



UNC
GREENSBORO

Executive Report

Building the Future of IT Forward Together

University of North Carolina – Greensboro: IT Organizational Assessment

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Section 1

Executive Summary

Executive Summary

Centralizing IT support within one organization strengthens campus-wide service, ensures unique needs are addressed, and allows IT to adapt over time and meet UNCG’s evolving needs.

Service Gaps

Assessment focus groups and survey responses from faculty, staff, and students indicate UNCG has the following gaps in IT services. UNCG should implement these services to support the institution’s Forward Together strategic plan.

After-Hours Support	Research Technology Support
Business Analysis	ADA Title II Accessibility Compliance
System Ownership	Technology Exceptions Process

Duplicated Services

The following key services are provided in several departments. To assist UNCG with increasing resource efficiency, these services should be centralized to provide scale and serve all of campus efficiently and effectively. Joining these services within one organization will help provide backfill, eliminate single points of failure, and mitigate business continuity risk.

Desktop, Hardware, and Software Support	Technology Training
Application Administration	Learning Technologies and Course Design

Proposed Operating Model

The proposed operating model below (and described on page 36), is intended to address the identified service gaps and further coordinate the services provided across campus today. The operating model will directly inform the organization design work in Phase II.

```
graph TD
    CIO[Chief Information Officer and Directors: Technology, Service, and Institutional Strategy]
    subgraph Pillars
        IS[Information Security]
        RM[Resource Management]
    end
    subgraph Services
        EA[Enterprise Applications]
        ATS[Academic Technology Support]
        IT[IT Infrastructure]
    end
    subgraph Data
        IDAR[Institutional Research, Data Analytics, and Reporting]
        BSN[Banner, ServiceNow, business process and analysis support, project management office, functional unit-specific technology, application development, middleware]
        OIS[Online instruction support, Canvas, College-specific technology, accessibility support, multimedia]
        CAS[Cloud Architecture, Networking, Servers, and Storage]
    end
    subgraph Support
        RTS[Research Technology Support]
    end
    subgraph TI1
        TI1[Embedded Tier I Support: Desktop support, A/V, Help Desk]
    end
    subgraph Users
        Users[Students, Faculty, and Staff]
    end

    CIO --- Pillars
    CIO --- Services
    Pillars --- Data
    Data --- Support
    Support --- TI1
    TI1 --- Users
```

Guiding Principles for Phase 2

- 

Exceptional Customer Service & Partnership
Deliver responsive, trusted, and high-quality IT support
- 

Operational & Financial Efficiency
Streamline and consolidate software, processes, and policies
- 

Information Security & Risk Management
Embed robust security practices throughout IT operations
- 

Data-Informed Decision Making
Leverage data to inform strategic decision making



Section 2

Project Background

- Purpose and Objectives of the Engagement
- Assessment Framework: Congruence Model
- Alignment with UNC System and UNCG Strategy
- Campus Engagement



Project Objectives

UNCG's IT organizational assessment and redesign aims to position IT as a strategic enabler by aligning technology services with campus needs and establishing an efficient, sustainable operating model that supports the University's Forward Together 2025–2030 Strategic Plan.

Key Objectives of the Engagement

The purpose of this IT organizational assessment and redesign initiative is to help ensure UNCG's IT organization:

- Effectively supports the varied technology needs of faculty, staff, and students across the University
- Maximizes the efficiency and effectiveness of IT service delivery
- Complies with established information security requirements set forth by the UNC System

Our Assessment Framework – The Congruence Model

A holistic view of organizational alignment—examining strategy, critical tasks, formal organization, people, and culture—shows how these elements and their interconnections can inform recommendations to strengthen organizational performance.

The Congruence Model

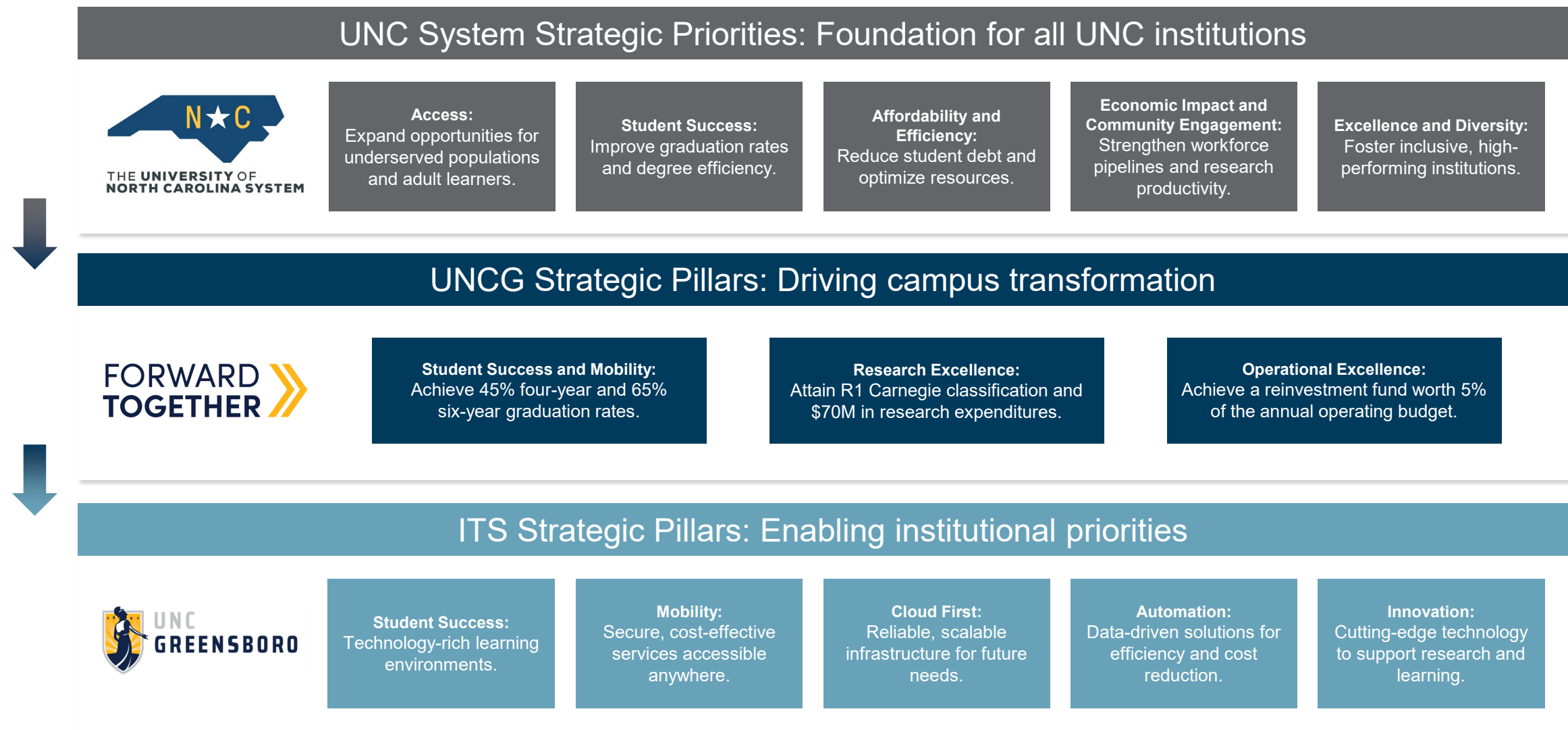


Core Elements

- **Strategy:** What IT aims to accomplish and why it matters.
- **Critical Tasks:** Key activities IT must excel at to deliver on strategy.
- **People:** Skills, motivations, and demographics of IT staff.
- **Formal Organization:** Structure, policies, and systems guiding work.
- **Culture:** Norms, values, and behaviors shaping IT operations.

Strategic Alignment

IT at UNCG must operate as a strategic partner, aligning priorities with the UNC System, UNCG’s vision, and ITS objectives.



Campus Engagement and Data Collection

Over 60 hours of focus groups and 800 total people were engaged during project discovery.

Focus Groups



Conducted 60+ hours of focus groups with academic, functional, and IT staff.

Campus Survey



Analyzed 750+ responses from students, faculty, staff, and administrators to gather feedback on IT services and support.

IT Staff Survey



Assessed 200+ responses from all ITS, DTS, and ATS staff to understand current responsibilities, skillsets, and desired areas of growth.

800+ Total Participants



In all, over 800 interested parties were engaged through surveys and focus groups in Phase 1.



Section 3

Assessment Results

- Assessment Themes
- Overall Assessment of IT Services at UNCG

Assessment Themes

The discovery work surfaced the following key themes that will drive BerryDunn's recommendations.

1 | Desire for Clear Technology Governance and Strategic Alignment

No one organization drives technology purchases on campus. This vacuum results in a perceived lack of technology leadership and gaps in support. It frustrates campus and stresses ITS.

2 | Balancing Localized Support and Edge Cases with Efficient Use of Resources

While enterprise IT services and products meet the needs for most users on campus, there is a legitimate need to provide specific, expert-level support for academic and edge cases.

3 | Proactive Communication on IT Initiatives and Designing and Nurturing a Feedback Loop

Communication was oft-cited as a frustration for campus and DTS. There is a perception that change happens *to* campus rather than *with* campus, which is the preference.

4 | Mitigating Risk and Building Resilience in Support Structures

There are multiple instances where DTS are the only staff providing technical support to their function. When these staff are out, there is no one else to provide service and support. Additionally, some DTS are not trained IT staff.

5 | Fragmented Systems and Workflows

Multiple systems and portals create confusion and duplicate effort. Users struggle to find the right path for help, causing misrouted tickets, delays, and poor visibility.

Personas Overview

BerryDunn developed five personas to bring IT themes to life, grounding the assessment in authentic voices and practical needs.

Persona Types

Five personas were developed including:

- **Student:** Alex Spartan – Adult learner and part-time undergraduate balancing work, family, and school. Commutes occasionally and relies heavily on online resources for flexibility.
- **Faculty Researcher:** Dr. Athena Cole – Tenured faculty and Principal Investigator managing research projects and grants. Needs specialized software, research computing, and collaboration tools.
- **Staff/Administrator:** Jamie Leon – Experienced administrative assistant who supports faculty and students. Handles scheduling, troubleshooting, and coordination during peak periods.
- **Distributed IT Support:** Chris Lykos – College-based tech expert with deep institutional knowledge. Serves as the primary IT resource for faculty and staff, creating a single point of dependency.
- **Central IT Support:** Taylor Ares – Tier 1 support specialist responding to diverse campus IT requests. Handles high ticket volume and broad issues, often without deep departmental context.

Persona Structure

Each of the following slides follows a consistent structure (see below) to present the key elements of each persona.



First Last

Age: ##

Status: Type of role or student, location

Background: Tenure at UNCG, work context, institutional knowledge, and other relevant details

My Frustrations

A direct voice expressing pain points and challenges.

What I Need From IT

A bullet list of key expectations and requirements.

These personas illustrate diverse perspectives across UNCG, helping translate findings and themes into actionable, user-centered recommendations.

Student

Alex Spartan is a 28-year-old part-time undergraduate student balancing full-time work, family responsibilities, and campus commutes while relying heavily on online resources.



Alex Spartan

Age: 28

Status: Adult learner, part-time undergraduate student

Background: Works full-time, commutes to campus a few times a week, and juggles school with family responsibilities. Often studies late at night and relies on online resources because they cannot always be on campus.

My Frustrations

"I just want to finish my degree and take care of my family. When tech does not work or I cannot get help after hours, it feels like everything is against me. I get stressed when systems change without warning or when I have to jump through hoops just to log in. I wish things were easier and someone could help me quickly so I can focus on learning."

What I Need From IT

- **Help When I Need It:** Quick answers without being bounced around. Support outside 8 a.m. – 5 p.m. because I study nights and weekends.
- **Heads-Up on Changes:** Tell me early if a process is going to change or a system is going down so I can plan ahead.
- **Easy-to-Use Tools:** Make sure systems work on different devices and explain how to use new tools like Microsoft 365 in simple steps.
- **Self-Help Options:** Clear guides for common issues like password resets so I do not have to wait for help.
- **Accessibility:** Captions for videos and features that make learning easier for students with hearing challenges.
- **Less Hassle with Security:** Multi-factor authentication (MFA) is fine, but logging in repeatedly is frustrating. A "remember me" option would be helpful.

Faculty Researcher

Dr. Athena Cole is a 43-year-old tenured faculty member and Principal Investigator managing research teams, grants, and courses while collaborating across UNC institutions.



Dr. Athena Cole

Age: 43

Status: Tenured faculty, Principal Investigator in the College of Science

Background: Leads a research group with graduate and undergraduate students, manages multiple grants, and teaches two courses each semester. Relies heavily on specialized software and research computing. Often collaborates with researchers at other UNC schools like UNC-Chapel Hill and NC State.

My Frustrations

"My job is research and teaching—not troubleshooting tech. When systems do not work together or I cannot get help quickly, it slows everything down. During experiments or grant deadlines, every delay feels like a crisis. Security rules and compliance are important, but when they are confusing or take too long, it is frustrating. And when big tech changes happen without warning or input, it throws off my entire workflow. I just want tools that work, clear communication, and support that understands what research really needs."

What I Need From IT

- **Fast Help When It Matters:** If something breaks during an experiment or right before a grant deadline, I need quick answers, not a week-long wait. Evening support would help since I teach at night and sometimes work late.
- **Tools That Fit Research:** I need access to the right hardware and software for high-performance computing and data analysis. Current device policies make it hard to get what my research requires. Sharing files with external collaborators is also a challenge—other UNC schools make this easier.
- **Clear Point of Contact:** I often go to my department's tech staff first because they know our systems. When I reach out to ITS, I need someone who understands research tools and can respond quickly.
- **Training and Onboarding:** When new lab members join, I need simple, up-to-date guides for research tools and compliance steps. Right now, most of that falls on me, which takes time away from research.
- **Advance Notice on Changes:** Big shifts, like moving from Google and Box to Microsoft, need early communication and training. Many researchers were frustrated because there was not enough guidance on transferring files or learning the new system.
- **Collaboration Support:** I work with other UNC institutions and sometimes teach elsewhere. It is frustrating when UNCG's processes feel harder compared to other schools.

Staff/Administrator

Jamie Leon is a 39-year-old administrative assistant who serves as the go-to problem solver for faculty and students, bridging communication and tech needs during peak periods.



Jamie Leon

Age: 39

Status: Administrative Assistant, School of Education

Background: Jamie has worked in higher education for over 15 years, with the last seven at UNCG. She's the go-to person for faculty and students when something needs to get done—whether it is scheduling, troubleshooting tech issues, or making sure events run smoothly. She often works late during peak times like registration or start-of-semester and is the bridge between faculty, students, and IT.

My Frustrations

"When technology breaks, everyone looks at me first—even if I do not have the answers. It is stressful when I cannot get help quickly, especially after hours. I just want to make sure faculty and students can do their jobs without tech getting in the way. When changes happen without warning, it feels like we are scrambling to fix things instead of focusing on teaching and learning."

What I Need From IT

- **Quick Help for Urgent Issues:** When something goes wrong during registration or a big event, I need fast support, not waiting days for a ticket to be resolved.
- **Evening and Weekend Coverage:** Faculty email me at night or on weekends when they cannot access systems. I hate telling them, "IT is not available until Monday."
- **Clear Escalation Path:** If a ticket is urgent, I need a way to get it to someone who knows what they are doing without going through layers of people who do not understand our systems.
- **Advance Notice on Changes:** When systems change or go down, I need time to prepare faculty and students. Last-minute surprises make me look unprepared and cause chaos.
- **Support for Specialized Tools:** Our department uses software for teacher prep and research that is not standard across campus. I need IT to understand these tools and not force one-size-fits-all solutions.
- **Input on Decisions:** IT decisions affect our daily work. I want staff voices included so changes make sense for real workflows rather than just policy.
- **Reliable Communication:** I need clear, simple updates about outages, upgrades, and timelines—not technical jargon.

Distributed IT Support

Chris Lykos is a 45-year-old distributed IT support specialist who knows departmental systems inside out but struggles as a single point of failure with no backup.



Chris Lykos

Age: 45
Status: DTS, College of Arts & Sciences
Background: Chris has worked at UNCG for 10 years and is the go-to tech person for the college. Everyone—from faculty to staff—comes to Chris for help. Chris knows the systems, the workflows, and the quirks of the department better than anyone. But that also makes Chris a single point of failure. Taking time off feels impossible because there is no backup.

My Frustrations

"I want to give people the best support I can, but sometimes it feels like I am holding everything together with duct tape. When something breaks, everyone calls me—even on weekends. Sending people to Central IT does not work because they do not know our systems. And when IT makes changes without telling us, I am the one who has to explain it and enforce it, even though I was not part of the decision. It is exhausting."

What I Need From IT

- **Clear Role Definition:** DTS roles are not well-defined. Some of us inherited these responsibilities without training. It makes collaboration hard when every DTS works differently.
- **Access to Tools:** I need more than visibility. I need the tools, permissions, and direct access to the right people to resolve issues quickly. I know how to do the work but still have to jump through hoops.
- **Better Communication:** When policies or tech change, I need advance notice and clear explanations so I can prepare my users and not have to scramble after the fact.
- **Support for Nights and Weekends:** I often work outside normal hours because Central IT is not available. That is not sustainable.
- **Inclusion in Decisions:** Changes affect my department, but I rarely have a voice. I want input so solutions actually work for us.
- **Backup and Coverage:** Being the only person who knows everything means I cannot take time off without stress. I need a plan for coverage.
- **Professional Development and Growth:** DTS roles should not feel isolated. We need opportunities for advancement, access to centralized tools, and inclusion in IT decision-making and communication streams.

Central IT Support

Taylor Ares is a 24-year-old Tier 1 central IT support technician handling diverse campus-wide requests, from simple fixes to complex research computing, while feeling overwhelmed.



Taylor Ares

Age: 24

Status: Tier 1 Support, 6-TECH

Background: Taylor is fresh out of college and eager to start a career in IT. Most of the day is spent answering calls and responding to tickets from all over campus—faculty, staff, students, researchers. Taylor wants to help but often feels overwhelmed. There is no deep knowledge of any one department, and requests range from simple password resets to complex research computing issues.

My Frustrations

"I want to help people, but tickets come in from everywhere. I do not always understand the systems people are talking about. I worry about giving the wrong answer. I wish things were simpler—for me and for the people calling in."

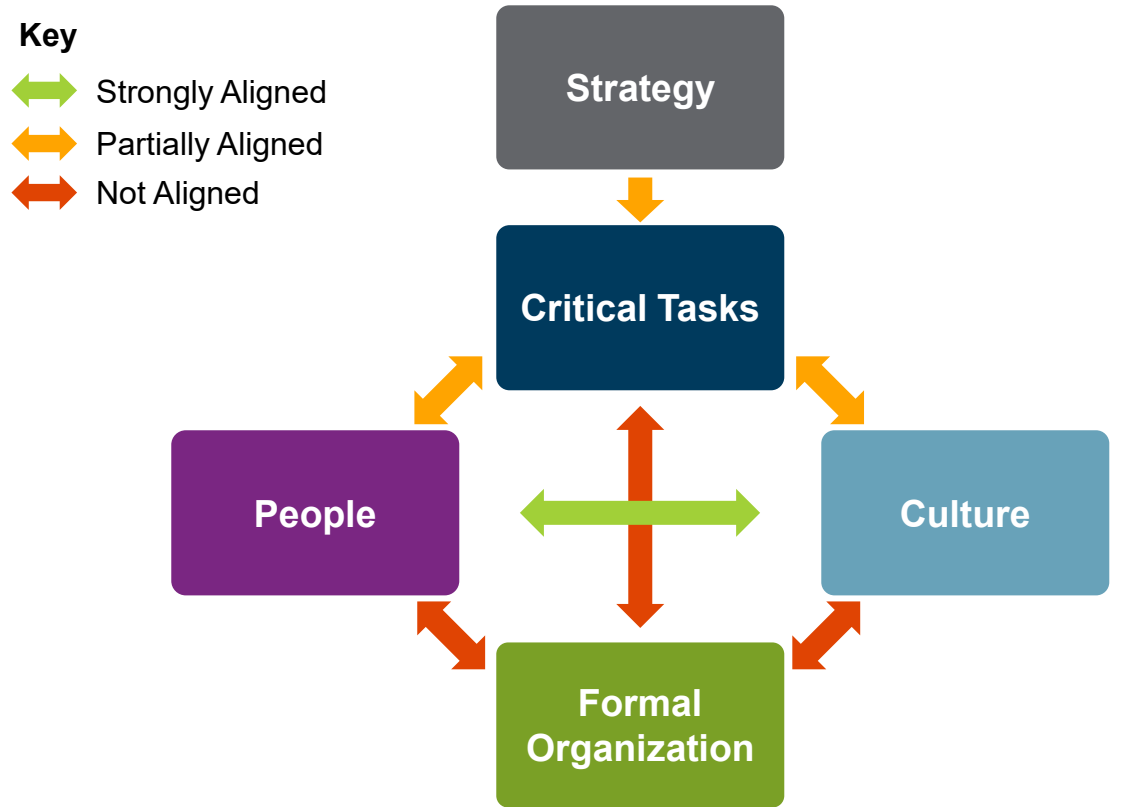
What I Need From IT

- **Better Training:** I want to understand the basics of the systems and tools people use so I can answer questions confidently.
- **Simple Communication:** End-users do not speak IT jargon, and sometimes neither do I. I need templates or guidance for explaining things clearly.
- **Visibility into Tickets:** It is hard to track what happens after I route a ticket. I want to see the status and ongoing updates so I can consistently update users.
- **Support Network:** When I am stuck, I need quick access to someone who knows the answer, I can't wait hours for a callback.

Overall Assessment of IT Services at UNCG

While IT staff are aligned in their mission and purpose, much work remains to better align IT services.

Congruence Model – Current State Analysis



IT Misalignment

Strongly Aligned: The only strong alignment identified is between people and culture, a critical strength for UNCG’s current IT organization. Staff are deeply committed to the institution’s mission and to supporting students, faculty, and colleagues. While reliance on informal networks and a “hero culture” is not ideal, it reflects dedication rather than disengagement. This alignment matters because it provides a solid foundation for change: motivated, mission-driven people can sustain improvements once structural gaps are addressed.

Partially Aligned: Several relationships show partial alignment, meaning the organization has strengths but needs refinement. Leadership has a clear vision through ITS Strategic Pillars, and staff generally support these priorities. However, execution gaps, such as undefined support models, limit progress. Similarly, intent and capability align between critical tasks and people, but specialized skill gaps slow workflow integration. Cultural alignment with the mission is strong, yet workarounds and reactive communication undermine formal processes. These areas represent opportunity: with targeted investments and clearer priorities, existing strengths can translate into performance.

Not Aligned: The greatest misalignment involves formal organization, which is disconnected from critical tasks, people, and culture. Structural gaps—lack of centralized governance, unclear accountability, and opaque exception processes—create systemic barriers. Role ambiguity between central and distributed IT compounds confusion and introduces business continuity risks. This matters because structure is the backbone of organizational congruence. Without clarity, accountability, and governance, even strong culture and vision cannot overcome inefficiencies. Fixing these structural issues is the primary driver for the IT redesign and key to unlocking performance improvements.



Section 4

Recommendations and Proposed IT Operating Model

- Guiding Principles
- Existing Service Gaps
- Recommendations
- Proposed IT Operating Model

Guiding Principles

The process of designing the new IT operating model focused on creating a structure in alignment with the following guiding principles.



Exceptional Customer Service and Partnership

Deliver responsive, trusted, and high-quality IT support via central and embedded teams centered on faculty, staff, and student needs. Help ensure clear pathways to help, transparent communication, strong partnerships, and accountability at every level.



Operational and Financial Efficiency

Streamline and consolidate software, processes, and policies to reduce costs, eliminate redundancies, and maximize organizational impact. Design processes that are adaptable, repeatable, and easy to manage over time.



Information Security and Risk Management

Embed robust security practices throughout IT operations to protect sensitive data and mitigate risks. Align with UNC System requirements and reinforce the CIO's responsibility for campus-wide security.



Data-Informed Decision Making

Leverage accurate, high-quality data to inform IT planning, optimize resources, improve service delivery, and support strategic priorities. Use analytics to drive continuous improvement and operational excellence.

Recommendations Overview

Assessment focus groups and surveys revealed gaps in IT services, structural challenges, and duplicative efforts that hinder efficient support. Addressing these issues through a coordinated IT operating model will help close service gaps, streamline processes, and make the best use of UNCG's IT resources.

Current Service Gaps



1. Provide After-Hours Support
2. Enhance Research Technology Support
3. Realign Business Analysis Function
4. Prepare for ADA Title II Accessibility Compliance
5. Assign Responsibilities for Technology Sustainment
6. Formalize and Communicate Process for Technology Exceptions

Structural Challenges



7. Centralize IT Staff in One Organization
8. Eliminate Single Points of Failure
9. Clarify Confusing Support Channels
10. Expand IT Staff Training and Development

Duplicative Efforts



11. Consolidate Desktop, Hardware, and Software Support
12. Centralize Application Administration
13. Streamline Learning Technologies and Course Design Support
14. Unify Technology Training



Provide After-Hours Support

Tier 1 support is not available from ITS outside of standard business hours.

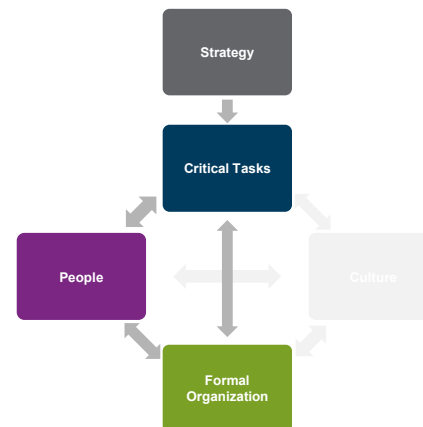
1 Finding

The absence of centralized after-hours IT support creates a critical service gap for academic and research activities that often occur outside standard business hours. Faculty and students encounter technical issues during evenings and weekends, but ITS is unavailable. As a result, DTS roles, such as Library staff, are compelled to provide ad hoc coverage, leading to inconsistent service and negatively impacting work/life harmony.

Recommendation

UNCG should implement a formal after-hours support model to help drive consistent, high-quality service beyond standard business hours. This model should extend coverage into evenings and weekends and provide multiple access channels to meet the needs of faculty and students. In addition, ITS should define clear escalation procedures for urgent issues and allocate resources to maintain reliability and responsiveness. Additional support would help UNCG reduce reliance on ad hoc support from distributed units, improve service consistency, and strengthen its ability to support academic and research activities at all times.

Impact on Congruence Model



Alignment with Strategy

UNC System Strategic Priorities: Student Success

UNCG Strategic Pillars: Student Success and Research Excellence

ITS Strategic Pillars: Mobility and Innovation



Enhance Research Technology Support

Additional research technology support is needed to help UNCG in gaining an R1 designation.

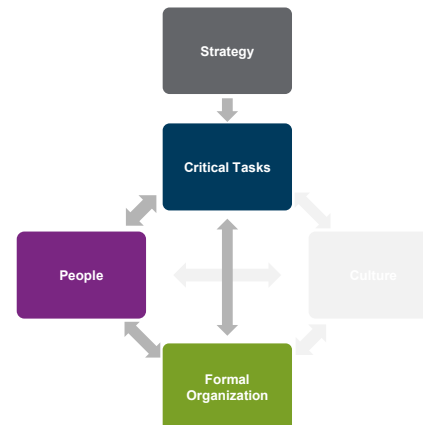
2 Finding

Researchers often face delays in getting specialized technology support. Requests submitted through ServiceNow are not always flagged as research-related, so they may bypass submitting to ORETECH. Terminology differences add to misrouting, and some faculty have used personal funds for essential tools which underscores a critical gap in support.

Recommendation

UNCG should establish a clear process to help ensure research-related tickets are identified and routed to ORETECH for timely resolution. This includes improving ServiceNow triage so research requests are visible to ORETECH, even when terminology differs. The university should also increase awareness of ORETECH's services and provide flexible procurement options for specialized hardware and software. These steps will help reduce delays, prevent reliance on personal funds, and deliver consistent, expert-level support for research activities.

Impact on Congruence Model



Alignment with Strategy

UNCG Strategic Pillars: Research Excellence

ITS Strategic Pillars: Cloud First and Innovation



Realign Business Analysis Function

A better aligned business analysis function supports several IT priorities at UNCG.

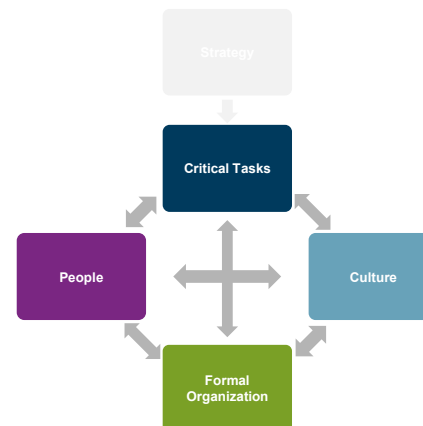
3 Finding

The current business analysis function operates primarily as an extension of the Project Management Office (PMO) rather than focusing on translating business needs into technical requirements. This gap results in misalignment between IT and academic or administrative priorities and contributes to resistance when changes are communicated late in the process. Without strong business analysis, initiatives such as platform standardization, lack clear requirements and stakeholder input, creating confusion and inefficiencies.

Recommendation

UNCG should realign the business analyst role to emphasize gathering and validating business requirements, engaging stakeholders early, and helping ensure decisions are informed by thorough analysis. This includes adding resources to the function, building expertise in requirements management, and linking business analysis to governance and proactive communication. As a result, ITS can help reduce resistance, improve transparency, and align technology decisions with institutional needs.

Impact on Congruence Model



Alignment with Strategy

UNC System Strategic Priorities: Student Success

UNCG Strategic Pillars: Student Success, Research Excellence

ITS Strategic Pillars: Mobility and Innovation



Prepare for ADA Title II Accessibility Compliance

UNCG should formalize and expand accessibility support to prepare the April 2026 compliance deadline.

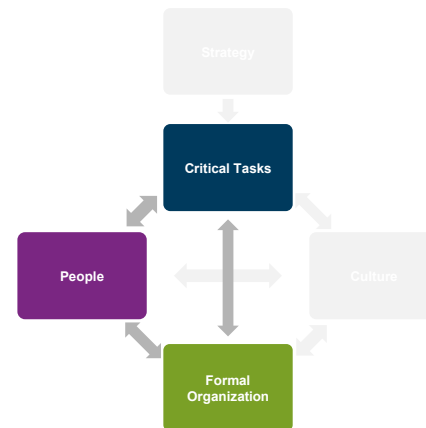
4 Finding

Accessibility efforts at UNCG are fragmented, with one dedicated ITS role, along with ATS staff and faculty providing support for course design and web content. Many individuals involved are not formally trained, and there are no known consistent practices for meeting WCAG standards. This lack of coordination and expertise creates risk ahead of the April 2026 ADA Title II compliance deadline and limits the university's ability to help drive equitable access.

Recommendation

UNCG should centralize accessibility standards under ITS and establish a coordinated approach that includes formal training for all staff involved in course design and web content. Accessibility requirements should be embedded in technology decisions and supported by clear processes to maintain compliance. These steps will help ensure consistent practices, improve awareness, and position the university to meet ADA requirements while promoting inclusivity.

Impact on Congruence Model



Alignment with Strategy

UNC System Strategic Priorities: Access and Student Success.

UNCG Strategic Pillars: Student Success and Mobility

ITS Strategic Pillars: Student Success and Mobility.



Assign Responsibility for Technology Sustainment

New technologies are purchased without planning for who is responsible for sustaining them.

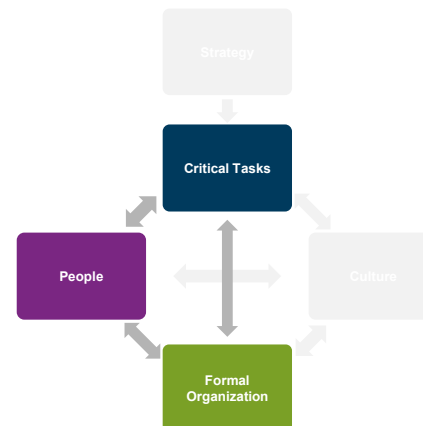
5 Finding

After systems move into production, responsibilities for updates, testing, and communication are unclear. This lack of defined ownership creates confusion between IT and functional units, leading to delays in applying upgrades, validating impacts, and updating training materials. As a result, sustainment activities are often reactive rather than planned. Without a sustainment plan, systems often become “orphans” with no support in place, especially after turnover occurs.

Recommendation

UNCG should establish clear ownership for technical and functional responsibilities across the entire system lifecycle. This includes defining who monitors updates and releases, who conducts testing and impact reviews, and who manages communication and training updates. Formalizing these roles will help prevent confusion, reduce delays, and ensure systems remain reliable and aligned with institutional needs. A redefined business analysis model and centralized control of technology purchases will help UNCG plan for proactive sustainment and maintenance of technology.

Impact on Congruence Model



Alignment with Strategy

UNCG Strategic Pillars: Excellence and Diversity

ITS Strategic Pillars: Mobility and Automation



Formalize and Communicate Process for Technology Exceptions

To support the unique needs of campus, ITS needs a documented exceptions process for technology.

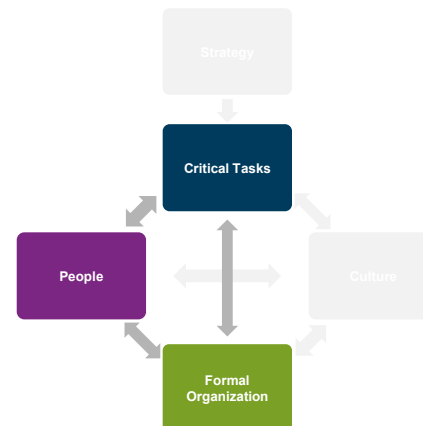
6 Finding

Current procurement workflows treat all requests the same, regardless of urgency or complexity. Faculty and staff seeking specialized hardware or software for grants or unique needs face delays because there are no defined exception paths. This one-size-fits-all approach slows research projects and critical operations.

Recommendation

UNCG should formalize and communicate exception processes for legitimate cases, such as grant-funded research or specialized academic needs. These processes should outline criteria for exceptions, define approval steps, and maintain security and compliance standards while reducing delays. A clear, documented approach will improve responsiveness without sacrificing institutional oversight.

Impact on Congruence Model



Alignment with Strategy

UNCG Strategic Pillars: Research Excellence

ITS Strategic Pillars: Mobility and Innovation



Centralize IT Staff in One Organization

UNCG and IT services will benefit from centralizing technology accountability and priorities within ITS.

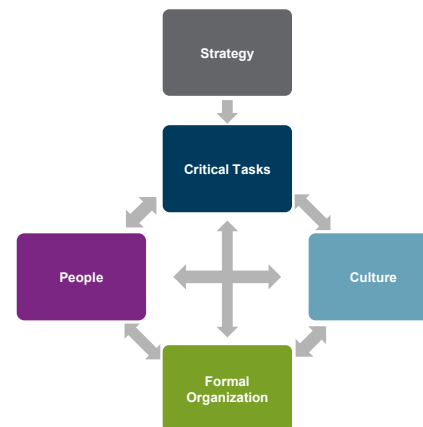
7 Finding

Not all DTS staff report to IT managers. When IT staff do not report to trained IT professionals, they can lack oversight and accountability, suffer from inconsistent professional development opportunities, and leave UNCG more susceptible to security incidents. When not all IT staff report to one organization, duplicative work and misaligned priorities emerge, hindering operational and financial efficiency.

Recommendation

UNCG should create a unified IT organization that centralizes oversight and visibility while preserving embedded roles within colleges and administrative units for local expertise. This structure should include clear communication channels, shared processes, and collaborative decision-making to align priorities and deliver consistent, high-quality support across the university. Centralizing staff in one organization allows for improved technology planning and alignment of IT resources to meet the needs of campus. It also allows for the mitigation of business continuity risk and backfill for single points of failure found predominantly in distributed units across campus.

Impact on Congruence Model



Alignment with Strategy

UNCG Strategic Pillars: Student Success, Affordability and Efficiency.

ITS Strategic Pillars: Mobility and Innovation



Eliminate Single Points of Failure

Cross-training reduces operational risks presented by single points of failure.

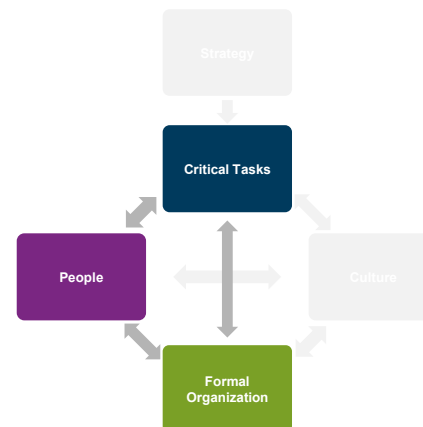
8 Finding

Many critical systems and services at UNCG depend on a single individual for support, creating significant risk when that person is unavailable. This lack of backup has led to service disruptions, such as canceled CVPA labs, and poses long-term challenges as key staff approach retirement. Without backup coverage or cross-training, continuity and institutional knowledge are vulnerable.

Recommendation

UNCG should centralize IT professionals under a unified structure and implement cross-training programs to build backups across roles, particularly for unit-specific academic and research needs. Establish formal backup plans for critical systems and processes to help ensure coverage during absences and support succession planning. These steps will help reduce operational risk, maintain service continuity, and promote career development for IT staff.

Impact on Congruence Model



Alignment with Strategy

UNC System Strategic Priorities: Affordability and Efficiency

UNCG Strategic Pillars: Operational Excellence

ITS Strategic Pillars: Mobility



Clarify Confusing Support Channels

A confusing ticket submission and routing system make connecting to the right support difficult for the end-user.

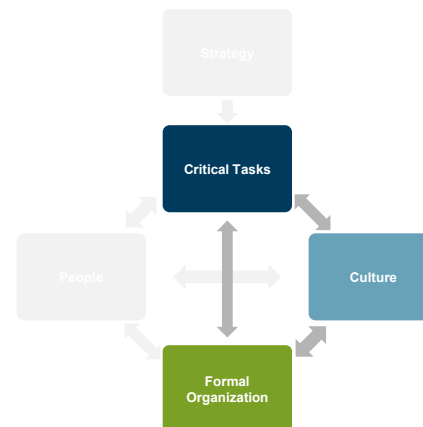
9 Finding

UNCG's IT support structure is difficult for end users to navigate. End-users (e.g., Finance & Administration, Health and Human Sciences, University Advancement) report confusion in how to classify their tickets, which leads to tickets being assigned to the wrong IT team and handed off several times, causing delays. Additionally, unclear distinctions between ITS, DTS, and ATS roles create confusion about where to go for help. As a result, faculty and staff often bypass formal processes and rely on personal contacts or workarounds, which undermines trust in IT and leaves new users at a disadvantage.

Recommendation

UNCG should design a an easily-navigable IT support model that clearly defines roles, responsibilities, and engagement scenarios. This includes creating a single, intuitive entry point for support requests (i.e., ServiceNow), clarifying ticket routing, standardizing processes across teams, and improving communication so users know exactly where to go for help. These steps will help simplify support, reduce reliance on informal channels, improve user experience, and help ITS with annual and operational planning with more reliable and robust ticketing data.

Impact on Congruence Model



Alignment with Strategy

UNC System Strategic Priorities: Student Success

UNCG Strategic Pillars: Success

ITS Strategic Pillars: Mobility



Expand IT Staff Training and Development

Expanded professional development supports UNCG's goal of operational excellence.

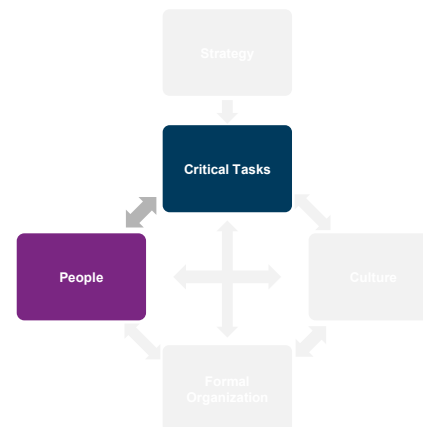
10 Finding

UNCG's IT staff face challenges with complex systems and lack consistent, structured training. Because roles and resources are distributed, staff do not have equal access to tools or development opportunities, leading to inconsistent practices and limited career growth. Professional development programs for certifications, mentorship, and advancement are minimal, making it difficult to build technical depth and leadership skills.

Recommendation

UNCG should consolidate its software environment to reduce complexity and provide structured onboarding for all IT roles. In addition, the university should expand professional development programs that include technical training, certification pathways, and leadership development opportunities. These steps will help strengthen staff capabilities, promote consistency, and create clear career progression for IT professionals.

Impact on Congruence Model



Alignment with Strategy

UNCG Strategic Pillars: Operational Excellence

ITS Strategic Pillars: Mobility and Innovation



Consolidate Desktop, Hardware, and Software Support

Support for desktop, hardware, and software is varied and fragmented across UNCG.

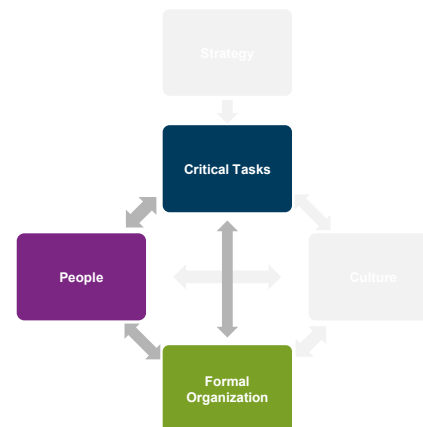
11 Finding

Support for desktops, hardware, and software is fragmented across UNCG. While central ITS manages enterprise-wide platforms, distributed IT roles in colleges and administrative units also provide similar services—such as desktop troubleshooting, printer support, software installation, and lab setup—alongside specialized equipment support. This duplication creates inefficiencies, inconsistent practices, and a lack of visibility into who is responsible for what, making it difficult to optimize resources and deliver a seamless user experience.

Recommendation

UNCG should consolidate and coordinate desktop, hardware, and software support under a unified structure that leverages both central ITS and embedded expertise. This includes defining clear responsibilities, standardizing processes, and creating shared service models to help reduce duplication while maintaining specialized support where needed. Greater coordination will help improve efficiency, ensure consistent service quality, and make best use of IT resources across campus.

Impact on Congruence Model



Alignment with Strategy

UNC System Strategic Priorities: Affordability and Efficiency

UNCG Strategic Pillars: Operational Excellence

ITS Strategic Pillars: Mobility and Innovation



Centralize Application Administration

Enterprise application administration should be centralized in ITS to mitigate business continuity risk.

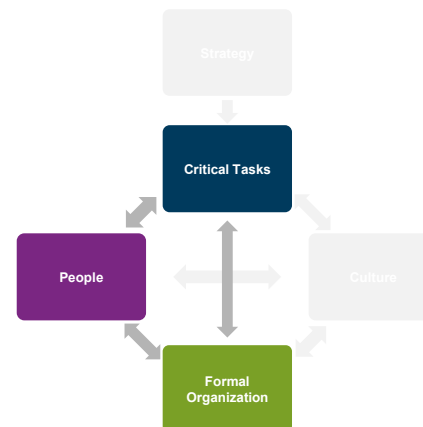
12 Finding

Application administration responsibilities (ex. managing user accounts, permissions, configurations, updates, and security settings) are spread across multiple DTS roles and other staff in academic and administrative units. This decentralized approach creates duplication, inconsistent practices, and gaps in security compliance. It also limits visibility into who controls access and makes it harder to provide timely support or enforce standards across the university.

Recommendation

UNCG should centralize application administration functions for enterprise tools under ITS while maintaining embedded expertise for specialized systems. This includes standardizing processes for user provisioning, permissions management, patching, and security compliance. A centralized model will help improve oversight, reduce duplication, strengthen security, and ensure users have timely access to the systems they need.

Impact on Congruence Model



Alignment with Strategy

UNCG Strategic Pillars: Operational Excellence

ITS Strategic Pillars: Mobility and Innovation



Streamline Learning Technologies and Course Design Support

ITS and ATS both support faculty with learning technologies and course design.

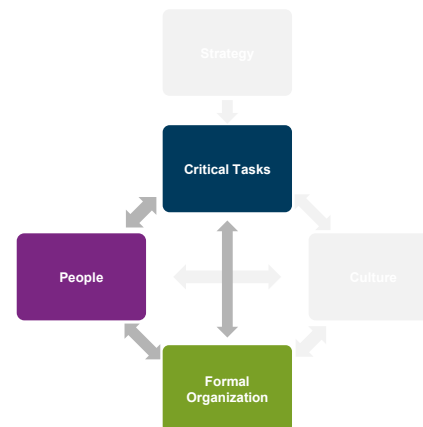
13 Finding

Support for learning technologies and course design is fragmented across UNCG. Central ITS manages the LMS and integrated tools, while ATS roles within colleges provide similar services like instructional design, accessibility reviews, and support for tools like Canvas, Panopto, and Microsoft 365. This overlap creates inefficiencies, inconsistent practices, and limited opportunities for collaboration, making it harder to deliver a unified experience for faculty and students.

Recommendation

UNCG should streamline learning technology and course design support by creating a coordinated structure that integrates ITS and ATS roles. This includes defining clear responsibilities, standardizing processes, and implementing cross-training to provide backup coverage and shared expertise. A unified approach will help improve efficiency, enhance accessibility compliance, and ensure consistent instructional support across all academic units.

Impact on Congruence Model



Alignment with Strategy

UNCG Strategic Pillars: Student Success and Research Excellence

ITS Strategic Pillars: Mobility and Innovation



Unify Technology Training

UNCG technology training should be unified to create standardized, accessible resources.

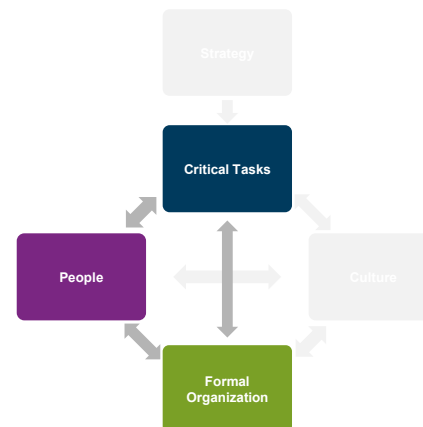
14 Finding

Training for enterprise and specialized systems at UNCG is fragmented and inconsistent. Central ITS, distributed IT, and individual users all create and maintain their own materials, often without coordination. This leads to outdated or duplicate resources, unclear ownership, and gaps in training delivery. New staff and faculty struggle to find accurate materials or attend sessions, while existing users remain unaware of updates and new processes.

Recommendation

UNCG should centralize responsibility for specific systems training under ITS and establish a unified approach for developing, maintaining, and delivering training. This includes creating a single repository for materials, standardizing content, and offering multiple modalities such as workshops, webinars, job aids, and on-demand resources. Clear ownership and proactive communication will help ensure training is accurate, accessible, and supports both onboarding and ongoing learning.

Impact on Congruence Model



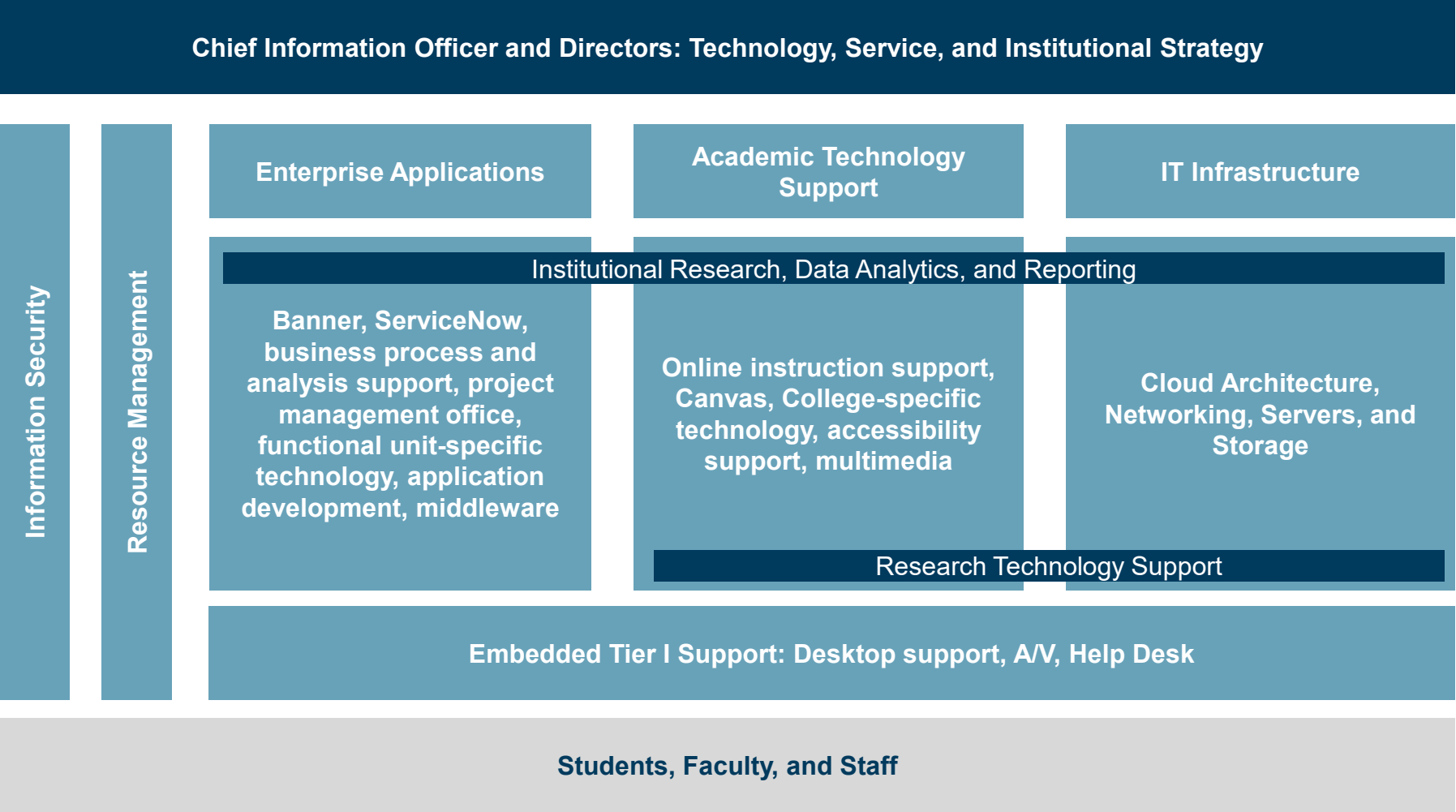
Alignment with Strategy

UNCG Strategic Pillars: Operational Excellence

ITS Strategic Pillars: Mobility and Innovation

Proposed UNCG IT Operating Model

The graphic below depicts the recommended future operating model for UNCG IT.



The operating model depicted here is intended to show, at a high level, the IT services UNCG needs and expects from its IT organization.

All IT professionals on campus, from ITS, ATS, and DTS, should be part of one organization and contributing to the delivery of services outlined here.

This is NOT an organization chart and should not be interpreted as one.



Section 5

Next Steps

Next Steps

The proposed IT operating model should be shared with campus for feedback before starting Phase II.



Receive Feedback

Once the IT operating model is finalized, a condensed version of this report will be issued to campus on **Monday, February 2nd** to review and provide feedback on through end of business on **Friday February 20th**.



Plan for Phase II

BerryDunn and UNCG will collaborate this **spring** on a plan for phase II of the engagement, including which individuals should be interviewed to inform the organization design.



Conduct Meetings with IT Staff

BerryDunn will conduct individual interviews with the confirmed list of IT staff identified during the planning phase.



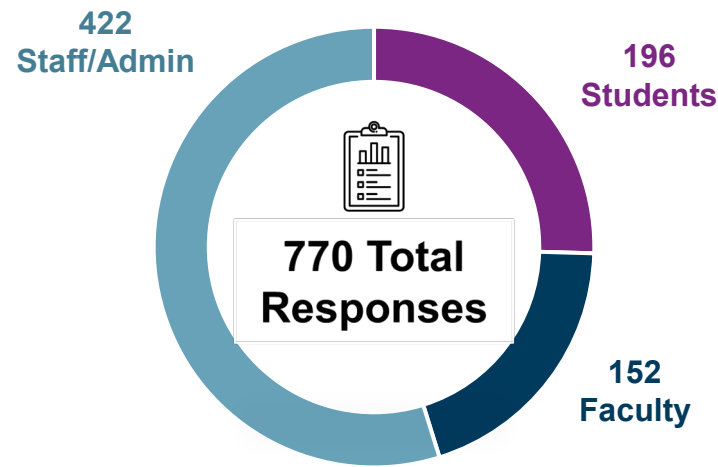
Section 6

Appendices

End-User Campus Survey Quantitative Analysis (1 of 3)

Survey Respondents

Survey responses were collected from 20+ departments, colleges, and schools across UNCG.



Satisfaction with UNCG IT Services (ITS and distributed units)

Scale				
Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
5.00	4.00	3.00	2.00	1.00

Technology Service	Faculty	Staff/Admin	Student	Avg
A/V Support	3.7	3.7	3.7	3.7
Accessible Technology Support	3.5	3.6	3.7	3.6
Classroom Support	3.7	3.5	3.7	3.6
Data Management and Storage Support	3.4	3.8	3.8	3.7
Enterprise Applications Support (e.g., Banner)	3.2	3.8	3.8	3.7
Help Desk and Desktop Support	4.0	4.2	4.0	4.1
Hardware and Software Asset Management	3.3	3.8	3.7	3.7
Instructional Technology Support	3.9	3.7	3.8	3.8
Networking Support	3.4	3.9	3.8	3.7
Reporting and Analytics	3.4	3.8	3.7	3.7
Research Computing Support	3.2	3.4	3.7	3.4
Web and Mobile Development Support	3.3	3.6	3.7	3.6

Key Takeaways: Across all technology service areas, average ratings are at or above 3.4, indicating that respondents overall are at least “somewhat satisfied” or neutral, trending positive. There are no categories below 3.0, which suggests a generally stable service baseline without broad dissatisfaction. The overall top performer is Help Desk and Desktop Support (4.1), while Research Computing Support (3.4) sits at the low end of the range.

End-User Campus Survey Quantitative Analysis (2 of 3)

Q. How would you rate the responsiveness of the IT support you receive?

Scale				
Extremely fast	Somewhat fast	Average	Slightly slow	Extremely slow
5.00	4.00	3.00	2.00	1.00
	Faculty	Staff/Admin	Student	Avg
Information Technology Services (ITS)	3.92	3.95	3.96	3.94
Your Local DTS Staff	4.67	4.62	3.00	4.59
Other (please describe)	3.88	4.18	3.56	4.00
External Vendor/Third-Party Support	4.33	3.17	3.69	3.46

Key Takeaways: Across the board, ITS responsiveness is “Somewhat fast” (~3.94), consistent for faculty, staff, and students. Local DTS is rated highest overall (4.59), especially by faculty (4.67) and staff (4.62) who see DTS as their fastest path to help; however, students rate DTS responsiveness much lower (3.00), suggesting students either do not know how to reach DTS or do not perceive it as their support channel. External vendors are mixed (3.46) — faculty find them fast (4.33), while staff rate them slower (3.17). The pattern shows DTS delivers the quickest help for employees, while students rely more on ITS or other channels; this highlights a visibility and access gap for students to departmental support and an opportunity to clarify “who to contact when” by audience.

Q. How well do IT support services meet your needs?

Scale				
Extremely well	Somewhat well	Moderately well	Slightly well	Not well at all
5.00	4.00	3.00	2.00	1.00
	Faculty	Staff/Admin	Student	Avg
Information Technology Services (ITS)	3.7	4.0	4.0	3.9
Your Local DTS Staff	4.6	4.5	3.2	4.5
External Vendor/Third-Party Support	4.2	3.3	3.6	3.5
Other (please describe)	3.4	3.9	3.4	3.7

Key Takeaways: ITS meets needs “Somewhat to Moderately well” (~3.9), with stronger satisfaction from staff and students (4.0) than faculty (3.7). DTS is the standout (4.5)—again highest with faculty (4.6) and staff (4.5)—indicating localized knowledge and context make support more effective. Students rate DTS lower (3.2), reinforcing that DTS support is not aligned with student expectations or how students access support. External vendors are uneven (3.5)—faculty are more satisfied (4.2) than staff (3.3) or students (3.6). Overall, localized DTS support best meets employee needs, while students benefit more from centralized clarity and consistency, pointing to a role-based support model: strengthen DTS enablement for faculty/staff and simplify/standardize student-facing services via ITS.

End-User Campus Survey Quantitative Analysis (3 of 3)

Q. How easy is it to request IT support when you need help?

Scale				
Extremely easy	Somewhat easy	Neither easy nor difficult	Somewhat difficult	Extremely difficult
5.00	4.00	3.00	2.00	1.00
	Faculty	Staff/Admin	Student	Avg
Information Technology Services (ITS)	4.2	4.4	4.2	4.3
Your Local DTS Staff	4.8	4.8	3.6	4.7
External Vendor/Third-Party Support	4.3	3.8	4.1	3.9
Other (please describe)	4.1	4.3	3.9	4.2

Key Takeaways: Requesting support from ITS is “Somewhat to Extremely easy” (~4.3) across all groups, showing strong front-door accessibility. DTS is rated easiest (4.7)—especially by faculty and staff (both 4.8)—validating embedded relationships and familiarity; students find DTS less easy (3.6), again suggesting low awareness or access paths. External vendors are variable (3.9)—faculty and students find them fairly easy (4.3 and 4.1), while staff report more difficulty (3.8). The takeaway: ITS provides a clear, accessible entry point for campus, and DTS offers the smoothest route for employees, but student-facing pathways to DTS are unclear. This supports a communications and routing improvement (e.g., role-based intake, simpler escalation rules, and visibility into ticket status for DTS and Tier 1).

Q. On a scale from 0 to 10, how would you rate your willingness to embrace new IT systems, tools or processes?

Scale							
Extremely Likely		Neutral		Not at all Likely			
10.00		5.00		0.00			
Faculty		Staff/Admin		Student		Avg	
7.1		8.1		7.8		7.8	

Key Takeaways: Campus-wide willingness trends positive (Avg 7.8/10). Staff/Admin are most willing (8.1), followed by Students (7.8) and Faculty (7.1). This suggests a healthy baseline for change adoption, with staff primed for transitions and faculty more cautious—likely due to research/teaching workflow impacts. To raise adoption further, tailor change management by audience: faculty need earlier notice, input opportunities, and specialized training; students benefit from simple guides, self-service, and compatibility help; staff can be leveraged as change champions.