched

https://www.augusta.edu/president/
AU CAR Timeline – Fall 2018

Data Collection: 6/20 – 8/15

Opportunity Identification Survey: 8/7 – 8/17

Activity Assessment Survey: 8/20 – 9/21

Huron Onsite: 9/4 – 10/5

Huron Report to Executive Cabinet
Local Team Reviews/Provides Feedback: 10/18 – 11/8

Official Report Received & Response Phase Begins: 11/21

July 11 – Official Kick Off with USG Leadership Visit
Project Approach – Data Collection

• Facts
  • extracted from institutional information systems
  • collected from across campus
Two Employee Surveys (Tailored for AU)

2. Activity Assessment
   - Part 1: Employee (Aug 20th – Sept 5th)
   - Part 2: Supervisor (Sept 12th – 21st)
Opportunity Identification Survey

Survey Objectives

Identity Functions
• Best in Class
• Have Room for Improvement

Survey Participants (≈1,000)
• Managers w/ at least 40% admin duties
• Faculty w/ at least 25% administrative duties
• University Faculty Senate
• Employee Advisory Councils
• Student Leaders (SGAs)

Starts: 8/07/18
Closes: 8/17/18

Individual responses to the survey will be confidential and presented only in summary.
Opportunity Identification Survey

Individual responses to the survey will be confidential and presented only in summary.

1. Participant background

Best-In-Class

Room-for-Improvement

Cross-Institution/Region/Sector/System Opportunities
Opportunity Identification Survey

Individual responses to the survey will be confidential and presented only in summary.

Best-In-Class

1. Participant background

2. Select up to three functions with ‘Best-in-Class’ operations

3. Select the processes and services that work well

4. Select specific attributes

Illustrative

Cross-Institution/Region/Sector/System Opportunities

Best-In-Class Process Evaluation Elements:

1. Enhanced by technology or system integrations
2. Required approvals are appropriate
3. Consistent, clear policy and procedural guidance
4. Strong cross-functional collaboration
5. Appropriate levels of ‘central’ oversight
6. Documentation is robust and user-friendly
7. Excellent customer service
Opportunity Identification - Processes

1. Academic/Clinical Support
2. Senior Administration
3. Auxiliary Services
4. Internal Audit
5. Enrollment Mgt & Financial Aid
6. Facilities, Assets, and Space Management
7. Fiscal/Accounting Operations (Excludes Purchasing, Travel & Revenue Cycle)
8. Health Information Management (HIM)
9. Budget
10. Fundraising, Advancement, & Development
11. Human Resources, Payroll, & Benefits
12. Information Technology
13. Institutional Research & Decision Support
14. Libraries
15. Marketing & Communications
16. Purchasing & Travel
17. Research Administration (Pre/Post Award)
18. Revenue Cycle (Patient Accounting)
19. Safety & Risk Management
20. Patient Access & Care Services
21. Student Life & Services
22. Regulatory, Compliance, and Legal Services
23. Organizational Effectiveness/Improvement
24. Online and Professional Education Program Development and Support
25. Intellectual Property, Partnerships and Economic Development
26. External Relations
27. Other
## Opportunity Identification - Processes

1. Academic/Clinical Support
2. Senior Administration
3. Auxiliary Services
4. Internal Audit
5. Enrollment Mgt & Financial Aid
6. Facilities, Assets, and Space Management
7. Fiscal/Accounting Operations (Excludes Purchasing, Travel & Revenue Cycle)
8. Health Information Management (HIM)
9. Budget
10. Fundraising, Advancement, & Development
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25. Intellectual Property, Partnerships and Economic Development
26. External Relations
27. Other
Opportunity Identification - Processes

Which of the following processes/services listed below align with your 'Best-in-Class' designation? Please select all that apply.

- Evaluate capital plan (construction, deferred maintained, etc.)
- Determine if the APPA level of building service is sufficient
- Tracking deferred maintained needs, costs, and projections
- Tracking use and cost of space
- Requesting services
- Monitoring progress and completion of service requests
- Timely, clear, billing for services provided
- Timely follow-up and resolution for requesting services
- Developing comprehensive plan for capital projects
- Requesting design services
Opportunity Identification - Processes

Which of the following processes/services listed below align with your 'Best-in-Class' designation? Please select all that apply.

- Evaluate capital plan (construction, deferred maintained, etc.)
- Determine if the APPA level of building service is sufficient

1. Enhanced by technology or system integrations
2. Required approvals are appropriate
3. Consistent, clear policy and procedural guidance
4. Strong cross-functional collaboration
5. Appropriate levels of ‘central’ oversight
6. Documentation is robust and user-friendly
7. Excellent customer service

- Developing comprehensive plan for capital projects
- Requesting design services
Opportunity Identification Survey

Individual responses to the survey will be confidential and presented only in summary.

Best-In-Class

1. Participant background
2. Select up to three functions with ‘Best-in-Class’ operations
3. Select the processes and services that work well
4. Select specific attributes

Room-for-Improvement

5. Select up to three functions with ‘Room-for-Improvement’
6. Select the processes and services that do not work well
7. Select specific attributes

Cross-Institution/Region/Sector/System Opportunities

8. Select functions with opportunity
9. Provide additional information
10. Review Summary Results and Submit

Best-In-Class Process Evaluation Elements:
1. Enhanced by technology or system integrations
2. Required approvals are appropriate
3. Consistent, clear policy and procedural guidance
4. Strong cross-functional collaboration
5. Appropriate levels of ‘central’ oversight
6. Documentation is robust and user-friendly
7. Excellent customer service

Room-For-Improvement Process Evaluation Elements:
1. Lack of technology or system integrations
2. Complicated or inefficient approval process
3. Inconsistent/Unclear policy and procedural guidance (Phone/Email Communications)
4. Barriers to cross-functional collaboration
5. Ineffective ‘central’ oversight
6. Documentation is limited or not user-friendly
7. Poor customer service
Assessment Objective

• Collect effort (FTE) allocated to in-scope administrative support functions and other activities to support comparative benchmarking and analysis across departments, schools/colleges, and institutions.

Audience/Scope

• Huron has worked with AU leadership to ensure that this assessment be taken by individuals with broad administrative duties.
• Those positions with little administrative duty will be excluded from this assessment.

Activity Assessment Functions

1. General Administration, Management, & Support
2. Academic and/or Clinical Administrative Support
3. Finance – General Finance, Accounting, & Budgeting (Non-Grant Related)
4. Finance – Procurement & Travel & Expense
5. Revenue Cycle (Patient Accounting)
6. Health Information Management (HIM)
7. Pre-Award Administration
8. Post-Award Administration
9. Human Resource Management (Including Benefits & Payroll)
10. Communications & Events
11. Information Technology
12. Auxiliaries
13. Compliance & Audit
14. Enrollment Management
15. Patient Access & Care Services
16. Facilities Management & Operations
17. Alumni Affairs / Development / Advancement
18. Institutional Research, Planning, & Analysis
19. Libraries
20. Academic Affairs & Professional Education
21. Student and Campus Services
22. Board Support & Engagement
23. Legal Affairs
24. Intellectual Property & Economic Development
25. External Relations
26. Other
Activity Assessment

The Activity Assessment will be administered using the Qualtrics survey tool. Time to complete the assessment will vary based on the number of functions an individual selects to allocate their time.

Staff Activity Assessment

1. Confirm Employee Information
   - Name
   - Title
   - Email
   - Unit / Department
   - FTE
   - Supervisor
   - Supervisor Email

2. Select Applicable Functions

   Includes in-scope functions (subset below):
   1. General Administration, Management, & Support
   2. Academic Administrative Support
   3. Finance – General Finance, Accounting, & Budgeting (Non-Grant Related)
   4. Finance – Procurement & Travel & Expense
   5. Pre-Award Administration
   6. Post-Award Administration
   8. Communications & Events
   9. Information Technology
   10. Auxiliaries
   11. Enrollment Management
   12. Facilities Management & Operations

3. Estimate Time Spent In Each Functional Area

   1. General Administration, Management, & Support
   2. Finance: Procurement and Travel & Expense
   3. Human Resources Management (Incl. Benefits & Payroll)
   4. Communication & Events
   5. Enrollment Management

4. Allocate Estimated Time Across Specific Activities

   1. General Administration, Management, & Support
      - General Department Support
      - Student Management
      - Staff Management
      - Meetings and Collaboration
      - Professional Development & Training
      - Project Management
      - Other

5. Review Summary Results and Submit

6. Supervisor Review (See Next Slide)
Activity Assessment Supervisor Review

During the validation period, supervisors will review and confirm their staff’s responses through a separate tool and will be notified by email when their report’s assessments are ready for review.

Supervisor Review

1. Review Consolidated Report of Responses from Employees
2. Add Comments and/or Make Changes to Allocations
3. Submit Final Report to CAR Project Team

Guidelines for Supervisors:

- This is not:
  - an evaluation of performance or a classification or compensation review
  - designed to mirror your employee’s job description; only to highlight administrative functions

- Before changing employee responses,
  - we expect you to communicate with your employees if you feel like the survey is not an accurate picture of what you think their daily job entails
  - Only change responses that you know to be incorrect or misinformed to improve the accuracy of the data collected

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Supervisors will access an online application to review, update (if needed), and validate employee submitted hours. Instructions and supporting documentation will be provided to supervisors in advance of the review period.

1. Supervisors will see a list of their employees here and select one to view an individual’s report.

2. Supervisors will review and make updates to time allocations.

3. If changes were made, Supervisors will be required to add a note to provide justification/rationale for the adjustment before clicking “Submit.”
## Expanded View

<table>
<thead>
<tr>
<th>Category</th>
<th>Commitment Hours</th>
<th>Employee Reported (%)</th>
<th>Supervisor Updates, if needed (%)</th>
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PREPARING FOR THE ACTIVITY ASSESSMENT
How Employees Can Prepare

Use the **Activity Assessment Catalog** as a tool to:

1. Get familiar with the Functions and Activities that will be in the online tool – remember these are not formally aligned with Units / Departments
2. Document the hours or percent of time spent in each area (think of the average over a year’s time)
3. Engage in dialogue with supervisor about how the assessment will be completed (in advance of completing it online)
4. Reach out with any questions or concerns to the points of contact to the AU-CAR team
On-Campus Focus Groups & Interviews

• To more thoroughly explore the results of the Activity Assessment Survey and Opportunity Identification Survey

**Assessment Objective**
To further evaluate and expand upon initial survey analyses, Huron will be present on campus to gain additional insight into campus operations through focus groups and individual interviews.

**Audience/Scope**
Both the activity assessment and opportunity activity survey will inform the potential list of interviewees. In addition, Huron will interview groups that AU leadership has identified. Focus group topics and composition will vary based on survey findings and institution leadership; groups may include school/college business officers, faculty department chairs, student government, etc.
Report Development/Confirmation

• Huron will present the draft report to the AU Executive Cabinet
  – Local team will provide feedback on errors/corrections
• Huron will amend institutional report (as appropriate) and submit it officially
• AU official report response phase will begin
  – Actions will be determined by AU Leadership
  – President Keel will provide USG AU’s response to Huron’s institutional report
Next Steps

• Today’s PowerPoint will be loaded on the AU-CAR website
  – Visit http://augusta.edu/president/adminreview

• Opportunity Identification Survey
  – Begins Aug 7\textsuperscript{th}
    – Training Placeholder

• Activity Assessment Survey
  – Begins Aug 20\textsuperscript{th}
    – Training Placeholder
FAQs and additional information can be found on the AU CAR Project Website:

www.usg.edu/adminreview/

www.augusta.edu/president/adminreview/

Contact the project team at

AU-CAR@augusta.edu
Town Hall Q & A