DESIGN PHASE BUSINESS CASE

University of California, Berkeley

OVERVIEW

DESCRIPTION	Comprehensive document summarizing the Design phase findings and Implementation phase recommendations *In some instances, initiatives may be comprised of distinct projects which may be proposed before the Design phase is complete. In those cases, a preliminary business case will be required to set the context for the proposal.*
OWNER AND AUDIENCE	Owned by Initiative and Functional Sponsor and presented to the Executive Committee for approval before the Initiative can move into Implementation
TIMING	To be completed by the end of the Design stage

NOTES

- Template includes a PowerPoint file (OE Design Phase Business Case.ppt) and an Excel file (OE Design Phase Business Case_Financial Analysis.xls)
- A signed hard copy of the Business Case should be submitted to the OE Program Office with electronic copies of both files
- Additional detail may be included by adding additional slides in each section or in back-up

SPONSORSHIP

Initiative

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Sign Off

SPONSOR NAME	**Harry LeGrande**		
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OE PROGRAM OFFICE SIGNATURE		**DATE**	
Notes			

SUMMARY OF RECOMMENDATIONS

The Operational Excellence Student Services initiative occupies a unique place among other OE initiatives at UC Berkeley. A latecomer to the scope of the design phase, it has no parallel project at other campuses who have engaged in similar work, such as Cornell University or UNC Chapel Hill. Without the ability to benchmark or focus on successful projects elsewhere, the initiative's leaders dedicated time to a true investigation of the unique student experience at Cal, and how it could be improved through service enhancement and cost reduction.

While it was impossible to know last summer when the initiative was launched, this investigation came at a very critical time for those who carry out the work of student service, and for our 35,838 current Golden Bears. Staring last September, the team heard from over 1,000 students who reported varying levels of frustration at having to navigate a Byzantine, uncoordinated structure of service staff, and spending critical hours trying to make sense of our antiquated service systems. Forums, surveys, and discussions with over 400 staff members helped to uncover inefficiencies which, if eliminated, could free up thousands of hours of time to dedicate back to both students and faculty.

If we are able to embark on and finalize all of our recommended projects, in just three year's time UC Berkeley will offer an experience where students say, **"I'm enriched intellectually, engaged in community, and celebrated for my individuality and contributions. It's easy to get things done, people care about me, and I can thrive."**

To reach this vision, we offer a compendium of recommendations, some closely knit in support of one another, others stand-alone but in total contributing to the campus $4.3 million in central savings and an additional $33 million in staff efficiencies. A high-level summary of each recommendation follows.

RECOMMENDATIONS THAT SEAMLESSLY CONNECT STUDENTS, FACULTY AND STAFF WITH THE RIGHT INFORMATION
Building an On Line Academic Commons: After extensive focus groups with students and staff, a vision emerged for not just a "portal" to act as a gateway to existing student service sites, but the desire for a unified Academic Commons. This Academic Commons will bring together the needs of our students, staff, and faculty into a single online space that is centered around collaboration, teaching and learning tools, and key student support services. Student service needs highlighted in the OE SSI engagement were:

- A Communication and Information Hub
- An advising toolkit for both departmental and student service advisors (sometimes referred to as the "Kaiser File" during the design phase)
- Academic Planning and Registration Tools
- Financial Planning and Bill Paying Tools

Each of these systems will be embedded in or accessed via the new Academic Commons Platform (Sakai OAE), providing a single space for students to interact with their administrative and academic services. In some cases the Academic Commons itself will provide the functionality, and in others cases it will need to expose and link to the interface provided in other applications. In either case, it will be necessary for the Commons to provide core access management, integration with key data and services, interpret and assign roles and groups, and above all provide an easy to use and customizable interface which ensures students have the information they need when they need it and makes it easy for them to achieve their goals, both long- and short- term.

Construction of a Communication and Information Hub: Students do not have a single place online to receive, review, and record critical deadlines, tasks and events, often resulting in missed information or deadlines, missed appointments, late fees, exception processing, and generalized frustration with the level of *administrivia* surrounding our basic student life functions. Staff and faculty have developed numerous shadow systems, tools, and processes to reach their target student populations resulting in excessive overhead and operational inefficiencies, contributing to data and FERPA security risks, a proliferation of information websites, and students drowning in "noisy" email communications that must

be parsed for key deadline information and then re-entered into a student's personal calendar or reminder system. We recommend the creation of calendaring, messaging, and collaboration tools in the Academic Commons, as well as the purchase of a vendor-supplied knowledge base, to provide 24x7 on line information, a mobile version for anytime access to critical answers, and the possibility for live chat with a UC Berkeley student service expert to help students who need extra guidance but aren't able to visit a service office in person.

Creating an Advising Toolkit: Faculty and professional advisors and students require a web-based, unified advising system to view critical advising-related information and access to tools that enable productive advising interactions. If supported, the toolkit would include:

- Advising-related records such as degree audits, transcripts, academic profiles, registration blocks, and class schedules;
- Petition-related workflows such as submission and status checks on major declaration, change of college and incomplete grade requests; and
- Appointment-related functionality such as on-line appointment scheduling and access to advisor notes and campus-wide advising histories.

Designing State of the Art Academic Planning and Registration Tools: Students clearly told us we need to simplify and centralize the tools and information used for academic planning and registration. Students may have 6 or more different web applications open, toggling back and forth, just to gather the minimum information they seek to enroll in classes. Furthermore, students tell us making sense of our complicated web of requirements, restrictions and policies is daunting. Finally, students are not able to use information to build meaning in an individual context. They can't leverage the experiences, positive and negative, of thousands of others who have gone before them. Every time a student joins a degree program or plans a schedule it's as if he or she is the first student to ever embark on such a journey. With better tools and accurate and consistent information we will be able to achieve efficiencies on both the student and the administrative sides of the registration equation. Academic departments and student service providers will be able to plan and provide curriculum and services to students based on a holistic and empirical view of the data, rather than planning course offerings in a departmental or decanal vacuum.

Enhancing Current Financial Planning and Bill Paying Tools: As students are now providing through the payment of tuition and fees, the second-most robust source of funds for the campus, second only to the federal government, it is imperative that students receive timely, detailed, and comprehensive information to better understand charges they are being assessed, payments made, aid offered, awards disbursed, and refunds issued. A entry-level solution will provide the information in a format that instructs students what actions, if any, they need to take to reach a zero balance by the payment due date. In addition, the Academic Commons will host a FERPA-compliant interactive tool that will manage authorizations by the student to release information, as well as communicate via email with parents or other family members that the authorization has been granted or revoked. The view of the financial information will be made available to the authorized parent and to appropriate campus student services staff members. The cosmetic display of information in the entry-level approach will only be as good as the data originated from the back-end functional systems (e.g., CARS, URIS/Registration, ProSAMS, GLOW, HCM). The basic solution will have unavoidable limitations until these back-end systems are upgraded or significantly reprogrammed. These limitations include the inability to process incoming data for "real time" display and the compilation of data from incongruous interfaces between systems. Therefore, a more robust financial planning solution to replace the underlying transactional system is also offered, should the campus wish to provide a larger investment for a potentially greater return on both efficiencies and student satisfaction.

RECOMMENDATIONS THAT SUPPORT ENHANCED TRAINING AND DEVELOPMENT

Creation of an Advising Council: In order to address the complex nature of the decentralized environment in which student advising policies and practices have developed, we recommend the establishment of an Advising Council -- a single governing body responsible for aligning advising services and developing standards for performance,

communication, and assessment in curricular and co-curricular advising. The Council will manage and develop the shared policies, procedures and practices across curricular and co-curricular student service units.

The Advising Council will include a representative group of managers and administrators from co-curricular and curricular departments, whose commitment will be on a volunteer basis, as well as a newly created and temporary Assistant Vice Provost who will report to the Vice Provost for Teaching, Learning, Academic Planning and Facilities. The Council's role will be to create standards and develop metrics and assessment tools for curricular & co-curricular advising, and ensure seamless communication across all student service departments. We recommend a collaboration with staff of the Center for Organizational & Workforce Effectiveness, the Office of Planning & Analysis and Human Resources:

- to form a comprehensive means of on-boarding, mentoring and training of all campus curricular and co-curricular advisers
- to develop individual standards and assessment of performance, and
- to develop program/department standards and assessment of those programs.

RECOMMENDATIONS THAT PROVIDE MORE CONTACT TIME BETWEEN STUDENTS, ADVISING STAFF AND FACULTY

Implementing On Line Course Evaluations: The current manual process of fielding, collecting, and transcribing paper course evaluations wastes significant student, staff, and academic personnel time. Implementing an electronic solution will eliminate duplicative activities (both within and between units) and speed up the timing in which interested parties can view results. Students will be able to access validated course data (such as the answer to a "student to student" advice question) within already-existing tools such as the On Line Schedule of Classes.

Improving Commencement Planning: Academic advising staff indicated that certain administrative tasks, including planning and managing department commencements, was burdensome and reduced time available for direct interaction with students. Our proposed solution addresses the concerns of these groups, provides a framework to achieve campus-wide consistency across all department commencements, preserves department independence and flexibility to control commencement content, and achieves a sustainable funding model for ongoing commencement costs. Our specific recommendations are:

1. Provide a single information source for commencement planning needs;
2. Reduce commencement costs through pre-negotiated vendor arrangements; and
3. Achieve a sustainable funding model for commencement costs though a combination of cost controls, incidental fee revenue and a nominal incremental campus funding contribution.

RECOMMENDATIONS TO HELP END THE RUN-AROUND

Constructing and Staffing a physical one-stop service center for transactions such as registration, financial aid, and bill payment: In order to address administrative (i.e., non-academic) aspects of enrolling in classes, obtaining financial aid, and paying their bills, students are currently required to communicate with the specific office that has expertise in that function. Students and family members view the campus as one entity, and they are confused and frustrated when they can't be assisted at their first point of contact and need to be referred elsewhere. Further, when students must conduct their business in-person and are referred between offices in Sproul Hall and University Hall, they must walk 15 minutes to the other location. The time to travel between the offices, in addition to the varying service days and hours, often makes it difficult for students to conduct business in a time efficient manner. This degrades student and family member satisfaction with service delivery. Our recommended solution is the creation of a physical office that can serve as a single point of service and referral for students and family members. The office will report to one entity but provide cross-functional information. This "one-stop" location will be staffed with service-oriented, cross-trained individuals who will strive to answer 80% of business-related inquiries/problems from students. A "ticket" system will be used to generate a method for receiving, referring and tracking student inquires at the One Stop, to ensure students don't fall between the cracks upon referral.

Constructing and Staffing a physical one-stop service center for student activities event support and leadership development: With more than 1000 student organizations and clubs on the Berkeley campus, there is a tremendous amount of activity in the co-curricular arena of students' lives.   These activities can require a high-level of planning and organization in order to effectively manage "outside the classroom" activities, ranging from tabling on Sproul Plaza to planning 3-day conferences that host hundreds of participants. The proposed solution for managing these various functions is to create a physical office that can serve as a single point of service and referral for students. There are risks involved with students planning and implementing functions for their organizations (for example, obtaining the proper event insurance or adhering to fire codes). This risk can be better managed through this integrated concept. Students can resort to taking short cuts and skipping policies due to the way in which information and requirements are structured in multiple campus locations. The one stop concept reduces the risk that students will simply skip steps due to time constraints or confusion over the applicability of policies for their events.

A SPECIAL FOCUS ON THE GRADUATE STUDENT EXPERIENCE

Establishing a GSI/GSR Appointment Task Force: Graduate and professional degree students told us that they chose to attend UC Berkeley because it is the #1 public institution in the world and that they knew their respective graduate program would offer excellence in research and education. It was somewhat surprising to many of them that the GSI/GSR hiring process is not what they would have expected at an institution of Berkeley's caliber. Specifically, the participants raised concerns regarding the appointing of GSIs on campus, mentioning a lack of transparency in jobs available, repetitive paperwork, inconsistent hiring and tracking practices, and an inability to see appointment histories and benefits/tuition/fee remission in one centralized location. We recommend that a Task Force be established to look into these concerns, agree upon a campus lead for establishing and monitoring a consistent hiring process, and to identify what, if any, systems improvements might be required to enhance the GSI/GSR appointment process to benefit students, faculty, and GSAO's.

RECOMMENDATIONS RELATED TO REDUCING COSTS OR ENHANCING REVENUES

Moving Away from Fleet Cars Toward Car Sharing: Of the 500 university-owned vehicles on campus, 40 passenger cars are driven an average of 2,200 miles a year or less and used only hours a week at a total cost of more than $180,000 year. These 40 vehicles could benefit from a campus wide car share program. We recommend that Parking and Transportation manage a campus-wide car share program. A car share vendor would be identified and provide the vehicles; further the Car Share vendor would lease parking spaces from Parking & Transportation to store the vehicles. Vehicle costs to departments would only be for time used, at an estimated rate of $6 an hour. Departments across the campus would save costs related to vehicle maintenance, and the additional revenue in Parking and Transportation would allow them to keep costs low, benefitting the overall student budget.

Utilizing Third Party Sources for Residence Hall Development: As costs for student housing and dining continue to increase, all avenues are being considered to either reduce the magnitude of future rate increases, or hold off rate increases in coming years. We recommend future on campus housing projects will be provided by 3rd party developers. Under this model, RSSP/UCB will not provide funding (debt or equity) – the developer will be entirely responsible for all construction and permanent funding. Several vehicles exist for doing this- if the site is not UCB land, it can be an arms' length transaction with UCB being the beneficiary after 30 years via a non-profit structure. If it is university land, the transaction can be much the same but some debt will be reflected on UCB balance sheet (usually 20-25% of the total project costs) and there is normally a land lease agreement as part of the deal structure. Based on current projections for upcoming projects, initial revenue back to the campus can be collected for the first time in 2015.

Initiating New Tools to Reduce Costs for Meal Plans: As costs for student housing and dining continue to increase, all avenues are being considered to either reduce the magnitude of future rate increases, or hold off rate increases in coming years. We recommend a three-prong approach to reduce costs attached to meal plans. First, create a Food and Beverage Commodity Manager position to devote time to getting the best rates on Dining food sourcing (our current dining spend is $12 million annually), second, to purchase and implement software to integrate food purchasing and menu management, and third, to implement industry standard approaches to reduce kitchen waste in food preparation and to reduce food waste by consumers.

THE CASE FOR REALIGNMENT
The centrality of the student experience has been the foundational compass guiding the work of the Student Services initiative. It also applies to the reorganization effort; at present, many student services units are dispersed across six different divisions on UC Berkeley's campus. This has created a lack of cohesion among student service units, resulting in confusing bureaucracies for students and the faculty and staff members who serve them.

As a result, we recommend consolidating the reporting structure of those offices with a primary focus of service to students into three areas (down from six) – the Vice Chancellor for Student Affairs, the Vice Provost for Teaching, Learning, Academic Planning and Facilities, and the Vice Chancellor for Equity and Inclusion – with the potential for realignments of reporting structures within those three areas. At Berkeley, the Vice Chancellor for Student Affairs is held accountable to "own the student experience" and yet does not have full responsibility for all that touches the student experience. Realignment is a critical variable to move forward to a common co-curricular vision and direct resources toward those priorities which support the vision. Endorsement of realignment will signal to the broader community that the campus supports OE Student Services initiative efforts from a structural basis, rather than relying on individual personal relationships to drive student service priorities forward.

Keeping the guiding principle of, "And this is good for students because…?" has helped the team challenge the rationale for maintaining historical, organically developed divisional structures. Further decision-making principles were considered when identifying candidates for realignment:

- Does the responsibility set of the Vice Chancellor or Vice Provost in question focus on students as primary customers?
- Is the Vice Chancellor or Vice Provost in question held accountable for job performance by the Chancellor or EVCP and by students for providing direct service, programs, and support for students outside of the classroom?
- What, if any, conflicts of interest can be mitigated by realignment?
- Are existing national and professional standards for staff development and training applied consistently across the organization?
- Can Berkeley better align its structure with national models, as well as those within UC to better comport with discussions and policy setting at the UCOP level?

The initiative sponsors and initiative manager have been engaged in conversations with stakeholders outside of the three primary student service areas throughout the design phase. These discussions are now primed to move to a decision-making phase. The question of realignment is not new to the campus. During past decade, similar concerns on the diffuse structure of student service units have been raised. We believe the current fiscal climate and student centered context in which our initiative is situated allows the campus to respond proactively. Numerous and thoughtful discussions have taken place about the following units: Visitor Center and Parent Programs, Student Accounts Receivable, Office of the Registrar, ASUC Auxiliary, Recreational Sports, University Health Services, Berkeley International Office, and Lawrence Hall of Science. The Student Services initiative sponsors believe the following three areas should be prioritized for final decision making: ASUC Auxiliary, Berkeley International Office, and Recreational

Sports with the other units listed above to follow shortly thereafter.

FINANCIAL ANALYSIS

- Year by year breakdown of savings and costs
- Key assumptions

Before addressing the details of costs and potential savings, it may be helpful to describe the process by which we arrived at these particular recommendations for review.

Early on, and guided by the work of the diagnostic report, the initiative identified the potential to recapture large amounts of full FTE savings through outsourcing certain job functions. After consultation with the Executive Committee, it was decided not to pursue that option at this time.

Further, during the diagnostic phase, all staff that had the title of "advisor" were rolled up and considered to have equal job responsibilities, without consideration to the student population they serve, or the other administrative tasks for which they may have responsibility. One team member described this approach as "comparing grapes to watermelons and assuming everyone should be a grape to save money." The team concluded this approach was based on a fundamental misunderstanding of complexity involved of working with key subpopulations of students – such as first generation students, international students, or those in highly demanding graduate programs –which are more expensive on a per-student basis but whose success remains a core value for our campus. This conclusion was supported early during a Council of Deans meeting where values steering the initiative's efforts were discussed.

Explicit in our process has been the guiding question, "And this is good for students because…?" Unfortunately, although time savings or frustration reduction for students can't be quantified in dollars back to the campus its goal nevertheless serves as a guidepost for our final recommendations. Areas where students have an anticipated reduction in time spent on a bureaucratic task have been noted throughout the recommendations.

The investigative work of the initiative design team uncovered years of chronic underinvestment in the arena of student service, particularly with regard to student information systems. For example, while campus human resource and finance technology tools have been regularly upgraded and in some cases, replaced wholesale in the last 2 decades, at UC Berkeley students still enroll for classes using the same system that was built in 1991.

It may have been that in prior years students were willing to accept these circumstances, because UC Berkeley provided such an exceptional education at a reasonable cost. However, with the recent escalation of tuition and fees, students are looking for the tangible value resulting from their investment in their education, and that value is expected to stretch beyond the lab or classroom walls. The cost for an out of state undergraduate to attend UC Berkeley for one year in the Fall of 2012 ($54,464) is not materially different than a number of our closest private peers ($54,090 at Cal Tech, $55,738 at Harvard, and $57,198 at Stanford). Furthermore, staff members are constrained by old systems and approaches, wasting valuable time performing tasks by hand or via shadow systems that compromise data security.

The need is so great that the initiative sponsors, in consultation with the campus CIO, have agreed to redirect current resources to the success of the recommendations. We estimate over the course of the next 3 years, $7 million of both hard dollars and staff time will be focused on their success. That reduces the amount of funds that will be required from the OE bank to accomplish our goals.

The good news is that if the OE Executive Committee decides to invest the millions of dollars we have estimated it will

take to create an exceptional student service experience on campus, that investment can be recouped through both hard dollar savings and staff efficiencies in all academic and student service departments.

The Executive Committee will need to decide how to approach the soft-dollar savings which will result from improved infrastructure, training, and process improvement. The initiative sees three possible options to address these savings:

1. Reduce individual staff members' FTE by the amount of time saved, depending on their specific job responsibilities. (Not recommended)
2. Monetize some or all of the savings into whole FTE and require their return to campus at the decanal level.
3. Allow curricular and co-curricular units to retain the savings in their departments to redeploy toward high priority activities (such as direct contact with students and faculty members).

It is important to note future implementation teams will need to undertake detailed business process investigation and analysis, and organize robust change management in order to extract the full savings. The team understands there are political considerations of ownership and direction related to student services that have been decentralized in the past. Now is the time that changes moving forward should be endorsed and managed carefully in an atmosphere of full collaboration and transparency, building upon the possibility for growth that realignment can provide.

An Excel pdf is attached which outlines overall costs and benefits (broken down year by year), detail for the individual recommendations, and supporting data particularly related to soft dollar savings.

PROBLEM STATEMENT/NEEDS ASSESSMENT
- Objectives
- Situation
- Opportunity

- **California budget forecasts indicate a continued decline in state revenue, which will have an impact on our delivery of student services.** Without a well-planned systematic approach to delivering cost effective and valued student services, we will certainly lose our ability to attract and retain top-quality students. Further, it has been noted that students, through tuition and fee payment, now encompass the second-largest funding group to UC Berkeley's budget. As a primary stakeholder, we must be attuned to student needs and support approaches to ensure their success as graduates and satisfied alumni.

- **There are some inefficiencies and lack of cohesion among student service units, resulting in confusion for our students.** The current student services organizational structure grew organically over time, with little or no coordination among units. Students view us as one institution and yet they are faced with programs that are not aligned with each other, can be redundant, and provide inconsistent service levels. This creates a bureaucratic maze for our students, and can make it difficult for staff and faculty to work effectively.

- **Our students are born into a digitally networked and mobile world and UCB has not kept pace.** As the nation's #1 public university, UCB has the responsibility to provide high-quality integrated and seamless student information systems. Our current systems are out of date, partition data, and are built on incompatible technologies that do not allow for easy evolution and future expansion. They do not provide an adequate foundation on which to meet our students' digital needs and assumptions of service. Just as we all interact in the web space of the larger world, students see themselves as a market segment of one, and they expect unique, customized on line services that address their particular background characteristics and future goals.

- **Our student body is increasingly diverse and its needs are ever more complex and unmet.** Berkeley's capacity to address these needs is currently limited and yet student expectations and demand for services are rising. Resources to support these needs are challenged by communication gaps and service overlaps. Current service offerings, and their alignment in the organizational structure, may not fully line up with emerging demographics and their necessary attending shifts in service delivery paradigms.

- **Student service staff members do not have adequate training to do their best work.** Staff reductions in response to past budget targets mean that our remaining staff members need the right tools, training and structure to be efficient and effective. There is no campus-wide training program in place to ensure consistent service delivery standards.

- **Ongoing projects such as Lower Sproul, active learning classrooms, and student technology projects provide a window of opportunity.** These projects provide momentum for change, and offer a platform from which to impart a positive message of growth, engagement, and community to our current students, parents, staff, faculty, and alumni. The initiative's design work has been able to leverage hundreds of hours of time already dedicated to the Lower Sproul project – where students are constructively engaged in rethinking student operations and service, and the campus administration has focused on how to improve support for both academic and co-curricular activities in a central physical location.

RECOMMENDATIONS (Extended; summary above.)

- Deliverables
- Rationale
- Costs/Benefits/Risks
- Key assumptions

Detailed information related to each of the recommendation sets can be found at the websites referenced below:

Recommendations that seamlessly connect students, faculty, and staff with the right information:

Building an on line Academic Commons

Construction of a communication and information hub

Creating an advising toolkit

Designing state of the art academic planning and registration tools

Enhancing current financial planning and bill paying tools

Recommendations that support enhanced training and development

Creation of an advising council

Recommendations that provide more contact time between students, advising staff, and faculty

Implementing on line course evaluation

Improving commencement planning

Recommendations to help end the run-around

Constructing a one-stop service center for student business transactions

Constructing a one-stop service center for student activities event support

A special focus on the graduate student experience

Establishing a GSI/GSR appointment task force

Recommendations related to reducing costs or enhancing revenues

Moving away from fleet cars toward car sharing
Utilizing third party sources for residence hall development
Initiating tools to reduce costs for meal plans

Out of scope: throughout the design phase, students raised a number of concerns and priorities that are important, but out of scope for this initiative. They will be cataloged in an appendix of this report.

ALTERNATIVES CONSIDERED (including status quo)
- Costs/Benefits/Risks
- Key assumptions

During March 2011, campus student service technology leaders were charged by the initiative's sponsors to conduct a risk assessment of current student information systems. That risk assessment highlighted the following concerns: a number of production systems on which we count for core services (such as class enrollment, grade processing, and student billing) have recently failed or are in danger of failing, and we need a clear roadmap for risk mitigation in this area. The full report and analysis from this risk assessment is forthcoming, but the sponsors believe the early results bring into stark relief the need for a rapid deployment of resources through the initiative's recommendations to address these needs.

The individual recommendations speak to their specific circumstances, risks, alternatives considered, and consequences for inaction.

IMPLEMENTATION PLAN
- Implementation activities
- Functional ownership
- Timeline

In order for our major technology-infused recommendations to be successful, the campus must provide ongoing support to four infrastructure projects: the campuswide Enterprise Data Warehouse, bedework calendaring *for students*, enterprise services architecture, and robust identity management. These projects are critical not only for the student services initiative, but other initiatives and campus efficiency projects. The initiative sponsors have discussed these needs with both AVC Gore and campus CIO Waggener and they concur with our perspective. We lend our support to any separate RRA's which may come before the Executive Committee requesting resources to support these efforts.

We acknowledge that, particularly for our technology-infused recommendations, the scope is large and the dollars requested are great. We ask the Committee to consider the following approach with regard to endorsing and supporting our initiative's larger projects:

Provide the funds for the first year of the Academic Commons platform, and 25% of the budget request for the other portal-related RRAs, with further funding pending detailed project plan deliverables and successful completion of initial scope.

This approach would deliver quick wins in order to demonstrate the ability to improve the student experience rapidly:
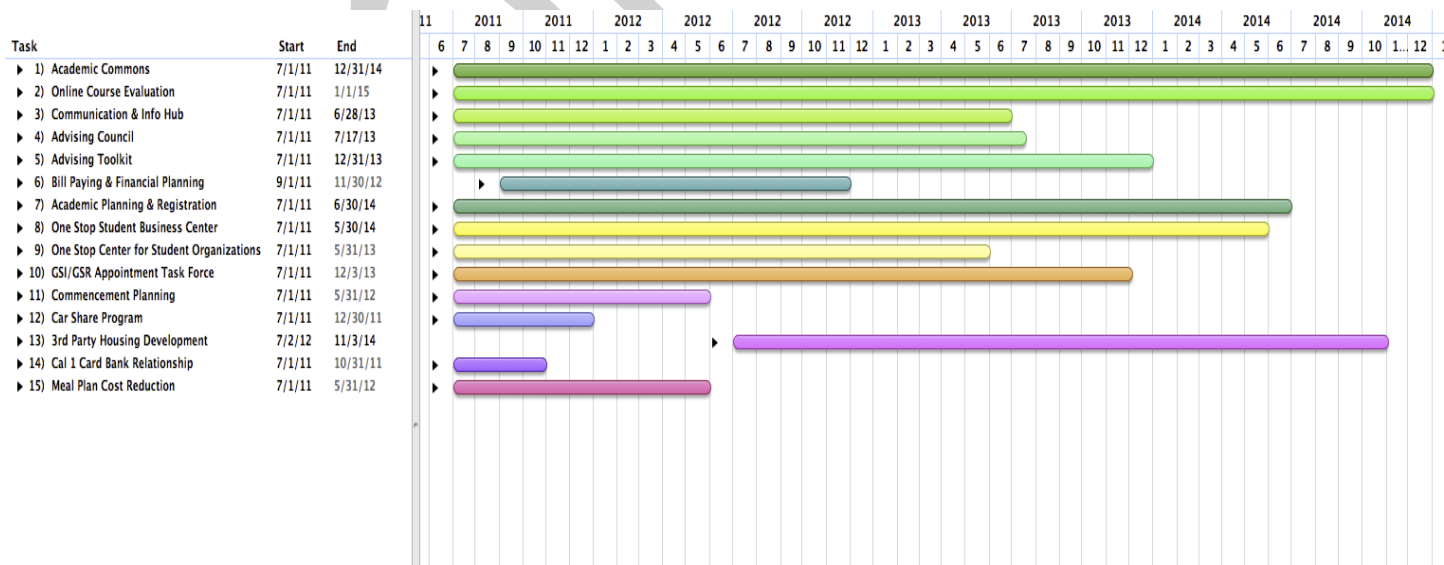
- The first release of the Academic Commons platform and functionality
- Initial migration of the student-facing BearFacts user interface into the Academic Commons
- Initial release of advisor notification tools and student events and task tracking

- Student calendar accounts in bedework to store advisor events and tasks, and if desired, the ability to export them to personal calendars (such as Google Calendar or iCal)
- Official UC Berkeley academic planning tools for enrollment
- Support for students to share draft schedules with advisors and peers, and to leverage that data to plan upcoming curricular offerings.

Using this implementation strategy will also provide further confidence in our current estimates by bringing specialized resources to the team to complete a detailed design plan, and to engage more deeply with potential vendors or contractors. It will produce refined cost estimates and detailed project plans. The initiative sponsors wish to note that while we are very pleased with the results from our initiative team and subteam members, the design team structure was created explicitly to include out of the box pan-university thinkers, not necessarily trained business analysts.

In the past, student service needs have not been communicated with one voice. With this set of recommendations, the potential exists to lead into the future utilizing the initiative's vision as a roadmap. We clearly want to support entrepreneurial activity at the unit/decanal level but within a framework agreed upon by sponsors and users. We recognize that long-term success will require developers build to a common set of technology standards. That way, as we're constructing new services centrally those who have pressing needs and means to meet them are able to develop tools that can be easily integrated back to the larger structure. We are hopeful the implementation phase of the student services initiative ushers in a new technology governance culture that embraces true collaboration and transparency across the campus.

The following Gannt chart incorporates all of the individual recommendations and illustrates our recommendation of how projects should be sequenced in order to maximize success. Expanded detail is available in a separate document.

Task	Start	End
▸ 1) Academic Commons	7/1/11	12/31/14
▸ 2) Online Course Evaluation	7/1/11	1/1/15
▸ 3) Communication & Info Hub	7/1/11	6/28/13
▸ 4) Advising Council	7/1/11	7/17/13
▸ 5) Advising Toolkit	7/1/11	12/31/13
▸ 6) Bill Paying & Financial Planning	9/1/11	11/30/12
▸ 7) Academic Planning & Registration	7/1/11	6/30/14
▸ 8) One Stop Student Business Center	7/1/11	5/30/14
▸ 9) One Stop Center for Student Organizations	7/1/11	5/31/13
▸ 10) GSI/GSR Appointment Task Force	7/1/11	12/3/13
▸ 11) Commencement Planning	7/1/11	5/31/12
▸ 12) Car Share Program	7/1/11	12/30/11
▸ 13) 3rd Party Housing Development	7/2/12	11/3/14
▸ 14) Cal 1 Card Bank Relationship	7/1/11	10/31/11
▸ 15) Meal Plan Cost Reduction	7/1/11	5/31/12