

Improved Service Delivery at Iowa State University

ISD Advisory Committee Inaugural Report February 4, 2020

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Purpose of this Report

This is the inaugural report of the Improved Service Delivery Advisory Committee. Subsequent reports will be produced on a quarterly basis.¹ This report aims to capture the challenges, successes, performance metrics, and ongoing efforts of the first six months of Improved Service Delivery (ISD) implementation, and outline recommendations for continuous improvement for the future. While Improved Service Delivery and Workday were implemented simultaneously, this report seeks to draw a distinction between the technological transition (Workday) and the organizational structure transition (ISD) and primarily focus on the impacts of Improved Service Delivery.

History

On July 1, 2019, Iowa State University launched a comprehensive enterprise management and organizational structure transformation. The new structure, known as Improved Service Delivery, was created to position finance and human resources staff to be specialists in their respective field, collaborate in a team-based environment, and utilize the new enterprise management system, Workday, in providing finance and human resources services to designated campus unit(s). ISD also established unified service organizations to include new solid line supervisory relationships for all human resources and finance specialists to University Human Resources and the Division of Operations and Finance, respectively.

A group of senior leaders representing the major campus divisions was charged with developing the plan to implement Improved Service Delivery. The group known as the Institutional Effectiveness Leadership Team (IELT) collaborated closely with shared governance leaders and engaged broadly with staff, faculty, and other campus stakeholders to design the ISD model and establish guiding principles and initial goals for the new organizational structure:

Guiding Principles

- Transactions should be completed by human resources and finance specialists who are accountable for their work and provided with the tools and training to exercise good judgement.
- Staff should maintain knowledge of the missions and activities of the specific units they serve, becoming more trusted, expert resources.
- The level of service should be measured with high-quality, reliable, accurate, consistent, and efficient support provided at each step along the entire process chain.
- Processes and policies should be practical, current, and transparent to all involved, yet flexible enough to enable exceptions where these serve the University's mission.
- ISU should strive to provide staff opportunities for professional development.

Goals:

- Improve Employee Experience
- Support the Unit's Mission
- Enhance our Culture of Service

¹ This report and all future ISD Advisory Committee reports will be posted on the WorkCyte website: <https://www.workcyte.iastate.edu/improved-service-delivery/isd-advisory-committee> and provided to *Inside Iowa State*.

Unprecedented Change

The move to Improved Service Delivery is arguably the largest administrative endeavor ever at Iowa State, which has yielded an immense cultural change impacting ISD specialists, local staff, faculty and administrators, as well as the daily operations of departments, colleges, and units.

While finance and human resources specialists must be proficient in Workday and their respective professional services to carry out their responsibilities, specialists must be holistically focused on providing excellent service. This requires a careful balance of the technological and human elements of this service, as well as knowledge of the campus community being served.

While not the focus of this report, it is important to note the corresponding impact of the significant technological transition to Workday. The three Workday modules that were implemented, Financial Management, Payroll, and Human Capital Management, replaced more than 100 legacy programs and systems and required nearly 50 business processes be analyzed, reviewed and improved.

Finance and human resources specialists continue to work quickly and diligently to respond to both wide concerns and individual issues, help campus understand and accommodate the differences between Workday and the old systems, and stay current on system, policy, and procedure updates.

ISD Advisory Committee

The Improved Service Delivery (ISD) [Advisory Committee](#) was established as a mechanism for accountability, transparency, and campus engagement, and to provide feedback and guidance on the improved service delivery model into the future. The ISD Advisory Committee has several key responsibilities:

- Advocate for the success of improved service delivery for campus and ISD employees
- Monitor Key Performance Indicators
- Review service team inquiries and trends
- Solicit feedback from campus to identify areas for improvement
- Review satisfaction survey results
- Provide feedback on staffing
- Support an environment of continuous improvement

Accomplishments

The ISD Advisory Committee acknowledges that there is still much work to do to reach a steady state of day-to-day operations. The committee also wishes to recognize the extraordinary amount of time, energy, and commitment put forth by ISD leadership, specialists and the greater campus community to support the success of this new structure. Accomplishments over the past six months include:

- Prior to the July 1, 2019, go-live of ISD, ten service teams were established to support designated campus units.

Aspen (President’s units)	Juniper (Academic Administration, Business, Design, Graduate College, Library)
Birch (Liberal Arts and Sciences)	Pine (Agriculture and Life Sciences and Extension and Outreach)
Dogwood (Veterinary Medicine)	Redwood (Engineering)
Fir (Human Sciences and Office of the Vice President for Research)	Spruce (Dually administered academic departments)
Hickory (Student Affairs)	Sycamore (Operations and Finance)

- The teams were initially filled internally. More than 150 staff accepted positions with service teams, putting staffing at 85% of the original model developed by senior leaders (IELT) for July 1 go-live.
- These 150 staff completed training programs in the weeks leading up to go-live while still fulfilling their current roles. In addition to learning the new enterprise software management system, Workday, ISD specialists also learned ServiceNow, a digital system used to manage workflow.
- ISD finance specialists also learned new accounting methodology as this transition required the move from cash accounting to modified accrual accounting.
- ISD supervisors worked collaboratively with local units, Facilities Planning and Management, and Information Technology Services to identify work space, furniture, and equipment for ISD specialists.
- ISD held numerous team-building activities and outreach events prior to go-live and over the past six months to foster a culture of collaboration within ISD teams and the units they serve. ISD has also customized listening strategies to collect feedback specific to the needs and challenges of the units they serve.
- ISD specialists assisted in creating dozens of job aides and other learning materials to help campus build knowledge of ISD and Workday.
- Following go-live, many ISD specialists continued to provide support related to their prior roles as their department, college, or unit evaluated and addressed backfill needs.

Challenges

With change of this magnitude, the transition and stabilization period takes time as everyone in the campus community learns the new structure, systems, and processes and adapts to a brand new

operational culture. With the simultaneous implementation of ISD and Workday, it is often difficult to differentiate whether a challenge is related to ISD or Workday or both. For the purposes of this report, the committee sought to capture challenges that pertain specifically to ISD. While not an exhaustive list, challenges of the first six months include:

- The transition required ISD specialists to quickly acclimate to a new position, new supervisor, new teammates, and in some cases a new physical location and client community on campus. In addition, specialists had a short timeframe to get up to speed on a new enterprise system (Workday), workflow system (ServiceNow), business processes, and policies ahead of go-live. Because of the tremendous lift to onboard ISD specialists, not all specialists received the initial level of training or support they needed.
- ISD represents a massive cultural change in daily operations for departments, colleges, and other units. Many units are still impacted by a sense of loss that resulted from local staff moving into ISD roles, and oftentimes, physically moving locations. Some departments continue to struggle to backfill or reorganize to accomplish the non-ISD tasks that were once performed by these staff members.
- The movement of staff to the ISD structure combined with Workday and ServiceNow technology has replaced the local, high-touch, human interactions that were a cornerstone of unit operations.
- All ISD specialists need ongoing training to stay current on processes and policies, which puts additional pressure on specialists as they adjust to their new workload demands.
- Both ISD specialists and non-ISD finance and human resources administrators seek greater clarity in differentiating their respective roles and responsibilities to better understand the services they should be providing and the level of access to information they should have in Workday (e.g., the responsibilities of an ISD procurement and expense specialist vs. an ISD finance specialist vs. a cost center manager).
- Departments, colleges, and other units desire a deeper level and more frequent interaction with ISD specialists to build more informed relationships that better address the unique needs of their local operations.
- Some on campus have reported that ServiceNow tickets have been closed but the issue has not been appropriately or satisfactorily resolved and thus are unsure of their recourse or the escalation protocol.
- Some on campus have expressed frustration that they are bounced around from human resources to finance or vice versa for certain business processes.

Staffing

After some initial turnover, ISD staffing is beginning to stabilize and turnover rates are returning to historic levels. Movement within the ISD structure will be ongoing as finance and human resources

specialists take advantage of professional development and career advancement opportunities in accordance with the guiding principles of ISD.

In recognition of the allocation of costs for ISD, both Finance and Human Resources ISD budgeted staff at 94% of model design for Fiscal Year 2020. This translated to a target staff of approximately 150 for both finance and HR.

Initial staffing of both finance and human resources was limited to internal candidates to provide opportunity for individuals whose roles were significantly or fully impacted by work moving into ISD to move into ISD along with the work. While this reduced the impact to affected ISU employees, not all who transitioned to ISD felt that the move was aligned with their career goals resulting in some looking for other internal opportunities and transitioning when a different position became available.

To address the higher than expected number of campus-wide position requisitions, two 9-month temporary recruiting coordinators were hired to assist with the administrative Workday tasks associated with staff recruiting, with terms expiring in June 2020. These roles and their impact on staff recruiting will be evaluated to determine if this is a necessary role to continue and how they can be accommodated in a headcount neutral manner within the human resources ISD model.

The role of ISD finance supervisor was also added post go-live, representing an adjustment to the initial staffing model. This change was made to increase engagement of ISD finance specialists by reducing span of control, and also improve service levels to campus through better coordination and alignment of ISD finance activity within each tree. This model adjustment is also being accommodated in a headcount neutral manner.

Key Performance Indicators

A primary responsibility of the ISD Advisory Committee is to monitor ISD performance. During the development phase of ISD (pre go-live), the following categories and key performance indicators (KPIs) were suggested for the ISD Advisory Committee’s consideration:

Category	Key Performance Indicators
Campus Satisfaction	<ul style="list-style-type: none"> • Campus Satisfaction Survey • Quarterly feedback from ISD leadership and unit leadership
ISD Employee Engagement	<ul style="list-style-type: none"> • ISD attrition and internal turnover • ISD Employee Satisfaction • Employee-driven process improvement feedback loop
Operational Efficiency	<ul style="list-style-type: none"> • Transaction processing times (aggregated at unit/service team level) • Transactions processed per FTE • Number of re-opened resolved cases • Number of open cases per ISD employee

At this early stage in the transition not all KPIs have been fully implemented. For example, campus satisfaction surveys were only recently launched in the past month and have not generated enough meaningful data. ISD Employee Satisfaction Surveys have not yet been utilized.

The ISD Advisory Committee anticipated that KPIs collected over the first six months of implementation would not provide meaningful reference data due to the initial barrage of transactions during the Workday cut-over followed by lulls from Thanksgiving and winter break.

However, the ISD Advisory Committee will continue to monitor and evaluate the KPIs to assess performance and refine the indicators to establish an institutional baseline from which we can track improvements moving forward.

Feedback

While the ISD Advisory Committee is one important channel for sharing campus/customer concerns, ISD leadership is utilizing a variety of methods for collecting feedback, including large group listening sessions, small group or one-on-one meetings, Faculty Senate and P&S Council appearances, and ServiceNow feedback surveys and email. The ISD Advisory Committee recognizes that during the early stages of a large-scale transition such as this, community comments will focus primarily on the problems that need fixing. Issues from this high-level feedback over the first six months are captured in the “Challenges” section of this report.

Campus/customer feedback has been and will continue to be essential to address individual problems as well as broad campus concerns as the university moves toward stabilization. ISD will continue to work to prioritize and address issues in a timely and effective manner as part of its commitment to continuous improvement. Once campus satisfaction and ISD employee satisfaction surveys are fully implemented, the committee aims to share more balanced feedback capturing challenges and successes of ISD.

Continuous Improvement Goals for the next six months

Building on the hard work done by ISD staff and leadership and knowledge of the challenges experienced through ISD implementation, continuous improvement is and will continue to be a key focus. To date, finance and human resources have taken actions to improve service across campus and include:

- Campus interaction and service improvement through ServiceNow feedback survey responses;
- Outreach to campus user groups to address Workday concerns, service delivery issues and local support needs;
- Analysis of KPIs to identify and implement process improvements; and
- Training of existing and new staff to continuously build knowledge on Workday and functional processes and tools.

ISD has made significant strides in addressing challenges that have been and are yet to be identified and communicated by campus users. ISD’s commitment continues to be supporting campus and helping utilize Workday and other tools in a productive and efficient way so that they can spend more time and effort on their college or department priorities.

As budget planning is underway, the university must consider decisions to improve Iowa State University’s competitiveness while controlling cost. ISD is mindful of these challenges and will continue to work with university leaders to provide high-quality finance and human resources services in a cost-effective manner.