Customers don’t measure you on how hard you tried. They measure you on what you deliver.

-Steve Jobs
Welcome to the OECoP!

- Host Introductions
- Purpose of the OECoP
- Presentations
- Upcoming Events
Purpose of the OECoP

• Promote the use of:
  – process improvement
  – change management
  – project management
  – organizational development

• Share ideas and information

• Present methodologies, tools and industry best practices

• Discuss and solve operational issues

• Expand business networks

Presented by the Business and Finance Organizational Performance Office
Presentations

Project Management at ASU
Susan Wynn
Office of Planning and Budget

Did you know that processes wear out?
Rebecca Hirschfeld
University Technology Office

University Innovation Alliance
Brittney Paulk
Office of the Senior Vice President and University Planner
Using process mapping techniques to drive change within institutional policies and procedures.

Socially Constructed; Web Affirmed
Dr. Carol Sumner
Office of the Dean of Students
Project Management at ASU

Susan Wynn, MSIM PMP CSM
Data Analyst Sr., Office of Planning & Budget
Staff Advisor, Co-Founder, Past President, ASU PM Network

Presented by the Business and Finance Organizational Performance Office
Agenda

1. Introduction – ASU PM Network
2. About Project Management
   A. Definitions/ Intro
   B. Components/ Tools
   C. Strategy
3. Closing
4. Resources
5. Q/A

Presented by the Business and Finance Organizational Performance Office
ASU PM Network

The ASU Project Management (PM) Network is a staff and faculty club that is the mechanism by which project managers and those interested in project management enterprise-wide at ASU can communicate, connect and grow, ultimately strengthening interdisciplinary relationships while streamlining and improving project management processes at ASU.
Intro: ASU PM Network

2017-2018 Leadership Team

• Officers: Danielle B. Steele (President), Perry Ahmed (Vice President), Karina Jones (Secretary), Lissa Kelley (Operations Coordinator), Adriana Kuiper (Marketing Coordinator), Jennifer Rode (Training Coordinator)

• Directors At-Large: Laura Castrovinci, Jenna Giorsetti, Gabe Mendez, Jenny Smolnik, Clayton Taylor

• Others: Warick Pond (Executive Sponsor), Susan Wynn (Staff Advisor)

Communication

• Email: pmnetwork@asu.edu
• SharePoint: links.asu.edu/pmnetwork
• LinkedIn: https://www.linkedin.com/groups/6811030

Presented by the Business and Finance Organizational Performance Office
About Project Management

What is a project?
- “A project is a temporary endeavor undertaken to create a unique product, service or result.” – *PMI PMBOK 6th Ed.*
- A project has a beginning and an end.

Project Management as a profession:
- Various global certifications from Project Management Institute (PMP, CAPM, PMI-ACP, etc.); rigorous exams
- Principles applicable in all industries

Why use project management principles?
- Saves time, money, resources
- Greater chance of project success
- Improves processes overall through collaboration & planning
- Curbs reinventing the wheel via knowledge management & sharing
- Shared understanding of terminology/meaning
- Shared set of practices to promotes business continuity

Presented by the Business and Finance Organizational Performance Office
What is the **role** of a **project manager**?

- Direct, supervise and control the project from beginning to end.
- Manage triple-constraint aspects and impacts.
- Define the project and help break it down into a set of manageable tasks.
- Obtain appropriate resources to complete the work.
- Keep all stakeholders informed appropriately.
- Assess, monitor and mitigate project risks.
- Manage changes throughout the project lifecycle.
About Project Management

According to PMI’s PMBOK

• Projects go through phases organized into five Process Groups:
  ➢ Initiating, Planning, Executing, Monitoring & Controlling, Closing

• Project Management involves ten Knowledge Areas.

• There are 49 Processes which describe what to do/tools to use at various intersections of the Process Groups and Knowledge Areas.
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>4. Project Integration Management</td>
<td>4.1 Develop Project Charter</td>
<td>4.2 Develop Project Management Plan</td>
<td>4.3 Direct and Manage Project Work</td>
<td>4.5 Monitor and Control Project Work</td>
<td>4.7 Close Project or Phase</td>
</tr>
<tr>
<td>5. Project Scope Management</td>
<td>5.1 Plan Scope Management</td>
<td>5.2 Collect Requirements</td>
<td>5.3 Define Scope</td>
<td>5.4 Create WBS</td>
<td>5.5 Validate Scope</td>
</tr>
<tr>
<td>6. Project Schedule Management</td>
<td>6.1 Plan Schedule Management</td>
<td>6.2 Define Activities</td>
<td>6.3 Sequence Activities</td>
<td>6.4 Estimate Activity Durations</td>
<td>6.5 Develop Schedule</td>
</tr>
<tr>
<td>7. Project Cost Management</td>
<td>7.1 Plan Cost Management</td>
<td>7.2 Estimate Costs</td>
<td>7.3 Determine Budget</td>
<td>7.4 Control Costs</td>
<td></td>
</tr>
<tr>
<td>8. Project Quality Management</td>
<td>8.1 Plan Quality Management</td>
<td>8.2 Manage Quality</td>
<td>8.3 Control Quality</td>
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</tr>
<tr>
<td>10. Project Communications Management</td>
<td>10.1 Plan Communications Management</td>
<td>10.2 Manage Communications</td>
<td>10.3 Monitor Communications</td>
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<td></td>
</tr>
<tr>
<td>11. Project Risk Management</td>
<td>11.1 Plan Risk Management</td>
<td>11.2 Identify Risks</td>
<td>11.3 Perform Qualitative Risk Analysis</td>
<td>11.4 Perform Qualitative Risk Analysis</td>
<td>11.5 Plan Risk Responses</td>
</tr>
<tr>
<td>12. Project Procurement Management</td>
<td>12.1 Plan Procurement Management</td>
<td>12.2 Conduct Procurements</td>
<td>12.3 Control Procurements</td>
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</table>

About Project Management

Projects are subject to the **Triple Constraints.**
Some key components and useful tools for project management:

- Project Charter
- Project Plan
- Work Breakdown Structure (WBS)
- RACI Diagram
- Communication Plan
- Risk Register
- Stakeholder Engagement Plan
- Change Management Plan
- Status Reports
About Project Management

Some examples of projects at ASU:

• Launching a new center or initiative
• Implementing a software solution
• Completing an annual budget
• Developing a mobile app
• Installing solar panels
• Exploring outer space (e.g. Psyche mission, https://sese.asu.edu/research/projects)
• Implementing the Starbucks’ College Achievement Plan
• Constructing a building
• Improving a process
• Managing an event

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Projects tie to:

Charter

Mission and Goals

Design Aspirations
About Project Management

ASU Charter

ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.
About Project Management

ASU Mission

• Demonstrate leadership in academic excellence and accessibility
• Establish national standing in academic quality and impact of colleges and schools in every field
• Establish ASU as a leading global center for interdisciplinary research, discovery and development by 2025
• Enhance our local impact and social embeddedness
About Project Management

ASU Design Aspirations

• Leverage Our Place
• Enable Student Success
• Transform Society
• Fuse Intellectual Disciplines
• Value Entrepreneurship
• Be Socially Embedded
• Conduct Use-Inspired Research
• Engage Globally
Closing: ASU PM Network

• **Communicate**
  - Quarterly Newsletter, Announcements
  - SharePoint site, LinkedIn

• **Connect**
  - Networking Opportunities
  - ASU Presentations

• **Grow**
  - Workshops
  - PMBOK PMP Exam Prep Course
Resources - Internal

ASU PM Network:
- Email: pmnetwork@asu.edu
- SharePoint: links.asu.edu/pmnetwork
- LinkedIn: https://www.linkedin.com/groups/6811030

ASU KED/ Research PMO: https://researchadmin.asu.edu/pmo

ASU UTO PMO Framework: links.asu.edu/pmf

Organizational Performance Office (OPO):
https://cfo.asu.edu/organizational-performance-office

Leadership & Workforce Development (LWD):
https://cfo.asu.edu/professional-development

UTO Collaborate for Change (C4C): https://uto.asu.edu/ppmoC4C

Presented by the Business and Finance Organizational Performance Office
PMI Phoenix Chapter:  www.phx-pmi.org

Project Management Institute:  www.pmi.org

PM Resources:  www.projectmanagement.com

CEB PMO Leadership Council:  https://www.cebglobal.com/information-technology/pmo.html

Presented by the Business and Finance Organizational Performance Office
Thank You!

Susan Wynn, MSIM PMP CSM
Data Analyst Sr., Office of Planning & Budget
Staff Advisor, Co-Founder, Past President, ASU PM Network
Do you know that processes wear out?

Rebecca Hirschfeld
Systems Analyst, Principal
University Technology Office
What is a process?

Personal process: Morning routine
What is a process?

**Business Administration**
- HR
- New Hires
- Background checks
- Sunrise orders
- Delivery of order
- Calls received
- Calls resolved

**Academic Administration**
- Admissions
- Submit application
- Application Reviewed
- Registrar
- Courses reviewed
- Courses selected
- Housing
- Submit application
- Move in

Presented by the Business and Finance Organizational Performance Office
BUT PROCESSES WEAR OUT…
Processes Wear Out

A

B

This slide courtesy of the Organizational Performance Office

Presented by the Business and Finance Organizational Performance Office
Processes Wear Out
Processes Wear Out
Processes Wear Out

This slide courtesy of the Organizational Performance Office

Presented by the Business and Finance Organizational Performance Office
Processes Wear Out

This slide courtesy of the Organizational Performance Office

Presented by the Business and Finance Organizational Performance Office
Several Factors can cause this…

- Different individuals working on the process without training
- Suppliers might change
- Customers needs change
- Location may change
Why is this important?

Old Processes Are:

- Slow
- Less capable of producing excellent quality
- More complex than needed
- Often designed for an outdated purpose
- Unable to provide exactly what customers need

Benefits of improvement:

- Higher level of quality
- Happier customers
- Less waste of resources
IMPROVEMENT METHODS
Concept of Lean

Focus on value and to reduce waste

Waste in terms of process improvement can be defined as:
“Something which is not needed in a process and which does not add value.”

8 Wastes of Lean
- Rework
- Over-production
- Delays
- Movement of operators
- Movement of materials
- Idle inventory
- Unnecessary processing
- Underutilization of staff
Process Improvement with Six Sigma

- A financial and management system
- Improves performance – Breakthrough
- Goal to reduce defects to 3.4 Defects per Million Opportunities (DPMO)
- Toolkit

Presented by the Business and Finance Organizational Performance Office
Two Types of Improvement

Continuous Improvement
• Small incremental changes
• It takes a long time to show big improvement

Breakthrough Improvement
• Making a major change to your process immediately
Breakthrough Improvement

Presented by the Business and Finance Organizational Performance Office
Benefits of Breakthrough Improvement

• Achieve the same amount of improvement in a much shorter time
• Better opportunity to retain customers
• Less opportunity to waste resources
• Energizing to the organization and staff
• Can see positive change
Process Improvement with Six Sigma

- A financial and management system
- Improves performance – Breakthrough
- Goal to reduce defects to 3.4 Defects per Million Opportunities (DPMO)
- Toolkit
Toolkit

- Cause and Effect Analysis
- Surveys
- Focus Groups
- Statistical Analysis
- FMEA
- Charter
- Process Mapping
- Hypothesis Testing
- Pareto Charts
- Value Stream Mapping
- Histograms
- Design of Experiments
- Mind Maps
- Inter-Relationship Diagram
- FMEA
- Regression Analysis
- Inter-Relationship Diagram
- Charter
- 5S
- Affinity Diagrams
- Check Sheets
- Spaghetti Charts
- Design of Experiments
- Lead Time
- Data Collection Plans
- Capability Indices

Presented by the Business and Finance Organizational Performance Office
To Summarize

• Everything we do is a process

• Overtime our processes naturally wear out

• By using Lean and Six Sigma tools we can have breakthrough improvements to help keep the line from A to B as straight as possible

• Six Sigma has a large toolset for improvement

• Training is available to help you
Thank you!

Rebecca Hirschfeld  
Arizona State University | University Technology Office  
Systems Analyst, Principal

rhirschf@asu.edu  Ph: 480.727.1679
University Innovation Alliance: Using process mapping techniques to drive change

Brittney Paulk
Senior Research Analyst, Fellow for UIA
Office of the Senior Vice President and University Planner

Presented by the Business and Finance Organizational Performance Office
University Innovation Alliance

Arizona State University
Georgia State University
Iowa State University
Michigan State University
The Ohio State University
Oregon State University
Purdue University
University of California at Riverside
University of Central Florida
University of Kansas
University of Texas at Austin

Presented by the Business and Finance Organizational Performance Office
University Innovation Alliance

OUR COLLABORATIVE WORK

INNOVATE.

SCALE.

DIFFUSE.

Presented by the Business and Finance Organizational Performance Office
## University Innovation Alliance - Leadership

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich Stanley</td>
<td>Senior Vice President and University Planner; UIA Liaison</td>
</tr>
<tr>
<td>Lisa McIntyre</td>
<td>Executive Director, Advising and Student Advancement</td>
</tr>
<tr>
<td>Fred Corey</td>
<td>Vice Provost for Undergraduate Education</td>
</tr>
<tr>
<td>Jennifer Malerich</td>
<td>Executive Director for Academic and Global Engagement</td>
</tr>
<tr>
<td>Art Blakemore</td>
<td>Vice Provost for Academic Success</td>
</tr>
<tr>
<td>Jocelyn Rojeck</td>
<td>Senior Director, EdPlus</td>
</tr>
<tr>
<td>Leah Lommel</td>
<td>Assistant Vice President and Chief Operating Officer, EdPlus</td>
</tr>
<tr>
<td>Kent Hopkins</td>
<td>Vice President, Enrollment Management and Services</td>
</tr>
</tbody>
</table>
Predictive Analytics and Data Driven Interventions

Adaptive Learning

Financial interventions

Pre-College or Bridge Programs

Targeted student supports
We design for this kind of experience

Factors

- Rapidly changing environment
- Band-Aids and work-arounds
- Not knowing who to ask
- Sometimes other units are unresponsive

Day one of classes

Presented by the Business and Finance Organizational Performance Office
How do we experience this?

- Jenga Syndrome
- Our people are working really hard, even heroically...and still the student experience can be frustrating

Our Response?

- Hire more people!
- This new technology!
- This new Program!
- Get a bigger band-aid!
University Innovation Alliance and ASU

- Exploring the use of **process assessment** to address and reduce the “Jenga Syndrome”

Using a set of tools to:

- Dig deep into processes
- Break down communication barriers
- Encourage collaboration across silos
- Identify the root causes of some of these problems
UIA Process Mapping

Presented by the Business and Finance Organizational Performance Office
Process Mapping Enrollment Holds

- Determine the best way to notify students of these holds
- Determine what dates enrollment holds should be placed to be most effective-serve as a proactive intervention for our students
- Coordinate the placement of holds so they're better integrated. If, then scenarios- "I just saw you two days ago and I have another hold"
# Enrollment Holds: Current Analysis

<table>
<thead>
<tr>
<th>Activities</th>
<th>College Advising Holds</th>
<th>Graduation Check-in</th>
<th>Round 1 eAdvisor Hold (SS7 once Off Track)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Calendar</strong></td>
<td>Term activation</td>
<td>Post-term activation</td>
<td>After session C drop/add</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Term activation, until removed</td>
<td>College credit hour requirements</td>
<td>Removed per advisor review</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>First-year freshman, first-year transfer, probation, re-admit, disqualified</td>
<td>Junior/seniors that meet college credit hour requirements</td>
<td>Once off track OR a student has had a S74 hold (potentially twice off track)</td>
</tr>
<tr>
<td><strong>Roles</strong></td>
<td>Academic Advising, Registrar, UTO</td>
<td>Academic Advising, Registrar</td>
<td>Provost, UTO, Academic Advising</td>
</tr>
<tr>
<td><strong>Meetings / Face to Face</strong></td>
<td>Advising meeting required</td>
<td>Advising meeting</td>
<td>Advisor Interaction Required (messaging to meet with advisor)</td>
</tr>
<tr>
<td><strong>Communication Channel</strong></td>
<td>My ASU hold, Email</td>
<td>My ASU task/hold</td>
<td>My ASU hold, Email, Salesforce</td>
</tr>
<tr>
<td><strong>Software / Technology</strong></td>
<td>PeopleSoft, DARS</td>
<td>DARS, PeopleSoft</td>
<td>DARS, PeopleSoft</td>
</tr>
<tr>
<td><strong>Sub-process</strong></td>
<td>S21, Academic Standing</td>
<td></td>
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</tbody>
</table>
Example Finding

3 Weeks

3-5 Days

Intervention/engagement with advisor

Student Experience

Does this gap in time affect our students or is the timing for the intervention effective?
Is there a way to nudge/notify the student quicker?
**Objective:** To better understand the processes our students go through in order to register – and the roadblocks that might be in their paths. This project would clarify and further illuminate the processes that influence, are related to, or potentially impede the ultimate goal of *timely registration of the right student, in the right class(es), at the right time.*
Registration Process Improvement
Country Registration Process Improvement

**Phase 1 – Interviews**

Conduct interviews with leaders in key areas related to registration:

- Administrative & Academic leadership:
  - Registrar’s office
  - Financial Aid and Scholarships office
  - Transfer Evaluation/Admissions
  - Classroom Scheduling
  - Curriculum Management
  - Advising
  - Technology and IT

**Questions**

- What does your organization do with regards to registration?
- What is your role?
- What issues are you facing
  - What are your pain points with registration?
- If you could wave a magic wand and registration could be everything you’ve ever dreamed of, what would it look like/what would you ask for?
- What cultural or historical factors have impacted your job, or registration in general?

**Outcome:** Identify key areas of “pain” where it might make sense to focus our efforts.
Phase 2: Student Focus Groups

- First generation students
- First time Freshmen
- Transfer students
- Non-traditional students
- Online students
- Sophomores
- Juniors
- Seniors
- From both lock-step programs and more open/broad programs
- Students pursuing more than one degree/certificate

**Outcome:** Identify key areas of “pain” from the student perspective.
Phase 3: Process Sessions – Current State Analysis and Future State Design

- engaging with a cross-functional, university-wide team of knowledge experts to collectively analyze the current state and design for an ideal experience.
Thank you!

Brittney Paulk
Arizona State University | Office of the Senior Vice President and University Planner
Senior Research Analyst, Fellow for UIA
Brittney.Paulk@asu.edu  Ph: 480-727-3215

We are collecting student feedback regarding class registration and the use of University class registration tools. Student feedback is critical to our success.

Mini Survey

Presented by the Business and Finance Organizational Performance Office
Socially Constructed; Web Affirmed: Where Identity and Belongingness Converge. Engaging Students in the Digital Age.

Dr. Carol A Sumner
Sr. Associate Dean of Students | Student Services
Faculty Associate | Mary Lou Fulton Teachers College
University Chair | Committee for Campus Inclusion
Belonging and Bonds

Belonging
“the need for regular social contact with those to whom one feels connected” (Baumeister and Leary, 1995, p. 501).

Bonds
It has been found that “having some intimate bonds appears to be important and perhaps even necessary for happiness. Social isolation is practically incompatible with high levels of happiness” (Baumeister and Leary, 1995, p.506).
– Situated identities have established rules.
– Situated identities are hierarchical depending on the situation.
– Role and identity are different
– Role and identity exist only in relation to that of a counter identity
Playing the “Role”

The representation of action ... a *repertoire of rules*, or of what sociologists consider, at best, as a “rôle”, i.e. a predetermined set of discourses and actions appropriate to a particular “stage-part”. It is significant that “culture” is sometimes described as a map; it is the analogy which occurs to an outsider who has to find his way around in a foreign landscape and who compensates for his lack of practical mastery, the prerogative of the native, by the use of a model of all possible routes. (Bourdieu, 1977, p. 2)
Discourses are ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing, that are accepted as instantiations of particular identities (or “types of people”) by specific groups, whether families of a certain sort, lawyers of a certain sort, bikers of a certain sort, business people of a certain sort, church members of a certain sort, African-Americans of a certain sort, women or men of a certain sort, and so on and so forth through a very long list. Discourses are ways of being “people like us.” They are “ways of being in the world”; they are “forms of life”; they are socially situated identities.

(Gee, 2004, p. 11)
The key to Discourses is “recognition”. If you put language, action, interaction, values, beliefs, symbols, objects, tools, and places together in such a way that others recognize you as a particular type of who (identity), engaged in a particular kind of what (activity), here and now, then you have pulled off a Discourse (and thereby continued it through history, if only for a while longer).... If it is not recognizable, then you’re not in the Discourse. (Gee, 2011, p. 35)
### Situated Identity – A College Student – A Sun Devil

**Multiple Identities at Work**

**Olivia**

Olivia’s most salient identities in relation to her identity of a college student were:

- daughter
- sister
- Hispanic
- female
- friend
- high achiever
- financially responsible student
- independent
- procrastinator
- student worker in one office
- student worker in a second office
- residential student
- community service volunteer
- English Language Learner
- business person

Depending on the context some were more salient at times than others.
Situated Identity – A University Administrator – A Sun Devil

Multiple Identities at Work
Amy

Amy’s most salient identities in relation to her identity of a marketing specialist were:

- daughter of a technologically challenged father
- sister of a transfer student
- daughter of a disabled mother
- co-worker
- designer
- artist
- first-generation college student
- former student with multimedia specialization
- digital native
- co-worker
- committee member
- photographer

Depending on the context some were more salient at times than others.
Process

Situated Identity Construction Through Discourses

Presented by the Business and Finance Organizational Performance Office
Questions


Thank You!

Go Devils!!!!

Dr. Carol A Sumner
Sr. Associate Dean of Students | Student Services
Faculty Associate | Mary Lou Fulton Teachers College
University Chair | Committee for Campus Inclusion

Carol.Sumner@asu.edu Ph: 480-965-6547
UPCOMING EVENTS
Feedback

OECoP Feedback Survey

• What information do you want to see
• Issues you are encountering in your job and in your department
• Future presenters

• December 11\textsuperscript{th} – 15\textsuperscript{th}
Network for Change and Continuous Innovation

• Provide resources related to change and continuous improvement, specific to higher education.

• NCCI’s vision is to function as a catalyst for higher education institutions to work collaboratively across institutions to employ effective methods to advance academic and administrative excellence.

• [www.ncci-cu.org](http://www.ncci-cu.org)
Network for Change and Continuous Innovation

- Monthly conference call
- Annual conference
- Networking and communities of practitioners
  - Change Management
  - Lean
  - Leadership
- Development workshops and webinars

ASU member roster: email OPO@asu.edu
Upcoming Events

Lean Six Sigma for Service Green Belt Certification

• February 6 – April 17, 2017
• Tuesday and Thursday mornings
• Time: 8:00a.m. – 12:00p.m.
• Open to all ASU faculty and staff
• $320 per person discounted rate

Presented by the Business and Finance Organizational Performance Office
Upcoming Events

Lean Six Sigma for Service Green Belt Certification

• Nominated by your leadership
• Complete the final exam with 70%+ score
• Complete a final project by September 2018
Upcoming Events

PM Network: Creating a Work Breakdown Structure (WBS)

Wednesday, December 13, 2017
• Tempe campus, UCNTRA 132, 1-4 pm

Register through Leadership & Workforce Development
• http://links.asu.edu/WBS
February OECoP Event

- February 16, 2017
- Memorial Union, Ventana Ballroom B/C
- 9:00a.m. – 11:00a.m.

- Presentations
  - Value Gaps
  - Change Management
  - Applying Lean methods in services
  - Others based on participant feedback

Presented by the Business and Finance Organizational Performance Office
Contact Us

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Presented by the Business and Finance Organizational Performance Office
Thank You For Attending

Presented by the Business and Finance Organizational Performance Office