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3 Supplier Perspectives of Higher Education Procurement

Rosey Murton, CPPO, CPPB
Director of Procurement Services
Wake Forest University
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December 11–13, 2017
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LETTER
FROM THE CEO

What Will You Do to Get Better?

Doreen Murner
CEO, NAEP

The ebb and flow of procurement has changed over the years. It used to consist of defined busy seasons and periods of recharge and recovery. As in many sectors of the economy, that is not the case anymore and the higher education procurement busy season is now year-round. In this new paradigm, we still must make time to improve ourselves, those around us, and our departments. How do we do that if we don’t have the time?

Can you make yourself available for one hour in your day? NAEP has a full schedule of one-hour webinars across a wealth of procurement topics. Many of our topic-specific webinars provide quick hits of information and case studies from universities and colleges around the country. If you are struggling with an issue or a problem, chances are someone else across the country faces the same challenge.

The vast majority of our webinars are recorded, so if you can’t watch live, you can take time out of your lunch break or during a quiet afternoon to watch the webinar that interests you.

Can you carve out a few hours in your day every week? NAEP has a full schedule of one-hour webinars across a wealth of procurement topics. Many of our topic-specific webinars provide quick hits of information and case studies from universities and colleges around the country. If you are struggling with an issue or a problem, chances are someone else across the country faces the same challenge.

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Can you take several days out of your schedule to invest in your career? Later this summer NAEP will be hosting our Procurement Academy, as well as several topic-specific Institutes. Our subject matter experts are the best at what they do and the investment in time and money to come to Maryland in August is worth it. Stay for a short time to attend just the Academy or an in-person institute, or stay the entire week for an educational opportunity that rivals our Annual Meeting.

If you are a supervisor, the Procurement Academy Tier I and Tier II programs will help you develop your staff team. All learning objectives within our Academy courses are tied into the NAEP Competency Model, found on the website. Both the measurable and intangible return on investment of attending the Academy increases significantly when you can directly tie what you’ve learned with the specific job knowledge and skill sets of your procurement department. Our 2017 Innovators Forum paper discusses best practices in customer service and engagement. Providing service is why our departments exist and is the essential component of brand image (another Innovators Forum topic). Do you have tactical plans in place to provide excellent customer service, as well as a strategic customer-engagement plan that focuses on building relationships and shared business knowledge? Download, read, and make a plan to implement several of the key takeaways from this important resource.

It doesn’t matter if you’re a large school, small school, community college or K-12, the Innovators Forum paper on Customer Engagement Management is just one of the procurement topics that can serve all demographics. Browse the website for additional topics like Talent Management, Supplier Relationship Management, Technology, and more. If you are planning for 2018 and beyond, these resources will help your department become significantly more strategic in the process.

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Great Ideas, Great Expectations, Great Rewards

by Rosey Murton, CPPO, CPPB
Wake Forest University

This year, the theme of NAEP’s Annual Meeting, held in Reno, Nevada (March 26-29) was Great Ideas, Great Expectations and Great Rewards. I would like to continue that theme throughout the coming year with a call for leadership to colleagues who are excited about helping NAEP maintain its tradition of meeting the Great Expectations of Members and implementing Great Ideas to achieve Great Rewards.

As an example of meeting your expectations, many of you have had the opportunity to attend the excellent professional development programs that NAEP formulated by seeking the input and collaboration of procurement leadership throughout higher education. If you haven’t had the chance to attend a program yet, I encourage you to review the 2017 offerings of the NAEP University, listed in this issue of the Journal (see Calendar of Events, page 8).

Recently, NAEP completed a Membership survey that indicated that, out of the pool of respondents, 38 percent said they were retiring; 33 percent will retire within one to three years; and an additional 23 percent will retire in three to five years. That translates into a Membership turnover of about two-thirds within the next five years. Not only will this create opportunities for our up-and-coming professionals on a campus level, but it will also create leadership opportunities within NAEP. Although we will miss our mentors and leaders, it is apparent that the time has come to pass the torch to a new generation of leadership. I’d like to ask all of you to consider being a part of the leadership that assists our Association in creating great ideas, expectations, and rewards. Your Association needs your talents. We can no longer afford to wait. For those of you thinking of getting involved, there is no better time to develop and refine your leadership skills. Please contact Members of the Board, NAEP staff, and your regional leadership to explore the opportunities.

Expectations of the procurement office on campus have never been higher, and we are being called upon to deliver on those expectations in a compressed timeframe, with minimal resources. My own journey with NAEP started with volunteering for committees. Being fairly new to higher education at the time, it became a great way to build a network of peers, expand my knowledge about best practices, and meet colleagues who served as valuable mentors. That experience helped contribute to developing my leadership skills, both on a professional and personal level.
Professionally, this NAEP experience allowed me to leverage what other peer institutions were implementing and tailor it to the needs of my institution. Personally, I knew that if a unique challenge presented itself, there was always a colleague out there to bounce ideas off of and to provide input that made my own ideas even better. These connections have been invaluable in my career.

The exciting change for many others like me is that our networks are evolving and changing as we see colleagues retire. We must constantly reach out to the best and brightest as we move forward and embrace new ideas and innovations that occur with the rise of new leaders. We are hoping that many of you who have not yet participated or reached out to other NAEP colleagues take the opportunity to do so and build a network. It is so important that our colleagues feel supported and valued at this point in their careers.

All of my NAEP experience contributed to the development of leadership skills. What I learned from my colleagues is that there are so many great leaders to emulate within higher education, all in their own way either contributing or developing the essential Cs for leadership: enhancing credibility, developing competencies in new areas, supporting when courage is needed; enhancing communication skills, developing creativity, honoring commitments; and, most of all, developing a sense of community and contributing to strength of character. I hope that you will benefit from the same kind of leadership opportunities that I was fortunate enough to access.

What I have learned is that none of us goes it alone and having colleagues who care about you and support your journey is essential to one’s success.

If you are interested in creating, sharing, and implementing Great Ideas and realizing Great Rewards for all the Membership of NAEP, then get involved now. Volunteering is a great reward in itself, however you can make a difference. There are many NAEP committees that need your Great Ideas, both on a national and regional level. We ask you to rise to the Great Expectations we have for our upcoming NAEP leaders.

Rosey Murton, CPPO, CPPB, Director of Procurement Services at Wake Forest University, is the current NAEP President (2017-2018). Prior to joining Wake Forest, Ms. Murton was Executive Director of the Illinois Public Higher Education Cooperative, housed at the University of Illinois, where she served as Director of University Sourcing and Assistant Director of Strategic Procurement. She has also worked as a Contract Portfolio Manager for the State of Illinois and in the private sector. She has been on the NAEP Board of Directors for the past three years, served on the Association’s Professional Development Committee, and presented at both national and Great Lakes Region meetings. She was named Professional Manager of the Year (2013) by the Illinois Association of Public Procurement Officials. Ms. Murton graduated from the University of Illinois at Urbana-Champaign with a B.A. and MBA and has earned the professional certifications CPPO and CPPB. Email: murton@wfu.edu.
THE VENDOR RISK MANAGEMENT:
Promoting Sustainability by Incorporating VRM into Procurement Practices

by Ruth S. Rauluk, MBA, ARM, CPSM, C.P.M.
Point Park University

In this third and final article in the series, author Ruth Rauluk provides guidance on promoting the sustainability of vendor risk management by building VRM into routine procurement practices.

Vendor Risk Management (VRM) can be defined as “...a rigorous, analytical process to identify, measure, monitor, and establish controls to manage the risks associated with third-party relationships.” (OCC 2011).

As procurement professionals, we can create a solid VRM program by adopting the tools discussed in the previous article. We can sustain this program by incorporating VRM into our routine procurement practices and by developing a vendor intelligence database—a centralized repository for relevant documents and observations.

The supplier certification tool, discussed in the previous article, contributes to the VRM process by gathering information critical to risk assessment. We should periodically

Figure 1. Risk Assessment Tool Excerpt

<table>
<thead>
<tr>
<th>Certification Questions</th>
<th>Answer</th>
<th>Meets? (0,3 or 5)</th>
<th>Weight (1-5)</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Legal Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Is your company currently barred from doing business with any local, state, or federal governments/agencies or institutions that receive federal funding?</td>
<td>No</td>
<td>Meets</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>11. Has your company ever been barred from doing business with any local, state, or federal governments/agencies or institutions that receive federal funding?</td>
<td>No</td>
<td>Meets</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12. To your knowledge, has any current University staff member ever been or still is an owner/officer/board member with your company or any of its subsidiaries?</td>
<td>N/A</td>
<td>Maybe Meets</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>13. Are there any pending lawsuits, legal actions, or litigations against your company?</td>
<td>No</td>
<td>Meets</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>14. Does your company have any liens against goods/services which could impact service delivery?</td>
<td>Unsure</td>
<td>Maybe Meets</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>15. Has your company ever filed or petitioned for bankruptcy?</td>
<td>No</td>
<td>Meets</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>16. Has your company ever been assessed any damages in excess of $500,000, including liquidated damages under any contract? Please explain in space provided.</td>
<td>Yes</td>
<td>Does Not Meet</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>
review our certification form to ensure it poses relevant questions focused on gauging vendor risk. As biographical questions seldom elicit useful information, we should instead ask about recent lawsuits, fines, data breaches, and declining sales.

This tool, when used as a standalone process and routinely incorporated into solicitations (RFXs), ensures that we are consistently receiving current vendor data. Using the assessment tool (See Figure 1) to score responses and incorporating the results into our evaluation matrices and sourcing decisions strengthens the continuity of the VRM process.

Having selected a vendor, we can continue to manage risk through contract lifecycle management (CLM). CLM “is the process of systematically and efficiently managing contract creation, execution, and analysis for maximizing operational and financial performance and minimizing risk.” (Aberdeen Group, 2004) Deficient CLM can increase organizational costs and risks by contributing to poor financial and operational performance, missed savings opportunities, and noncompliance. Aberdeen estimates that ineffective CLM costs businesses at least $153 billion dollars a year. (Aberdeen Group, 2006)

Effective CLM begins with the maturity and efficiency of our internal contracting process and framework. Point Park University uses a contract management system (CMS) with workflow capabilities to track agreement progress from submission through execution. The CMS ensures that funding is in place prior to commitment, that legal review has been completed, that any related procedure or policy waivers have been properly approved, and that agreement signatures are in accordance with the Corporate Governance Policy.

The next CLM step involves drafting an appropriate agreement. We should select the correct agreement form based on the nature and inherent risk of the relationship. For example, an agreement with a consultant contracted to develop online curricula should contain language regarding the ownership of the work product and the consultant's obligation to cooperate in its protection. Point Park, like other institutions, has developed multiple agreement templates (and insurance requirements) that facilitate formation and help minimize costly legal reviews.

There are times, however, when it is not realistic to use standard templates, leaving the vendor's agreement as the default. When reviewing such agreements, we should be cautious of provisions that (1) seek to allocate or transfer risk, (2) secure indemnification for the vendor, (3) limit the vendor's liability, (4) assert various warranties that protect the vendor, and (5) define parameters for access to and disposal of confidential information. We should establish both optimal and acceptable positions for these and similar provisions as determined by legal counsel.

Additionally, any modifications to key provisions in standard templates (e.g., indemnification, confidentiality, limits of liability, insurance) should be reviewed by a senior contract administrator or legal counsel, depending on risk-reward considerations.

The best-written agreements contain one or more mechanisms to measure performance, an essential ingredient in contract administration. It is critical that both parties to the agreement have a clear, detailed understanding of required performance. One way to achieve

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this is through a service level agreement (SLA). SLAs establish the service levels to be received by the customer and, as such, enable the customer to monitor and control vendor performance. (GIPS, 2017)

We can also measure performance by adding checklists as exhibits to an agreement. Checklists may include major requirements, tasks, and/or deadlines. We may also use them to provide for routine inspections or audits. For example, an agreement with our food service provider may include a quarterly inspection checklist that can be used during a facility walkthrough to measure compliance.

Additionally, we can incorporate Key Performance Indicators (KPIs) into our agreements. KPIs should provide clear, demonstrable evidence of successful performance without placing undue burden on the vendor. Unreasonable and/or excessive metrics could ultimately result in higher prices if onerous or costly to implement.

Finally, we can incorporate supplier scorecards as exhibits. By providing the supplier with an established rubric that will measure performance, we are proactively communicating key performance criteria and promoting understanding of service expectations. Supplier scorecards are an essential component of performance measurement and, ultimately, VRM. A periodic review of our scorecards will enable us to recalibrate their contents to align with institutional KPIs and the current environment. We should also consider the availability, form, and functioning of the scorecards. Are they readily accessible on our website? Are they regularly distributed to customer departments? Do they combine both numerical and qualitative rating elements? Have we considered using Excel spreadsheets with prescribed rating descriptors in dropdown lists? Will our scoresheet automatically generate a score? These and other questions will ensure that our scorecard brings value to the VRM process.

These contractual mechanisms can facilitate contract administration and compliance monitoring. This phase of CLM should focus on four primary perspectives: (1) performance measures, such as KPIs; (2) financial measures, such as pricing and discounts over the life of the agreement; (3) compliance measures, such as adherence to institutional policies and practices; and (4) relationship measures, such as partnering on service enhancement and resolution of complaints.

Contract administration is proactive. It does not begin with a termination notice. As procurement professionals, we should guide and educate our customer departments to manage vendor relationships and to seek immediate corrective action when actual performance deviates from the agreed-upon plan. Effective contract administration and the tools we employ reduce vendor performance risks by recalibrating the relationship before poor performance creates expense and liability.

Contract administration, when exercised consistently, is one of the best methods to sustain VRM by continually monitoring performance and establishing mitigation plans for when it falls short. We should remind customer departments that contracts are written to guide and monitor performance, not to be filed in obscurity.

Sustainable VRM requires the creation of a centralized vendor intelligence database. It should permit the uploading of various documents (e.g., supplier score cards, certification forms, and assessment forms). It should contain observational fields that can be used by departments to note potential red flags. Accounts payable may note that a vendor continually requests accelerated payment. Information technology may note a disturbing finding during an audit of service organization controls (SOC). End users may complain of a decline in quality, service, or timeliness. All of these observations serve as leading indicators of risk.

Essentially, the database enables ongoing, real-time risk assessment. The planned outputs are risk profiles that can be shared across the organization to inform future sourcing decisions, perform deeper analyses, and develop effective mitigation strategies.

Warren Buffett once said that, “risk comes from not knowing what you are doing.” I would argue that the data breach experienced by Target and the $291 million in associated costs (Target, 2015) demonstrates that risk comes from not knowing what our vendors are doing. Let’s protect our institutions by developing vendor risk management strategies today and, once implemented, sustain the process by incorporating VRM tools into our routine processes and by developing a database to warehouse important documentation and observations.

Resources:

Ruth Rauluk, MBA, ARM, CPSM, C.P.M., is a procurement and risk management professional who began her higher education career by establishing Point Park University’s first centralized procurement operation. Today her role has expanded to managing the university’s risk management program, including the Enterprise Risk Management initiative. Ruth earned an MBA from Point Park University and a B.A. in Public Administration from the University of Pittsburgh. She is Co-Chair of University Risk Management and Insurance Association’s Professional Development Committee and has served on annual conference committees in varying capacities. View Ruth’s LinkedIn profile at: www.linkedin.com/in/ruthsutterrauluk.
Email: rrauluk@pointpark.edu.
If you were asked to define collaboration, what would your answer be? Some equate it to cooperation. Some liken it to teamwork. Others may define it in terms of customer service or responsiveness. If you look at a word cloud for “collaboration,” you’ll see “helpful,” “together,” and “production,” just to name a few. Frequently, though, we have a tendency, as procurement professionals, to focus our collaboration efforts externally, toward our stakeholders or departments. Doing so is important. However, by emphasizing those collaboration efforts externally, toward our stakeholders or departments, we often miss the opportunity to practice the art within our own procurement teams and, consequently, may miss reaping valuable rewards.

At the University of Colorado (CU) Procurement Service Center (PSC), we recently examined how we were collaborating across working groups within the PSC. What we found was an opportunity to improve our efforts within two specific working groups. The results included a more efficient process and a better outcome for the departments we serve.

Let’s set the stage. Operating within CU’s centralized PSC is a team of highly skilled purchasing agents who support all four system campuses. In addition to those agents, there is a team of equally skilled contract administrators who review more than 3,000 documents that result from each agent’s work. In fact, both the purchasing agents and contract administrators are part of the same team. You might assume the collaboration between these two teams was natural, maybe even organic. Unfortunately, that was not the case three months ago.

Both areas were experiencing heavy workloads. There had been some staffing and policy changes related to special contractual reviews that, together, contributed to an unusual number of delays. One might look at that scenario and regard it as simply the nature of the beast. But there was more to the story.

Because the workloads were high for both functional areas, a tendency crept in to simply pass projects to the next step without follow-up or help. In other words, the purchasing agents were passing the contracts to the contract administrators and moving on to the next project. Similarly, the contract administrators were passing the documents to external reviewers or to the suppliers and moving on to their next contract. Makes sense, right? Get one done and the next one is coming in hot and ready to be worked.

When we looked deeper into the situation, it was clear that there was even more to the story. No one was actually working together to complete the projects. No collaboration! Just the unhealthy habit of scooting responsibility on to the next workflow step.

Once the issue was discovered, it became clear that, although we did a great job of collaborating with our customers,
we had become blind to our own lack of internal collaboration. It was negatively impacting our customers. Contracts were becoming stale because no one was talking about how we could advance them. We had become immune to putting in the time and effort to collaborate internally.

We needed to act: The credibility of the PSC was at stake. We had to establish a pattern for the two teams to work together to address the production challenges they were both facing. We needed to open up the channels of communication and teamwork to finish projects more efficiently. To accomplish this, we instituted a weekly meeting cadence by which the agents and administrators came together to go through the list of projects, one by one, and discuss what needed to be done to keep each one moving. We also defined who would do what, which was critically important. It was painful, at first. Everyone was busy; therefore, setting aside a large chunk of time to meet and hash out production work was seen as a grueling and painful exercise.

The beautiful part was what actually transpired. Over a few weeks, the natural collaboration and teamwork that emerged was remarkable. The two teams began to prepare in advance for their meetings, selfishly, of course, to minimize the time spent in the meeting itself. That preparation actually did shorten the meetings, while still producing measurable results. When the meetings began, there were more than 200 contracts to be addressed. Six weeks into the process, the number had dropped dramatically to 80 contracts.

External collaboration will always be an important component of any successful procurement organization. We must always be mindful of how we approach teamwork, helpfulness, and productivity. But if we are to be truly successful, we must also focus on internal collaboration—within our own areas of expertise—to deliver on our promises to our customers. Our results of looking in the mirror are not confined to our internal metrics. Our customers and suppliers benefit as well. We are learning how to be a better team and to more accurately demonstrate what collaboration truly means.

Teresa Rausch, CPSM, joined the University of Colorado (CU) as Director of Procurement Operations in June 2016. Prior to that, she served as Director of Strategic Sourcing at the Douglas County School District and, earlier, as Director of Procurement at PetSmart. Teresa is currently responsible for the day-to-day operations of three key procurement areas for CU at the centralized Procurement Service Center, including purchasing, contracts, and the small business program. Teresa received a Green Belt in Lean Six Sigma from Arizona State University. Email: Teresa.rausch@cu.edu.
Change is often born from the marriage of opportunity and challenge, and that’s especially true for today’s education procurement professionals. The boom of online retailers has created opportunities, such as price transparency, ease of use, and lower pricing but it’s not without its challenges. As the open market creates pricing benchmarks for many products traditionally sourced through campus-wide contracts, it also fosters a negative price perception among end-users when established formula-based prices don’t align to the current market. It’s this combination of opportunity and challenge that has boosted the trend of market-based pricing.

Market-based pricing, in which prices can fluctuate in response to the competitive landscape, is a big change for many. After years of establishing core lists, category discounts, and formula-based pricing as part of the proposal process, market-based pricing can seem daunting and ambiguous. But as suppliers and buyers have started to discover, creating and abiding by a static price in a dynamic environment has many drawbacks.

As procurement teams seek to improve relationships with end-users, the shortcomings of formula-based pricing become clearer. While the objective of formula discounts is to address the more common needs of an organization at the time they are established, they can nevertheless leave certain products (and end-users) behind. Alienated users then do their own comparison shopping and buying, resulting in rogue spend, increased reimbursements, missed savings opportunities with approved suppliers, dissatisfied end-users and—you guessed it—the very ambiguity that formula-based pricing sought to eliminate.

Of the concerns that often surface about market-based pricing, the most common is around transparency. How do you audit a moving target? How can you determine spend and usage? But a look at the bigger picture reveals that transparency in a formula-based pricing environment is already lost through rogue spend and similar manifestations of non-compliance. Spend and units purchased within a market-based pricing agreement can be tracked via robust supplier reporting, returning average unit prices over time. By contrast, P-card spend slips through the cracks, providing no visibility, no end-of-year reporting, and no opportunity for Procurement to create savings or efficiencies.

While flexible pricing has clear benefits, it’s not an all-or-nothing game. Supplementing traditional core lists with market-based pricing offers the opportunity for procurement to create confidence in awarded agreements, and it generates and bolsters end-user satisfaction. The natural result is harnessing rogue spend and better compliance.

“As we help our customers implement market-based pricing, the procurement teams start to see improved relations with their internal customers,” said Sharon Burgess, Senior Manager of Higher Education for Staples Business Advantage. “Customer Relationship Management is such big priority for our higher education customers, and the improvements we see from market-based pricing can often result in higher CRM scores.”

The shift toward market-based pricing affects everyone, from procurement teams and their end-users to the suppliers who work with them. Through reporting, open communication, and expert
recommendations, the right suppliers can help elevate Procurement as a trusted partner, resulting in satisfied end-users.

It makes the combination of traditional methods and modern pricing a long-term win for everyone involved.

2 How the B2C Online Experience is Influencing the B2B World
Contributed by VWR

In today’s world, technology plays an active role in our daily lives. Aside from being our main tool for communication, we use it for almost everything: to stream music, find directions, shop, and much more.

This instant access to what we want has become standard. For instance, online shopping can take place 24/7 and often provides real-time order status and tracking. In the business to consumer (B2C) world, individuals have come to expect this easy ordering and tracking experience. If this functionality is possible in the B2C world, can it be offered in the business-to-business (B2B) world as well? We decided to find out.

We learned quickly that this level of visibility is challenging in a complex B2B distribution environment. It’s the age-old question in supply chain management: “Where is my stuff, and when will it arrive?” For most B2B models, customers have to call for status, which is often multiple conversations—from the customer to the sales representative, from the sales representative to customer service, and finally from the sales representative back to the customer. While there could be tracking information available for most shipped orders, real-time information isn’t always easily accessible. Hunting down this information leads to a loss in productivity for both the seller and the buyer.

Our customers were looking for a way to get on-demand, easy visibility to the status of their orders. So we initiated the “Where is My Stuff?” Project (WIMS). We completed WIMS in two phases. The first included a new comprehensive Order Status page on our website. The second included proactive email notification when there is a change in order status.

We designed the Order Status page to give customers dynamic, self-serve access to the latest information, all in one place. On this page, customers can find historical orders, estimated delivery dates, shipment tracking links, invoices, packing slips, and numerous
other elements of useful and vital information. Customers access the page directly through their vwr.com account, or through their electronic procurement system. Notifications are proactively emailed whenever order updates occur.

VWR retrieves much of the information its external vendors, which presents the challenge of ensuring that the data are accurate. As a distributor, we rely on suppliers and transporters to electronically provide this. It must be reliable, fast and accurate.

Technology changes at a rapid pace, perpetuating the “I want it now” mentality. To be competitive, companies need to be agile, responding to changes in customers’ needs and providing solutions that exceed expectations. Ultimately, the company who wins will be the one who is the easiest to do business with.

 Critics of traditional education often complain that if we were to revisit the schools we attended decades ago, they would feel all-too familiar. Most of today’s classrooms and lecture halls still have students sitting at desks aligned neatly in rows, facing professors delivering the lecture of the day. These outdated learning environments contribute more than we might think to a condition that prompts employers to complain that graduates lack the skills necessary to succeed in today’s rapidly evolving global economy.

Jeff Selingo, author of There is Life After College, observes that employers look for graduates with soft skills: communication, collaboration, curiosity, creativity, and contextual thinking. How do educators develop these skills in classrooms designed for one-way lectures?

Some colleges and universities are addressing this question by radically altering the physical layout of the classrooms. There’s a good reason. Space impacts behavior. When students walk into a traditional classroom, they know what they are supposed to do: sit, listen, and take notes. The design of the space conditions the student.

Research demonstrates that students learn better when they are engaged and that their engagement increases when they are actively involved. Active classrooms arrange students in multiple configurations: working, collaborating, learning from peers, and the integration of technology. These configurations lead students to understand that they are expected to be active participants, not passive listeners. The spaces say, “We give you permission to act differently, to express yourself, to move, collaborate, share, and debate.”

Active classrooms silently communicate to students that it is no longer sufficient for their learning to be based primarily on the ability to deduce a correct answer from a list of options. Rather, 21st century learning demands acquiring practical skills and developing as a person, learning to apply one’s education to real world problems.

This is not a linear process. It requires curiosity, creativity, and social smarts, the very same traits employers seek in new hires. Active classrooms support the behaviors and interactions that lead to these skills.

Our own research on how best to support the development of these traits has taught us that active classrooms energize teachers too. “We observed professors in our innovative classroom using a variety of different teaching methods and technology resources,” says Dr. Christine Siegel, Vice Provost and Associate Vice President for academic affairs at Fairfield University. “They report more motivation and satisfaction with their own teaching, and greater participation and learning among their students.”

At Ohalo College in Israel, President Shimon Amar reports that once professors experiment with active classrooms, they get hooked. “They see a very visible and tangible change in their students,” he says. “They immediately understand that they cannot continue to teach in the way they did before.”

Massively open online courses and similar methods of online learning are a growing component of education. That’s good, but the foundation of student success is interactive engagement. Until more educators embrace updates to the physical spaces where they teach, they will not produce 21st century students with the communication, critical-thinking skills, and creative minds that employers crave.

**Contributed by Steelcase**
NAEP would not be the thriving, engaging organization it is without the commitment of dedicated Members willing to go the extra mile. It takes the time, effort and passion of volunteers to provide content and expertise to the educational procurement community. Annual and regional conferences, RFP and job description templates, analytic white papers and informative webinars—all of this content comes from volunteers. Beyond the value we all enjoy from others volunteering, we should appreciate that those volunteers experience personal and professional benefit as well.

Here are a few excellent reasons for YOU to volunteer this year.

**Networking and Experience.** “Working with a cross-functional, multi-location team to accomplish common goals impacting thousands of educational professionals nationwide…” looks great on your resume. More importantly, the peers you’re working with are potential sources for future opportunity. At nearly every national conference I’ve attended, I’ve received news that a colleague had transitioned schools as a result of relationships formed within NAEP.

**Skill Enhancement.** Depending on your role in your organization, you may not have the opportunity to grow in the areas best suited for career advancement. Through volunteering you can learn new skills like public speaking, leadership, budget management, communications management, and other capabilities important for success in your career.

**Recognition.** Last issue, I focused on recognition opportunities. Many of NAEP’s awards are based on work done by volunteers. Beyond formal recognition, volunteers are genuinely appreciated as leaders of the association and are regularly acknowledged for their contributions. I was honored to learn NAEP’s CEO Doreen Murner sent a letter to the CPO of my institution, thanking him for my efforts in writing my first article.

How can you cash in on these amazing benefits? Here are a few ways.

**Committees, Committees, Committees.** Committees exist to help distribute the work across the volunteer base. At the national level there are standing committees, relating to Scholarships, Sustainability, and—my favorite—the Editorial Board for this Educational Procurement Journal. All national committees and openings can be viewed here (www.naepnet.org/?page=VolunteerCtr). National and regional meetings also involve committees for managing activities like programming, social events, and team building. Keep an eye out for calls for volunteers or reach out to your regional leadership for more information.

**Run for Office.** NAEP governance provides opportunities for leadership at both the regional and national levels. Most regions have three officer positions that are elected during their respective conferences. The national board of directors includes four office positions and representatives from each of the six districts. The NAEP website has a brochure covering serving as an officer; it provides information about how to engage and what to expect in the various roles. (http://web2.naepnet.org/downloads/naep/board/Board_Brochure2.pdf)

**Provide Content.** The NAEP mission is to facilitate the development, exchange and practice of effective and ethical procurement principles and techniques within higher education and associated communities. This is achieved by sharing knowledge among Members through articles and columns, various templates, conference breakout sessions, and forum posts. This collective knowledge is what drives the Association to innovate and excel.

If you’re not sure exactly how you want to get involved, start by filling out the volunteer form on the NAEP website at www.naepnet.org/?page=VolunteerCtr.
The Gatling gun was a Civil War era, hand-driven, machinegun, the first firearm to solve the problems of reliably loading and firing sustained bursts. It gave a definite competitive advantage to those who had it over those with older, out-of-date equipment. It was the subject of a poignant and germane cartoon I recently saw. It showed two warring kings of old, surrounded by their respective armies of bow-and-arrow and spear fighters on each side of a valley, preparing for battle. A salesman is seen tugging on the sleeve of one of the kings to get his attention. Annoyed at being interrupted, the king pushed the salesman away saying, “I don’t have time to talk to you now. I am busy preparing for a battle.” And what was the salesman selling? A Gatling Gun.

I was thinking of that cartoon as I prepared to attend NAEP’s 2017 Annual Meeting in Reno, Nevada. I wondered how many conference attendees, as they roamed the exhibit hall, would approach each supplier booth, asking that salesperson about the company’s latest and greatest innovations and products: their Gatling Guns that could be used to fight the next procurement battle.

As I perused the preliminary schedule for the conference and the summaries of the workshops to be presented, I noted subjects ranging from Best Practices, Risk Management When Buying IT, Construction Cost Savings Ideas, Issues With eMarketplace, Shipping Issues, Contracting Issues, and a bevy of other topics relevant to our operations. The presenters were a who’s who of talent in our profession, and they were providing knowledge and ideas to save us time and trouble, as we prepared to fight our next procurement skirmishes. I wondered how many would be attending the conference to benefit firsthand from these Gatling Guns of experience and innovation.

These thoughts permeated my thinking as I prepared my own conference workshop, So You Think You’re a Writer (or want to be). Eb? I proposed this workshop because I knew many of our NAEP peers owned their own modern weapons of information, experience, and knowledge. If they didn’t share them, their fellow procurement professionals would continue fighting their battles with, metaphorically, bows and arrows instead of the latest and greatest ideas and innovations. I also knew that those wanting to improve their chances of advancing in their professional careers must develop a talent for communicating their thoughts in writing to peers, legal departments, senior-level managers, and others. I couldn’t think of a better way to have a person share his Gatling Gun of ideas and experiences while improving his/her writing skills than to marry these two thoughts together. And thus was born our writing mentoring program.

Since no one has a patent on talent or the ability to impart that talent to others, I asked Nancy Brooks, Interim Vice President for Business Services, Iowa State University, and Burr Millsap, Associate Vice President, University of Oklahoma, to join me in presenting this workshop. We agreed that mentoring, not just publishing an article, would best aid those wanting to develop their writing skills while, simultaneously, providing them an opportunity to be published in NAEP’s Educational Procurement Journal. The ultimate desired result is the sharing of our members’ weapons of information with a target audience even bigger than that reached by conference presenters.

Are you ready to start your journey toward being published? Toward improving your chances for advancement? Toward helping your fellow procurement professionals transition from bow-and-arrow Gatling Guns? Nancy, Burr and I are standing by, ready to mentor you to success.
Earth in Mind: On Education, Environment, and the Human Prospect
By David W. Orr
Published: July 30, 1994
A fourth edition recently was released
ISBN 1-55963-495-2

David Orr is a noted author, scholar and distinguished professor of Environmental Science at Oberlin College. Earth in Mind was originally published in 1994 and was received with both acclaim and debate. The central theme is that the complex and compromised relationship between the industrial economy and the educational system is broken. *Earth in Mind* allows us to understand that we cannot see how utterly dependent we are on the “services of nature” and on the wider “community of life,” because our educational system has failed us. The book creates a template for reversing that failure.

David likes to say that the book’s focus was not on problems in education, but on the problem of education. As a career member of the higher educational community he should know, and his readers have valued his insight. The book consists of four major parts: 1) The Problem of Education; 2) First Principles; 3) Rethinking Education; and 4) Destinations.

Dr. Orr argues that a great deal of what has gone awry in the world in the last 35 years is the result of inadequate and misdirected education—education that he believes alienates us from nature in the name of human domination. He postulates that advisers cause students to worry about how to acquire more stuff and make a living before they know who they are. They overemphasize success and careers causing a separation of feeling from intellect and the practical from the theoretical. Further, education deadens the sense of wonder for the created world, and thus he worries about the ability of students to think critically. He sees this crisis: all living things face being morphed by the fallibilities of the educational system, which, Orr explains, is one of mind, perception, and values. It is first and foremost an educational challenge.

He begins by establishing the grounds for a debate about education and knowledge. He describes the problems of education from an ecological perspective, and challenges the “terrible simplifiers” who wish to substitute numbers for values. He follows with a presentation of principles for re-creating education in the broadest way possible, discussing topics such as biophilia, the disciplinary structure of knowledge, the architecture of educational buildings, and the idea of ecological intelligence. Orr concludes by presenting concrete proposals for reorganizing the curriculum and creating a roadmap for a deeper understanding of what life can be. He urges that we move away from a national one-size-fits-all testing standardization with its unfortunate linkage to funding.

David Orr’s style is highly readable. The chapters are brief in the first two sections. The pace is fast and the material is attention grabbing. The longer chapters (Biophilia) establish the complexion of book: sustainable development is not easy. His consistently laid out arguments help the reader understand.

I have always felt that the greatest implication of this book is that the most educated in the world are the most ecologically destructive. The data now, of course, directly supports this, but in 1994 the assertion was controversial in academia. David suggested that the more educated people are, the more disconnected they become from the

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Building a Fund of Sustainability Knowledge, One Book at a Time—Part Six
by Brian K. Yeoman
NAEP

We introduced a series of book reviews in 2015. This is the sixth installment in the series; hopefully, you enjoyed some of the earlier reviews and perhaps some of the books. Partake of them. If you are interested in purchasing any of the books, I've provided the ISBN number with each review. Enjoy! And remember: it's all about the journey, not the destination.
environment that supports them and their dense urban lifestyles. Consequently, they become less aware of their actions, which tend to be the most damaging. Education has not been the answer, but the problem! He lays out useful characteristics for student experiences in nature, answers to many questions, and multiple reasons to defend particular places. Orr’s perspective remains positive and constructive throughout the book. His insight is unique. An example illustrates this, “we are never more than one generation away from losing the idea of forests as places of wildness and ecstasy, mystery and renewal, as well as the knowledge of their importance for human survival.”

Orr lays out a clear, focused explanation of why and how we need to change the way we live, with special focus on higher education. His principles are based on re-creating education in the broadest way possible. He pleads for action with a sense of urgency (since well-meaning people don’t do much beyond meaning well). Orr also puts forth the idea of using the natural environment and that one’s surroundings are essential in educating for a sustainable future. This idea has become known as “place based education.”

David has been a good friend of mine and a wonderful collaborator. He helped me conduct the first week-long NAEP Sustainability Institute. I treasure his inscription on my copy of Earth in Mind: “To Brian, colleague, friend, collaborator, practitioner of genuine patriotism, with great admiration.” This book is one of the most meaningful for building a fund of knowledge. It proposes a way out of the fix we are in, as opposed to just complaining.

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.

“We are the first generation in the history of the planet that possesses the ability to destroy the planet and every living system in it.”

— Dr. Jeffrey Sachs
Restroom Innovation: How to Win Friends and Influence People with Toilet Paper and Towels

by Tom Rogers, C.P.M.
University of Notre Dame

Those of us in the business of procurement in higher education are charged with the responsibility of contracting for many different commodities and services that enable our institutions to operate effectively and efficiently. Those commodities and services can include such things as computers, furniture, scientific and engineering equipment, printing, copiers, and myriad other items. One commodity that cannot be overlooked, in terms of personal importance, is toilet paper and towels. Higher education’s focus on sustainability requires that facility managers select custodial paper products that strike an appropriate balance among cost, sustainability, performance, and perception.

At the University of Notre Dame, we began a formal evaluation of the custodial paper products program in 2010. Procurement successfully conducted a reverse auction, resulting in a 23.5 percent annual cost savings on the product mix of toilet paper and towels. First-year annual spend saw a reduction of $95,000. We also made significant changes in our product mix, resulting in significant percentages of both recycled fiber and post-consumer waste.

The momentum we achieved via the reverse auction, competitive product analysis, and the altered product mix was only the beginning of what we have been able to accomplish. Through a strong focus on sustainability and product innovation, the University has taken significant steps in the following areas:

- Campus-wide conversion to jumbo-roll, 2-ply toilet paper with dual-roll dispensers; this eliminates throwaways or stub rolls that represent as much as 15-20 percent waste.
- Further conversion to coreless toilet paper, also representing less waste.
- Major initiative to replace multi-fold towels with roll towels. Multi-fold towels are the most wasted paper product because users tend to pull more than they need and rarely unfold them to maximize usage. Multi-fold towels cost more than roll towels, and but labor costs are impacted due to the need to replenish stock more frequently. A major challenge in the conversion was the abundance of in-wall or recessed dispensers that would accept only multi-fold product. We teamed up with our contracted suppliers and, through their ingenuity, we have been able to retrofit hundreds of dispensers on campus. Our suppliers provided their professional installers, saving the University significant dollars. We now estimate that, annually, an additional $75K could be saved due to this conversion and favorable product-cost differences.
- Better energy usage, which can be accomplished in many different ways. A related focus has been to track energy consumption in the production of the various paper products purchased from our supplier. Particularly close attention is paid to metrics provided to us—on request or as products are improved. The metrics include such factors as fiber, energy, and water consumed in manufacturing; they also track packaging waste. With the changes in our product mix, we continue to see a downward trend in energy used for manufacture. We periodically forward that information to our Office of Sustainability for its record keeping and reporting.
- Testing and conversion to soft wheat toilet paper. This is another potential win. The product blends in 20 percent wheat straw, which will ease demand for tree fiber and recycled paper. Non-tree plant fiber alternatives provide a rapidly renewable and environmentally friendly source of fiber. The advantage to farmers is that it creates a new market for what remains after the grain is harvested. The University of Notre Dame is currently testing the product in two residence halls. Response has been totally positive, and our intent is to expand the use.
- Third-party certification. This is an additional achievement in sustainability connected to custodial paper products. Two well-known certification sources are Forest Stewardship Council (FSC) and EcoLogo. FSC offers chain-of-custody certification for products that come from well-managed forests or other approved sources (e.g., post-consumer reclaimed material). Only certified companies (such as Kimberly-Clark) are allowed to label products with FSC trademarks. The EcoLogo certification assures that products meet stringent standards of environmental leadership. EcoLogo emphasizes reducing environmental impact throughout the product’s lifecycle. These certifications can also include eligibility for credits toward LEED certification.

Earlier in this article, the term “perception” was used as one of the factors that facility managers needed to consider when formulating a successful strategy for restroom innovation and sustainability. Arguably, no restroom product has a greater impact upon the perception of cleanliness than paper. In our environment, students are vocal about what matters to them. Studies show that 78 percent of students believe that campus cleanliness impacts health. We here at Notre Dame believe we have an obligation to advance sustainability, improve student satisfaction, and strengthen operational efficiencies. The steps we have taken with our custodial paper product program demonstrate our commitment.

Tom Rogers, C.P.M., is Procurement Specialist at the University of Notre Dame. He joined the University in 1981, after graduating from Indiana University. His responsibilities include a variety of commodities and services, with a strong focus on facilities. Those responsibilities include furniture procurement, custodial equipment and supplies, athletic supplies, and major utility equipment. His current position places an increasing emphasis on contract development and supplier-relationship management. Email: trogers@nd.edu.
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