Maximum Efficiency on a Shoestring Budget:
Making the Most of What you Have

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University of Illinois

University of Illinois Organization

• 3 campuses and a medical center
  ▶ University of Illinois at Chicago
    • Total enrollment (fall 2011): 28,091
    • Total FTE: 11,261
    • Includes a full medical center with two remote campuses
  ▶ University of Illinois at Springfield
    • Total enrollment (fall 2011): 5,137
    • Total FTE: 763
University Organization

- University of Illinois at Urbana-Champaign
  - Total enrollment (fall 2011): 44,407
  - Total FTE: 10,665
  - 38 county extension offices providing service to all counties in Illinois

- Additionally, there are approximately 20,000 part-time and student workers across the three campuses

University Ethics Office

- Reporting Structure

  Note: Intentionally, no reporting line to Legal, Human Resources or University Audits

  University of Illinois Board of Trustees
  Personnel, Governance and Ethics Committee

  University of Illinois President

  University of Illinois Ethics Office
  Donna McNewel, Ethics Officer
  Traci Rolf, Asst. Ethics Officer
Responsibilities

• Develop and Administer Annual Ethics Training
  ‣ Mandatory for approximately 100,000 employees at 9 state public universities in Illinois

• Advisory and Investigative Services
  ‣ Manage help line/email
  ‣ Conduct and coordinate review of potential ethics violations – with internal staff and/or outside consultants, if necessary

Responsibilities

• Illinois Legislative Requirements
  ‣ Annual disclosure of economic interests
  ‣ Annual training processes
  ‣ Procurement communications reporting

• Website and Publications (ethics.uillinois.edu)
  ‣ Handbook for Good Ethical Practice
  ‣ Ethics Matters electronic newsletter
  ‣ Website content management
**80% salaries

With What??
2 Staff and $277K

Our Process

1. Setting the Stage
2. Needs Identification
3. Historical Successes/Failures
4. Resource Evaluation and Development
5. Taking Action
6. Outcome Analysis
Setting the Stage

• Reporting Lines
  ▶ Assess the appropriateness of your reporting line
    • Watch for potential conflicts of interest
    • Be sure level is appropriate based on need for recognition and acceptance
  ▶ Use reporting line to help enhance and promote tone, goals, and expectations

Setting the Stage

• Get out there! Be known (in a positive, proactive way)
  ▶ Classroom training sessions
  ▶ Presentations at administrative meetings (Dean’s Cabinet, President’s Council, etc.)
  ▶ Collaborative presentations on common topics with other experts – conflicts of interest, ethics, etc.
  ▶ Task force and committee participation
Setting the Stage

- Volunteer on pilot teams for other training programs
  - In return, you have your pilot participants and experts
- Be a resource for all topics
  - Become the “go-to/traffic director” when employees don’t have the answers
    - You will become the default resource if you do this well and in a timely fashion

Setting the Stage

- Establish yourself as a leader by using your assets to your advantage
  - University of Illinois is the largest public university in Illinois
  - Naturally looked to as a leader with respect to exploring new territory
    - Capitalize by organizing and hosting networking meetings among others in your field (e.g., ethics officers, compliance professionals, etc.)
Setting the Stage

- Make every communication count – less is more
  - Every communication MUST add value – too many automatically deflate value of all
  - Get “white-listed” to avoid your communications being categorized as junk mail or spam
- Do learn to say “NO”. There are limits – time, scope, conflicts of interest, etc.

Our Process

1. Setting the Stage
2. **Needs Identification**
3. Historical Successes/Failures
4. Resource Evaluation and Development
5. Taking Action
6. Outcome Analysis
Needs Identification

- Prioritize needs/responsibilities
  - Rank Responsibilities – training is 80% for U of I
    - Annual requirement as defined by law
    - Previously developed by the Inspector General. On short notice 4 years ago, “turned over” to Universities with no transfer of funding
    - University-wide impact (49,000 participants)
    - State-wide impact (~100,000 participants across 9 state public universities)

Needs Identification

- Analyze Size and Diversity of Population
  - Volume and location
  - Employee classification, skill level, accommodation needs, etc.

- Evaluate Options - a single method for anything likely won’t be sufficient
  - Online training, classroom, paper, etc.
  - Email, website posting, electronic newsletters
  - Dept. meetings, bulletin boards, newspapers, postcards, home mailings, etc.
Needs Identification

• Recognize unique situations and unit preferences
  ▶ Best methods for communicating with unique employees – sabbatical, off-site, no email, etc.
  ▶ Be careful! Limit this to essential areas as it can be a real drain on resources

Needs Identification

• Identify existing and needed staff skill sets
  ▶ Expertise regarding applicable laws (Illinois State Officials and Employees Ethics Act)
  ▶ Mass communication skills
  ▶ Website development and maintenance
  ▶ Database management – Microsoft Access
  ▶ Learning Management System (LMS) administration
Needs Identification

• Develop skills needed
  ▶ Seek secondary degrees and/or experience in training development and design or other areas of expertise as needed
  ▶ Identify and attend workshops and conferences to enhance skill sets

Needs Identification

• Attract and retain staff who are willing to work with open and creative minds and without regard for “traditional” workplace/status roles (in a small office no one is above label making and envelope stuffing)
  ▶ Cross-train
    • Document every process step by step
    • Don’t get hit by the proverbial train
Our Process

1. Setting the Stage
2. Needs Identification
3. **Historical Successes and Failures**
4. Resource Evaluation and Development
5. Taking Action
6. Outcome Analysis

<table>
<thead>
<tr>
<th>Historical Success and Failures</th>
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<tbody>
<tr>
<td>• Seek out and heed lessons learned from prior activities and others</td>
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<tr>
<td>▶ “K.I.S.S.” – NO LEGALESE PLEASE!</td>
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<tr>
<td>▶ Utilize diverse images that are realistic</td>
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<tr>
<td>▶ Use branding, position types and titles, acronyms, etc. known to your environment</td>
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<tr>
<td>▶ Refine communication content and modes</td>
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<td>▶ Short training windows are more manageable and cost effective</td>
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<td>▶ Active payroll vs. active appointments</td>
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Our Process

1. Setting the Stage
2. Need Identification
3. Historical Successes/Failures
4. Resource Evaluation and Development
5. Taking Action
6. Outcome Analysis

Resource Evaluation and Development

• Identify critical, high level administrators to help communicate your message
  ▶ Use these individuals to set the tone and communicate expectations
  ▶ Consider using collaborative or spoofed messaging from President, Chancellors, etc. at final deadlines
  ▶ You can’t go this alone. It’s a “culture thing.”

• Identify internal data experts to help with data extraction – training populations, communication recipients, etc.
  ▶ Document scripts to ensure consistency between years
Resource Evaluation and Development

• Leverage existing resources
  ▶ Information Technology Help Desk
    • Coordinate online training needs with slack times – they already provide one-stop Level 1 help desk support
      – Your office can function as additional help desk support and liaison to vendor and outside users – Level 2
  ▶ Webtools – use your institution’s mass communication functionality
    • Take courses and work with internal designers to develop a “branded” skin

Resource Evaluation and Development

• Utilize existing relationships you have developed to accomplish tasks
  ▶ University Legal Counsel - content review
  ▶ University Relations – flow, grammatical, presentation
  ▶ IT staff – technical tools or modifications to programs (we developed an entire training reporting tool for use by department contacts)
  ▶ Other institutions – benchmark, ideas, successes, lessons learned
  ▶ Department contacts – you need a resource in every unit to be your eyes, ears, and enforcer of deadlines
Resource Evaluation and Development

• Are there accessibility or other considerations within your population that can be addressed internally?
  ▶ Enlist internal accessibility experts from Disability Services area to review programs
  ▶ Work with vendor to ensure compliance with state and federal standards
    • Illinois accessibility guidelines are more stringent than federal standards which can cause issues with off-the-shelf vendor templates and courses

Resource Evaluation and Development

• Scout professional organizations that specialize in your area of interest
  ▶ Reduced membership fees are often available for Universities
  ▶ Attend vendor expositions that come to campus or that are hosted at conferences you attend
    • Speak with representatives of these organizations to learn more about the options available in the field
  ▶ Combine travel, seek local resources
Resource Evaluation and Development

- Identify tools or systems that already exist at the University that can be used
  - Online New Hire task list
    - Already existed for new employees to complete new hire paperwork (tax forms, emergency contact forms, etc.) and orientation
    - Added new hire ethics orientation training component to task list to ensure completion
    - Had query report written for Ethics Office personnel to access status records

Resource Evaluation and Development

- Invite vendors to present or provide a sales-pitch to your unit regarding their services
  - Many times, you may learn more about your wants and needs by speaking with people who are experts in the field
    - Vendor discussions helped with framing of request for proposal for LMS
Our Process

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5. **Taking Action**
6. Outcome Analysis

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Taking Action

- Identify cost-decreasing factors within your process
  - Act as your own subject matter expert
  - Develop your own storyboard and scenarios and use vendor for stylistic development and LMS
  - 30 day training window vs. year-round
  - Use Purchasing to negotiate the initial RFP and extensions
    - Seek declining costs for consecutive years
Taking Action

- Reach out to your University technology experts if you can’t find or afford what you need
  - Training was University-wide and vendor LMS had a simplistic reporting tool
  - Utilized programmers from information technology to create an internal reporting tool available on our website – no cash outlay; only people time
    - Login access based on existing infrastructure at University

Taking Action

- Supporting Units/Liaisons
  - Unit designees to serve as ethics office contacts – added as part of existing duties/responsibilities
  - Allowed us a contact to interact with whenever there were complications, issues, or concerns in a unit
  - Provided an departmental “go-to” person who employees were familiar with
  - Provided an additional support beyond our 2 person office
  - Further developed relationships and familiarity in units
Taking Action

- Collaboration with other units or institutions sharing similar goals
  - State public universities
    - United front
    - Cost-sharing
    - Centralized communications
    - Minimized duplication of efforts
    - Multiple reviewers of final content
    - Situational sharing/collaborative input

Our Process

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6. **Outcome Analysis**
### Outcome Analysis

- Review the pros and cons of your feedback and statistical analysis
- Identify best practices or areas for improvement going forward
- Benefits to the University of Illinois
  - Cost-reduction by sharing vendor and development costs
  - Establish reputation as leader in the field
  - Control over content and timeline

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### Outcome Analysis

- Be constantly looking ahead for additional ways to improve or refine your process
  - Bring more in-house
    - Centralization of training administration to house all programs with one vendor
    - Expansion of reporting tool functionality to serve other units/training purposes
  - Automate, automate, automate – saves time and makes your limited resources go further
Outcome Analysis

- Empower units and use them....
  - By providing access to status reports and establishing accountability for compliance rates
  - For unique communication needs and follow-up
  - Don’t forget to compliment and recognize them
    - Give them due credit – accolades go miles

Contact Information

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