IBB Transition Support Plan for Responsibility Centers

IBB Transition Support Team
January 15, 2015
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IBB Transition Support Purpose and Objectives

Purpose:

- Increase the speed of adoption, level of participation/engagement, and proficiency of the UVM community with regard to IBB, allowing UVM to realize the benefits of IBB sooner

Objectives:

- Support the needs of the UVM community during and after the transition to IBB
- Minimize disruptions
- Support the successful implementation and adoption of IBB
Executive Summary

Specific recommendations and guidance compiled from interviews with deans, UBA members, vice presidents, and governance groups

• Transition to IBB in Responsibility Centers to be led by each Dean
  – Deans as active and visible sponsors of the transition
  – UBA member as resident “IBB expert” and point person for information and education
  – Approach tailored to each College/School’s needs and characteristics

• Provost’s Office, IBB Transition Support Team, and IBB Implementation Team to provide continued support, resources, and information
  – Active and visible executive sponsorship
  – Regular campus-wide communications
  – FAQs, quarterly “shadow year” reports, and other information posted online
  – Documentation of the IBB model
  – Continued professional development for UBA members, faculty, and staff
  – Celebration/recognition of successful transition
Responsibility Center IBB Transition Support Plan

Specific recommendations and guidance compiled from interviews with deans, UBA members, vice presidents, and governance groups
IBB Roles & Responsibilities for Deans

Specific recommendations and guidance compiled from interviews with deans, UBA members, vice presidents, and governance groups

- Actively and visibly sponsor the transition to IBB in their College/School
- In collaboration with the College/School senior leadership team, formulate and articulate a vision and strategy for how IBB will be implemented and managed in the College/School that supports the individual College/School and the University as a whole
- Foster open dialogue with chairs and faculty re: developing programs to enhance academic quality
- Set and communicate clear expectations re: any new IBB roles and responsibilities for College/School senior leadership, chairs, program directors, and others
- Communicate often and directly with chairs/directors, faculty, and staff
- Provide the Provost or VP Finance with feedback regarding implementation/transition support needs
IBB Roles & Responsibilities for UBA Members

Specific recommendations and guidance compiled from interviews with deans, UBA members, vice presidents, and governance groups

- Work directly with FAB, OIR, etc. to learn and apply IBB algorithms, tools, templates, and data sources
- Support the Dean in developing a vision and strategy for how IBB will be implemented and managed in the College/School
- Serve as the “point person” for IBB information and education within the College/School
- Work directly with the Dean, chairs, program directors, and/or faculty members to perform financial analyses of potential program changes
- Help ensure the integrity of IBB data by overseeing effective College/School processes for space inventory, course scheduling, etc.
- Reach out to IBB Transition Support Team with transition support needs
IBB Roles & Responsibilities for Chairs/Program Directors

Specific recommendations and guidance compiled from interviews with deans, UBA members, vice presidents, and governance groups

• Understand the Dean’s vision and strategy for how IBB will be implemented and managed in the College/School, and any new expectations for their role

• Understand the key IBB leverage points that are most significant to their academic programs

• Understand academic programs from a strategic perspective – demand, growth potential, competition, resource and infrastructure needs, etc.

• Foster open dialogue with faculty about developing programs to enhance academic quality

• Understand how changes in individual programs can affect the College/School budget

• Communicate often and directly with program/department faculty and staff

• Reach out to their UBA member or Dean with IBB questions or implementation/transition support needs
What Faculty Should Know About IBB

Specific recommendations and guidance compiled from interviews with deans, UBA members, vice presidents, and governance groups

- Understand how their Dean will be implementing and managing IBB in the College/School
- Understand the key leverage points that are most significant to their academic programs
- Understand how changes in individual programs can affect the College/School budget
- Continue to participate actively in academic program and curriculum planning
- Reach out to their dean, chair, or UBA member with IBB questions
What Responsibility Center Staff Should Know About IBB

Specific recommendations and guidance compiled from interviews with deans, UBA members, vice presidents, and governance groups

- Understand how the Dean will be implementing and managing IBB in the College/School
- Understand any specific IBB-related expectations for their role from their supervisor
- Understand the key IBB leverage points for Responsibility Centers and academic programs, as appropriate for their role
- Participate in strategic planning as appropriate
- Reach out to their supervisor or UBA member with IBB questions
Key Messages for Deans to Communicate to their Faculty and Staff

Per Provost’s Rosowsky’s memo of Jan 12, 2015

- IBB is being implemented in response to faculty and staff desire for a new budget model that was more transparent, less centrally controlled, and incentivized innovation and strategic growth.
- IBB is being implemented over 2 years to (a) ensure authentic, inclusive, and effective engagement of all constituencies at UVM in creating a new budget model, and (b) allow a parallel year to watch the model perform next to our current budget model.
- The IBB model was developed through an unprecedented, inclusive process of campus-wide engagement. More than 230 UVM faculty and staff have participated directly in the development and implementation phases of this project.
- Promoting incentives for academic quality and excellence is a key guiding principle in the development and continuing assessment of the model.
- Our core values as a university have not changed; neither will IBB change our culture. We value every member of our community, we are inclusive and affirming, and we continue to abide by the principles in “Our Common Ground.”
- IBB is evergreen. We can and will continue to refine the model over time.
- UVM is not unique in facing budget challenges; this is a challenge facing all of higher education.
- IBB did not create our budget challenges; neither will IBB solve them.
- We must grow revenue. We cannot simply increase tuition and/or decrease financial aid. IBB incents revenue growth.
Key Messages for Deans to Communicate to their Faculty and Staff

*Per Provost’s Rosowsky’s memo of Jan 12, 2015*

- We must take the long view in advancing our value proposition to students and families, built around demonstrated academic excellence and student success. This will require strategic action on our part.
- IBB is not about the “corporatization” of UVM. Corporatization refers to universities accepting corporate funds to deliver core academic programs. This is not the case at UVM.
- IBB is about fiscal responsibility. It is about operating within our means, ensuring revenues meet expenses, and making strategic decisions at the college/school level that will ensure a sustainable financial future.
- IBB is not a panacea. In and of itself, it will not reduce expenses, create efficiencies, or create new revenue. IBB is not a surrogate for leadership, for vision, or for innovation. As a budget model, IBB is a strategic management tool that empowers academic leaders to achieve their unit’s strategic highest priorities and goals.
- IBB has no agenda. It was not created to achieve any secret objectives. It was not created to change the core values, mission, or culture of the University.
- IBB has the potential to harness the power of the entire campus in support of our core academic mission.
- IBB revenues and expenses are being allocated at the College/School level
  - Individual programs can affect the whole College/School, and vice versa
  - Some programs may subsidize others
  - Strategic needs of the entire College/School will be considered in deciding how to invest any additional resources
Guiding Principles for IBB

as presented in memos from President Sullivan to Faculty and Staff

1. Create incentives that promote academic quality and excellence

2. Create incentives at all levels of the University that promote financial sustainability

3. Encourage innovation and entrepreneurship throughout the University

4. Provide transparency, clarity, and predictability

5. Can be easily understood, is easy to implement and operate, and is flexible

6. Can operate in all cycles of the economy, whether robust or downturn
Professional Development Strategies for Responsibility Center Faculty & Staff

Specific recommendations and guidance compiled from interviews with deans, UBA members, vice presidents, and governance groups

- Create multiple learning/communication opportunities over time, such as periodic meetings or retreats
- Emphasize the key IBB leverage points for the College/School
- Rely on UBA members to lead financial/budget discussions and answer specific questions about the model
- Use College/School- or program-specific data to engage faculty
- Use modeling tools and scenarios to illustrate the impacts of program, curriculum, staffing, and other changes
Planned Campus-Wide IBB Transition Support from the Provost and IBB Implementation Team
Key IBB Transition Support Activities

- Communications
- Sponsorship
- Professional Development
- Reinforcement
# 2015 IBB Communications Plan

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Jan</td>
<td>• Leadership training and information session</td>
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<tr>
<td></td>
<td>• Campus-wide IBB update from the Provost (revised final IBB report)</td>
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<tr>
<td></td>
<td>• Messages to student governance groups</td>
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<tr>
<td></td>
<td>• FAQs posted online</td>
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<tr>
<td>Feb</td>
<td>• Board of Trustees update</td>
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<tr>
<td></td>
<td>• Campus-wide Q&amp;A session</td>
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<tr>
<td>Mar</td>
<td>• Campus-wide update from the Provost</td>
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<tr>
<td></td>
<td>• Campus-wide Q&amp;A session</td>
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<tr>
<td>Apr</td>
<td>• IBB manual posted online</td>
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<tr>
<td></td>
<td>• Campus-wide Q&amp;A session</td>
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<tr>
<td>May</td>
<td>• Campus-wide Q&amp;A session</td>
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<tr>
<td>Jun/Jul</td>
<td>• Celebration of successful transition</td>
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<tr>
<td>Fall</td>
<td>• Update from Provost re: IBB and cost centers</td>
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<tr>
<td>Ongoing</td>
<td>• PALC meetings</td>
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<td></td>
<td>• UBA meetings and brown-bag lunches</td>
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<td></td>
<td>• Faculty Senate meetings</td>
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<tr>
<td>As requested</td>
<td>• Unit meetings</td>
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<tr>
<td></td>
<td>• Other governance group meetings</td>
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</tbody>
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## 2015 Provost’s Executive Sponsorship Plan

<table>
<thead>
<tr>
<th>Target Audience</th>
<th>Activity</th>
<th>Date/Time</th>
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<tbody>
<tr>
<td>Deans</td>
<td>IBB leadership retreat</td>
<td>Jan 8-9</td>
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<tr>
<td></td>
<td>PALC meetings (as needed)</td>
<td>Bi-weekly</td>
</tr>
<tr>
<td></td>
<td>Annual unit budget meetings</td>
<td>March</td>
</tr>
<tr>
<td></td>
<td>Regular 1:1 meetings</td>
<td>Monthly</td>
</tr>
<tr>
<td>Vice Presidents</td>
<td>Annual unit budget meetings</td>
<td>March</td>
</tr>
<tr>
<td>Chairs and Program</td>
<td>Attend Responsibility Center faculty/chairs meetings at Deans’</td>
<td>Jan – Mar</td>
</tr>
<tr>
<td>Directors</td>
<td>invitation</td>
<td></td>
</tr>
<tr>
<td>University Community</td>
<td>Issue revised IBB Final Report</td>
<td>Jan</td>
</tr>
<tr>
<td></td>
<td>Faculty Senate meetings (as needed)</td>
<td>Spring 2015</td>
</tr>
<tr>
<td></td>
<td>Campus IBB updates emphasizing benefits of IBB, reiterating guiding</td>
<td>Jan / Mar / May</td>
</tr>
<tr>
<td></td>
<td>principles, and providing information/FAQs</td>
<td></td>
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<tr>
<td></td>
<td>Celebratory message marking the official start of IBB</td>
<td>July 1</td>
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</tbody>
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# 2015 IBB Professional Development Plan

<table>
<thead>
<tr>
<th>Content / Topic</th>
<th>Instructor</th>
<th>Delivery mechanism</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Finance 101” – key components of UVM’s budget</td>
<td>VP Finance</td>
<td>Jan IBB retreat; online</td>
<td>UBA: X</td>
</tr>
<tr>
<td>Key IBB leverage points for academic programs and depts.</td>
<td>UBA members</td>
<td>TBD by Deans and UBA members</td>
<td>UBA: X</td>
</tr>
<tr>
<td>Coping with change at work</td>
<td>TBD</td>
<td>Learning Services workshop</td>
<td>UBA: X</td>
</tr>
<tr>
<td>Managing and measuring organizational performance</td>
<td>TBD</td>
<td>Learning Services in collaboration with Admin Unit Review Cmte</td>
<td>UBA: X</td>
</tr>
<tr>
<td>IBB overview</td>
<td>Budget Director</td>
<td><strong>EDU@UVM</strong></td>
<td>UBA: X</td>
</tr>
<tr>
<td>Make IBB presentations and models available for use by UBA members in training constituents in their unit</td>
<td>FAB, Implementation Team</td>
<td>Sharepoint site</td>
<td>UBA: X</td>
</tr>
<tr>
<td>Evaluate models/planning tools that UBA members develop, as requested</td>
<td>FAB</td>
<td>1:1 meetings</td>
<td>UBA: X</td>
</tr>
<tr>
<td>Support UBA members with planning, facilitation, and materials as-needed</td>
<td>FAB, Implementation Team, Transition Support Team</td>
<td>TBD</td>
<td>UBA: X</td>
</tr>
<tr>
<td>Continue UBA professional development</td>
<td>FAB, Implementation Team</td>
<td>UBA meetings; Brown bag lunches; 1:1 meetings</td>
<td>UBA: X</td>
</tr>
</tbody>
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Reinforcement Plan

• Identify potential concerns and develop proactive mitigation strategies
• Monitor implementation and gather feedback from constituents
  – IBB Steering Committee, UBA, governance groups, deans and vice presidents, etc.
• Take action as necessary
• Celebrate success
• Conduct an after-action review of the implementation project and transition support effort