

A stone wall sign for the University of California, Irvine. The sign is made of light-colored stone blocks and features the university's name in large, dark, serif letters. To the left of the name is a circular seal of the University of California. The sign is set against a background of green trees and a clear blue sky. In the foreground, there is a field of tall, green grasses.

University of California, Irvine

## Summarized Results from Stakeholder Surveys

*Released 05.29.2024*

**UCI** Division of Finance and Administration | With U • For U



# Overview

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Each school/division was asked to complete a procurement survey in March 2024 to achieve a comprehensive understanding of the diverse procurement processes across various campus schools/divisions.

ASMs were identified as the central point of contact within each school/division to help gather accurate information.

The remaining slide deck summarizes the responses of the survey.

# School/Division Responses Included

## Analysis

- 29/29 divisions returned survey. Some divisions had their departments send individual surveys, causing us to receive more than 29 responses.
  - School of Medicine (SOM) sent in 2 of 24 responses; the division's data is not fully represented and will be analyzed separately.
- Divisions that sent multiple responses by department demonstrate the high variation of purchasing procedures even within a single division and, subsequently, throughout campus.
- Purchasing training on any new transitions may need to be personalized, not just by division but also by department.

1. Advancement	14. Division of Continuing Education	27. Pharmacy
2. Athletics	15. Donald Bren ICS	28. Program in Public Health
3. Biological Sciences	16. Engineering	29. School of Education - CFEP
4. Claire Trevor School of the Arts	17. Enrollment	30. School of Education
5. DFA - AF&S	18. Executive Business Office	31. School of Humanities
6. DFA - Business Office	19. Graduate Division	32. School of Nursing
7. DFA - CPSM	20. Human Resources	33. School of Physical Sciences
8. DFA - D&CS	21. Law	34. School of Social Ecology
9. DFA - EH&S	22. Libraries	35. School of Social Sciences
10. DFA - FM	23. Office of Research	36. SOM - Neurology
11. DFA – Budget & Finance	24. OIT	37. SOM - Otolaryngology
12. DFA - Internal Audit	25. OVPTL	38. Strategic Communications
13. DFA - T&DS	26. Paul Merage School of Business	39. Student Affairs

# Executive Summary

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## **Validation of Discovery Phase:**

The survey results validate the findings from the initial discovery phase.

## **Communication and Training:**

Communication of procurement policies and expectations primarily relies on email, meetings, and direct communication, with email emerging as the preferred method. However, the effectiveness of email communication is limited, indicating a need for diversified communication strategies. Training and education are identified as crucial for enhancing stakeholders' understanding of procurement processes and requirements.

## **Procurement Operations:**

Several challenges impact procurement operations, including redundant systems, navigating websites, deciphering rules, and ensuring timely responses from procurement contacts. These challenges underscore the complexity of procurement operations and the importance of addressing them to optimize efficiency and effectiveness.

## **Readiness for Change:**

Overall, respondents indicate a readiness to receive or make changes to improve the purchasing process, with ongoing efforts towards readiness and minimal expressions of lack of readiness. These findings suggest a favorable environment for driving change and improvement in procurement processes across the organization, with potential for collaboration and support among divisions.

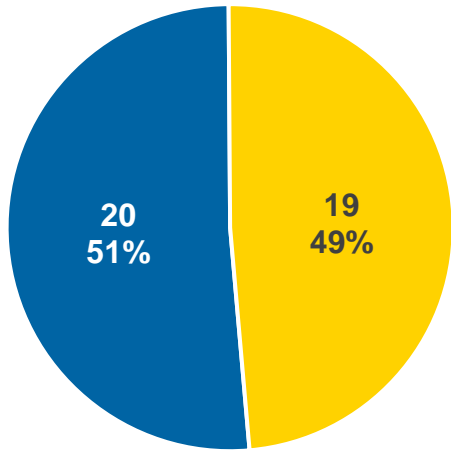
## **Next Steps:**

Use the survey findings to inform the development of targeted action plans and communication strategies, ensuring that change management efforts are aligned with the unique requirements of each division/school for optimal results.

# Survey Summary

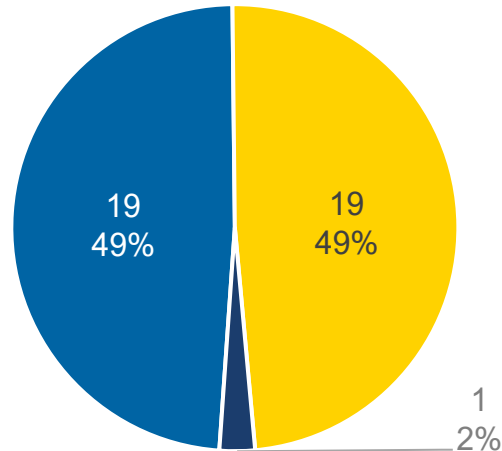
## Key Questions Related to Change Management/Rollout

**Q2:** Do you use a school/division level application, website, or form to collect requisition information?



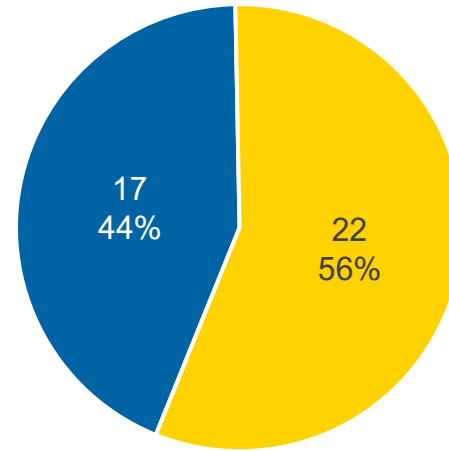
■ Yes ■ No

**Q6:** Do you have school/division information documenting your process?



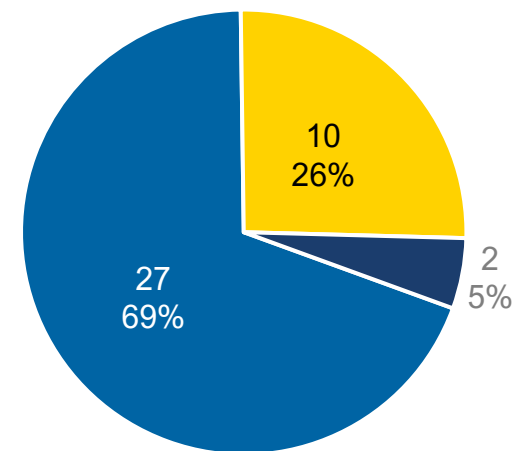
■ Yes ■ No ■ (Blank)

**Q7:** Do you have a school/division website or intranet for sharing unit level purchase process information?



■ Yes ■ No

**Q16:** How would you rate your division's readiness to receive or make changes in order to see improvements in the purchasing process?

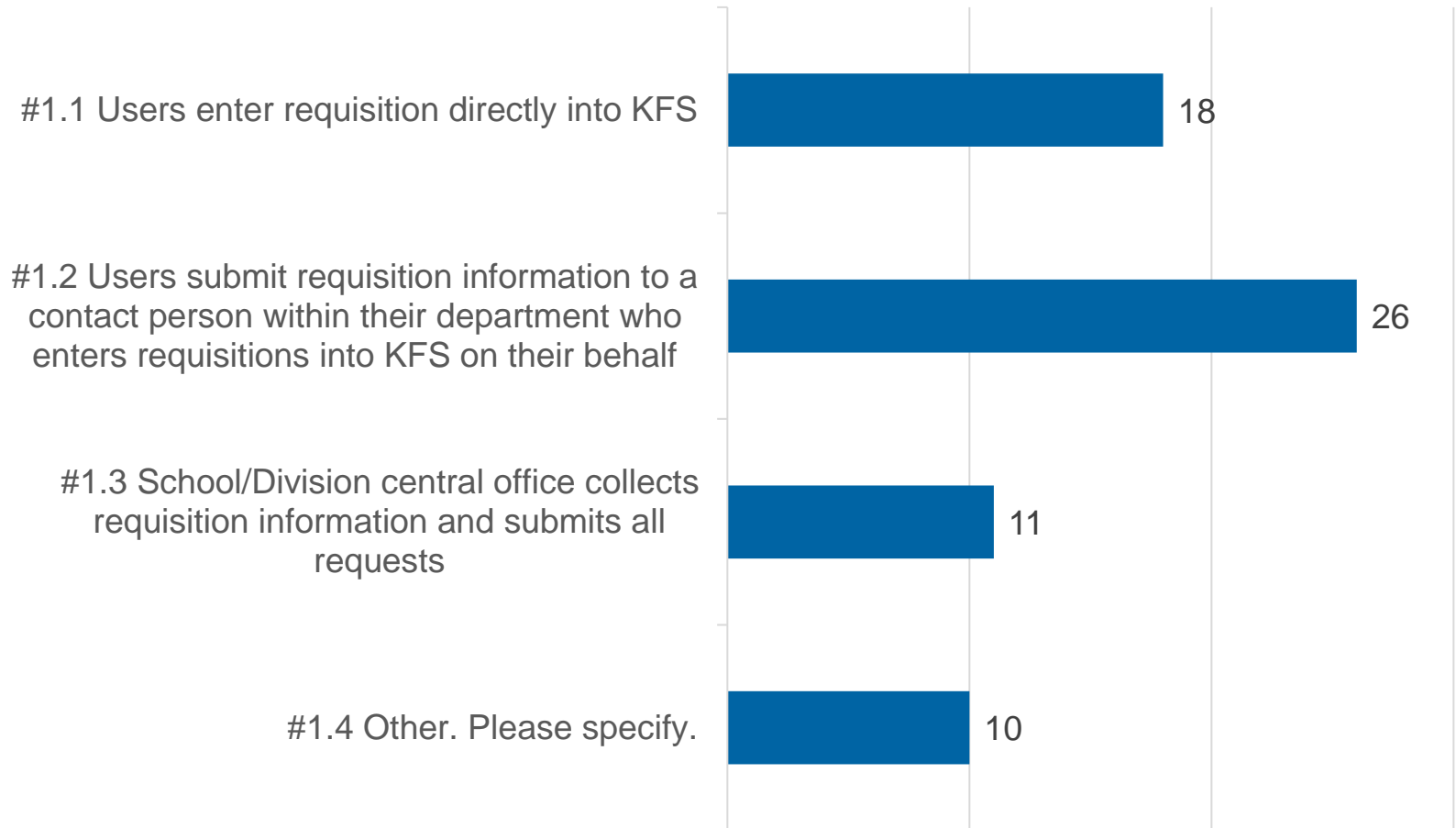


■ Yes ■ No ■ Getting Ready

# Question 1: Which model best describes how procurement is achieved in your school/division?

## Analysis

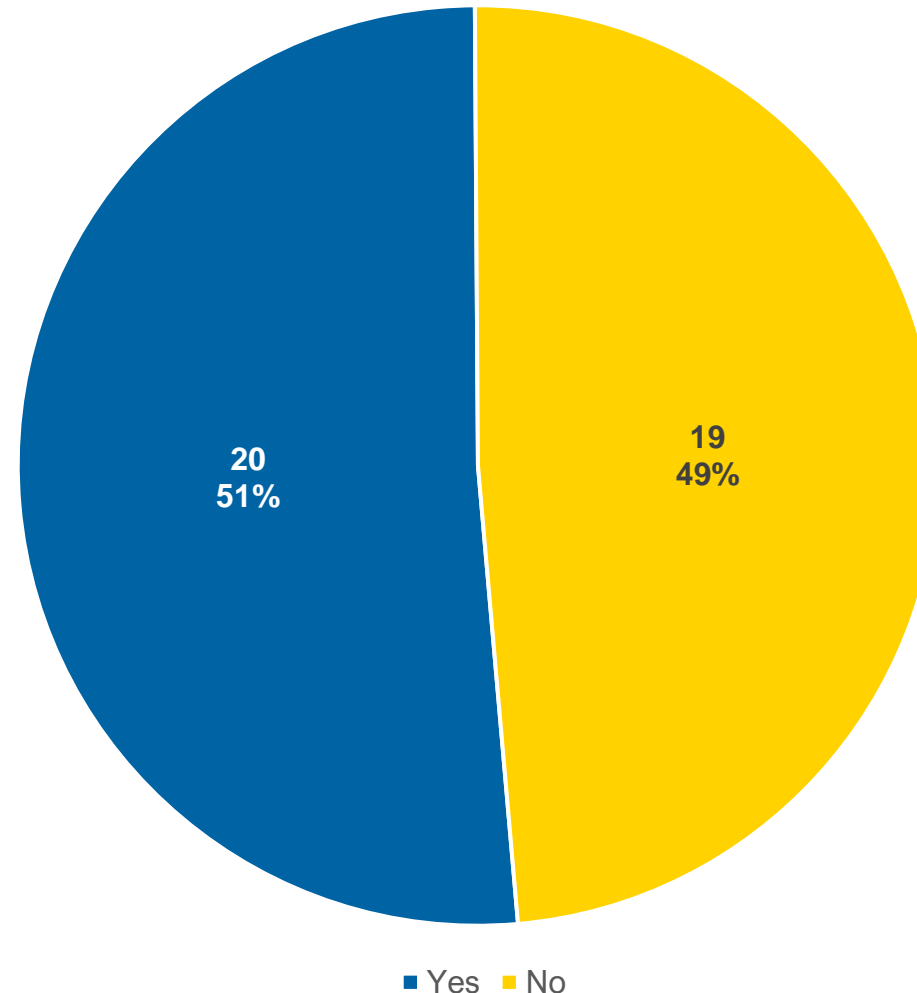
- Some schools/divisions marked multiple of these models. For example, 13 of the 18 that marked #1.1 also marked #1.2
- **Other:**
  - UCIBuy
  - Complicated contracts are handled outside of the system.
  - Capital projects by FM projects.
  - Payment dictates process (e.g., PALCard, DV/TEM, etc.).
- Question 6 provides more detail to the forms that schools/divisions use throughout their procurement processes.



# Question 2: Do you use a school/division level application, website, or form to collect requisition information?

## Analysis

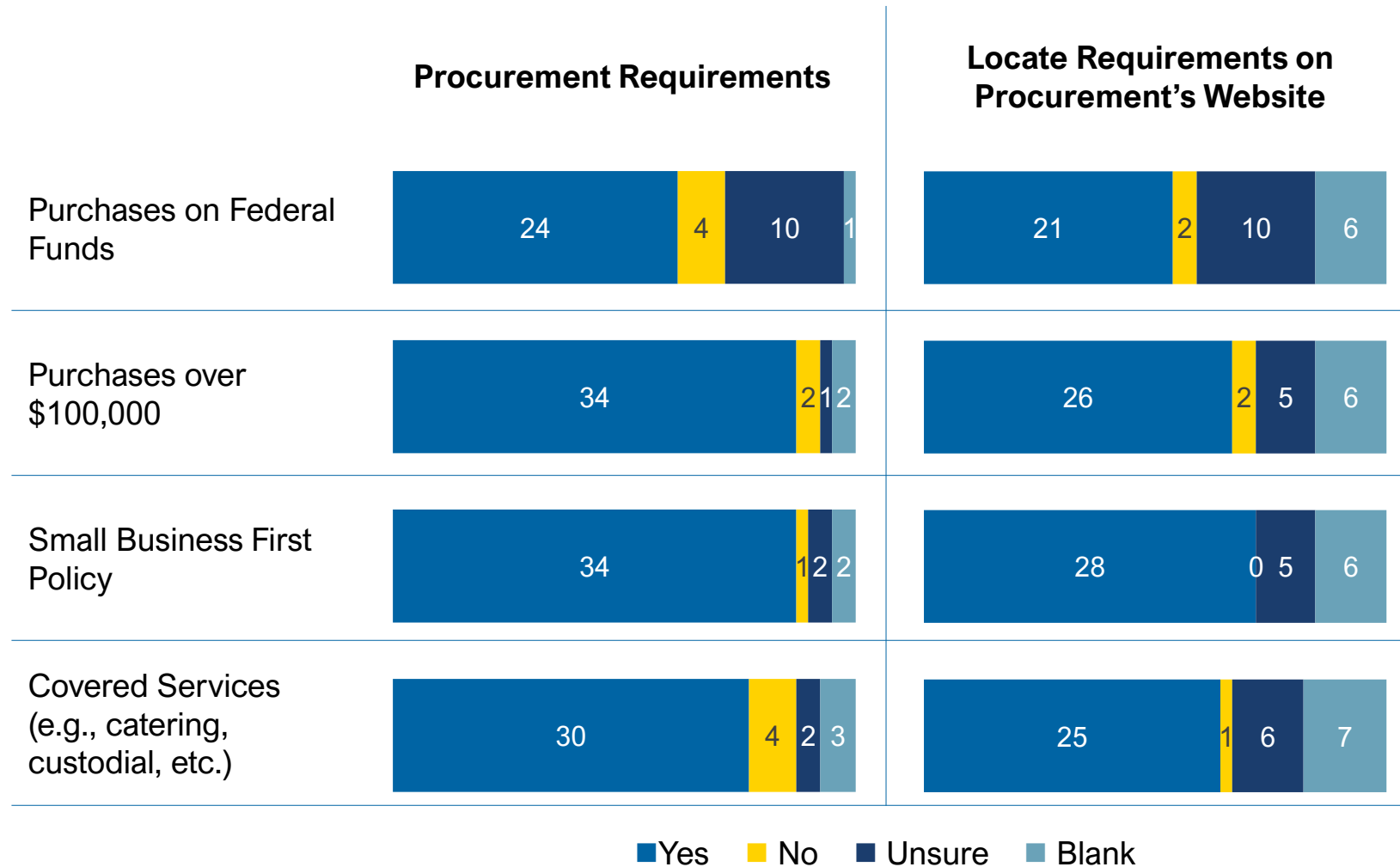
- 19 of the 20 that marked “Yes” provided a copy of their form, included a link to the form, or shared what website is used.
  - Ensuring school/division forms are updated to Central Procurement will continue to be an issue if this model is kept.
- 7 of the 19 that marked “No” indicated they use email or an informal process to collect requisition information.



# Question 3: Are your purchasers aware of the following?

## Analysis

- The data indicates that most schools/divisions are aware of procurement requirements.
- Q4, Q13, and Q15 recommend enhancements to Central Procurement's website for better usability.
- Q13 highlights a critical issue related to "deciphering applicable rules and checking necessary boxes when completing purchase order agreement or other templates." This could indicate that there may be complexities or ambiguities in the current system that hinder efficiency and accuracy.
- The number of responses left blank or marked as unsure suggests confusion about the expectations.

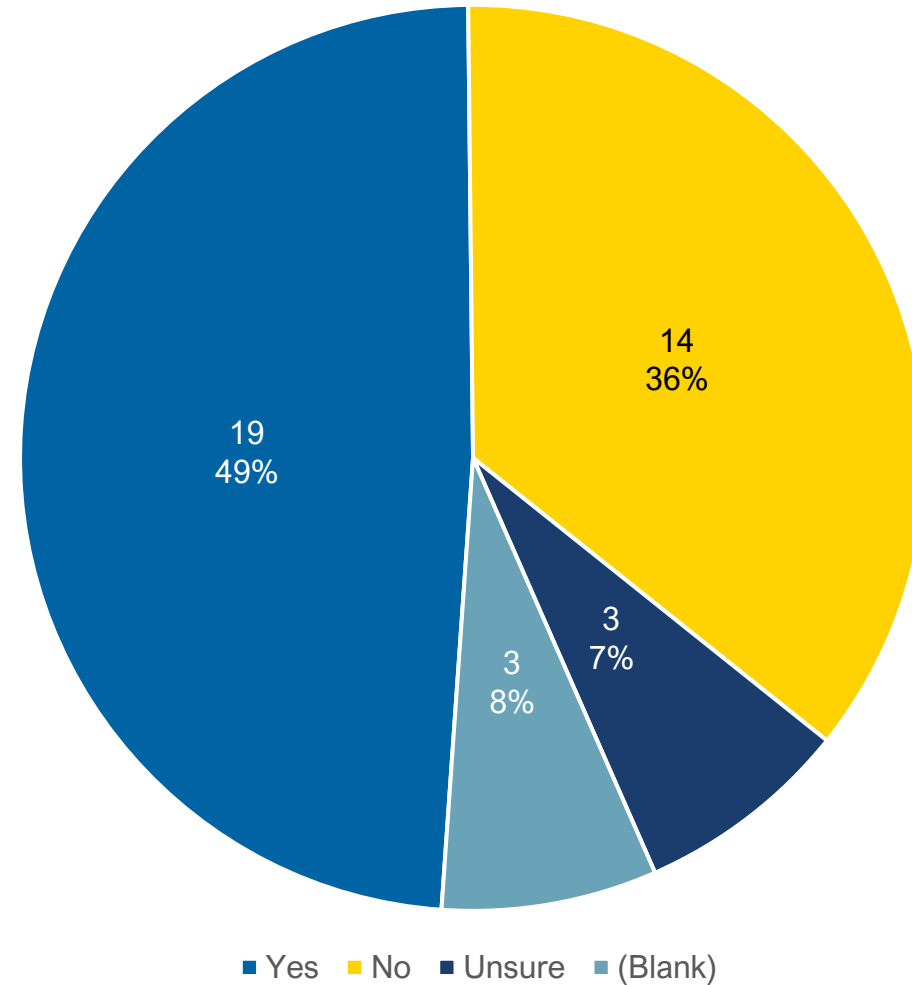




# Question 4: In general, is it easy to navigate Procurement's website?

## Analysis

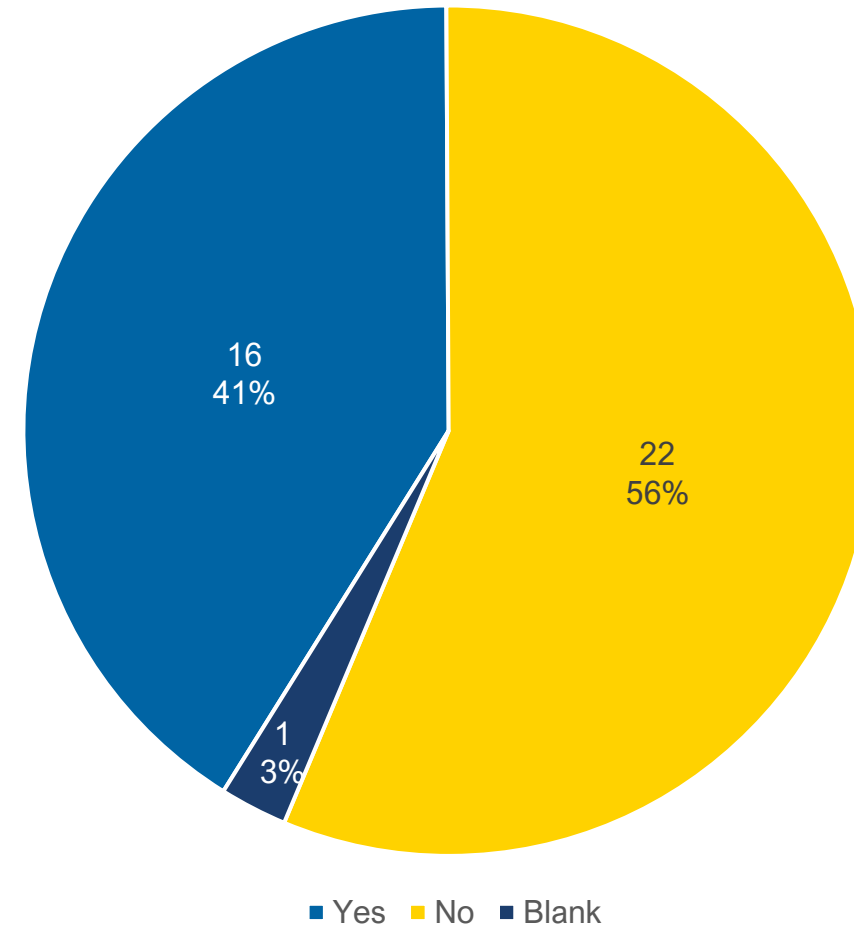
- “Unsure” response reasonings:
  - Some areas of the website are straightforward to navigate while others are not.
  - Those familiar with the website are able to use it efficiently while new users have more of a challenge.
  - Division provided consolidated response. 50/50 split yes and no/unsure responses among division units.
- See analysis on slide 7 (Q3) for additional insight.



# Question 5: Do you have amount thresholds for departmental approval of purchase requisitions before or after approval currently required by fiscal officer?

## Analysis

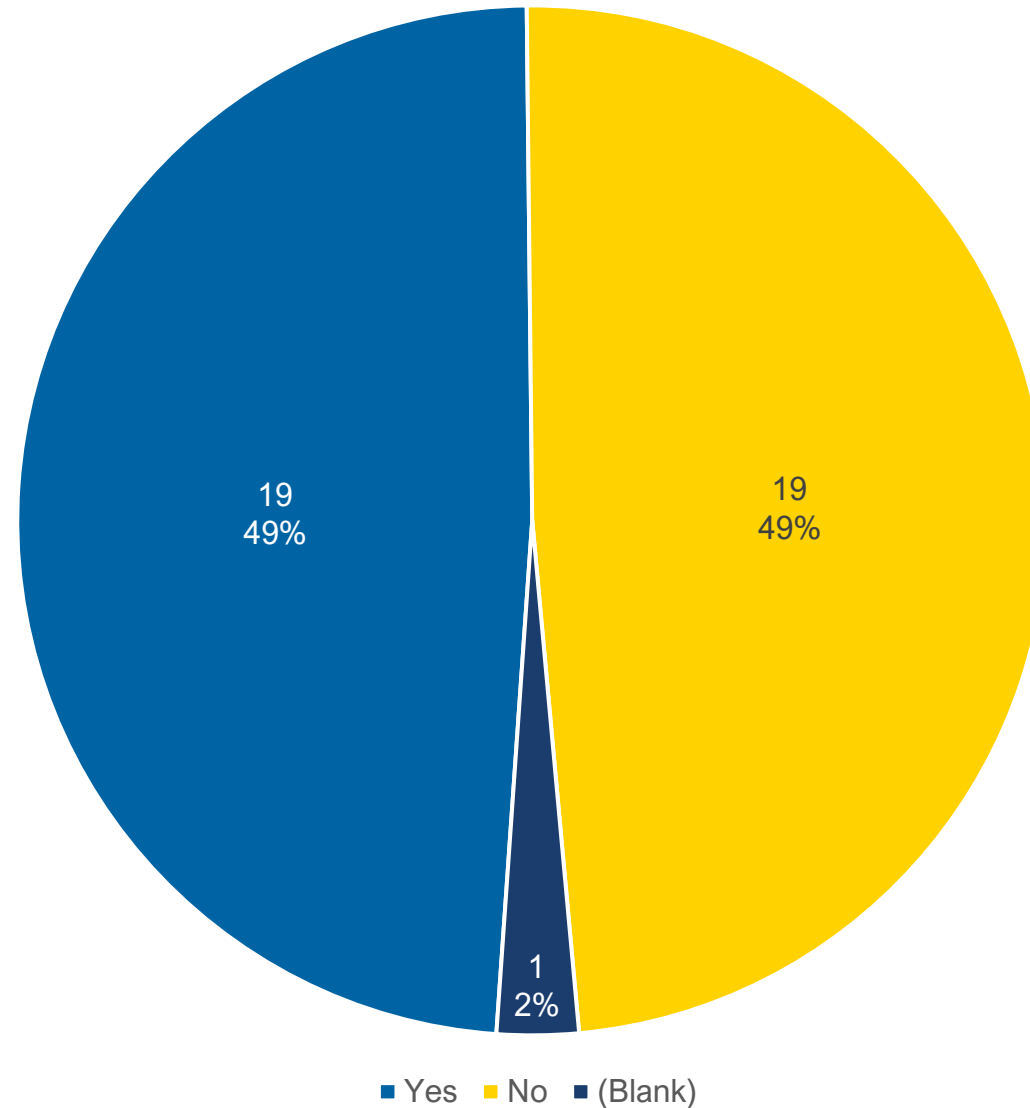
- Threshold ranges from \$100 - \$100,000 and includes one department that has a \$500 threshold for PALCard purchase but no threshold for KFS requisitions.
  - Evaluate if there is an opportunity to setup standard thresholds across campus.
- 14 of the 16 under “Yes” have approvals outside of the fiscal officer which range from supervisors to school/division leader (e.g., dean or vice chancellor).



# Question 6: Do you have school/division information documenting your process?

## Analysis

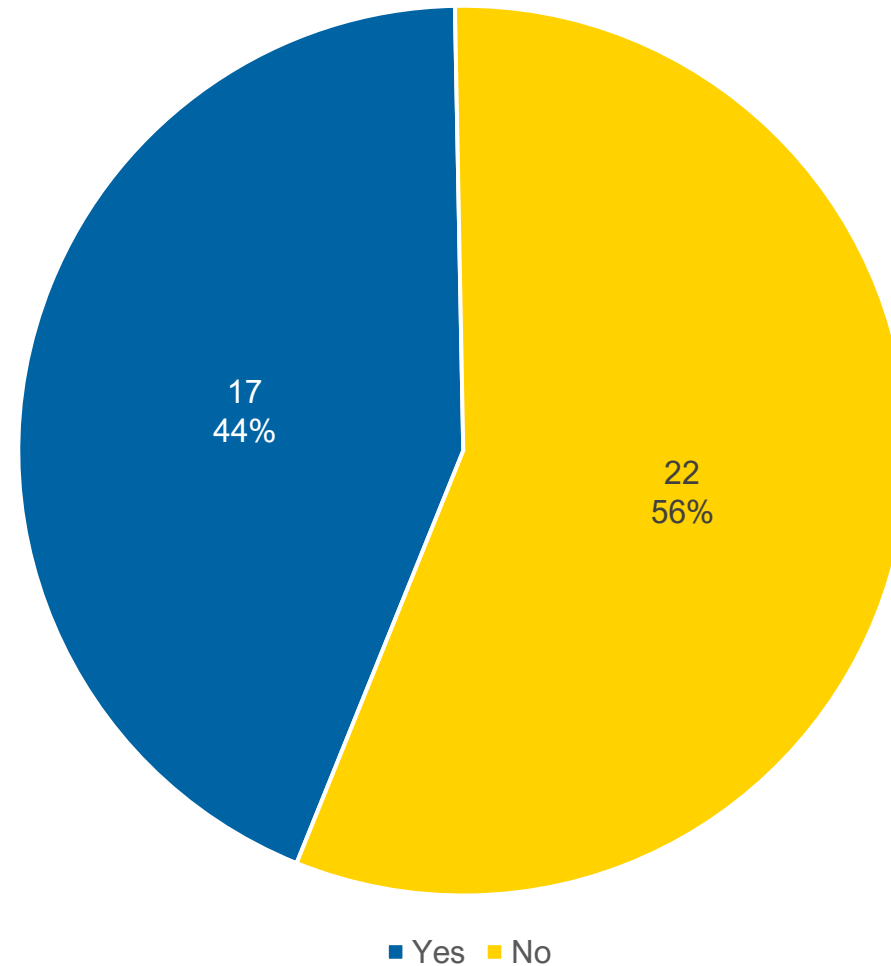
- 13 of the 19 that marked “Yes” provided links or documents to their process.
  - Four schools/divisions processes were recorded during the “Discovery” phase of the E2E project.
  - Most schools/divisions provided a process map or outline of steps of their purchasing process.
- 2 of the 19 that marked “Yes” did not provide documents.
- 19 of the 29 schools/divisions marked "No" indicating that they do not have information documenting their process which adds to the complexity of the overall procurement process.



# Question 7: Do you have a school/division website or intranet for sharing unit level purchase process information?

## Analysis

- Similar to Q2, responses ranged from formal documents and information to informal documents and information.
- 15 of the 17 that marked “Yes” provided links or documents to their information.
- Ensuring school/division website/intranet align with Central Procurement will continue to be an issue if this model is kept.

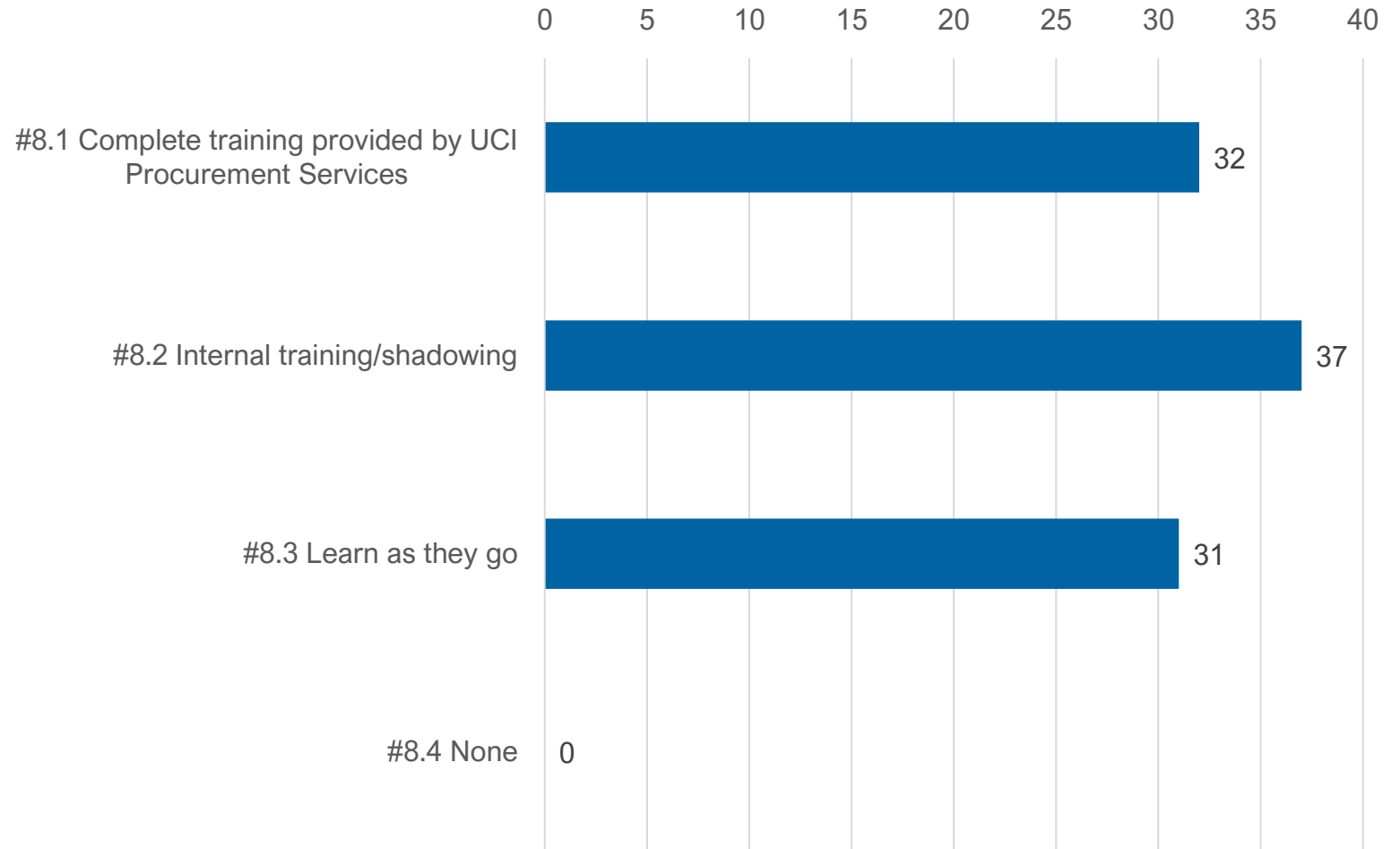




# Question 8: How do new buyers or requestors get trained on procurement processes and requirements?

## Analysis

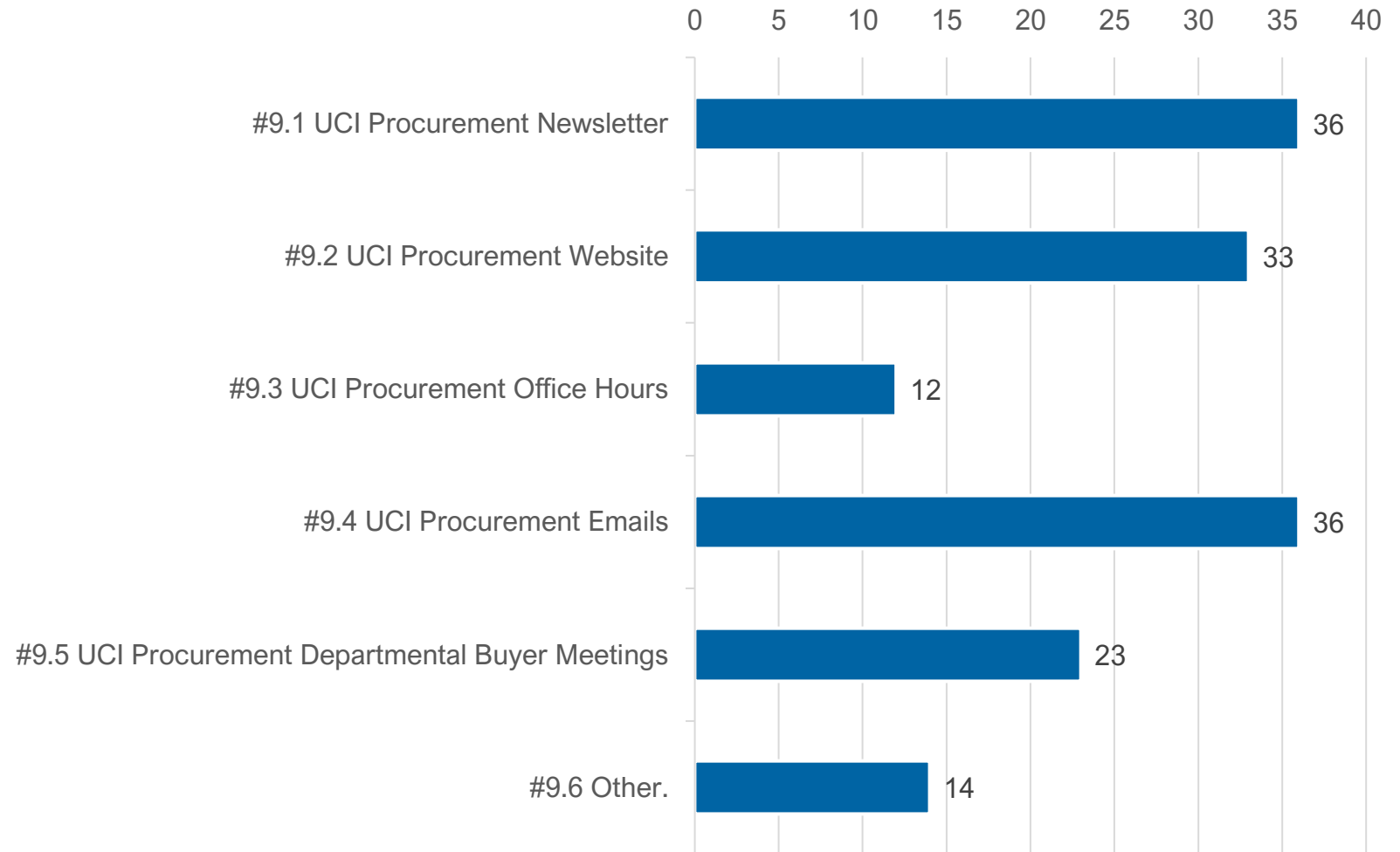
- Some schools/divisions marked a combination of the responses.
- The variety of responses received indicates that new buyers or requestors undergo training through diverse methods, suggesting the necessity for a comprehensive range of training materials to accommodate different learning styles and preferences.



# Question 9: How do you receive information about changes to procurement policies or news from UCI Procurement Services?

## Analysis









- Some schools/divisions marked multiple of these methods.
- Other:
  - Receive updates from UCOP.
  - Procurement MS Team Chat.
  - MAABO/ASM meetings.
  - Procurement emails.
  - Colleagues.
  - Direct correspondence with Procurement Services staff member.
  - Corrections requested by Procurement Services staff after requisition submission.
- The varied methods for receiving updates on procurement policies highlights the necessity for a diverse communication strategy to ensure effective dissemination of information across different stakeholders.











## Analysis

- Some schools/divisions marked multiple of these processes.
- Email is the most common communication channel, but effectiveness is limited.
- Improvement strategies must incorporate a variety of communication channels tailored to specific audiences, fostering more effective dissemination of information and enhancing overall compliance with procurement policies.

Q10: How are procurement policies and expectations **communicated to faculty or staff** in your school/division?

	Email	23; 41%
	Meetings	13; 23%
	Direct Communication	8; 14%
	Trainings	4; 7%
	Directives and Manuals	2; 4%
	Newsletters	2; 4%
	SharePoint	2; 4%
	Website	2; 3%

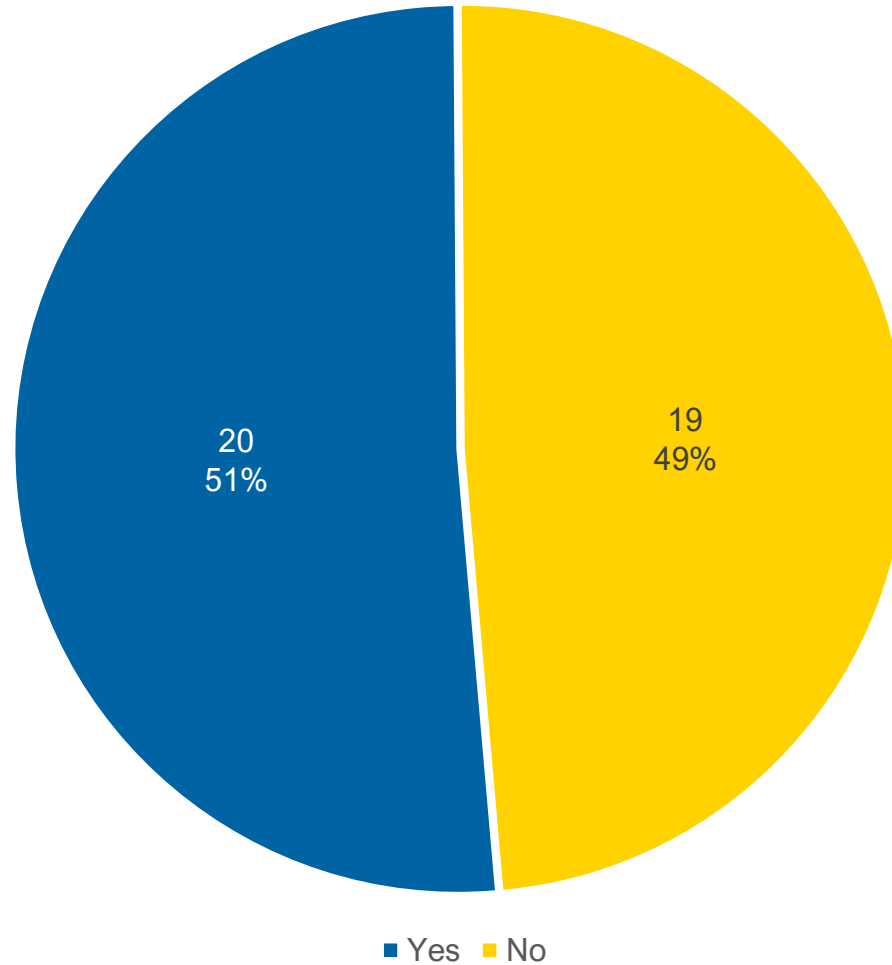
Q11: What is the **preferred method of communication** around procurement issues in your school/division?

	Email	35; 61%
	Direct Communication	7; 12%
	Meetings	6; 11%
	Website	3; 5%
	Teams	2; 3%
	SharePoint	1; 2%
	Online App	1; 2%
	Workshops	1; 2%

# Question 12: Are there standard meetings in your school/division where procurement issues are, or could be discussed?

## Analysis

- Common theme of communication gaps among schools/divisions.
- Those that marked “yes,” meetings span from ad-hoc to annual occurrences.





# Question 13: Please rate the impact of each challenge impact to your division terms of extra effort and time spent.

## Analysis

- Challenges rated as "High" suggest a considerable strain on resources and efficiency within procurement processes.
- Challenges rated as "Split" may not universally affect all schools/divisions with the same intensity but still contribute to inefficiencies and require attention.
- "Low" impact may not demand immediate attention; however, improvements could enhance overall procurement effectiveness and streamline operations.
- Additional challenges provided by responders underscore the complexity of procurement operations and the importance of addressing a diverse range of issues to optimize efficiency and effectiveness.

Ranked in order of impact.

Software security and other reviews delaying urgent requests.	High	
Deciphering applicable rules and checking necessary boxes when completing purchase order agreement or other templates.	High	
Ability to expedite urgent requests.	High	
Supplier not registered/identifying or onboarding new vendors.	High	
Receiving timely response and support from central purchasing on issues or pending transactions.	Split	
Helping vendors navigate internal purchasing processes and rules.	Split	} Tied
Managing contract/PO renewals and amendments.	Split	
Obtaining the right information about purchasing procedures and rules.	Split	
Assigning correct object/commodity code.	Split	} Tied
Repeat data entry into redundant systems and forms.	Split	
Negotiating terms and conditions with vendors.	Split	
Navigating procurements website (procurement.uci.edu)	Split	
Checking status of pending requisitions or purchase orders.	Low	
General use of KFS including submitting or viewing transactions.	Low	
Difficulty identifying relevant contacts for reviews and approvals.	Low	
Difficulty collecting departmental approvals.	Low	
Please use the space below to add in additional challenges not represented above.		
<i>Comments focused on confusing procedures, system functionality, website navigation, expand training, turnaround time, clarity roles, and expand system integration.</i>		

## Analysis

- Some divisions/departments provided multiple suggestions.
- There are notable similarities of responses between the two questions:

### 1. Training and Education:

Emphasizes the need to bolster knowledge of procurement processes for better compliance and efficiency.

### 2. Accountability and Efficiency:

Indicates a shared goal of clearer processes and improved tracking for timely procurement.

### 3. Streamlining and Digital Solutions:

Shows recognition of technology's potential to streamline tasks and enhance overall efficiency.







### 4. Communication and Collaboration:

Reflects a common understanding of the importance of effective communication and collaboration for smoother operations.

## Q14: Suggestions to Improve School/Division Procurement Process

	Training and Education	9; 22%
	Streamlining and Digital Solutions	9; 22%
	Accountability and Efficiency	8; 20%
	Policy and Process Enhancements	8; 19%
	Communication and Collaboration	7; 17%

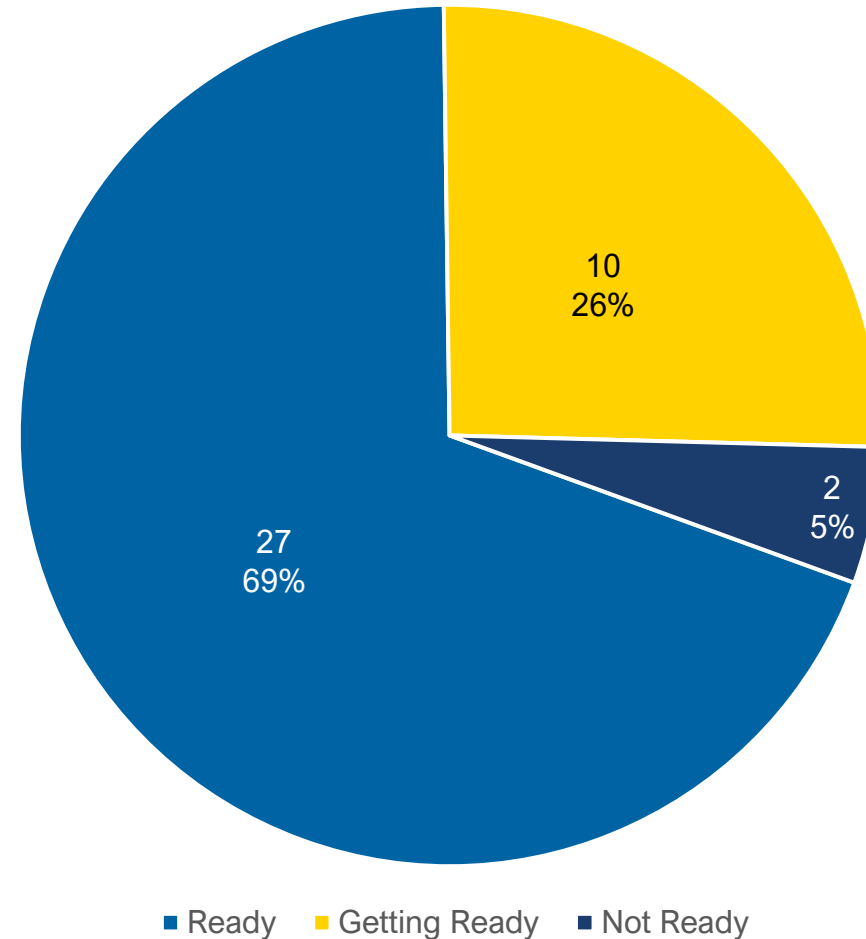
## Q15: Suggestions to Improve Central Procurement Process

	Training and Support (website and tools)	15; 28%
	Visibility, communication, collaboration, feedback	14; 26%
	Staffing (improve turnaround time, PM, hire more staff)	10; 18%
	Enhance Online Systems	7; 13%
	Improved Policies	6; 11%
	Vendor Selection Flexibility	2; 4%

# Question 16: How would you rate your division's readiness to receive or make changes in order to see improvements in the purchasing process?

## Analysis

- Majority of respondents indicate that their division is “Ready” to receive or make changes to see improvements in the purchasing process.
- Smaller proportion are still in the process of “Getting Ready.” Timing of changes will play a significant factor as some schools/division prefer making big changes during specific periods of time, such as during the school year.
- These findings suggest a generally favorable environment for driving change and improvement in purchasing processes across the organization, with potential for collaboration and support among divisions.



# Question 17: Additional comments and concerns not reflected in previous questions.

