High Velocity Change through High Volume Collaboration (HVC$^2$)

Stella Bentley
Marilu Goodyear
Donna Liss
Marlesa Roney
Information Services

- Providing systems and services
- To scholars, students and decision-makers
- Create, access, use, distribute, preserve
- Information and knowledge
Key Concept

Help the University leverage information/knowledge
Information Services Mini-reorganizations

- Library info tech staff to IT
- IT staff maintains all library workstations
- Library public workstations mirror computing lab workstations
- Technology trainers merge with library instruction unit
- Joint (content and software) licensing unit
- Merge GIS/maps/data/data manipulation units
Information Services Support Collaborations

- Fiscal affairs functions
- Human resources collaborations
  - Staff Development Committee
  - Recruiting
- Facilities management
- Assessment Activities
What was HVC2?

- Campus-wide project
  - Information Services
  - Student Success
  - Clients
- Involved five teams
  - Quality Service Model
  - Digital Preservation
  - Collaborative Learning Spaces
Why HVC\(^2\)?

- From Library/IT to Information Services
- Signal significant change
  - Building focus of library service a problem
  - System focus of technology delivery a problem
- Needed to refocus on clients
- Needed to respond to campus needs immediately

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Preparing the Technical Infrastructure: Three Aspects

- Aligning the technical infrastructure to support a service-based organization
  - Service Reviews
  - Clear need to reorient our services

- Aligning the organizational structure to the technical infrastructure
  - Integrated nature of our systems
Old Organizational Model

Associate Vice Provost - Donna Liss

Dean of Libraries

Computing Services
- Systems and Programming - Dave Gardner
- Operations - Bill Pesek
- Production Control - Bill Pesek
- Technical Services & Database Administration - Wayne Trowbridge

Academic Computing Services
- Service Support - Jerree Catlin
- Infrastructure Support - Wes Hubert

Contract Desktop Support
- LAN Support Services - Mary Zanoni

Security
- Information Technology Security Office - Chuck Crawford

Administrative Services
- Human Resources - Mary Ann Robison
- Library Information Technology - Deb Ludwig
- Office Services - Fran Dunavin
Issues with old model

- **Academic Computing Services**
  - No longer really academic E-mail
  - Web
  - Help Desk

- **Administrative Computing Services**
  - Too focused on major administrative systems
  - Missing other client needs: imaging, e-commerce

- **Data Preservation Needs**
New Organizational Model

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<table>
<thead>
<tr>
<th>Technology Systems - Platforms</th>
<th>Middleware Services</th>
<th>Data Services</th>
<th>Application Services</th>
<th>Security</th>
<th>Research Computing Services</th>
<th>Service Management</th>
<th>Administrative Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop Support - Mary Zamoni</td>
<td>Application Infrastructure Services - Richard Kershbaum</td>
<td>Data Services - Dave Gardner</td>
<td>Enterprise Web Systems - Julie Leate</td>
<td>Information Technology Services Office - Chuck Crawford</td>
<td>Research Computing - Wes Hubert</td>
<td>Instructional Technology - Classroom &amp; Technology Support, Student Training &amp; Support, Computer Repair - Jerrie Catlin</td>
<td>Human Resources - Mary Ann Robinson</td>
</tr>
<tr>
<td>Technical Services - Wayne Towbridge</td>
<td>Core Services (IT) - Wes Hubert</td>
<td>Enterprise Academic Systems - Deb Ludwig</td>
<td>Enterprise Administrative Systems (SAP) &amp; Departmental Systems Support - Dave Gardner</td>
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<td>Office Services - Fran Dumasin</td>
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<td>Data Center (Production Control and Operations) - Bill Posnak</td>
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The Change Process: John Kotter's 8-step model

1. Establish why change is needed
2. Create a guiding coalition to lead change
3. Articulate the vision and strategy for the changes needed
4. Communicate the change vision
5. Empower employees for broad-based actions
6. Generate short-term wins
7. Consolidate gains and produce more change
8. Anchor new approaches in the culture
Activities utilized to move through change model

• Every two weeks discussed and evaluated where the group was in the process
• Identified specific tasks that could be done to help staff cope with change
Preparing the Organizational Infrastructure

- Building an IS-wide leadership group
  - Working on language issues
  - Identifying common activities and skill sets
- Building organizational change capacity
  - Organizational Development Group
  - Facilitation training
  - Project management skills
- Build capacity for Vision
  - Abundance thinking; despite resource limitations
  - Client focus; Balanced Scorecard
HVC$^2$: Quality Service Model

Groups

- Develop an integrated overall quality service model to deliver information services to the campus community.
  - Client perspective with goal of staff/scholar productivity and student success
  - When they need it, where they need it
  - Content and technology
HVC²: Quality Service Model

Groups

- **Scholars**
  - The IS Eye for the Luddite Guy
  - Defining a model for collaboration between an information services professional and a researcher

- **Decision-makers**
  - Defining needs of decision-makers
  - Organizing the data and making it accessible
Student Success: New Leader and new Organizational Structure

- Student-centered
- Twenty departments
- Three administrative clusters
- Collaborative Priorities (the change mechanism)
- Identified “Help Desk” as an issue
2 Change Models: A Common Focus

HVC^2

One-Stop Services

Priorities

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One-Stop Services

- Charge: Develop an integrated quality service model to deliver services (in-person, phone, e-mail, web, etc.) to students, faculty, staff, community
  - Financial aid, enrollment, KU Portal, advising, library reference, campus events, deadlines, bursar, ResNet, etc.
- 25 participants, university-wide
One-Stop Assumptions

- Users should not be required to understand the University’s structure to use services
- Users need a universal contact point that is seamless, easy-to-use, highly visible and reliable
- Users need services in multiple formats (in-person, phone, e-mail, instant messaging, etc.)
- Users need support that anticipates their increasing reliance on technology
One “Door:” Many Services
New Conceptual Model

Old Model
- Auto Transaction
- Self-help
- Generalist (professional staff)
- Specialist

New Model
- Auto Transaction
- Self-help
- Peer Assistant
- Staff Generalist
- Specialist

KU Examples
- Overdue library notice
- Enrollment e-mail notice
- Renew books online
- Enroll & Pay Web site
- View and print ARTS form
- OAs - peer advising
- KU Info / Peer & Tier library assistants
- ACS Help Desk
- FSAC front desk
- Financial aid officer
- Librarian - subject specialist
Pilot Project: I-Enroll (Spring 2004)

- Goal: support enrollment processes
- Three service components
  1. Call center (Enrollment Center, KU Info, Computer Center, Held Desk, ResNet)
  2. Online tutorial (Enrollment Center, SAKU, Libraries)
  3. Peer-to-Peer desk-side coaching
- Three campuses
- 50 students and staff involved
Pilot Project: I-Enroll (Spring 2004)

- Outcomes (April 5 – April 23)
  - Call Center received 690 calls
  - On-line Tutorial 1,000+ hits
  - I-Enroll Web page 13,000+ hits
  - Limited use of Peer Assistants
Pilot Project: I-Enroll (Spring 2004)

• Lessons Learned
  – Demonstrated effectiveness of call center
  – Brought people together to problem solve
  – Involvement of stakeholders among staff is essential
Next Steps for One-Stop

- Collaborative group appointed to develop six-month action plan
- Identify consolidated service points (permanent and temporary)
- Develop training programs
- Recommend a name and visual identity
- Implement new programs by Summer 2005

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One-Stop Components

- Universal, highly visible and flexible
- Multiple service formats and locations
- Cutting edge technology
- Serves all campus locations
- Is ADA compliant and sensitive to user needs
- Human contact and virtual contact
- Student input
- Ongoing feedback and assessment
HVC2; Collaborative Learning Spaces

• Co-Chaired by Assistant Dean of the School of Architecture

• Members included:
  – Campus architect
  – Director of Teaching Effectiveness
  – Instructional designers
  – Computer lab staff
  – Library staff
Learning Spaces

- Collaborative learning space built two months after report issued
  - Largest computer lab (Budig)
  - Also included Digital Lab for Faculty
- Followed by Branch Library
  - Engineering Collaborative learning space in Watson Lib
- Followed by Main Library
- Workshop for faculty interested in exploring collaborative learning and using collaborative learning spaces
Building Lasting Collaborations

- **Writing Center/Libraries**
  - Shared space in two libraries

- **Residence Halls/IT/Libraries**
  - Move-in day programs
  - Library involvement in thematic learning community programs in residence halls

- **Cross training of student peer tutors**
HVC2 Digital Preservation Group

- Co-chaired by the Dean of the School of Fine Arts
- Included staff from:
  - Information Services technical
  - Library
  - Institutional Research and Planning
  - Data warehouse
What is the University’s obligation to a particular digital asset?

What systems can we provide to manage digital assets?

- Centrally provided repositories linked to national efforts
- Roles define
- Policies and Standards/Guidelines
- Education
HVC$^2$: Keys for Group Success

- **Painted Vision**
  - Focus on “successful outcomes”
  - Retreat to bring together conceptual parts

- **Choose groups well**
  - Staff who were ready for change
  - Staff who had “boundary-spanning” skills

- **Choose leaders well**
  - Co-leaders to provide different perspectives and skills
HVC$^2$: Keys for Group Success

- Provided Staff Support
  - Expert Consultants
  - Systems for communication
  - Organizational support for approvals

- Provided Facilitation Support
  - Ensure trusting environment built
  - Creativity requires broader thinking but also need to bring back to the path, facilitators were the “glue sticks”
Conclusions

• Fast-paced, collaborative change models work!
• Collaborative change takes time and energy
• Collaborative AND FAST-PACED change needs to be staffed and facilitated
• Change can be energizing
Our Future

The goal is an organization that is constantly making its future rather than defending its past.

Hamel & Valiksngas, 2003
Discussion

Information Services
Student Success
The University of Kansas
www.informationservices.ku.edu