

Charting Our Course

**A Three-Year Strategic Plan for Collaborative
Administrative Service Delivery in the BC Post-Secondary Sector**



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Our Partners



Message from the ASDT Steering Committee Co-Chairs

We are pleased to provide a three-year strategic plan to build on the collaborative efforts of the sector under the Administrative Service Delivery Transformation (ASDT) Initiative. Using a nautical analogy, the ASDT Initiative is ready to raise anchor and set sail as a sector-led program, in partnership with the Ministry of Advanced Education, driven by the ideas, collective needs and opportunities identified by BC’s post-secondary institutions, in addition to the forward momentum and successes generated through the ASDT experience over the past three years.

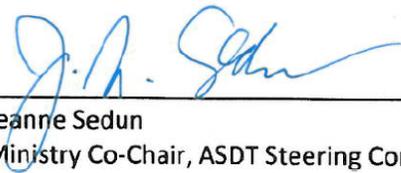
We thank all participants in this initiative for their continued support for our collaborative efforts, demonstrated by your ongoing willingness to contribute your time and expertise. As the ASDT Program embarks upon the next leg of the journey, it is only through your continued participation and engagement that this collaborative effort will build upon its early successes and deliver lasting value to the sector.



Peter Smailes
Sector Co-Chair, ASDT Steering Committee

April 7, 2016

Date



Jeanne Sedun
Ministry Co-Chair, ASDT Steering Committee

April 7, 2016

Date



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1. Harnessing the Wind

Purpose of this Document

This document seeks to establish a common understanding of the strategic direction and priorities for the Administrative Services Delivery Transformation (ASDT) Program over the next three years (fiscal 2016/17 to 2018/19). The intended audience for this document are the key stakeholders within each of British Columbia's 25 public post-secondary institutions (PSIs), the presidents of sector associations and of BCNET, and the Ministry of Advanced Education (the Ministry).

This document has been informed by consultation and engagement with multiple stakeholder groups within the BC public post-secondary sector. This was done to ensure that ASDT leadership heard and gained a comprehensive understanding of the interests, priorities, challenges and ideas from an individual organizational perspective, as well as across the sector as a whole.

The strategic components of *Charting Our Course* are responsive to the collective feedback and common themes that surfaced from this stakeholder engagement process. Many of the ideas, opportunities and strategies presented in this document reflect the diverse interests and perspectives across the sector.

2. Readyng Our Ship

Background and Context

The ASDT Initiative was established in 2012/13 to formalize and strengthen the existing collaboration among BC's public post-secondary institutions (PSIs) to achieve greater benefits and further improve administrative services in support of the delivery of post-secondary education. In partnership and with investment from the Ministry, the ASDT Collaboration Office was established to leverage sector expertise in pursuit of these collaborative opportunities. An initial step was the formation of a Joint Procurement Consortium through a Memorandum of Understanding signed by the Vice Presidents, Finance and Administration from each of BC's 25 PSIs.

One measure of success of the ASDT Initiative is the reported financial benefits (i.e., cost-savings, cost avoidance and revenue generation) achieved in the first and second full years of operation: \$10.5 million in fiscal 2013/14 and \$30.66 million in 2014/15¹, with a significant share of the benefits achieved through the sector partnership with BCNET for IT-related services. Building on the success and momentum to date, the sector is poised to explore new strategic opportunities that derive value for the sector.

Beyond achieving financial benefits, the ASDT Initiative has become a catalyst for sharing best practices and expertise, improving administrative efficiencies, and enhancing the quality of services across the sector. The ASDT Initiative is readyng to transition to a sector-led sustainable program while maintaining its focus on collaborative opportunities that generate tangible and intangible benefits for the sector. *Charting Our Course* outlines the strategic direction and priorities over the next three years.

¹ Source: ASDT 2013/14 and 2014/15 Progress Reports.

3. Checking the Weather

Scanning the Post-secondary Business Environment

The strategic direction and future priorities for the ASDT Initiative are guided in part by the larger context of the BC post-secondary education sector. To better understand this context, an environmental scan was completed by the ASDT Collaboration Office in December 2015, including a PEST Analysis.²

	Factor	Opportunity	Threat/Challenge
Political	<ul style="list-style-type: none"> By 2022, approximately one million job openings are expected in BC and more than 78 percent of jobs will require some form of post-secondary education. There continues to be a political intent to contain post-secondary costs without impacting student services. 	A key focus area should be initiatives that will generate administrative service savings without negatively impacting access to education and the delivery of education.	Timely, appropriate and adequate investment in opportunities to find efficiencies within administrative services will help to mitigate future cost increases while maximizing the tangible and intangible benefits of collaborative initiatives.
Economic	<ul style="list-style-type: none"> There is a continual need to maximize return on investment and to ‘stretch’ the value of every dollar provided by taxpayers and students for post-secondary education. The Economic Forecast Council expects British Columbia’s real GDP to grow by 2.6 percent in 2015 and 2.8 percent in 2016. 	Assuming that these growth forecasts are realized, the demand for people with post-secondary education will remain strong. This may lead to increased post-secondary demand.	Downside risks to BC’s economic outlook include the potential for a slowdown in domestic and U.S. activity, ongoing fragility in Europe, and slower than anticipated Asian demand. Another risk is a devalued Canadian dollar.
Socio-Cultural	<ul style="list-style-type: none"> There is a downward trend in the number of high school students in BC looking for post-secondary placements. BC has an International Education Strategy to encourage a global two-way flow of students, educators and ideas between countries. 	There is a continued opportunity to attract more students to attend BC post-secondary institutions from abroad. By expanding BC’s international focus, the province can remain competitive in an increasingly globalized world. Other benefits include cross-cultural pollination, new ideas, unique talents, etc.	Students are increasingly mobile and have access to educational opportunities from around the world. BC needs to retain its commitment to high standards to ensure that BC’s post-secondary education sector continues to attract international students.

² PEST Analysis is a simple and widely used tool that helps organizations analyze the Political, Economic, Socio-Cultural, and Technological changes in their business environment. This helps the organization’s executive understand the “big picture” forces of change within the current landscape, and to capitalize on associated opportunities. PEST focuses on the strategic influences that may impact a key executive decision, a market, new business line or new organization.

	Factor	Opportunity	Threat/Challenge
Technological	<ul style="list-style-type: none"> • New technology opportunities provide the potential to improve post-secondary administrative service delivery (e.g., ERP and P2P solutions). • Educators are embracing technology to diversify their teaching methods, leading to innovative approaches such as synchronous and asynchronous distance learning and open education resources, providing increased access, choice and flexibility for students. 	<p>There is an opportunity to improve ERP cost management and reduce technological risk through rationalization of solutions and by leveraging cloud computing models. In addition, institutions can take advantage of the low cost of open source software to effectively deliver distance-learning and e-Learning programs, as well as other administrative functions.</p>	<p>FOIPPA prevents the storage of personal data outside Canada; this may limit cloud options. Institutional technical infrastructure will need upgrading to realize the benefits of rationalization at the application/shared service level.</p>

Table 1. Summary analysis of the Political, Economic, Socio-Cultural and Technological (PEST) factors influencing the BC post-secondary business climate, along with associated opportunities and challenges.

Further to this analysis, several other observations emerged from the 2015 environmental scan:

- Emerging economies are investing heavily in their post-secondary education sector, as key drivers of growth and prosperity. There is increasing competition for students, for research funding and for positioning on the world stage. To succeed in such an environment, BC institutions need to continue to seek efficiencies, maintain standards and increasingly attract international students.
- In a challenging funding climate, collaboration and partnerships become increasingly attractive. Such arrangements among institutions take time and considerable work to negotiate priorities and build relationships. Trust cannot be written into a contract.
- A high degree of collaboration requires a strong, transparent, membership-driven governance model.
- Organizations continue to invest in IT infrastructure rationalization and continue to take advantage of emerging cloud technology (although with increased due diligence and oversight). This, coupled with initiatives to rationalize ERP solutions, will help to manage overall IT costs.
- Public organizations world-wide are seeking administrative and IT cost containment through collaboration, rationalization and standardization. Based on experiences from other jurisdictions, ASDT’s strategy of having a collaboration ‘hub’ supported by centres of expertise can be a successful model to help drive efficiencies within the post-secondary sector.

4. Charting Our Course

Our Strategic Direction and Priorities

Based on the discussions that have taken place across the sector and the key findings in the environmental scan, we articulate the vision for the ASDT Initiative as “Collaboration enabling excellence in education”. This will be achieved by providing outstanding value to public post-secondary institutions through partnerships that inspire innovation, collaboration and benefits realized by the sector.

Benefits and value will, in part, be determined by tracking and reporting benefits by project. The benefits tracking methodology will be updated based on current experience and lessons learned. With support from the ASDT Collaboration Office, benefits will be tracked centrally and regularly reported to the ASDT Steering Committee and will be summarized in the annual ASDT Progress Reports. Other appropriate key performance indicators such as Return on Investment (ROI) will be developed in consultation with stakeholder groups.

Looking to the future, the ASDT Program will enable and support sector partnerships and be a collaboration hub and incubator of opportunities. Strategic partnerships will flourish and the sector’s expertise will be accessible and leveraged. PSI participation in opportunities will be voluntary, based on their own particular requirements and circumstances. PSIs will continually generate ideas and opportunities, and ASDT will be the catalyst to advance these ideas quickly and efficiently, where it makes sense. PSIs actively participating in Centres of Expertise in the areas of finance, ancillary, facilities management, human resources and procurement services will realize the benefits that flow from the synergies inspired by knowledge transfer and development of expertise.

The future for ASDT includes a sustainable funding model and PSIs will understand their financial contribution, which will be equitable and transparent. The ASDT Collaboration Office is comprised of a small core team with a resource model that provides the flexibility to meet capacity and capability requirements of the sector. BC’s PSIs are seen as leaders in innovation and sector collaboration, with the end result being better services to students and, ultimately, student success.

This vision will be advanced by focussing on achieving the following four goals:

- 1) Value for Money – *Realize significant, positive and measurable value for the sector*
- 2) Sector Collaboration – *Enhance sector partnerships to achieve benefits of collaboration*
- 3) Focus Resources – *Focus on strategic priorities, best practices and sector capabilities*
- 4) Inspire Innovation – *Create ideas and pursue opportunities for new ways of providing services*

To achieve these goals, we are able to clearly define what strategic priorities and action is required.

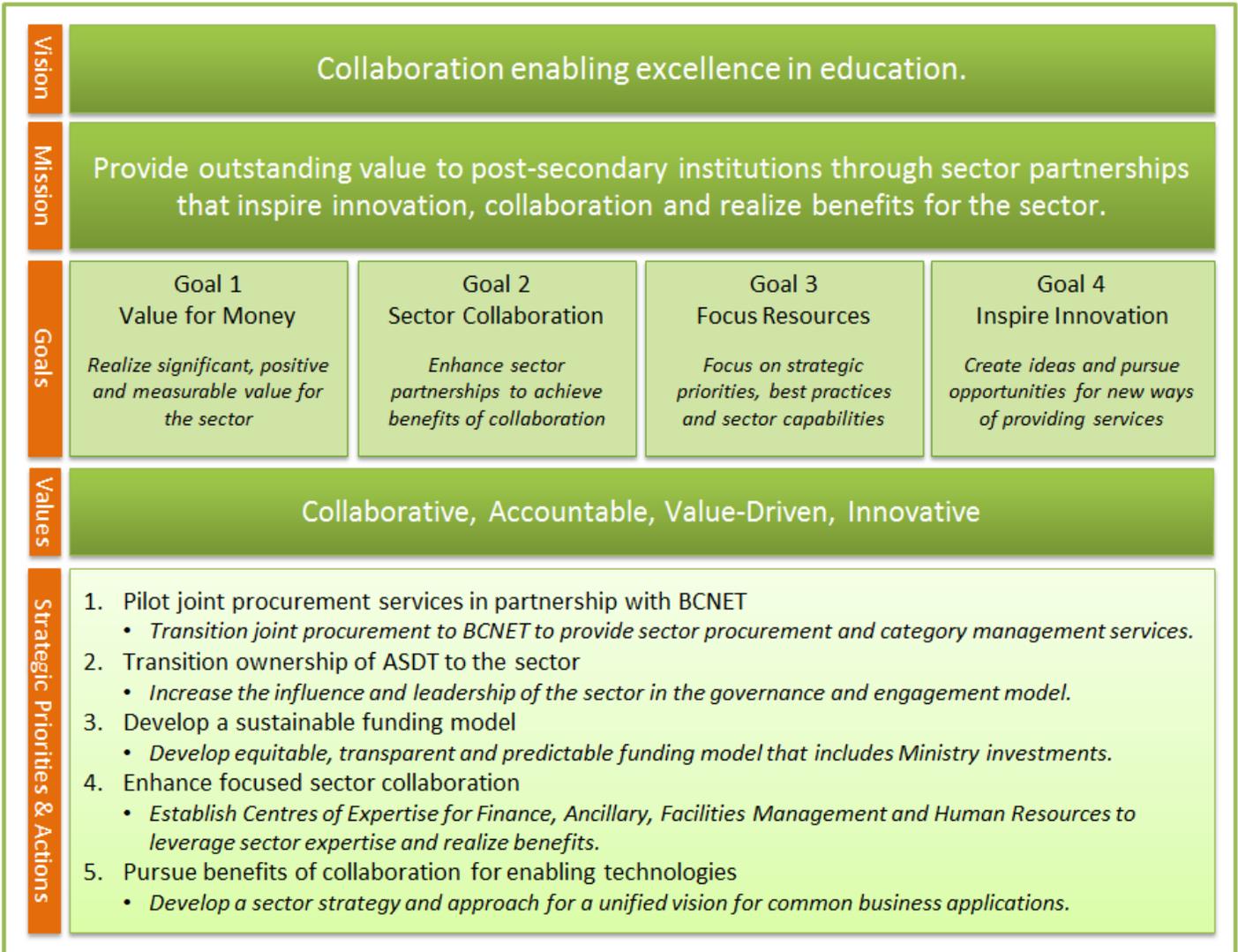


Figure 1. The Strategy Map summarizing the Vision, Mission, Goals, Vision and high-level Strategic Priorities and actions for the ASDT Initiative.

5. Setting Sail

Conclusion and Next Steps

This document outlines a strategic vision and set of priorities based on the ASDT experience and momentum generated over the past three years since its inception. A series of activities and steps to support this strategy document are outlined in the schedule below.

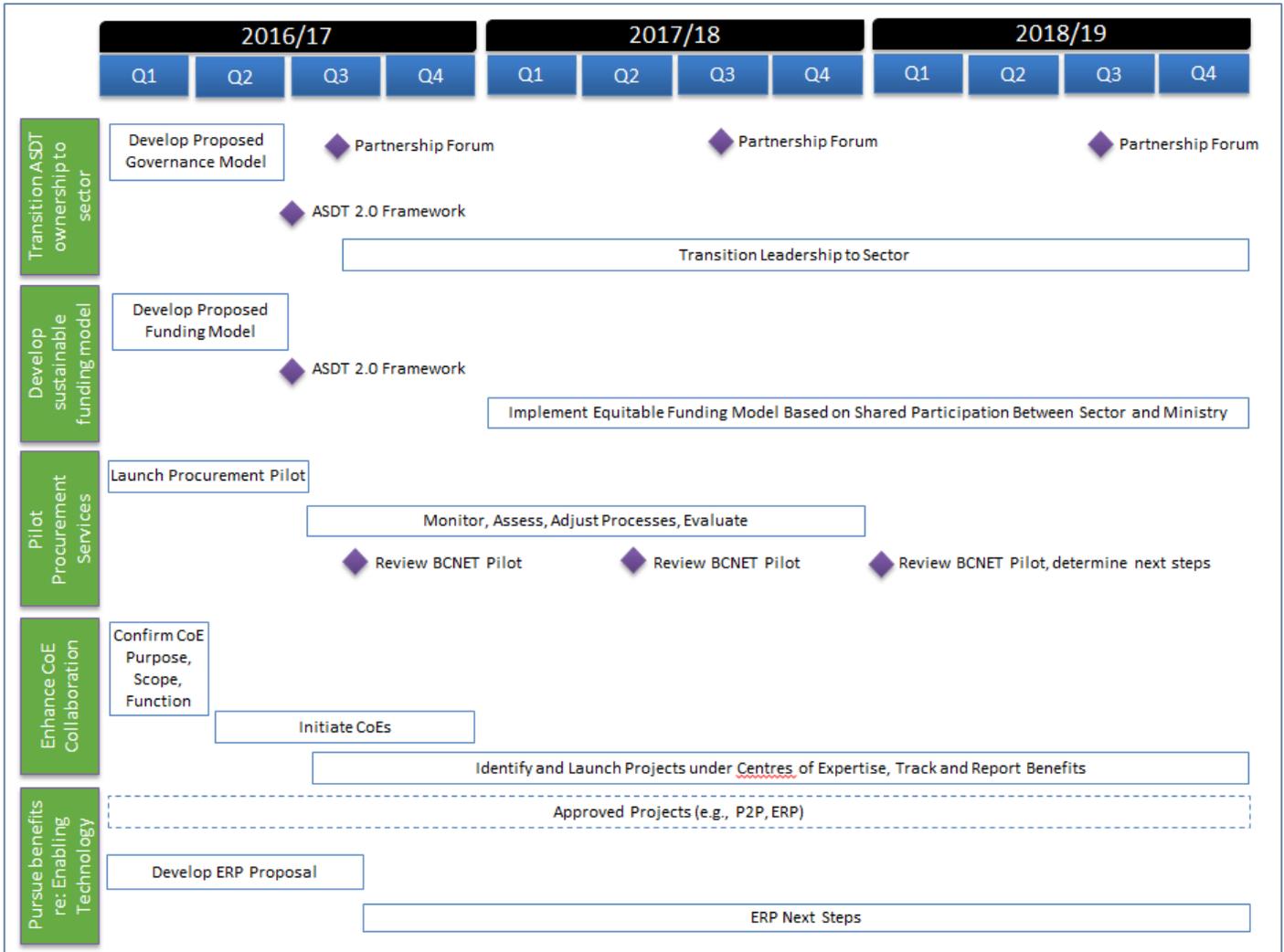


Figure 2. A high-level summary of actions and next steps for the strategic priorities set out in this plan.