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Letter from the CEO
Doreen Murner, CEO, NAEP
Solid roots allow for sustained growth. Cultivating future growth begins with planting seeds. NAEP’s solid foundation helps us provide you the resources you need to succeed.

DEPARTMENTS
Certification: The Sequel—1001
Dumbest Things Ever Said
Bob Ashby, C.P.M., CPCM
Taking a U-turn from his column in our previous issue, Master Mentor Ashby dwells on some of the dumbest things ever said. But his focus remains unchanged—and the better we are for it.

Building a Fund of Sustainability Knowledge, One Book at a Time—Part Seven
Brian K. Yeoman
As Brian continues his series of book reviews on the topic of sustainability, he covers ecological planning: designing with nature. Inspiration is just a few pages away!

Evolution or Revolution?
University of California Gets Serious About Sustainability
Darin Matthews, CPPO, CPSM
Read about how all ten campuses and the University of California Office of the President are participating in a newly established workgroup to make sustainability a priority within their procurement and supply chain offices.

Best and Final: Moving from Manufacturing to Higher Education
Bryan Glenn, CTPM, CTCM
What do you do when your spouse sends in job applications for you, without your knowledge or permission? Well, gee. You interview and take the offer, of course. No big deal? Uh—right. Worth it? You bet!

FEATURES
Relationship and Change Management for Implementing an eProcurement System
Alex Orosz
The institutional transition from paper-based processing to totally electronic continues in full force, as is evidenced by Duquesne University’s eminently successful implementation. A wonderful recounting of Duquesne’s effort, along with helpful tips and lessons learned.

Steps to Brain-Friendlier Change
Erika Garms, Ph.D.
Those of us in educational procurement frequently must lead our departments and our institutions through significant changes. The author provides timely and excellent tips for making the effort not only successful but also as painless as possible.

First Among Equals
Dietrich M. von Biedenfeld, CPPO
The four pillars of supply management can be related to the four pillars of the DNA helix. Each pillar is important and must be present or the organism—in our case, the excellence of our profession—fades from existence.

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Seeds of Growth

Doreen Murner
CEO, NAEP

Gardeners know that it is oftentimes best to plant grass seeds in the fall. They’ll see a quick growth spurt but then the grass either seemingly dies out or goes dormant in winter. You think you’ve done all this work for nothing but that’s not at all the case. The results may not look great as we go through winter but the roots have a chance to develop and strengthen. When the warm sun of spring comes out, the new grass has an advantage over anything recently planted. NAEP has been busy in 2017 planting seeds and we are excited for the upcoming year.

The strength of NAEP is in our community – our member institutions and our connection with E&I, our other GPOs and the many suppliers to higher education procurement. We are committed to engaging and expanding that community. Many of our programs and services have grown and strengthened over the recent years as we help procurement professionals transition from tactical to strategic players.

With resources like our Innovators Forum series and our RFP library, for example, we’ve strengthened the benefits of our community. Everyone should be downloading at least one of the Innovators Forum papers to study best practices and be up-to-speed on the latest issues and challenges of our industry. The connections at NAEP run nationally and regionally. If someone is in your local networking group but their school is not a member of NAEP, encourage them to join. If you are comfortable enough, let me know and NAEP will be glad to share with them why it’s important to be a part of this higher education community.

We hope to see many of you this spring in Orlando. Our national meeting is one of the best opportunities to meet your colleagues and expand your cohort group as well as connect and build strategic relationships with both your well established and your newer vendors. While the educational sessions are must-attend events, valuable learning and so many connections happen during the networking times at an event like this. NAEP 2018 can open up a world full of opportunity so be sure to take advantage. It’s YOU, ME and NAEP!

As we plan for 2018 and beyond, what seeds will you plant in the coming year that might bear results in the future? How can NAEP help you and your institution? What tools and resources do you need to be successful in your job? We also want to know how we can engage with you better. Email or better yet, call me at 443.543.5540 to chat. Let’s plant seeds for success in 2018 and beyond.

Before we reach the new year, I would like to wish you and yours a warm and happy holiday season. If you are traveling over the course of the holidays, be safe in your travels. Enjoy the time with friends and family.
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n 2012, Duquesne University’s senior leadership challenged the Purchasing Department to revitalize its procurement process by implementing an eProcurement system. The then-current process was paper-intensive, time-consuming, untrackable, inefficient, and outdated. Every purchase request came with five pieces of paper; requests were interdepartmentally mailed, often taking days to get to the right place; and the requests had multiple data-entry points with high potential for error. The goal of an eProcurement system was to streamline the process; eliminate the data duplication and high volume of paper; and provide order tracking, order reporting, and automated purchase order submissions.

Fast-forward to 2017, Duquesne’s current requisition-to-PO process time (from requestor, through all approvers, then to the vendor) is six hours. Our team is processing roughly 1,300 orders a month, with an average dollar value of approximately $9,000. Both data points are significantly higher than with our previous process. We have not received or accepted a hard-copy paper requisition or PO in two years. We have built a system complete with 100 percent budget verification. All high-level goals have been attained and the benefits continue to grow. We’ve seen the benefits extended to Accounts Payable, as well.

With so many of our key vendors set up with online catalog ordering directly integrated into our eProcurement system, adding the eloing piece was our next logical move. Previously, vendors mailed hard copies of invoices, which was, of course, time-, paper-, and data-entry intensive. With our new procure-to-pay (P2P) solution, the process is totally automated for catalog vendors. Since kicking off our eloing initiative, at the time of writing this article we have received 1,500-plus vendor electronic invoices totaling roughly $600,000. All of these entered our system directly from the supplier, matched correctly, and were paid. In this short amount of time, the switch to eloing has already saved Duquesne more than $22,000 in processing alone. Duquesne began processing the remaining balance of roughly 10,000 invoices through the P2P solution versus directly into our ERP system, garnering another $83,000 in process cost savings. These savings and efficiencies led to the merger of the Purchasing and Accounts Payable teams.

So how did we get to where we currently are? I credit two key factors: Relationship Management and Change Management.

The first key relationship is choosing the proper eProcurement system to match needs, expectations, and budget. Duquesne considered the various eProcurement and P2P providers in the Higher Education sphere and beyond, and, based on our outlined goals and other factors, selected Unimarket as our eProcurement provider. Their team helped us design new processes and build plans and solutions around them. We’ve designed an internal store for all Duquesne faculty and staff computers and we’ve developed the ability to toggle orders between
fiscal years to eliminate year-end closing issues.

Initially we experienced issues with how our eProcurement system information integrated with Banner, our ERP system. Our supplier helped us design and write the needed code. This leads into the second key relationship. Networking and collaborating with other schools and universities who also use our eProcurement supplier. Duquesne has built strong relationships with the other such institutions. Together we have created an innovation-sharing network. When we’ve grappled with finalizing a process or troubleshooting an issue, we were able to connect to the other schools who were willing to share their experience and expertise. This meant a lot to our team. To this day, we continue to reflect on how far our department has come due to that type of executive-level support.

Support from senior leadership is also vital. Our Associate Vice President of Finance and Business was heavily invested in the implementation. He understood the financial impact that updating would have on the university’s bottom line and provided excellent guidance on how we could achieve results. We had weekly meetings internally, as well as weekly calls with our supplier. Our AVP made it a point to attend and to understand everything being discussed. This meant a lot to our team. To this day, we continue to reflect on how far our department has come due to that type of executive-level support.

From the Change Management perspective, we needed commitment and involvement from campus end-users and key vendors. These were the two groups who would see the most significant changes in our processes. Duquesne needed to structure the system to benefit both of these groups.

For campus end-users, this was a complete process overhaul. We began with a test group with whom we stressed several of the key improvements. They were skeptical at first, but after several orders for which they did not have to fill out any paper forms, which their supervisor could approve via email, and for which they received order confirmations from vendors—all in the same day, they were sold. We were able to deliver all of these benefits and improvements to the test group and campus-wide. Word spread quickly, and campus departments began asking when they could go live before we had a chance to train them. The benefits that came with our new solution helped end-users quickly forget the old familiar process. They were even more thrilled when we added eInvoicing.

Vendors, equally important, were easily updated, as our eProcurement provider had great relationships with most of them. For us, science suppliers were key. We also wanted to include our preferred office products supplier and multimedia vendors in order to maximize usage. Those vendors already had eProcurement and eInvoicing designed and ready to integrate. End-users now have their most frequently used vendors and products just clicks away. Additionally, sales reps now have better visibility into usage and needs. The increased numbers of quotes also results in additional product cost savings.

In order for eProcurement and eInvoicing to be successful, it takes complete commitment from all of the areas and parties outlined above. From end-users to suppliers, from upper management involvement to back-end IT support, it truly is a total team effort. The ROI speaks for itself; product cost-savings, process efficiency, ease of use, and order accountability.

Alex Orosz was with Duquesne University’s Procurement & Payment Services Department since 2012, advancing from Buyer to Manager to Director. Prior to joining Duquesne, he was in the Purchasing Department at the University of Pittsburgh Medical Center. He has a Bachelor’s Degree in Supply Chain Management and a Master’s Degree in Information Systems Management, both from Duquesne. Alex received NAEP’s 2016 Young Professional in Procurement Award. Email: orosza@duq.edu.
In the brain, change is associated with error detection, threats, and fear. In fact, merely receiving advice or information can be registered in the brain as change and elicits the same threat response neurologically. Neuroscience research clearly shows that threat response sharply reduces use of the prefrontal cortex where higher-order thinking occurs. This is why change is so difficult at work, having a poor success rate of 66 percent, a number that hasn’t budged in decade—until now.

**Slowing Down the Tornado**

In the midst of any major workplace change, we can feel as though we’re in a dizzying swirl of challenges, new terminology, and learning—and mourning for what we’re leaving behind. Slowing down this tornado can help us make sense of what we’re seeing during times of transition, and this in turn lowers our stress and shifts us from a reactive to a more productive mindset.

**Three Lenses: Individual, Group, Organization**

Organizations are groups, yes, but remember that they are groups of individuals and that change makes progress one individual at a time. Understanding how individuals interpret the purpose, messages, and impacts of a change is key to building momentum for a transition. It is critical to remember this. Addressing concerns of a group means addressing concerns of many individuals. Glossing over this distinction is a surefire way to create cynicism and distrust.

**What’s Happening at the Individual Level?**

A few brain-friendly tips to keep in mind about how any change fundamentally impacts each employee:

1. We can’t help but interpret change as threatening. This comes from our biological need, first and foremost, to guard our safety.

2. Language has a tremendous and deep impact on our response to change; words shape our thoughts and emotions even faster than we are aware.

3. So, we must get our words right before they get out in front of us. It’s worth choosing a few key phrases to avoid getting caught searching for words or blurtng out something that may be misunderstood.

4. Clarify what is not changing, the exciting opportunities, the possible upsides. Ruminating only on the negatives is a self-reinforcing spiral downward. Make positive thought a habit.
Naming something challenging helps us gain better control over it; labeling, as opposed to fretting, activates a different part of the brain. Encourage yourself or others to be specific—not vague—about what they’re feeling and thinking.

Typically, in an organization, individuals will work together in some configuration: teams, divisions, departments, units, or similar. Once these groupings form they take on a mind of their own, and then a subculture can form within the group. So already it can be tempting at this level for the leader to start delivering change messages, addressing change-related concerns rather than at the individual level. What’s better? Do both. Speak to the group and to the individuals.

What’s Happening at the Group Level?
1. The group will immediately want to know how its work and processes will be impacted and may need to feel it has input into the transition.
2. Group norms and power structure may be shifting; this can be hugely disruptive.
3. Groups under stress (in transition) can lean on their dark sides, not using their best skills or best thinking. Groupthink is a real phenomenon in which viewpoints of a group merge together. Generally, this isn’t healthy and it limits creative solution building.
4. To avoid negative groupthink, start gently using this phrase often: “Interesting. What makes you think so?”
5. Divisions between organizational layers and units will seem exaggerated, so everything that can be done to emphasize open lines of communication will be helpful.
6. Everything said earlier about individuals is also true and important.

What’s Happening at the Organizational Level?
1. Craft key messages about what the change is and why it’s happening. Use these statements often and consistently. If you don’t, people will invent their own, and this is where suspicion and fear set in.
2. In describing why the change, carefully choose words that frame the goal as an opportunity toward which your institution is reaching. Running from the threat is a bad way to start because staff will translate it to their own personal situations and will not think effectively past it.
3. Identify early on where and how there will be opportunities for input. Use it. Let staff see their input being used.
4. Mark milestones along the transition process and, using leaders, celebrate them. Be specific each time about what is being celebrated.
5. Again using leaders, highlight the learnings throughout the process. Highlighting both learnings that led to successes, as well as those that may have been deemed mistakes, builds a healthy culture.

Continued on page 12
Moving Forward

Using these three lenses may help clarify future transitions. Use brain-friendly change techniques for yourself, for groups, or to address organization-wide challenges. These techniques can bolster success in uncommon and significant ways.

Even More Brain-Friendly Change Tips

1. Remember that personal reputations are at stake in the midst of organizational change. Status is important to our brains, and not knowing the new pecking order is anxiety-producing. Clarify when possible.

2. The most common unmet need in times of change is certainty. Lack of information triggers threat. Share as much information as possible, even when the only information is that more answers are being sought.

3. A perceived helplessness is often associated with change. Helplessness causes emotional responses such as depression and apathy. Encourage others about their own autonomy and focus on where it exists rather than where it may not.

4. Those enduring change need to continue feeling as though they are part of a comfortable group. Look for opportunities to reinforce pre-existing group relationships.

5. Employees need to believe that there is equity in the change decision-making. Emphasize the basis on which decisions were made, to assure others of fair proceedings.

6. Give people room to breathe. Give your colleagues the space they need for their own self-care and peace of mind. Also, allow others to change. This is tough. As we grow with our organizations, sometimes it’s our peers who inadvertently hold us back—with their expectations that we will continue to be the people we’ve always been. Let us, instead, let go of our assumptions about each other. Give colleagues room to grow and even to surprise us!

Erika Garms, Ph.D., is a cross-industry consultant who helps leaders and teams work, manage and innovate more effectively. As CEO of WorkingSmarts (www.workingsmarts.com), she uses her talent for translating powerful scientific theory to everyday workplace practice. She is a professional speaker and facilitator, and author of The Brain-Friendly Workplace: Five Big Ideas from Neuroscience That Address Organizational Challenges and the forthcoming ManagementSmarts. Email: erika@workingsmarts.com.

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A ny discussion of the components of supply-chain management must include Human Resources and Information Technology. The latter is frequently the focus of discussion. This is due, in part, to the widely held desire to be cutting edge. The pressure to adapt quickly to rapidly changing technologies is the continuous driver.

Many authors have discussed at length the graying of the profession, but there is a steady plodding in the way things have always been done. The people pillar is the most important. The three essential areas in need of evolution in our field, as related to this most important pillar, are:

1. Organizational Understanding of Best Value
2. Divisional/Departmental Reality Checks on Vision and Function
3. Individual Appreciation of Continuous Improvement

Each of the three is dependent upon the other.

Improving Organizational Understanding of Best Value

As we develop an appreciation for the limits of automation and technology, we may begin analysis of the supply chain by reforming our understanding. Perhaps it is better understood as a supply helix. Like DNA, there are finite combinations. If we use the four parts of DNA, we can parallel the four-pillar model of supply management. You may have innumerable titles and job descriptions, but all fall under Personnel. It is illogical to attempt to expand the combinations beyond the four core pillars.

A helix model in relation to DNA also shows the combination’s appropriate placement of each part in relation to another. Why is the human component the most important, despite IT and technology being the hot topic of late? I tell my classes at the business college where I teach the story of my airline shoes, to illustrate. I purchased expensive shoes designed to be worn through screenings at airports without setting off alarms. On my first trip, security officers were perplexed at the lack of alarm and required me to take the shoes off and go through the standard process. My investment and that of the Transportation Security Administration were undermined by uninformed personnel. Whoever runs your tech department is more important than the tools and latest trends.

Because computers and software (especially open source) evolve continually, how can procurement professionals justify resting on education and training that was last updated a decade ago? With ever-expanding certificate and graduate-degree programs, there is no excuse for professionals to remain stagnant. More employees performing less than optimally is a recipe for confusion; it is better to have a well-trained few who work together fluidly.

A technology accessed by untrained or exhausted workers
cannot reasonably be used to its fullest extent. Those workers dedicated to improving and applying best practices will leave or burn out if they become stifled by outdated processes.

Divisional/Departmental Reality Checks on Vision and Function

In the words of James Graybeal, “...21st century information chain has totally reversed the traditional chain of command.” This concept is applicable across the human resources spectrum. For example, when public entities strive for transparency, posted salaries may cause resentment when workers compare job duties, education, years of experience, and other factors. It may seem trivial to the chief procurement officer who is above the fray, but to ignore any threat to team cohesion is a dereliction of the chief’s primary responsibilities.

Other technological influences on the modern workforce include the increased need for continuing education and integrated approaches to service delivery. Last year’s laptop is likely obsolete today, and software, especially open source, changes constantly. Continuing education of the workforce is the only method to hedge against employees who are unable to use tools to their fullest capabilities. That results in two wasted expenditures: 1) unused or underused technology, and 2) loss of expected efficiencies. Integration of service delivery is essential, as the IT must understand the needs of Procurement.

In building the effective workforce of tomorrow, considerations parallel to those in non-compete agreements may prove useful. The skills of the future procurement leader should be sufficiently specialized to make the loss of that individual extremely painful. Unlike private firms where the loss of the highest-earning salesman is felt organization-wide, most public procurement roles are simply posted on job boards and perhaps a farewell party given.

Individual Appreciation of Continuous Improvement

Onboarding employees are now realized to be a protracted process. W. Edwards Deming reminds that “…every system is perfectly designed to get the results it gets.” A system that stifles creativity or initiative cannot retain the best talent. If the system does not want the most intelligent or skilled workforce, it may legitimately screen those applicants deemed to desire “too much” growth. Rather than wasting resources to hire, train, then lose employees, excellent leaders correctly identify the actual work performed and the type of personality will that thrive doing those duties within that environment.

Lt. Gen. Stephen M. Speakes (ret.) wrote about acquisition strategy disparities between government and private actors. His article contrasted...
a seventy-page government Request for Proposal (RFP) with a distinctly similar commercial RFP of only twenty-seven pages.\textsuperscript{5} The flexibility and innovation he observes is based on the individual actors participating in these systems. An individual within the government who recognizes the value of continuous improvement could bring efficiencies and best practices to every stage of the procurement cycle. The more numerous the individuals seeking continuous improvement, the more powerful the push.

DNA is no more or less than the sum of its four components. In this model of understanding supply management, success is supported by four pillars. Just as bad apples may spoil the bunch, so, too—in an opposite way—can increasing numbers of innovative individuals pull the whole organization into the future.

\textit{Conclusion}

It is widely agreed that authenticity plays a major role in the success of people and businesses. When individuals do not demonstrate continuous improvements, departments fail to appropriately manage resources. Slogans and motivational posters are quaint, but the only realization of results will occur when authentic efforts move all three groupings forward together.

The human element is the most important pillar of the supply helix. As we seek to add value to our organizations, we must address the need to improve. Applying best value and supporting education and training will ensure achievement of impactful results.

\begin{itemize}
  \item [2] James Graybeal, Deputy Chief of Staff for Communications and Director of Public Affairs, NORAD/USNORTHCOM (Lesperance, et. al, 2010:11)
\end{itemize}
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Exclusive Pricing for Education
In my column in the fall 2017 issue of the NAEP Journal, I mentioned my passion for mentoring individuals who sincerely want to climb the ladder of success. Mentoring, I noted, requires me to honor those before me by using their experience and words of wisdom, to inspire those behind me—so they'll strive to be on a par, or surpass, their peers—and to challenge those alongside me to help fellow NAEPers by sharing their own expertise and experience.

To bring these thoughts together I referenced the book, 1001 Smartest Things Ever Said, by Steven D. Price, since many of his quotes had to do with those of us in Supply Management. Many of our alert readers agreed these were useful but suggested I write a book with similarly useful quotes and title it 1001 Dumbest Things Ever Said. If I do, here are some items I'll include:

Charles H. Duell, the Commissioner of U.S. patent office in 1899, was reported to have said, “Everything that can be invented has been invented.” Whether said earnestly or in jest, even Mr. Duell would, in hindsight, agree this was not the brightest of comments.

From the Keystone Heights, Florida Herald: “The Labor Department said the increase in unemployment last month resulted from workers losing their jobs.” Gee, ya think?

During congressional hearings in the 1970s, Richard Kneip (D-South Dakota), U.S. Ambassador designate to Singapore, was asked his opinion on the North Korea-South Korea conflict. He responded, “You mean there are two Koreas?” He wouldn’t make it in today’s political climate, would he?

Charles Peacock, ex-director of Madison Guaranty, justifying his writing a check to President Clinton’s
campaign, “I’m a politician, and as a politician, I have the prerogative to lie whenever I want.” Ah, seems some things never change.

Yes, we all have spoken words we’d like to take back, and often can, but what about the published word that’s not immediately correctable? Could this be why we need editors?

The Anchorage (Alaska) Daily News printed this correction: “There was an error in the “Dear Abby” column that was published on Monday. In the fifth paragraph, the second sentence stated that ‘Charlie’s hiccups were cured temporarily through the use of carbon monoxide. It should have read carbon dioxide.” Hmm, typos can be unhealthy, eh?

Probably as unhealthy is this correction from a Warrenton, Virginia newspaper: “Important Notice: If you are one of the hundreds of parachuting enthusiasts who bought our Easy Sky Diving book, please make the following correction: on Page 8, Line 7, the words ‘State Zip Code’ should have read ‘Pull Rip Cord.’” Wow, who knew a lack of editing could be so unhealthy?

Those may elicit groans but ones found on resumes just make me want to scream, “Proofread what you’ve written—or have someone else do it!”

The following were actual comments written—or have someone else do it!”

To scream, “Proofread what you’ve found on resumes just make me want to scream.”

So, can we speak and/or publish, whether in our jobs, on our resumes, or in the NAEP Journal, with confidence that those listening or reading will admire our efforts and not think we’re fools? If we have a mentor or proofreader the answer is, “Yes.”

In my first college course, Effective Writing, the professor was brutal, redlining just about everything I wrote. I did not take kindly to her markings since I thought I was a proficient writer. In retrospect, she was right and helped me improve my undeveloped skills.

When working as a NASA Engineer, my main job was to write reports and manuals. Again, I was dismayed that my drafts often came back with redline corrections. Looking back, I am again appreciative that my mentor took the time to improve and develop my skills, and to make me a more valuable asset to my company.

At the University of Las Vegas, I reviewed the writings of my staff to make the communications more palatable to the senior management for whom they were intended. Yes, I had become the redliner. Some people relayed their displeasure in my editing since they, like the earlier me, thought their skills were sufficient and that I was trampling on their work. I hope they are looking back with appreciation for my efforts at making them more valuable to the university.

Now, after all my years of writing and editing, you’d assume my submittals to the Journal are perfect and require no editing, right? Well, you’d be wrong. They are often returned with suggestions as to how to better articulate my message to you, our readers. And, yes, I appreciate the input from those more skilled at this work than I am.

And that brings me to the No. 1 Dumbest Thing I Have Ever Heard Said, and that is “I’m good at what I do; I don’t need to improve; I don’t need any help.” That qualifies as the dumbest thing because we all need help to improve. No one is perfect. Working at colleges and universities means we are surrounded by opportunities to improve. Plus, belonging to NAEP means we are privy to seminars, workshops, regional and national conferences, and writings from those having knowledge in areas outside our own expertise. And best of all, as I often mention, since the best way to learn a subject is to teach it, we have the opportunity to share our own knowledge at these same venues.

First, we need to recognize our need to improve. Second, we must be willing to take the necessary steps to do so. Third, we must act. Now.

Contact me at ashbybob7@gmail.com if you’d like some guidance and input in either accepting a helping hand or offering one. Plus, I might share with you a few more of the 1001 Dumbest Things Ever Said.

Bob Ashby, C.P.M., CPCM, is retired from his position as Director of Purchasing and Contracts for the University of Nevada Las Vegas, where he also served as an Adjunct Professor in the Management Department. Bob has been active in NAEP since 1997. In 2006 he received NAEP’s Distinguished Service Award and in 2008 he won the Mentor of the Year Award. In 2009 NAEP renamed the award in his honor to the Bob Ashby Mentor of the Year Award. Email: ashbybob7@gmail.com.
We introduced a series of book reviews in 2015. This is the seventh installment. I’ve provided the ISBN number with each review, for those interested in purchasing any of the books. Remember: it’s all about the journey, not the destination.

*Design with Nature* is the seminal book on ecological planning. It is still the go-to book in the discipline, and the number of leading landscape architects and engineers who refer to it remains impressive. It launched and defined the field. It articulated the foundational principles and concepts, and those elements are the basis for modern Geographical Information Systems (GIS). I continue to find this work inspiring after more than 45 years since publication.

Ian McHarg was a Scotsman who attained degrees in both landscape architecture and city planning from Harvard. He worked in post-World War II Scotland, rebuilding cities, until being invited to create a graduate Landscape Architecture Department at the University of Pennsylvania.

The book is still considered be the manual for designing for the environment. As McHarg states, “This book is a personal testament to the power of sun, moon, and stars, the changing seasons, seedtime and harvest, clouds, rain and rivers, the oceans and the forests, the creatures and the herbs. They are with us now, co-tenants of the phenomenal universe, participating in that timeless yearning that is evolution, vivid expressions of time past, essential partners in survival and with us now involved in the creation of the future.”

As a guide, the book instructs the reader how to best break a geographical region into its most appropriate pieces and uses. McHarg pointed out that we in the U.S. build in places where we should farm. We compromise our most productive land to development, instead of feeding ourselves (see also *Cadillac Desert* by Reisner). We severely cut forests, where we should grow them. We design forms where we should follow nature’s morphologies (see also *How Buildings Learn* by Brand).

McHarg critically challenged the dominant design/development...
approach in the U.S.: that the same type of structure can be built anywhere regardless of region, elevation, soil type, and other environmental exigencies. From Anchorage to Phoenix, cities have real examples of this bad practice—ignoring McHarg’s concepts. It was believed that differences between structures need only be minor. For example, if the structure was located in a desert, the designers and developers compensated by simply installing a larger air-conditioning system. McHarg tried to reintroduce nature into the design language and onto the development palette, and by doing so, sought to learn some of the lessons that nature had gathered over the millennia. The book teaches that each place has lessons that the designer needs to understand and adopt before beginning. By working within nature, the design will be better in terms of durability and sustainability and, thus, more successful in the long run.

For me, the lessons from Design with Nature have always been exemplified by two of McHarg’s signature projects: the inner harbor in Baltimore, Maryland and The Woodlands in the Houston, Texas area.

The Woodlands, for example, is a community located 30 miles north of Houston, in the edge of the East Texas piney woods. The developer engaged McHarg to consult. The result is the best embodiment of many of McHarg’s concepts, including the preservation of the area’s timbered nature. McHarg viewed flooding and storm-water runoff as primary concerns. The natural systems he proposed have (so far) proven effective, and they cost less to implement than a conventional, dense infrastructure, drainage system. All developers were required to follow a prescriptive land ethic. This has been held in place for more than 40 years and is possibly the best example of designing with nature in mind. It has provided a paradigm for the human beings who live there today and who celebrate it daily.

The example is one which leads me to my mantra that you, too, can do great things, and one way to get on the right compass heading is to pay attention to nature and learn from the lessons it has taught for centuries.

Do great things!

As a guide, the book instructs the reader how to best break a geographical region into its most appropriate pieces and uses. McHarg pointed out that we in the U.S. build in places where we should farm. We compromise our most productive land to development, instead of feeding ourselves (see also Cadillac Desert by Reisner). We severely cut forests, where we should grow them. We design forms where we should follow nature’s morphologies (see also How Buildings Learn by Brand).

Brian K. Yeoman is Director of Sustainable Leadership at NAEP and is the retired Associate Vice President for Facilities Planning and Campus Development at the University of Texas Health Science Center at Houston. Email: byeoman@c40.org.
In an effort to improve sustainability practices across the entire system, University of California (UC) has established a Sustainable Procurement Working Group (SPWG). All ten campuses and the UC Office of the President are participating and each are making it a priority within their procurement and supply chain offices.

According to UCOP Program Manager, Stephanie Lopez, “…this group is an exceptionally key organization that will drive so much change across UC over the coming years.” Along with leadership from Ms. Lopez, whose focus is sustainability and small business support, the SPWG is co-chaired by myself and Hilary Bekmann, Associate Director of Sustainability for UCOP.

Earlier this year, the group held a kick-off meeting at UC San Diego that helped set the direction and priorities for their work. The following topics were selected as projects worthy of pursuing:

**Sustainability Education and Training**

The objectives of this work include the identification of past and current successful sustainable procurement efforts across the system, as well as the sharing and communication of these efforts. Training and promotional resources will be employed to spread the good word across the UC. The establishment of a resource log, developing a baseline survey, and building a repository of successful initiatives are also part of the project.

**Electric Vehicle Usage**

Since electric vehicle promotional rates are managed by multiple groups across the UC, there seems to be an opportunity to manage this program more strategically. This committee looks to better leverage the marketing and promotion that car manufacturers receive at UC through their respective rebate/voucher programs. Through collaboration, additional funding can be secured to support EV infrastructure at the campuses.

**Supplier Diversity**

First of all, this committee acknowledges the importance of our diverse suppliers. Those suppliers account for 2-out-of-every-3 new jobs in the U.S., and produce nearly 40 percent of the gross domestic product (GNP). The goal is to create a compelling business case that can be used by UC as a foundation to sustain equitable and inclusive procurement practices. This includes the promotion and use of diverse suppliers. The barriers, myths, and prejudices that exist in our procurement practices also need to be identified and discussed.

**Supplier Scorecards**

This project looks to build upon the past work of UC San Diego and UC Santa Cruz in the area of supplier scorecarding. The goal is to select a third-party assessment tool that measures performance in the area of environmental and social sustainability. Through the use of a pilot program, the hope is that a case can be made to invest in a longer term model for UC.
Surplus Property Sales
This committee’s project is building upon some excellent work done by UC San Diego and their surplus property program. By more closely aligning surplus with procurement and distribution, there are opportunities for the reuse and repurposing of surplus. There is also an opportunity in coordinate take-back arrangements during supplier negotiations.

Sustainable Procurement Fund
Is there a way to establish a central funding source that supports sustainable procurement? By considering a sustainability fee as part of the negotiation process with strategic suppliers, there may be opportunity to provide funding for key sustainability initiatives that actually align with the interest of the suppliers. If such a model were to be employed, it would require some type of oversight and monitoring to best manage the fund and its use.

Environmentally Preferable Purchasing Policy
Through the review of current UC Sustainable Practices Policy, this committee will clarify and document the criteria for sustainable purchasing. It includes the determination of category-specific spend considered to be green, flagging of green products across the campus e-procurement systems, and the development of training and guidance to UC procurement and supply-chain staff. While individual campuses publish sustainability reports, there is an opportunity for improved annual reporting on green spend across the system.

Since Ms. Lopez supports all campuses, she has the opportunity to travel around the state and personally meet her UC procurement colleagues. She is most impressed, she says, with “…the depth of knowledge and individual initiative at each campus. Everyone wants to do right and they are doing great things in sustainability!”

As the SPWG continues its work in the coming years, they will keep in mind the fantastic work that is being done by our campuses. The group will continue to learn from one other as they find new ways to collaborate and improve upon sustainable procurement practices.

Darin Matthews, CPSM, CPPO, is Director of Procurement and Supply Chain for the University of California, Santa Cruz, where he also serves as a faculty member. He has authored several books and articles on procurement and supply management and speaks throughout the world on topics he is passionate about, such as sustainable procurement, equity in public contracting, and world-class procurement practices. Email: darin@ucsc.edu.
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It was the perfect morning to deep fry the turkey for Thanksgiving. I slowly began lowering the bird into the hot peanut oil when suddenly my cell phone went off. I should have known this day would not be different than any other. As a well-head supply chain manager, I was on the job 24/7. If an oil rig had to shut down due to my inability to get the needed equipment, my company would be billed $1,600 an hour.

My brother-in-law came to my rescue to finish cooking the turkey. As I answered the call I caught the if-looks-could-kill stare from my wife. On more than one occasion, she had said she was tired of me working so much.

Fast-forward two weeks. My cell phone again. I don’t recognize the number but answer anyway. The voice on the other end identifies himself as the controller for West Texas A&M University and says he would like to schedule a phone interview for the Director of Purchasing position. Clueless, I agreed, and we scheduled it. After we finished our conversation, I called my wife and asked her if she had completed an application without my knowledge.

She had! As they say, the rest is history, and so began my transition from the world of manufacturing to that of higher education.

What a new world this would be. It looked like things would be moving at a slower pace. It would be a new mindset. In manufacturing, you try to produce as much as you can, as fast as you can, and as cheaply as you can. But this new world was tied to state regulations and procedures. Not that I did not have rules and regulations before, but the main objective was the profit margin.

During the prior 30 years, I had...
been in some type of purchasing role at several manufacturing companies. I developed ERP systems for an outdoor cushion manufacturer, procured parts for natural gas power supplies, and oversaw the production of marker boards. I even procured parts for top-secret military systems. But nothing would prepare me for the world of higher education.

I should have known it was going to be different on my first day. Instead of the hustle and bustle of a manufacturing floor, the environment was more relaxed. As we went around campus to make introductions, I thought how neat this was: no quality control, no loud machines, no storeroom full of inventory awaiting shipment, but instead, a world of classrooms, eager minds—and tranquility. I was soon jerked back to reality once I returned to my desk.

Suddenly I was adrift in a world of regulations and rules I had never heard of. “Wait, you mean that funding account can’t be used to purchase this type of equipment?” “Object codes? What are these?” (Did you know there is an object code for a chicken plucker?) My world had really changed. RFP, RFQ, and RFI; NIGP, NAEP, and ESBD: acronyms being thrown around and I had no clue. Then a light went off in my head. I was buying for a small city! We have our own post office, phone system, police force, power plant, and infrastructure. What had I stepped into the middle of?

The person I was succeeding retired on my third day. I was left alone and adrift. Time to search the Internet and get my head wrapped around this stuff.

First up: locate the Texas state purchasing handbook. I found it on the state comptroller’s webpage and started reading. Wait, the first chapter was about ethics? In the manufacturing world that was a term never used. Who in the world was ethical? Simply, just get the job done. I read over the part about accepting gifts. I could not go to the Cowboys or Rangers games and sit in luxury suites? Such a different world.

Then I moved onto the bidding process—a new animal. In manufacturing, we just found a supplier and negotiated the price. Now I had to follow a process that included posting dates, something called a HUB plan, and opening guidelines. OK, now wait a second, there is a formal evaluation process? I can’t just let my buddy have the contract like before? This is going to take forever. I was used to being able to just go and get it if I needed it.

I discovered I was going to need to become certified, take training classes and a test. I’d never heard of such a thing. They were going to teach me how to negotiate. Didn’t they know I negotiated union contracts and now they want to teach me? I was blown away. I never thought you could teach someone negotiation. I was wrong.

I finished reading the state procurement manual and I was now armed and ready to conquer state purchasing. My administration sent me down to the Texas A&M System office for a little training. I was ready to show them what I knew, but, as the training proceeded I had a shut-my-mouth moment. Higher education was exempt from several key regulations. I was referred to Government Codes for more training. This was way more complicated than my manufacturing world. I had to suddenly become an attorney in many practical respects. No wonder this was such a slower-paced environment.

Now, fast-forward nine years. What have I learned? Staff and faculty operate in different worlds, especially faculty. Every two years when our state legislators meet, the rules will change, and I will need to get reeducated. In manufacturing, the rules remained the same, never in a constant state of change. Some departments, Athletics for example, live in their own special place and think the rules don’t apply. In manufacturing, it was all about planning when parts would be received and used in order not to have inventory sitting idle and wasting dollars that could be used elsewhere. Higher education—not so much. At least once a day I get the “rush this purchase order we need it by tomorrow!” Really? You knew two months ago you were going to need this on this date and suddenly the light went off in your head? But we adapt and learn.

I must say this is the best purchasing job I have ever had. No two days are the same. Some of the items I purchase I never would have imagined: police force weapons, cloning kits, Steinway pianos, and exotic research equipment. The best one was when one of my new buyers came to me asking, “Why are these straws so expensive?” I had to explain that it was an insemination straw and that we have a working cattle ranch. It was a normal product in our world.

It’s a neat world, after all, and at the end of the day, my greatest joy is seeing the students on campus. Instead of watching a truckload of parts leave, never again to be seen by me, I get the pleasure of watching these individuals walk across a stage to receive their diplomas, imagining that the possibilities are endless for them, once they go out into the world.

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