Improved Service Delivery at Iowa State University

ISD Advisory Committee Inaugural Report
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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. 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

- Staff should maintain knowledge of the missions and activities of the specific units they serve.
- Business processes should be completed by HR and Finance specialists, who are accountable for their work and provided with the tools and training to exercise good judgement.
- 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 appropriate to serve the University’s mission.
- ISU should strive to provide staff with career paths and opportunities for professional development and improved job satisfaction.
- The new ISD structure should ensure appropriate, balanced staff workloads.
- The new ISD structure should alleviate and support the administrative workload of faculty.
- The new ISD structure should be cost neutral at the institutional level, other than onetime expenses required for successful implementation.
- An advisory structure should be developed which reviews and provides input into overall performance, benefits and costs of the ISD structure.

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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.
Goals:
- Improve Employee Experience
- Support the Unit’s Mission
- Enhance our Culture of Service

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 deep knowledge of the campus community being served.

While not the focus of this report, it is important to note the corresponding impact of the major 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.

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 implementation 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.
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 or issue 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.

- Some units struggle to maintain current knowledge of the members of their Service Team because ISD specialists are not located in close proximity to the unit they service and also as a result of staff movement within the ISD structure and turnover.

- 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.

- Faculty comments indicate they feel their administrative workload has increased as a result of the simultaneous implementation of Workday, ISD, and revised business processes. Key issues include Graduate Student Appointments, Faculty Hiring Portal, Payroll, Load on Faculty to Approve Timesheets and Other Actions, and Grant and Award Issues. Notably, much of the concern is related to technical and business process issues with Workday and a sense that the new system is restrictive and less user-friendly; however, faculty also expressed concern that personal customer service has been replaced with e-service (ISD).

- The Workday process for appointing students as Graduate Assistants (GAs) caused major disruptions in the summer and fall. The technical and process issues consumed an enormous amount of time and energy for ISD specialists, faculty and staff, as well as caused distress for the GAs, themselves.

- 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.

- One of the guiding principles of ISD is that the new structure should be cost neutral at the institutional level, other than onetime expenses required for successful implementation. Initial attempts to capture the cost of ISD have shown it is challenging to accurately and consistently assess costs across diverse colleges, departments, and units. Additionally at this early stage in implementation, efficiencies of ISD have not yet been fully realized.

**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:

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<thead>
<tr>
<th>Category</th>
<th>Key Performance Indicators</th>
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<tbody>
<tr>
<td>Campus Satisfaction</td>
<td>• Campus Satisfaction Survey</td>
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<td>• Quarterly feedback from ISD leadership and unit leadership</td>
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<td>ISD Employee Engagement</td>
<td>• ISD attrition and internal turnover</td>
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<tr>
<td></td>
<td>• ISD Employee Satisfaction</td>
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<td></td>
<td>• Employee-driven process improvement feedback loop</td>
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<td>Operational Efficiency</td>
<td>• Transaction processing times (aggregated at unit/service team level)</td>
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<td>• Transactions processed per FTE</td>
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<tr>
<td></td>
<td>• Number of re-opened resolved cases</td>
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<td></td>
<td>• Number of open cases per ISD employee</td>
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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 Channels**

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.

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;
- Outreach to faculty and supervisors to address administrative system issues (e.g. ensuring Workday is set up properly for role assignments and delegations);
- 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.