Top Tier Subcommittee on Business Processes

Final Report

April 15, 2016

The Business Processes Subcommittee consists of Joel Lieberman (co-chair), Sutee Sujitparapitaya (co-chair), Gail Griffin, Chris Heavey, Michael Lawrence, Brian Meyerpeter, Kivanc Oner, Wonda Riner, and Lori Temple.

The subcommittee has identified multiple business processes at UNLV in need of improvement. Each of the identified areas was labeled as being either a low, moderate, or severe problem. The committee recommends initially focusing on areas labeled as "severe." These severely problematic business processes include:

- Faculty Recruitment and Hiring
- Extra Contractual Compensation
- Efficient Assignment of NSHE Numbers
- Efficient Assignment of Financial Account Numbers
- Lack of Electronic Workflow/Document Imaging Systems
- Security/Access to Systems (Identity Management)
- Lack of Well-Established Workflow Processes in Key Areas

In this report, the subcommittee has identified the scope of the problem, the units that have input or output in the process, and potential solutions to the problem.

The subcommittee recognizes that many faculty and staff feel there is a need to improve the Reimbursement/Disbursement process on campus. This issue is being addressed by the Workday system. As part of the roll-out of Workday, a series of "Playback Sessions" will be scheduled where "Change Partners" consisting of individuals from all levels and colleges at the university will be involved with providing feedback about the Workday system. Because the Workday system will involve a new process of managing reimbursements/disbursements, the subcommittee recommends not pursuing revisions to existing practices at this time. However, the subcommittee recommends exploring the effectiveness of Workday and managing reimbursements/disbursements at some point between 6 and 12 months after the go-live date of this system.

Faculty Recruitment and Hiring

Recruiting top faculty and staff is a critical element on the path to Top Tier status. Unfortunately, this process is hindered by business practices at UNLV. In order to obtain top faculty, the university must be able to post advertisements, review applications, bring candidates to campus, and draft offer letters in a timely manner. Failure to quickly execute the hiring process allows top candidates to be recruited by other institutions before UNLV can extend offers. A number of specific business practices limit UNLVs ability to act as efficiently as possible in this regard.

The hiring process requires a complicated sequential series of steps to occur, with approval needed at each step along the way (see Appendix 1 for a summary of the hiring process). When any particular individual is unable to give approval because of high workload issues, he or she is out of the office, or for other factors, the entire process is halted. However, the practice can potentially be substantially improved by implementing changes to the hiring process.

1. Conduct More Hiring Process Activities Earlier in the Year

Problem: Too much of the hiring process occurs in the fall semester in a very tight time frame.

The Hiring Process Flow Chart (see Appendix 1) begins with the Annual Dean's Faculty Recruitment Process, in which the Dean requests approvals for search and budget from Academic Resources for Provost Approval "usually in May." This process occurs when the semester is winding down and faculty leave for the summer. As a result, it makes it either very difficult or impossible to gather faculty for department meetings to discuss the nature of positions to search for, to form search committees, to discuss and draft advertisements, and to work on relevant documents, such as Diversity Plan reports. Consequently, these activities are typically postponed until the fall semester commences. As many of these activities require meetings to be scheduled at a busy time (the start of the semester), the process is slowed, and it is not uncommon for departments to find themselves in late September or early October before job advertisements are drafted.

Solution: Begin the hiring process earlier and complete as much as possible before the end of the spring semester. Deans could begin the Faculty Recruitment process in February or March, which would leave adequate time for departments to thoughtfully discuss their needs.

Departments could form search committees, which then could draft an advertisement that would be submitted along with department requests for positions in the spring. As the vast majority of the advertisements contain mostly template language, and only a few sentences are typically added to identify the position needs and relevant qualifications. Over the summer, Human Resources could approve these advertisements requiring only a search number and position number to be added when the position is formerly approved by the Provost's office. Although this would result in extra work by approving some advertisements that might not receive funding, it would allow job advertisements to flow through Human Resources in a manner where they were spread out over the summer, rather than most being sent to Human Resources at the same time (at the start of the semester). Overall, this would allow advertisements to be placed earlier, increasing the chances of hiring the best possible faculty.

Other elements of the search process could be conducted in the spring as well. For example, the Diversity Hiring Process requires that Part 1 – Pool and Diversity Goals & Recruitment Plan, be circulated to all units within a college before Dean's approval can be given. This process can be quite time consuming, and interfere with a department's ability to recruit applicants in a timely manner. Diversity plans for departments could be completed, processed, and approved at the end of the spring semester.

Similarly, when search committees are formed, members must be given access to Consensus and complete confidentiality agreements. This process is delayed if Human Resources staff are out of the office for any period of time. As unplanned leave is by nature, unpredictable, it would behoove the university to shift the process of giving consensus access to search committees at the beginning of the summer, rather than during the height of the search season in the fall. This would be possible if search committees were formed and Part 1 of the Diversity Plan was approved at an earlier date (note: it would also require some modification to the Diversity component of the hiring process, discussed below).

In short, moving as much of the process to the spring semester or early summer will reduce the number of steps that have to occur in a very short time frame, and prevent highly problematic delays from occurring when key personnel are out of the office during the critical fall months.

2. Emphasize Parallel, Rather than Sequential, Processes

Problem: The hiring process largely operates on a sequential basis, thus extending the total amount of time needed to hire a faculty member at UNLV.

A delay at any point in the steps outlined in the hiring flow chart typically stops the entire process. The total amount of time needed to complete the hiring process is then increased.

Solution: Identify points in the hiring process that can occur in a simultaneous manner.

There are a number of points where multiple steps may be able to be conducted simultaneously. For example, Consensus access is not granted to a search committee until after the Chief Diversity Officer has reviewed Part II of the Faculty Diversity Hiring Program. If the appropriate Human Resource employee in charge of Consensus access is out of the office at this point, the search process is halted until his or her return. An alternative approach would be to request committee access at the same time the Chief Diversity Officer requests Chair access. Alternatively, Chair and committee access to Consensus could be requested when Greystone places the job advertisement. Any change along these lines will require a restructuring of the Diversity Hiring Process. However, it is not clear to the committee what harm occurs by giving search committee access to Consensus at the same time that Chair access is granted. Further, granting Chair and committee access simultaneously would increase discussion within a unit regarding the diversity characteristics of the applicant pool.

Even greater efficiency could be achieved by having Part I of the Faculty Diversity Hiring Program Form submitted at the same time the Vacancy Announcement is submitted to Human Resources (or even in the previous spring semester, when the Dean requests the positions from the Provost, as noted above). That could allow Consensus access to be approved while the advertisement itself is being approved.

Similarly, the drafting of the offer letter could also be conducted as a simultaneous process beginning with Step 6B (see Appendix 1), so that the offer letter is drafted while verbal intent is being obtained for the candidate. Although this process may require slight revisions once a final agreement is reached with the candidate, starting earlier would allow the letter to be finalized sooner. This is important, because there is often very little time for the letter to be drafted and approved by the Provost's office before the university begins closing down around the winter holiday break. It is imperative to finalize the offer letter before this happens, because if individuals involved with drafting or approving the letter leave campus early for break, the letter may not go out to the candidate until after the university reopens in January. This lengthy delay may create an initial negative perception of the university.

3. Give Greater Power for Approval to Deans or Other Parties, Resulting in a More Decentralized System

Problem: Deans must repeatedly seek approval from the Provost's office for the same basic issue, creating unnecessary delays in hiring faculty.

At the beginning of the hiring process, Deans must request approval from the Provost's office for a position. The position and relevant budget are then approved. However, when an acceptable candidate is identified, Dean's must request approval for the offer letter, despite the fact that a template has been used to draft the offer letter, and the offer is within the initial budget level provided by the Provost. Although some candidates may have significant start-up needs that require a discussion with the Provost, many faculty hires simply negotiate over salary and minimal startup costs.

Solution: Greater efficiency would be achieved by permitting Deans to send an offer letter to candidates without Provost's approval if the letter follows the template provided, and is within approved budget levels.

4. Eliminate Steps in the Hiring Process

Problem: The hiring process is a very complicated path that requires 6 pages of steps to be outlined (see Appendix 1).

All relevant offices should examine the Hiring Process flow chart to determine if any steps can be eliminated. Some steps may be included because of rare problematic behavior by departments or Deans in the past. Creating policy for the exceptional cases results in a complicated and lengthy hiring process. Individuals should be held accountable if their hiring actions are not in the best interests of the university on annual evaluations, in budget allocations, or with other appropriate responses.

Solution: Eliminate any unnecessary steps. Use annual evaluation and other administrative responses as a mechanism to ensure an effective hiring process that is beneficial to the university, rather than adding generally unnecessary review to the hiring process.

Additional Hiring Process Issues

Several steps are missing. For example, the process of completing the Faculty Diversity Hiring Program form requires the diversity plan to be circulated to all units within a college by presenting it at a college meeting. This is a very time consuming process, and it is not clear what the benefits are, as units are being asked provide suggestions for increasing the diversity in fields they don't have any substantial knowledge about. Although an argument can be made that any given program might have an innovative approach to hiring diverse candidates that might be informative to other units, that information could be conveyed by a Dean who has reviewed all diversity reports within his or her college. As Dean's approval is necessary anyway, having this information provided by the Dean would not hinder the process. Rather, the process would be expedited by eliminating the need to organize a meeting within the college to discuss the diversity plans.

Flow chart reflects a seamless process. The flow chart (see Appendix 1) reflects a seamless process. However, with some employees, additional factors may be present that interfere with the hiring process that are not accounted for by the flow chart. For example, when hiring international employees, a variety of issues may arise related to their work visas. This may cause problems with the onboarding process.

It would be behoove the university to establish clear business practices that can operate parallel to the later stages of the hiring process to ensure the hiring goes smoothly, so that the individuals are able to continue employment at UNLV on an indefinite basis. Some universities, such as in the California system address the issue of hiring international employees in the job advertisement. Further, the hiring flow chart does not represent issues relating to getting position approved, including budget and justification for position.

Extra-Contractual Compensation

The Top Tier Business Processes Subcommittee recommends revising existing university policy and procedures surrounding Extra-Contractual Compensation (ECC). Current practices serve to create complications in the efficient processing of ECC documents, reduce revenue available to the university through Facilities and Administrative Costs (F & A), reduce revenue available to faculty in a manner that is not consistent with other NSHE institutions, discourage faculty from running projects through the university, and discourage Chairs and other administrators on "A" contracts from pursuing grants.

1. Create Centralized Database for ECC Activity

Problem: Multiple parties keep independent databases of employee ECC activity. Discrepancy between these databases and/or employees completing forms without database access produce errors that delay contract processing, prevent employees from receiving ECC funds, and impede billing on sponsored projects.

The ECC process requires faculty and staff to complete an ECC form and an ECC worksheet, which is then sent to their PI/Account Managers, Chair/supervisors, Deans/Directors/VPs, Office of Sponsored Programs (if applicable), Provost/Vice Provost, and ultimately to Human Resources (see Appendix 2 – ECC Flow Chart). The ECC worksheet that employees complete indicates the amount of ECC compensation the employee is allowed, the amount that has been used up to the point of the request during the fiscal year, and the remaining amount of compensation in the fiscal year. Employees must remain within allowable amounts to be eligible for ECC.

Unfortunately, there is no centralized database for accessing this information. Employees must accurately track all approved requests during the year. Departments and other units below the level of the Provost's office may keep an independent record of ECC activity for employees. The Provost's office has an ECC database (see attached flow chart), but units and faculty are not able to access this database. Human Resources also keeps an independent record of ECC activity, which other units on campus do not have access to.

If an employee makes a mistake in their ECC eligibility, the mistake may not be identified until it is reviewed by the Provost's Office when it is logged into the ECC database for worksheet generation. At that point, the error may necessitate new worksheets and forms be created and again routed through the university, or faculty may not be compensated for activity they have performed that put them over the ECC limits. Delays in processing ECC documents are frustrating to faculty, and require administrative tasks to be performed multiple times, which is inefficient. In cases where faculty are denied ECC because they were unaware they surpassed their eligibility limits, the faculty reaction may be highly negative towards the university. Consequently, faculty may respond by pursuing work as consultants to avoid university involvement.

Solution: Provide access to a centralized ECC database for all relevant parties (employees, Chairs/Supervisors, Dean's Offices, etc.).

By having centralized access, employees would be aware of exactly how much money they are still eligible to earn, and forms and worksheets could be completed more accurately, thus ensuring faster payment and reducing administrative effort devoted to processing ECC documents.

2. Implement Tracking (Document Imaging/Management) System

Problem: The ECC process requires faculty and staff to complete an ECC form, which is then sent to their PI/Account Managers, Chair/Supervisors, Deans/Directors/VPs, Office of

Sponsored Programs (if applicable), Provost/Vice Provost, and ultimately to Human Resources. During this process, there are many offices involved, but no tracking system. If a payment is not made to the employee, it is difficult to determine the stage in the process where the document was either lost or not approved.

When documents are lost, chairs, Deans, multiple administrative assistants, and other staff must spend time (considerable in some cases) tracking down ECC forms. This does not permit an efficient functioning of other administrative tasks. It should also be noted that delayed ECC payments can be problematic when billing on grant activities, and in some cases, cause considerable problems because grants cannot be billed by the time ECC documents have been processed.

Solution: The University needs to implement an Electronic Business/Document Imaging System (discussed below).

3. Provide Clarity for Calculating ECC over Summer Session II

Problem: ECC calculations can become complicated, particularly when calculating payments related to activities during Summer Session II, which spans multiple fiscal years (one ending in June, and the next beginning in July).

Payment for classes and independent studies must be split across multiple ECC forms to align with fiscal years. Yet, it is unclear how days during SS II should be counted, with at least 3 options possible 1) counting all calendar days during the period, 2) counting the number of workdays during the period, 3) counting the number of workdays minus the July 4th holiday. Consequently, it is very easy for errors to be made in the calculation of ECC amounts, causing delays and denied payments.

Solution: A website with clear instructions for how to calculate ECC during the SS II time period, updated each year, would allow consistency in ECC calculations and reduce errors. Ideally, the website would allow data to be entered and would provide calculations.

4. Make ECC Policy at UNLV Consistent with UNR

Problem: UNLV greatly restricts the amount of ECC that can be earned compared to UNR allowances (see http://www.unr.edu/administrative-manual/2000-2999-personnel/academic-and-administrative-personnel/2695-additional-compensation-supplemental-pay-overloads). This has a large impact on revenue generated by the university and by employees at UNLV.

Current UNLV policy allows faculty to earn 25% of their base salary as ECC. This rate is not consistent with University of Nevada, Reno, that allows "B" contract faculty to earn a maximum of 50% of their base salary as additional compensation, and faculty may request through respective dean approval an exception to the 50% additional earning policy. In addition, UNR allows "A" contract faculty to earn 30% of their base salary as additional compensation, and faculty may request through respective dean approval an exception to the 30% additional earning policy. Similar differences exist in non-academic salary.

This lower ECC limit at UNLV has the following implications:

1. *Reduces potential F & A revenue*. ECC requests can involve grant activity. Any restriction on the amount employees can earn related to ECC needlessly reduces revenue available to UNLV. This is harmful to the university in terms of available funds.

2. *Reduces overall research expenditures*. When faculty members are restricted in their request for ECC related to grant activity, the university ultimately has a reduced amount of research expenditures. Research expenditures are a common metric in Top Tier calculations.

3. *Reduces employee revenue*. It is unfair that faculty at UNLV are prevented from earning what their counterparts at UNR are allowed to earn. This is particularly problematic in the current difficult economic climate, where UNLV employees have had very few raises over the past decade. The 25% policy results in taking potential money out of the pockets of UNLV employees.

4. *Encourages faculty to perform activities as consultant.* In such cases, the university does not receive any revenue or other benefits from the activities performed by employees.

Solution: Change UNLV ECC policy to match UNR's policy.

5. Encourage Grant Activity among Chairs, and Other Administrators on "A" Contracts, Through the Use of Shorter Term Contracts

Problem: Faculty on administrative 12-month contracts have little incentive for pursuing federally sponsored external funding, because it is extremely difficult to receive compensation for this work.

Under federal guidelines faculty on 12-month contracts cannot submit requests for ECC for externally funded activities unless special circumstances are met (i.e., the work is interdisciplinary in nature and occurs off-campus). As a result, faculty members serving as administrators, yet trying to maintain active research agendas (e.g., chairs) have little incentive for pursuing external funding from a direct federal source, or through any pass-through grants at agencies that have federal sponsors for projects. This reduces the overall amount of external funding brought into the university and penalizes faculty with active research agendas who provide this type of administrative work for the university. Discouraging externally funded activity is inconsistent with Top Tier university goals.

Solution: Move chairs and other active research faculty on "A" contracts from 12-month contracts to shorter contracts, such as 11-month contracts (while maintaining existing salary levels, so income is not lost). This would allow chairs to receive income from federally funded projects, and encourage grant activity.

This approach was implemented by a number of years ago by President Smatresk, however, the benefits of this practices were not clearly communicated to chairs at the time, resulting in confusion over the practice and the policy being halted. This policy should be revisited, as it would increase revenue for the university in the form of F & A, and increase revenue for employees who are impacted by this policy, with no cost to the university.

Efficient Assignment of NSHE Numbers

Problem: Many new hires at UNLV can go up to six weeks without access to the buildings in which they work, parking permits, employee IDs, and computers, as well as job-related, and institutional software applications, because they do not have an NSHE ID number.

The current onboarding process at UNLV decreases productivity as new employees must often wait for up to six weeks to obtain their NSHE ID. In addition, the hiring process is not always coordinated with the new employee orientation efforts that exist across campus. This results in lost productivity due to employees not being able to perform their necessary tasks in a timely manner. Additionally, delays in, and issues with, the current onboarding processes result in dissatisfaction on the part of new hires, and frequent complaints from those tasked with ensuring a new employee is able to do the work they were hired to do. In addition, the lack of an NSHE ID may make it impossible to get access to other business systems (e.g., Blackboard, Rebel Card, Archibus).

Solution: In the short term, a new hire checklist should be developed which emphasizes completing web contracts as soon as possible, so NSHE IDs can be created. Once the checklist is fully vetted throughout campus, it should be provided as a tool for hiring managers and newly hired employees. In the long term, a review of the NSHE ID assignment process should be made. In addition, the integration of NSHE IDs into other business systems (e.g., Blackboard, Rebel Card, Archibus) should be investigated to identify points of delay.

The following **new hire** implementation steps are recommended to improve the efficiency of NSHE ID assignment:

- Begin the process of formalizing the onboarding process.
- Urge all hiring departments to immediately complete web contracts once an offer of employment has been accepted.
- Develop and circulate a new hire checklist to the campus for feedback to improve the document before it is adopted.
- Implement campus-wide use of the new hire checklist.

- Look for ways to develop a formal onboarding program that involves Workday integration.

A review of the **NSHE IDs assignment process** should be conducted**.** The following implementation steps are recommended to conduct that review:

- Investigate the steps and resources needed to modify the web contracts form to easily recognize employees with existing NSHE IDs.
- Determine whether modifying the web contracts form is feasible and necessary given Workday assumptions.
- Investigate the steps and determine the feasibility needed to process the transactions that are completed, and reject any incomplete employee records, without delaying the NSHE ID issuing process for the other employees.
- Investigate the steps and determine the feasibility needed to increase the frequency of the HRMS and PeopleSoft interface to mitigate delays associated with issuing NSHE IDs.

Delays with accessing other business systems related to NSHE ID assignment should be investigated. For example, delays in issuing Rebel Cards to new employees occur when employees have been issued NSHE IDs, but the data do not appear in Blackboard. Rebel Card and OIT are encouraged to review business process related to this issue to determine what/if any delays exist when issuing a Rebel Card. The following implementation steps are recommended:

- Investigate causes of delays related to integrating NSHE IDs into other business systems (e.g., Blackboard, Rebel Card, Archibus).
- Seek solutions to mitigate the delays in the transfer of data.

Efficient Assignment of Financial Account Numbers

Problem: Obtaining financial account numbers can be a difficult process at UNLV. This can occur in a variety of contexts, including: the establishment of a new account related to fundraising, when grants are obtained, or when units on campus engage in new activities that require financial data to be tracked.

For example, when a researcher at the university secures new external funding, there may be delays in establishing an account number that prevent funds from being used on projects. This may cause a variety of problems such as an inability to appropriate reconcile expenses, delays in hiring staff on projects, or delays in providing accounts for graduate assistantships. In addition, when a department obtains a small scholarship, it may not be provided with a university account for the scholarship because of the size of the scholarship. As a result, the funds may be held in a Dean's office account. However, because the department does not have control over the account, they are unable to monitor it and determine when the funds have been paid to the student.

Ultimately, the nature and reason for a new account requires interpretation into financial accounting requirements. It also requires that budgets be created and eventually funded (often from existing other budget sources). Budget along with the Controller's office shares this activity and must communicate on several fronts before a final approval and funding can be given. There is no formal workflow or document tracking system that can provide transparency to where the new account request may be delayed in the business process.

Solution: Further study on the business process is needed. It requires better documentation on requirements for new accounts, and then a document tracking system with formal approval points so that the process can be made more transparent.

Workday may require central (NSHE) approval for new accounts, further increasing the time it takes for new account creation. The Workday business processes have not been formalized yet, but should be watched for the effect they will have. However, the main area this solution focuses on is the communication and vetting of new account requirements.

Lack of Electronic Business/Document Imaging Systems

Problem: Lack of Electronic Business/Document imaging systems creates numerous problems at UNLV, including: lost documents, delays in processing documents, inefficient record keeping, and loss of business process transparency.

The product of these problems is that substantial administrative time (and costs associated with that time) is lost managing documents, significant frustrations are experienced by UNLV employees leading to lower morale, delays are incurred with vendors contributing to a negative perception of the university, and revenue is lost at the university when expenses associated with grants and contracts cannot be billed before the funded projects close.

To increase administrative efficiency, the enterprise-wide document imaging and electronic workflow solutions should be considered to enable staff to accomplish the following:

- Electronically capture and store paper documents in a secure and searchable system
- Increase utilization of electronic workflows and approval processes to complete business transactions.
- Track where documents are in the approval process.
- Ascertain what version of documentation is current.
- Utilize the information contained in electronically stored documents for current and unanticipated future reporting needs.
- Meet security requirements for electronically routed information and any accompanying scanned documentation.
- Comply with records retention requirements.

In addition, a new enterprise-wide systems should provide the functionality required to create electronic business transactions that integrate information and documents from multiple campus systems (e.g., MyUNLV, Workday, and Digital Measures).

Solution: Integrating an Electronic Business/Document Imaging Systems is a very large undertaking that involves many offices throughout the university. A new committee should be formed to foster the integration of this type of system, which is integral to the efficient functioning of the university as it moves forward with its top tier goals.

In that vein, an initiative in the IT Master plan calls for the formation of a cross-organizational group to oversee the selection, implementation, and ongoing governance of enterprise imaging and workflow systems.

Responsibilities for the group include:

- Providing guidance on the selection and implementation of the new systems.
- Creating a timeframe for selection and initial implementation that considers the overlapping resources and full campus involvement required for the Workday implementation.
- Working with appropriate campus entities to address policy issues associated with document imaging and electronic workflow (e.g., data security, records retention, electronic signatures).
- Aligning imaging and workflow projects.

It is recommended that the implementation of new document imaging and electronic workflow begin as soon as possible after the initial implementation of Workday is complete. Planning for the document imaging and electronic workflow solutions can and should occur during the initial Workday implementation. However, the implementation of the new solutions will require many of the same campus resources as Workday and should be delayed until those resources are available.

It is important to note that any new enterprise-wide systems must provide the functionality required to create electronic business transactions that integrate information and documents from multiple campus systems (e.g., MyUNLV, Workday, and Digital Measures).

Security Access to Systems (Identity Management)

Problem: The university currently uses several different approaches to manage identities and provide access to campus resources, thereby creating an IT environment where: multiple systems independently manage identities, identity information is stored in multiple places, and individuals have multiple identities, sometimes even within the same system.

This fragmented approach to identity management poses several challenges:

- Separate identities create a variety of security risks.
- Accessing necessary IT services requires multiple logins.
- Significant time and effort is required to connect information in different systems.

The current systems also lack the automation necessary to keep identity information consistent across campus systems.

According to information provided by OIT, single sign-on is the most commonly cited new service requested by students, faculty, and staff. A comprehensive identity management system will facilitate a single sign-on environment where each user's unique ID and password will provide access to multiple applications based on the user's profile. Reducing the number of logins and passwords will:

- Increase student and employee satisfaction with technology services.
- Strengthen the university's security posture.
- Ease the introduction of new applications (e.g., Workday, document management).
- Better support the increasing presence of mobile devices on campus.

Solution: *To manage identities and access, UNLV must establish an identity management program. The program requires the development of new processes and the implementation of several new technologies to create and sustain identity and access privileges until they are no longer needed.*

UNLV has recently procured an enterprise-level identity management suite and is in the process of initial deployment. The implementation will occur in phases. Phase 1, to be completed by June 2016, includes the following features:

- A single ID and password for multiple campus systems.
- Establishment of general user groups (e.g., academic staff, faculty, administrative staff, students).
- Federated identity functionality to provide access to national research and library resources.

Single sign-on will also ease the administrative burden for technology staff tasked with managing user access on an application-by-application basis throughout the user's association with the university. In addition, from a security perspective, managing identities centrally strengthens the ability to provide access to multiple applications simultaneously (e.g., enforce strong password requirements) and reduces the risk of unauthorized access (e.g., failing to remove an employee from every campus application upon separation from the university).

Lack of Well-Established Business Processes in Key Areas

Problem: In many areas of the UNLV's operations, clear business practices have not been established. Consequently, it is difficult for UNLV employees to operate in an efficient manner.

Individuals may fail to use appropriate forms, fail to work with appropriate offices, miss deadlines, and in some cases violate UNLV or NSHE policy.

Solution: All offices should examine their business practices regarding important activities, and determine whether 1) clear business processes are documented, 2) business processes have been communicated to relevant parties (i.e., university employees, individuals within a unit, business managers, etc.), 3) whether necessary forms are easily available to relevant parties, and 4), whether contact information for appropriate individuals and offices in the workflow process are indicated and up to date.

Additional Business Process Issues

Finally, in an attempt to identify additional problematic business processes, the Business Processes Subcommittee examined areas where departments/units are asked to report information. The subcommittee compiled an initial list of 17 types of requests that are made to chairs/directors (e.g., *Faculty Workload Survey*, *Program Review*, *Assessment Plans & Reports*, etc.; see Appendix 3). The subcommittee presented this list to a group of chairs/directors, associate deans, and deans at a Leadership Forum meeting, in the spring, 2016 semester. The Forum attendees were asked to reflect on the list and indicate whether they found the reporting process redundant or burdensome, and to provide suggestions for improvements. The following is a summary of responses:

1. Workload Reassignment Reduction reports (requests and final reports) were viewed as highly problematic by many attendees. Respondents indicated a preference for a process that would entail only a single instance of reporting.

2. An improved digital signature process was desired. The current process of using Adobe Signature, which requires multiple files to be saved (before and after a signature), was viewed as unnecessarily burdensome.

3. Respondents were concerned about what happens to data that is collected in reports. They felt it would be useful to explain the purpose of collecting data when the requests are made.

4. The Diversity Plan report/process was viewed as having too many stages of approval. Concern was expressed about losing candidates while waiting for the hiring approval process to occur.

5. Respondents expressed a desire to have a calendar of due dates for information reporting requests (similar to the list in Appendix 3).

6. A simplified Annual Report form was desired. Some felt a modified CV was just as useful as the current Digital Measures form.

7. The Space Inventory was perceived as occurring too frequently, particularly because most units/departments do not have space changes in a given year.

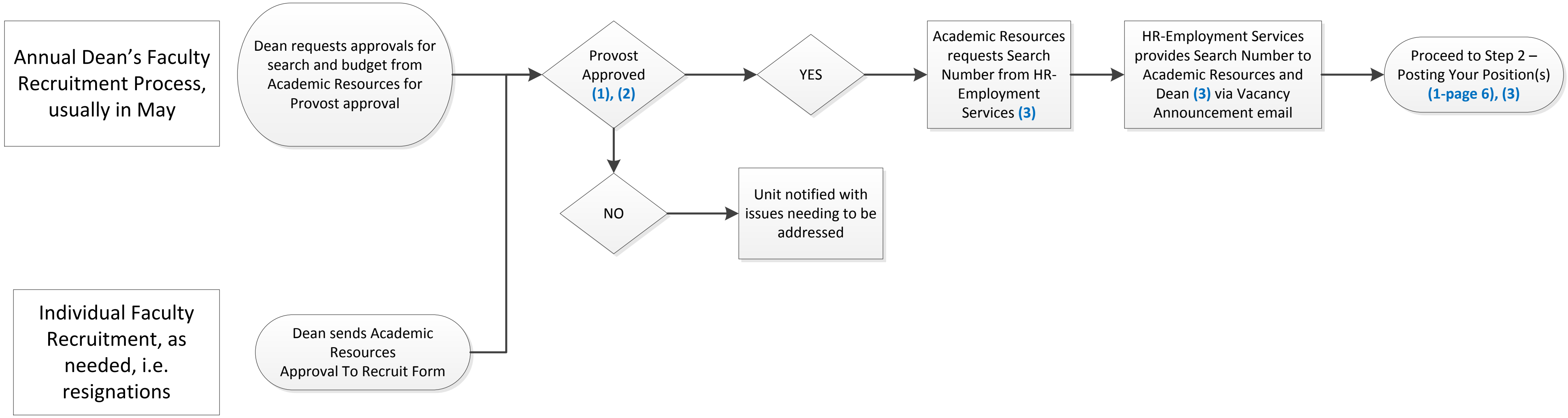
8. Routing forms for grants were viewed as a problematic process area.

9. A desire for greater clarity regarding Conflict of Interests forms (e.g., what should be reported) was expressed.

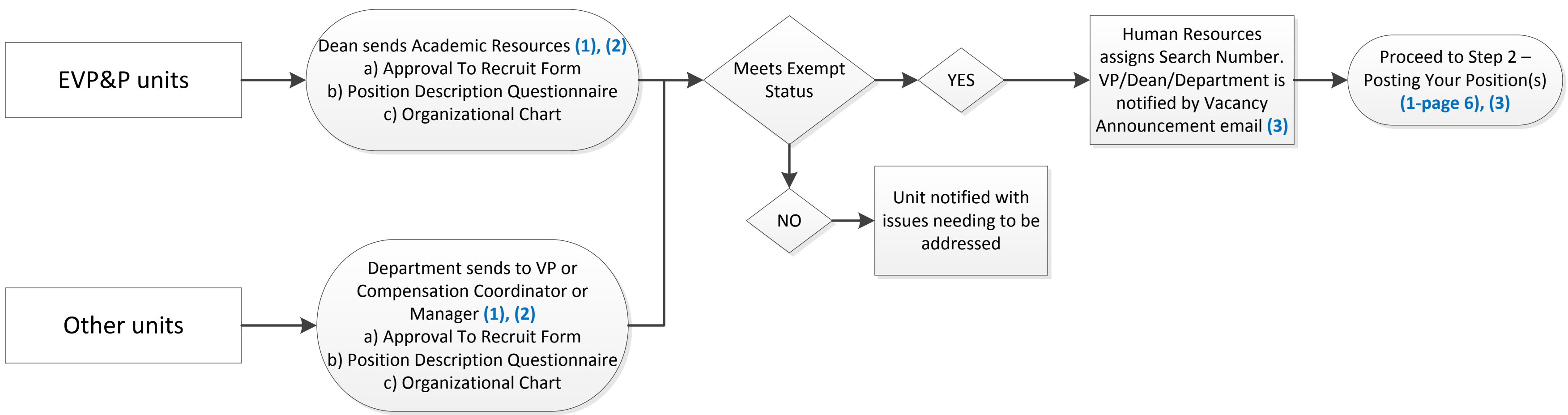
APPENDIX 1

Hiring Process Flow Chart

Step 1 – Obtaining a Search Number for a Faculty Search



Step 1 – Obtaining a Search Number for a Professional Search



(1) - UNLV Faculty and Professional Staff Search Guidelines -- adopted under the authority of Title 2, Chapter 4, Section 5.4.1 of the NSHE CODE on 6/8/2006 and revised on 6/27/2006

http://www.unlv.edu/sites/default/files/24/HR-Forms-SearchGuidelines-Faculty&Professional.pdf

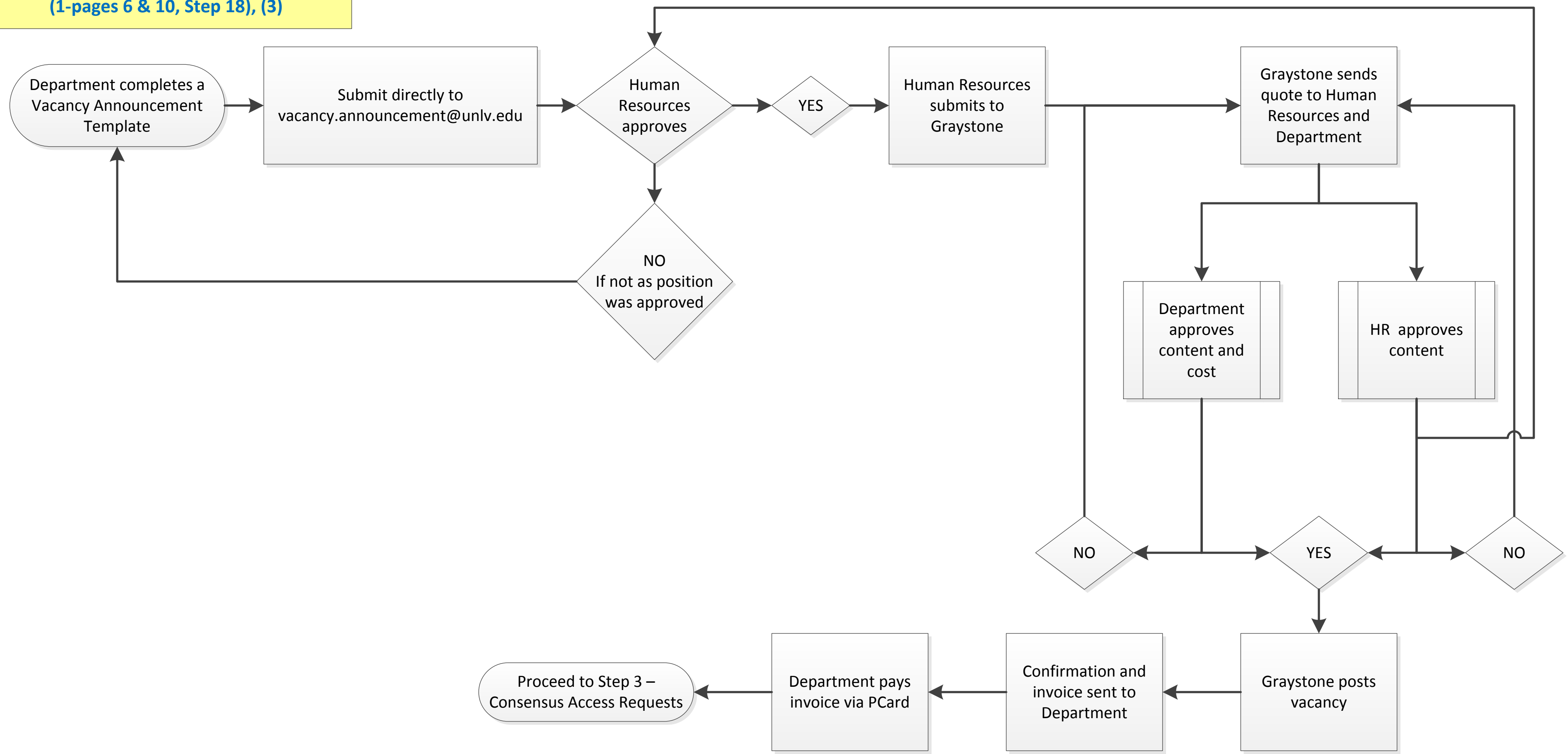
(2) - UNLV Bylaws, Section 15.5

http://facultysenate.unlv.edu/sites/default/files/UNLVBylaws.pdf

(3) - UNLV Search Process for Faculty and Professional Staff - Online

http://www.unlv.edu/hr/search/facpro

Step 2 – Posting Your Position
(1-pages 6 & 10, Step 18), (3)



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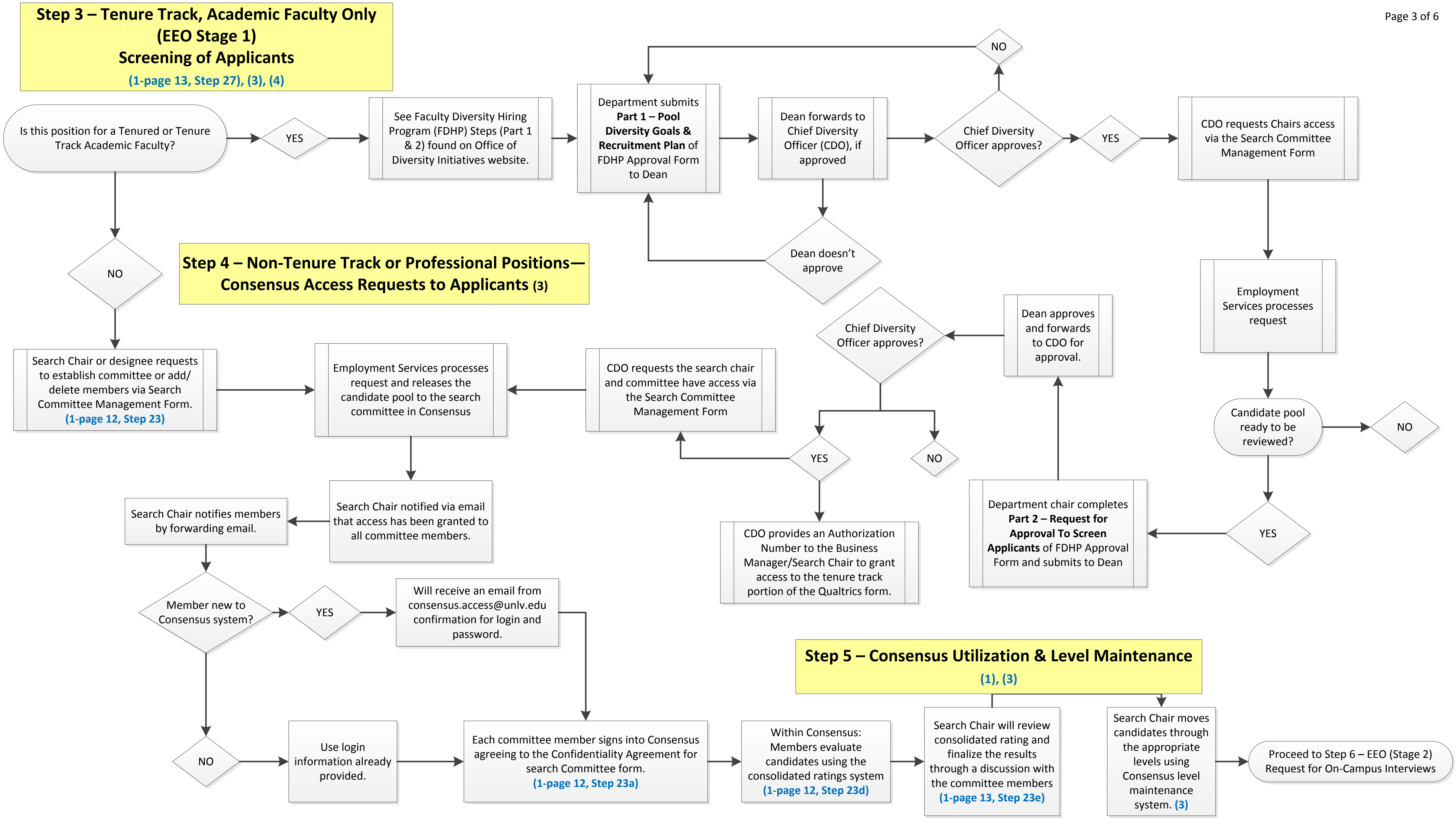
http://www.unlv.edu/sites/default/files/24/HR-Forms-SearchGuidelines-Faculty&Professional.pdf

(3) - UNLV Search Process for Faculty and Professional Staff - Online

http://www.unlv.edu/hr/search/facpro



(1) - UNLV Faculty and Professional Staff Search Guidelines -- adopted under the authority of Title 2, Chapter 4, Section 5.4.1 of the NSHE CODE on 6/8/2006 and revised on 6/27/2006
(3) - UNLV Search Process for Faculty and Professional Staff - Online
(4) - UNLV Faculty Diversity Hiring Program

Step 6 – EEO (Stage 2) Request for On-Campus Interviews

(1-page 13, Step 27), (3)

Step 6a

Search chair submits list of candidates ready for an interview to Employment Services (1-page 14, Step 29 & 30)

AA/EEO approves?

YES

Within one or two business days, you will receive an email on behalf of the UNLV AA/EEO Officer giving authorization to proceed with interviews.

Employment Services forwards to Compliance Director

NO

Resolve issues(s) and resubmit

Conduct interviews.

Step 6b

Is there an acceptable candidate for an offer?

YES

Recommend candidate for new hire to Dean/ Appointing Authority

Appointing Authority Approved for offer? (5 II. A.1.)

YES

Proceed to Step 7-Making an Offer and Submitting New Hire Information (1-page 18, Sect. 39b), (4), (5-II.A.1.)

NO

Proceed to Step 8 – Request to Discontinue a Search (4)

Reevaluate pool Interview review

NO

Proceed to Step 8 – Request to Discontinue a Search

Reevaluate pool Interview review

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http://www.unlv.edu/sites/default/files/24/HR-Forms-SearchGuidelines-Faculty&Professional.pdf

(3) - UNLV Search Process for Faculty and Professional Staff - Online

http://www.unlv.edu/hr/search/facpro

(4) - UNLV Faculty Diversity Hiring Program

https://www.unlv.edu/diversityinitiatives/diversity-hiring

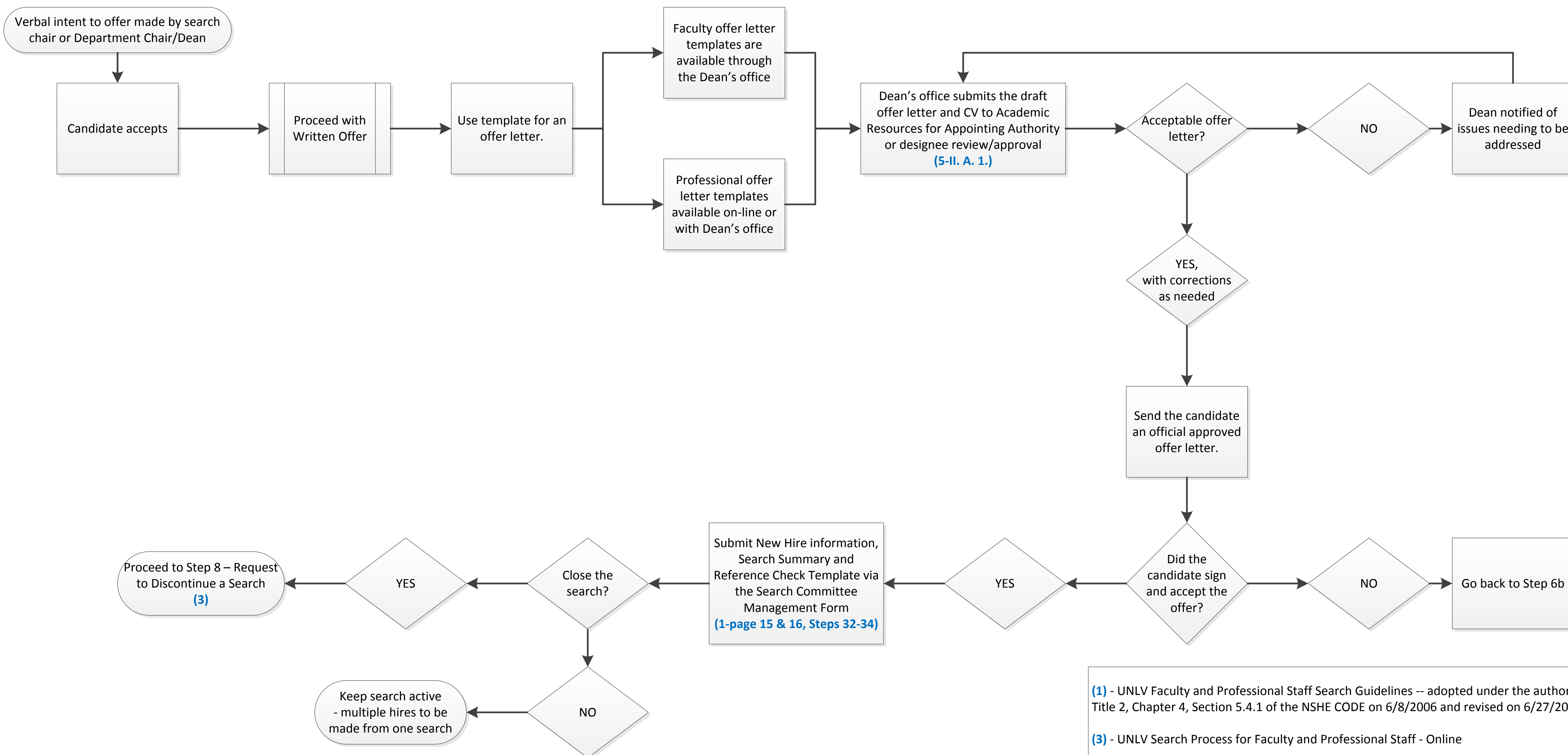
(5) - UNLV Human Resources Signature Authority Delegations - 6-18-2015

https://www.unlv.edu/diversityinitiatives/diversity-hiring

Step 7-Making an Offer and Submitting New Hire Information

EVP&P Reporting Unit

(1-page 18, Step 41), (3)



(1) - UNLV Faculty and Professional Staff Search Guidelines -- adopted under the authority of Title 2, Chapter 4, Section 5.4.1 of the NSHE CODE on 6/8/2006 and revised on 6/27/2006

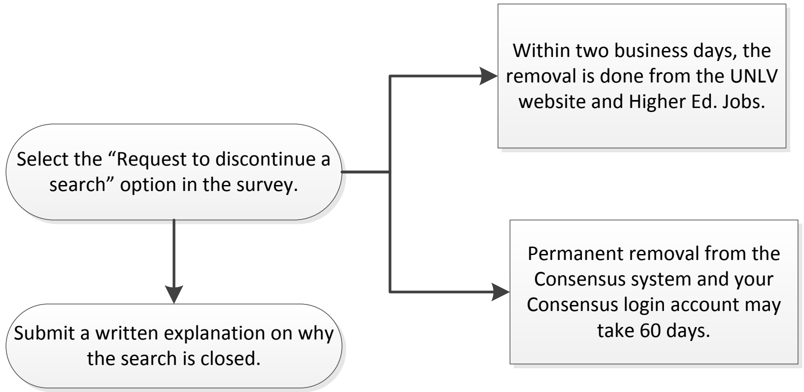
(3) - UNLV Search Process for Faculty and Professional Staff - Online

(5) - UNLV Human Resources Signature Authority Delegations - 6-18-2015

Step 8-Request to Discontinue a Search

This can be done at any point during the process

(1-page 19), (3)



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http://www.unlv.edu/sites/default/files/24/HR-Forms-SearchGuidelines-Faculty&Professional.pdf

(2) - UNLV Bylaws, Section 15.5

http://facultysenate.unlv.edu/sites/default/files/UNLVBylaws.pdf

(3) - UNLV Search Process for Faculty and Professional Staff - Online

http://www.unlv.edu/hr/search/facpro

(4) - UNLV Faculty Diversity Hiring Program

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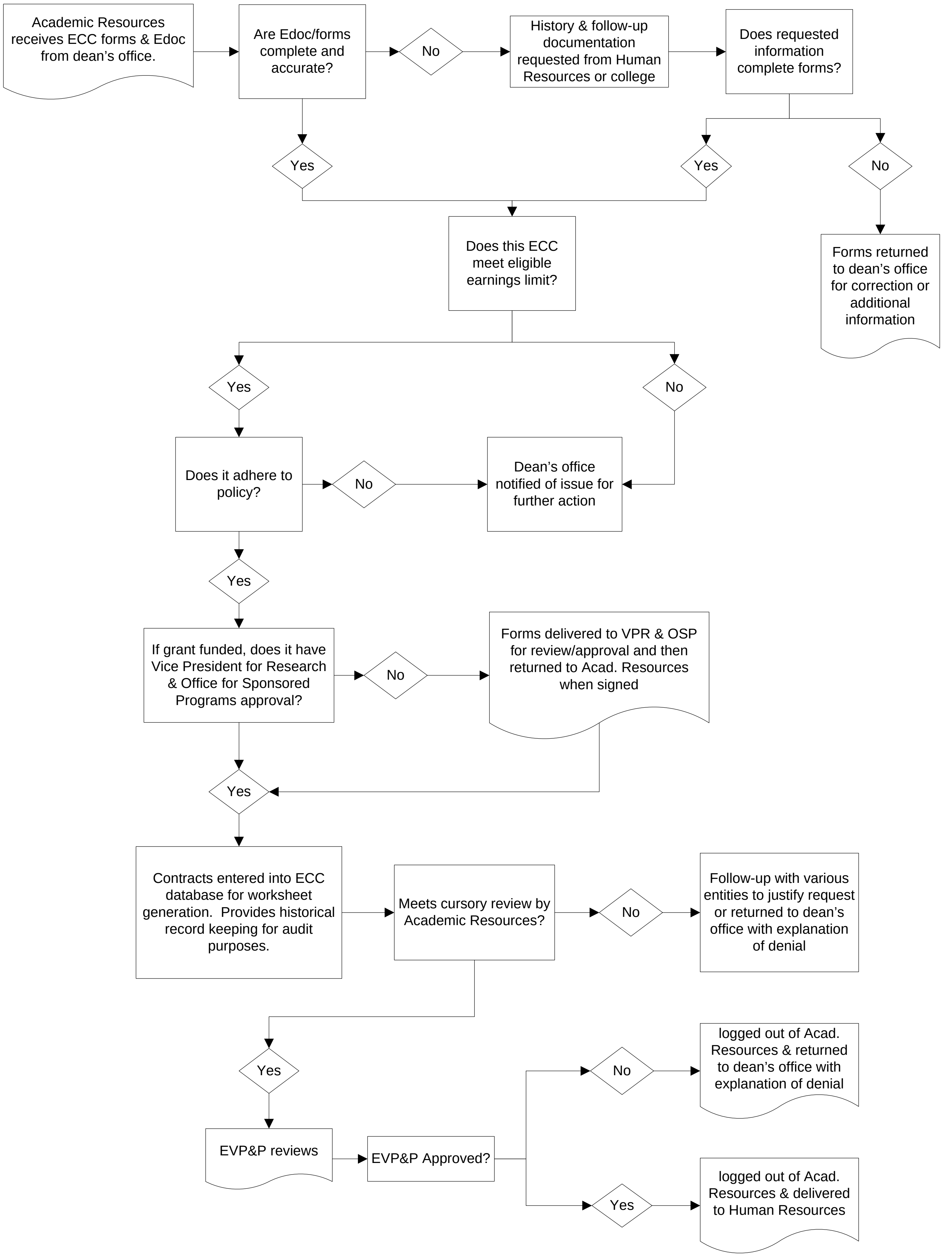
(5) - UNLV Human Resources Signature Authority Delegations - 6-18-2015

https://www.unlv.edu/diversityinitiatives/diversity-hiring

APPENDIX 2

Extra Contractual Compensation Process

Extra-Contractual Compensation (ECC) / Summer Salary / Summer ECC Process



APPENDIX 3

Information Requests for Chairs/Directors

Request	Time of Request
Annual Evaluation	Spring
Annual Achievement Report	December/January annually
Faculty Workload Survey	Fall (Mid October); Spring (Mid March)
Program Review	Fall annually
New programs (at 1, 3, 5 years)	Sept/Oct annually
Assessment Plans & Reports	Annual reporting
Diversity Plans for Hiring (Parts 1 and 2)	March/April - August annually
Contact Lists	May-July annually
Award Winners	March/April annually
Promotion & Tenure Reports	March/April annualy
Mid-Tenure Reports	Spring
Ad-Hoc NSHE Reports	On-Going
Low Yield Programs	Annual reporting, generally fall
Strategic Plans/Listening Exercise	Upon Demand - Usually with Administration Change
Community Engagement Activities List	Upon Demand
Research/Grant Activities	Upon Demand
Departmental Highlights	Upon Demand
Class Scheduling	Fall and Spring