



UCD's Strategy for Agility and Effectiveness

... a personal perspective

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Ireland**

5,591	Number of international students in overseas operations
7,038	Number of international students on main campus
131	Number of nationalities within the student body
25%	Percentage of international students
25%	Percentage of international staff
28%	Percentage of undergraduate students from under represented cohorts
8,361	Number of awards conferred each year
8,652	Number of graduate students
1,546	Number of PhD students
33,460	Total number of students (including overseas operations)

UCD's Numbers

€441	Million euro annual turnover
€514	Million euro won in externally funded research in last 5 years
58%	Percentage of non-Exchequer funding
1,520	Academic staff (FTEs)
1,700	Support staff (FTEs)
27,869	Number of students on the main campus

Change without a 'burning platform'

The support ecosystem in UCD works quite well

- High commitment to students staff and the services for them.
- 33% increase in student numbers 2007-2017, 6% decrease in central Registry function
- No students queuing – self service for admissions, enrolment, finances, ID cards, Library, transcripts/documents.
- Curriculum is self-service for faculty and staff, and integrated with scheduling and online registration.
- Online for staff - integrated reporting for all systems, self-service.
- Foundations
 - Y2K projects in late 90s put in robust student, finance, HR and payroll systems.
 - VLE and Library systems added shortly after.
 - Coding of the University in the systems allows ready integration across platforms.
 - Significant in-house IT function enabled developments
- Introduction of modularisation/semesterisation in '06/'07 a major force for streamlining and introduction of self-service.

how does the
institution

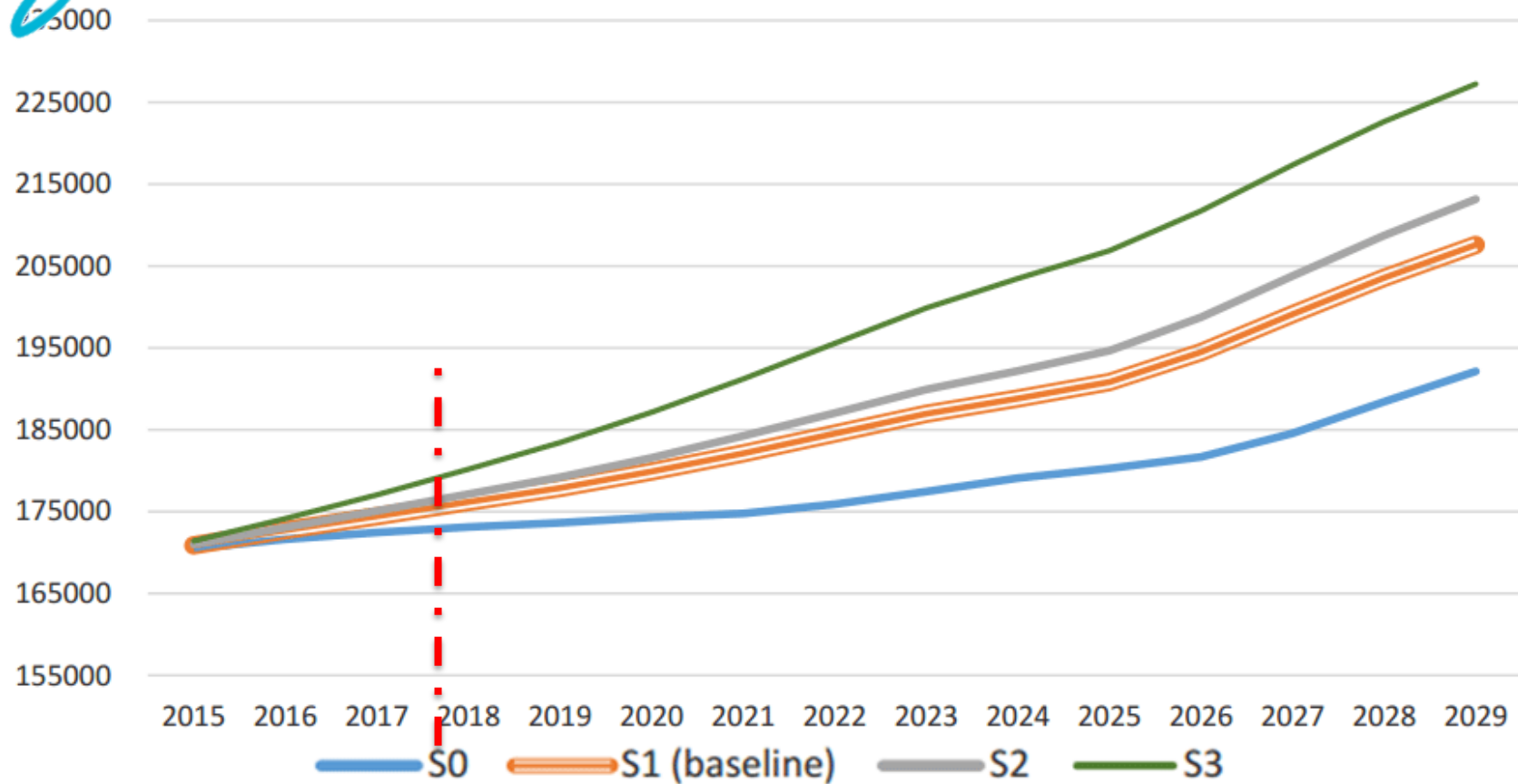
Pay Attention?

how does the
institution
Pay Attention?

Education and Research

Context
Setting

Figure A: Projections of Demand for Third Level Education
2015-2029



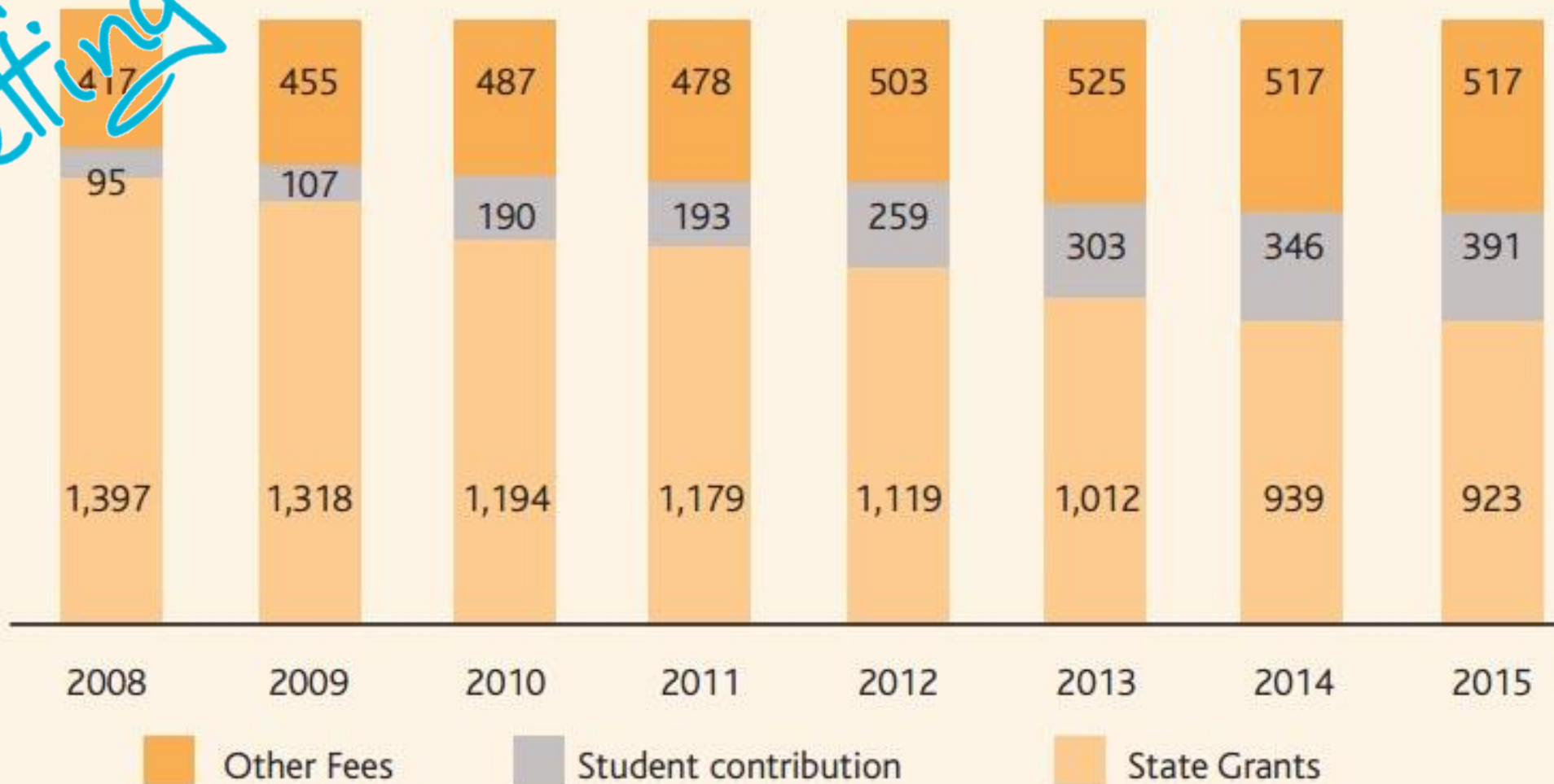
Source:

PROJECTIONS
OF DEMAND
FOR FULL TIME
THIRD LEVEL
EDUCATION,
2015 – 2029

Department of
Education and
Skills

Context
Setting

Figure A2.1: Core Income of Publicly Funded Higher Education Institutions



€1909

73%

€1831

49%

Source:

INVESTING IN
NATIONAL
AMBITION: A
STRATEGY FOR
FUNDING HIGHER
EDUCATION

REPORT OF THE
EXPERT GROUP ON
FUTURE FUNDING
FOR HIGHER
EDUCATION

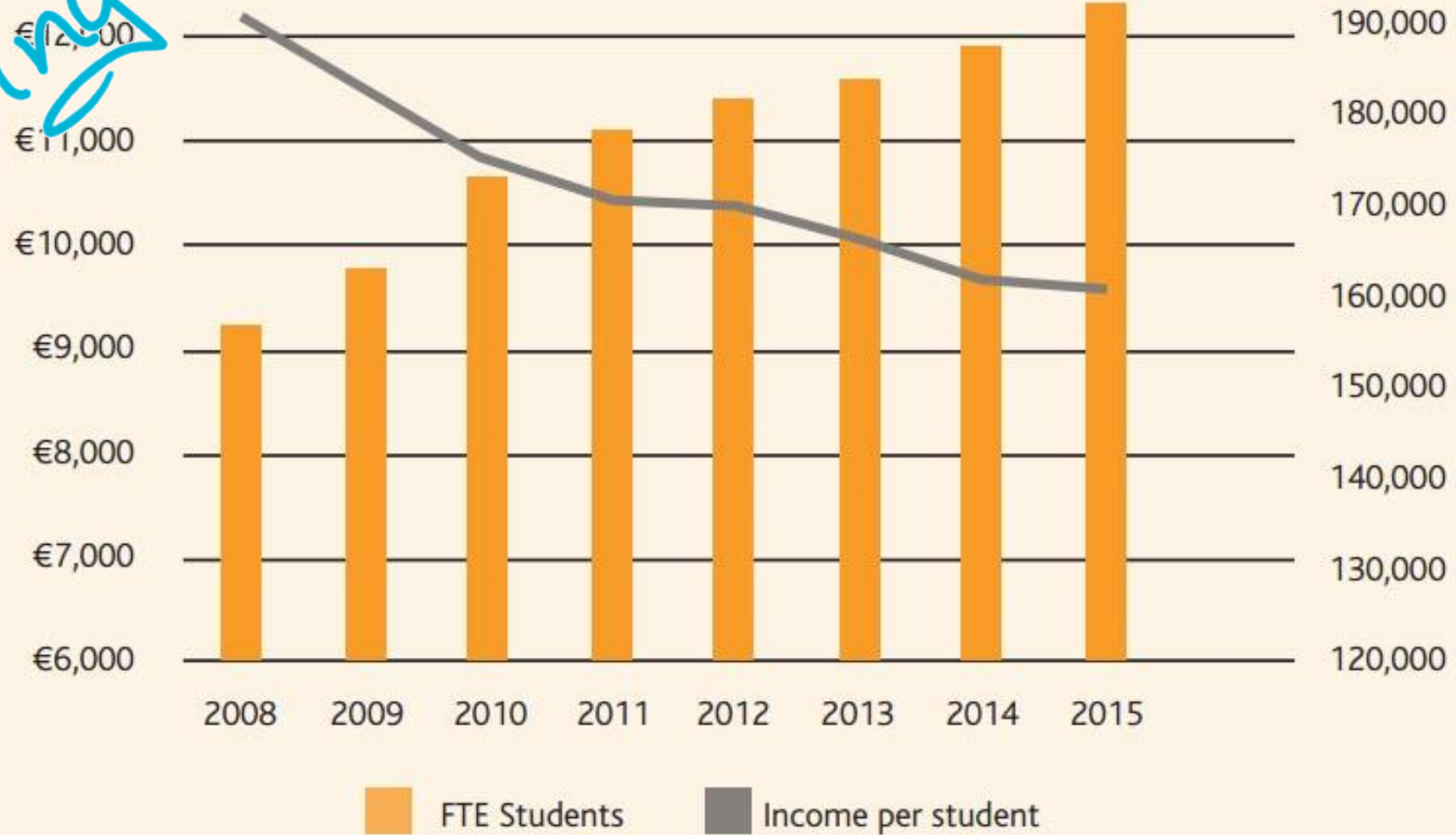
March 2016

<https://www.education.ie/en/Publications/Policy-Reports/>

Core
Income

Context
Setting

Figure A2.2: Student Numbers (Full-time Equivalents) and Core Income Per Student



Core
income
per
student

down
28%

Context
Setting

Indicator	Weighting	Elaboration	Rankings
Academic peer review	40%	Based on an internal global academic survey	
Faculty/Student ratio	20%	A measurement of teaching commitment	
Citations per faculty	20%	A measurement of research impact	
Employer reputation	10%	Based on a survey on graduate employers	
International student ratio	5%	A measurement of the diversity of the student community	
International staff ratio	5%	A measurement of the diversity of the academic staff	

Context
Setting



Organisation

UMT
Colleges
Schools



Universities for Strategic, Efficient and Autonomous Management (USTREAM)



UCD Agile
UCD Inniúil

The academic journey



The 6 Major Initiatives



1 Tackling global challenges



2 Defining educational excellence



3 Reimagining our campus



4 Engaging globally



5 Building partnerships



6 Increasing agility and effectiveness

Initiative 6 'Agility and effectiveness'



6 Increasing agility and effectiveness

Building on the considerable efficiencies that have already been achieved, we will ensure that our teaching, research and administrative processes and procedures are efficient and fit-for-purpose. We will conduct a

comprehensive review of these processes using modern methodologies, and based on this review, we will identify and implement any changes necessary to bring UCD's processes to a standard of excellence as benchmarked by relevant international comparators

Building on...

Teaching, research
and administration

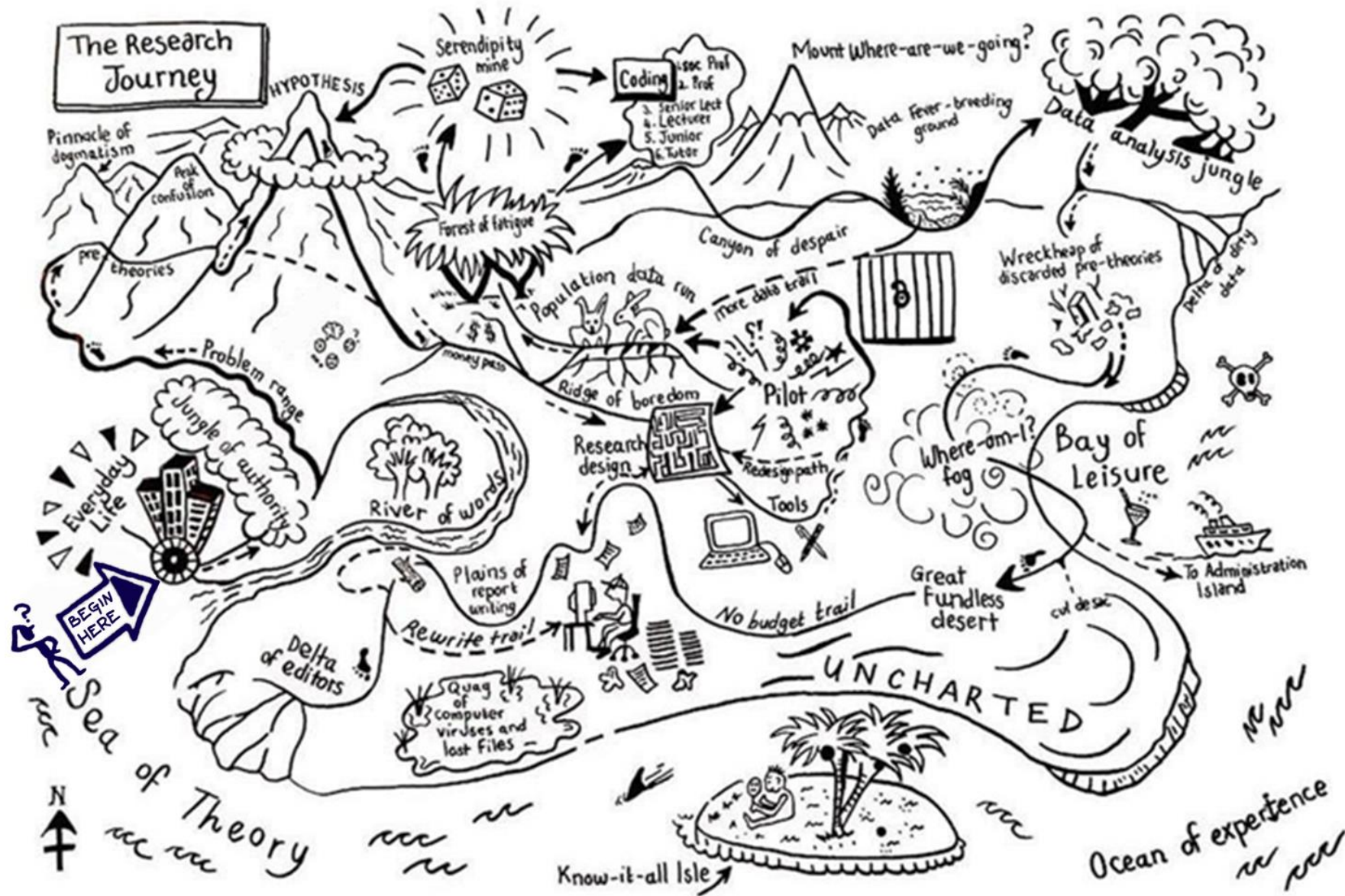
Processes and
procedures

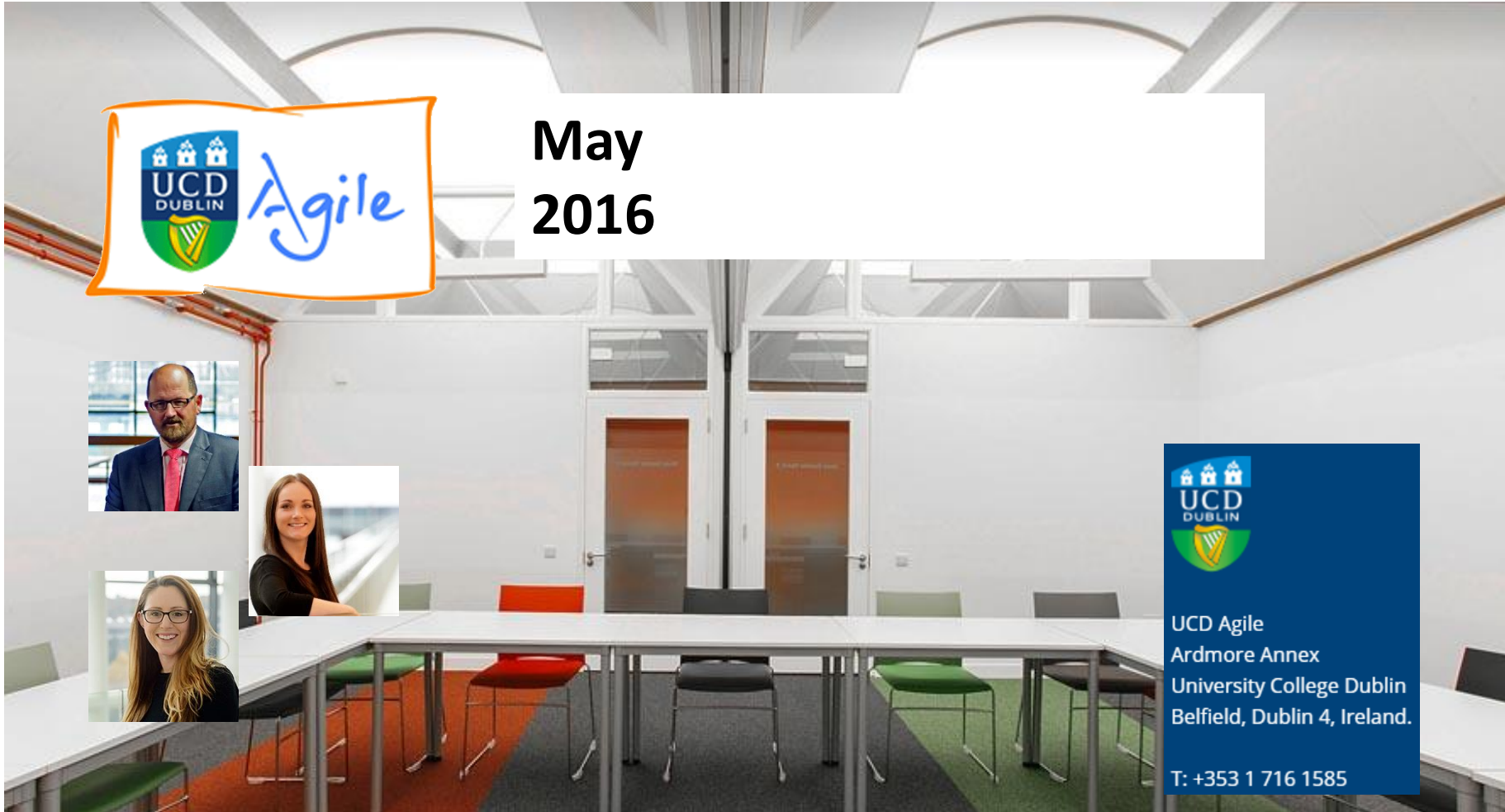
Modern
methodology

Change

Excellence

Benchmarked

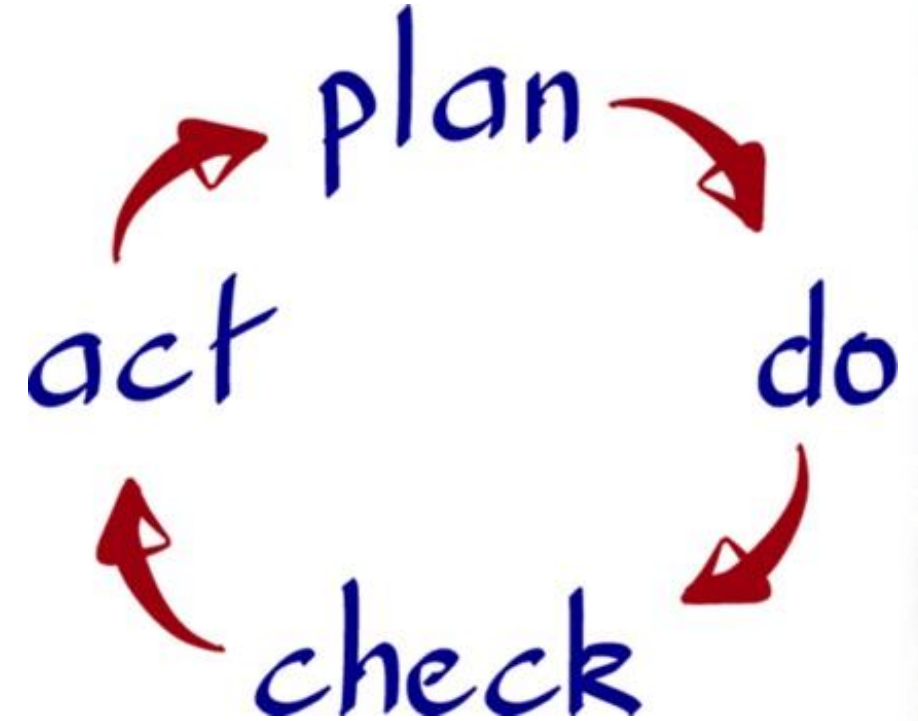


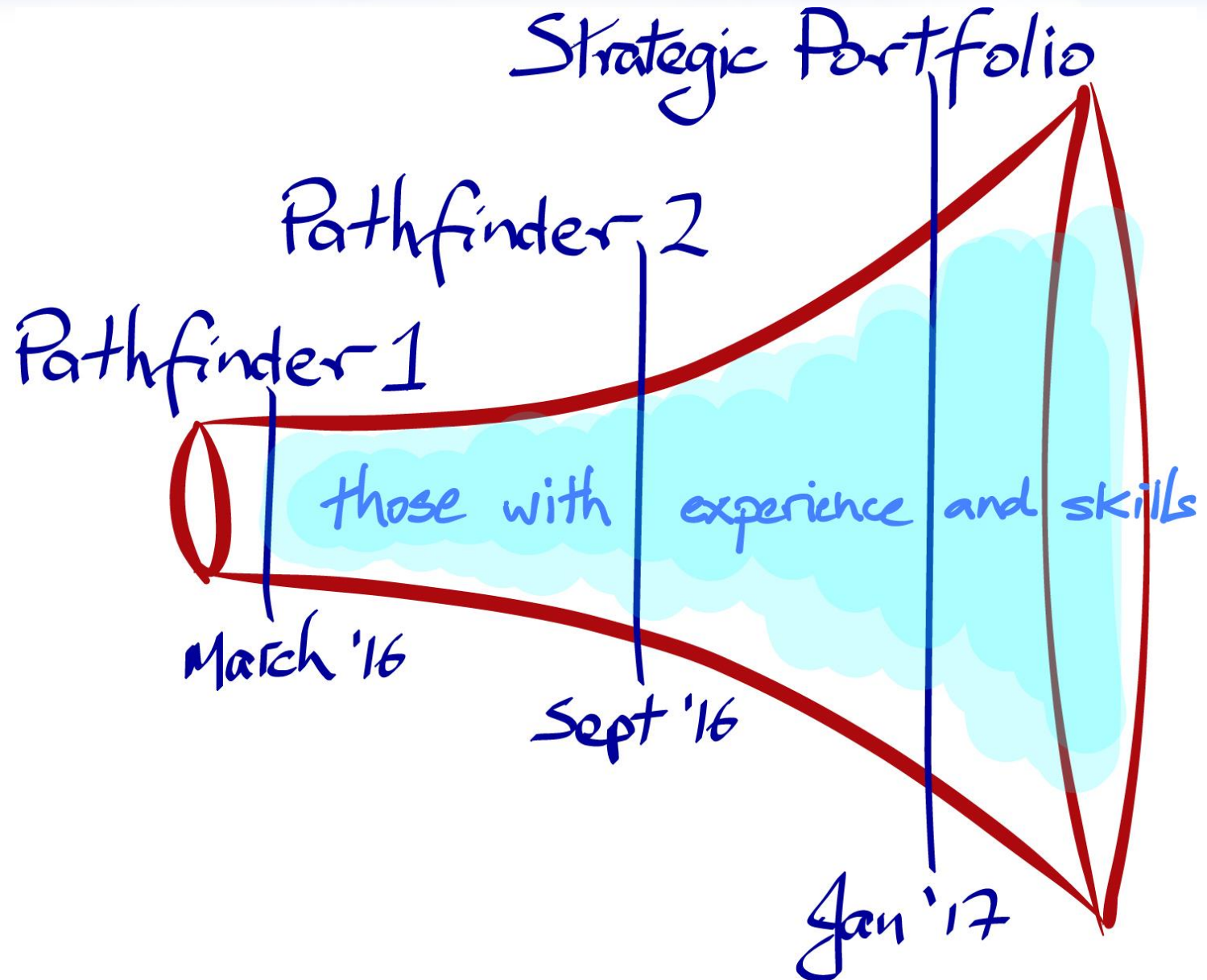




The goals for the 1st 18 months

- Create UCD stories of using Lean Six Sigma
- Raise profile and draw focus through project success and training
- **Explore how the University would engage with this endeavour overall**
- Learn how to bring training to bear and the resources needed
- Learn how the UCD Agile unit would support projects





Pathfinder 1 cycle of projects

LSS Green Belt projects - March to August 2016

- Enhancing staff recruitment HR
- Module reading lists Library
- Capturing research outputs Research
- Creating an outputs based research supports scheme in Research Research
- Enhancing Exam Board Processing Dean of Arts
Yellow belt

Pathfinder 1 cycle of projects

Success examples:

- Enhancing staff recruitment
 - 1000 campaigns a year, 17,000+ applicants, 300+ ‘hiring managers’
 - Goal: reduce timelines, streamline processes, save resources, improve customer satisfaction.
 - Large DMA phases, small IC phases; Two sub-processes enhanced
 - Outcome: deep analysis; process simplified; **500 support hours saved**; customer satisfaction increased; recommendations for future work
- Module reading lists – Library resources
 - 4000+ active modules, 800+ academics, all student
 - Goals: increase academic engagement, simplify the process, improve value to students
 - Outcome: **50% increase in engagement**; simplified process; more flexible timelines; improved engagement by academics; more efficient response by Library; more effective provision of resources to students; recommendations for future work

Pathfinder 2 cycle of project

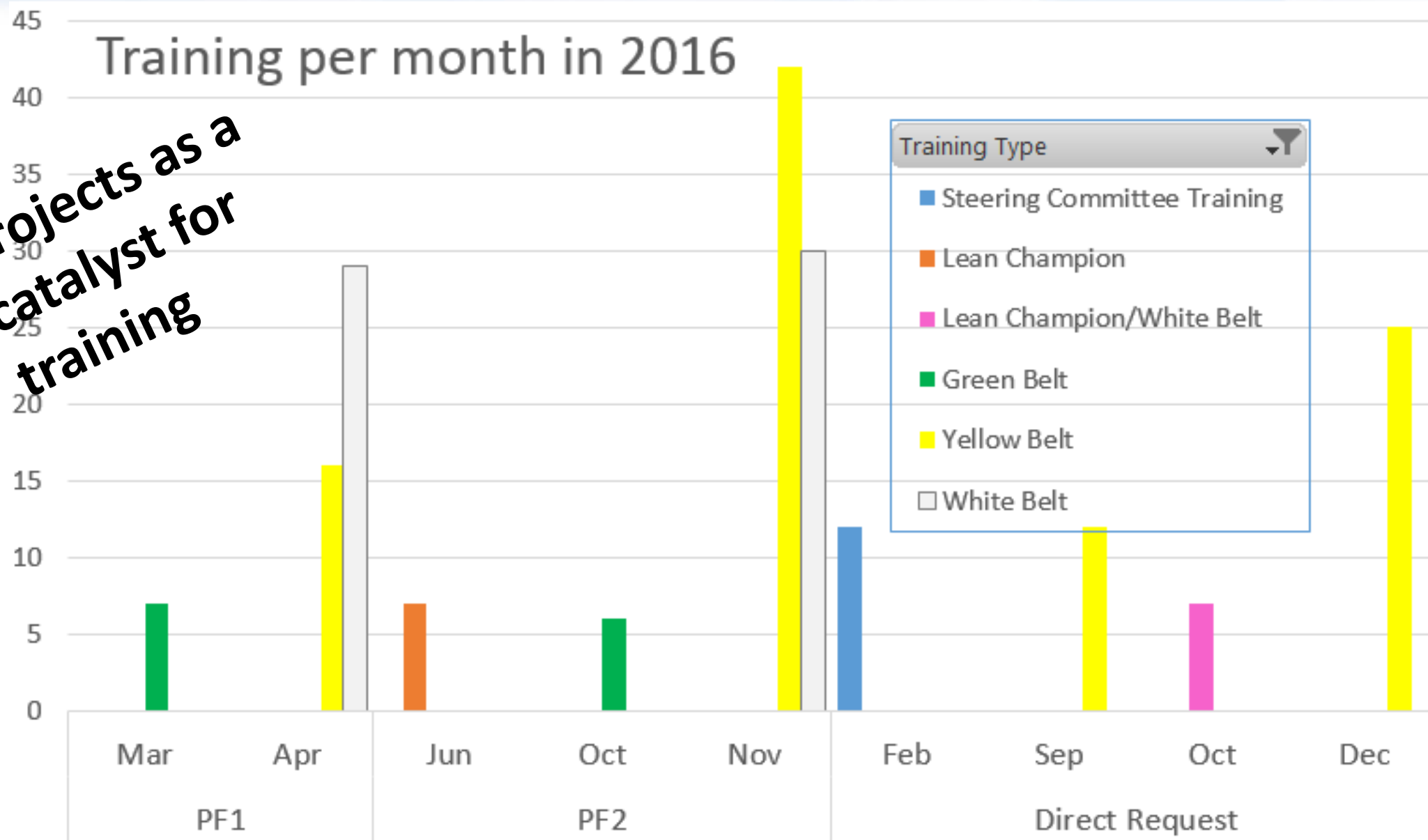
LSS Green Belt projects – November 2016 to May 2017

- | | |
|---|----------|
| • Enhancing asset register update process | Finance |
| • Reduce research underspends | Finance |
| • Streamline the 'approval to build' timeline for curricular change | Registry |
| • Standardising and streamline the operation of scholarships and prizes | Registry |
| • Streamlining the production of programme advertising | UCD CSSL |

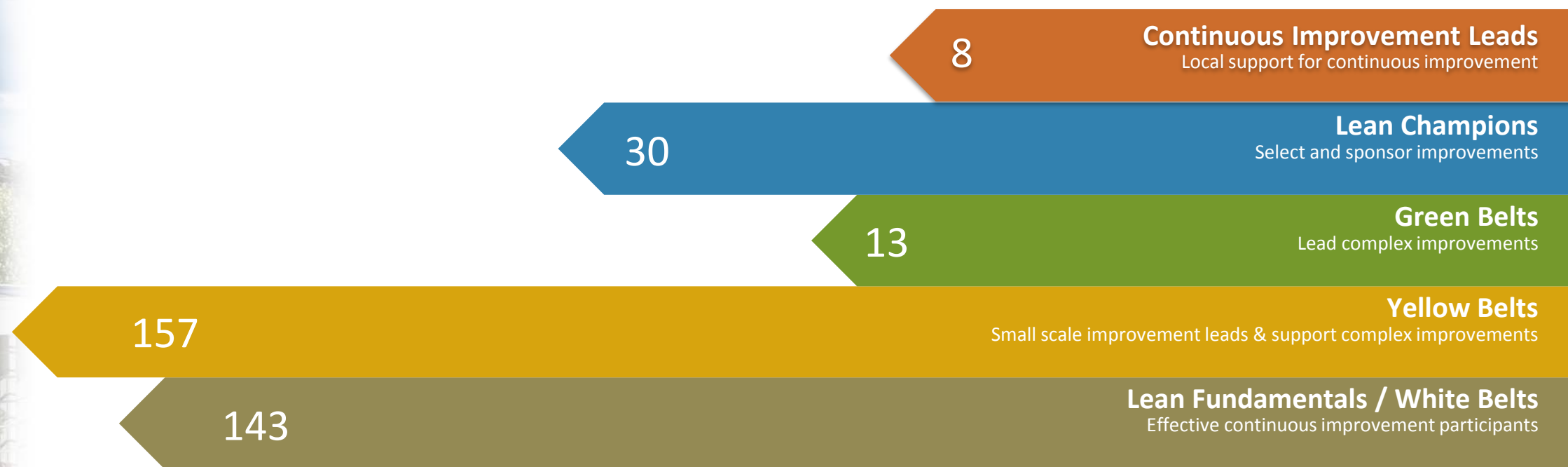
November 2017 cycle of projects

- Cost centre financial management Finance
 - Suppliers - procurement and compliance Finance
 - Standardising and streamline the operation of scholarships and prizes – ‘redo’ Registry
 - Streamlining the production of programme advertising – ‘redo’ UCD CSSL
-
- November 2017 to May 2018
 - LSS Green Belt projects

Projects as a catalyst for training



Training to October 2017



Training survey 2016 to April 2017

- Highlights

- 75% are using
- 77% are receiving
- Variety of use

- some are using
- some are not
- the most significant
- the biggest
- of time are the

- Of those who answered the 'What more from Agile'

- 44% are looking for direct Agile involvement in what they are doing locally
- 30% are looking for more training from Agile

- 216 colleagues surveyed, 10 no longer work in UCD/on extended leave, 18 were out of the office
 - Of the 188 that were available 49 responded

'I thoroughly enjoyed the training. I thought the trainer was excellent and I'd love to do more agile training!!'

Colin Burke, UCD School of Psychology

'Wonderful opportunity to learn by doing. Great tools and techniques to bring back to the workplace and fantastic to come away from a days training feeling empowered!'

Sheila Maguire, UCD Estates

ack



#WST2017

www.worksmartertogether.ucd.ie

March 15

Venue

FOYER



worksmartertogether.ucd.ie



WORK SMARTER TOGETHER

sponsored by UCD Agile



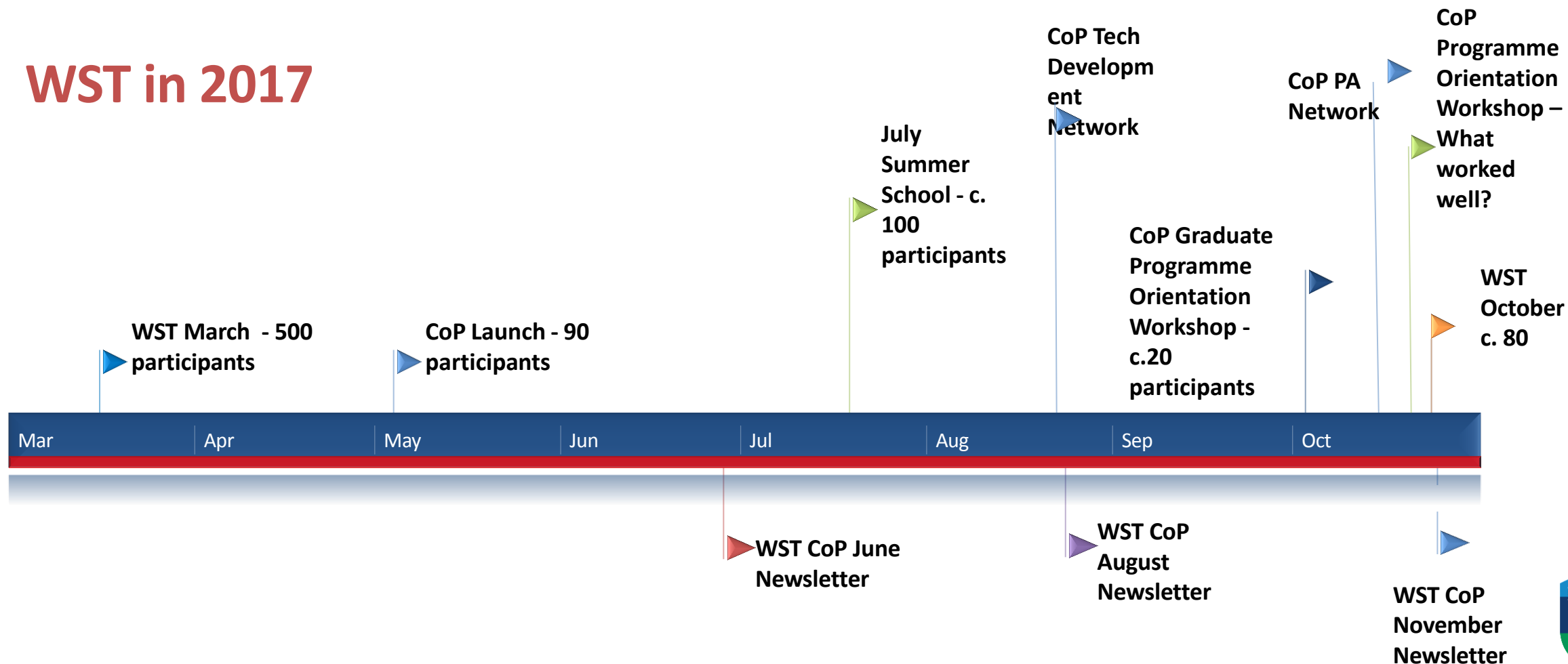
Communities of Practice Launch Event 03 May 2017 at 15.30

Time	Details	
09:30 – 10:00	REGISTRATION <i>Collect your name badge at the reception</i>	
10:00 – 10:10	EVENT OPENING	
10:10 – 11:10	KEYNOTE SPEAKER <i>Half a Shade Braver: The Foundations of Conversational Leadership</i>	
11:10 – 11:30	COFFEE BREAK AND POSTER VIEWING	
11:30 – 12:15	PARALLEL SESSIONS (A) – CHOOSE ONE <i>Working with UCD Agile</i> <i>Unleashing our infrastructure – IDs, data and creativity</i> <i>First steps inside the door... student orientation</i> <i>Half a 'Shade Braver: The Foundations of Conversational Leadership'</i> <i>Love your analytics</i>	
12:15 – 13:00	PLENARY SESSION I <i>What's the 'good' of education – continuities, challenges and change</i>	
13:00 – 13:45	LUNCH BREAK AND POSTER VIEWING	
13:45 – 15:00	PARALLEL SESSIONS (B) – CHOOSE ONE <i>Streamlining – making better easier</i> <i>Researching Smarter Together</i> <i>Reaching out in new ways</i> <i>Explosive ideas</i> <i>Using the right brain...</i>	H1.49 H2.38 MOORE
15:00 – 15:45	PLENARY SESSION II <i>Living under blue skies</i>	ELAN
15:45 – 16:00	CLOSING ADDRESS AND PRESENTATION OF WORK SMARTER TOGETHER AWARD WINNERS	ELAN
16:00 – 16:30	NETWORKING OPPORTUNITY	FOYER
16:30	CLOSE	



Work Smarter Together – Communities of Practice

WST in 2017



Learning

- The institutional personality
 - The coping university
 - Change as 'heading north'
 - No 'burning platform' to provide focus
 - Strategic plan provides a context but does not give direction to the support ecosystem
 - Lack of depth of analysis/insight in relation to the support ecosystem
 - The silos are self-reinforcing

- Success
 - The projects created success stories
 - We learned about the institution
 - Great energy in front line staff
 - The 'UCD Agile' brand has traction
- People
 - 'Should' / 'need to' / 'pain' not energisers
 - The influence of 'sunshine' and 'clouds' people
- Capability
 - Project pipeline management
 - Training as a (welcome) distraction
 - Sponsor management
 - Project lead skill sets

The 'coping' university

- Budget cuts since 2007
- The recession providing context since 2008
 - including pay cuts, imposed staffing constraints and budget cuts
- Crisis management as a decision making mode
- Coping with
 - cuts and constraints
 - increasing student numbers
 - sustaining services/minimising impacts
- Silos self-focused – multi-domain projects rare
- Enabling the support ecosystem not seen as a strategic value
 - The 'necessary evil' paradigm

Change as 'going north'

"Going north is good – let's go north."

"Where will we be when we get there?"

"More north."

"How will that help?"

"Because norther is better than here."

"Where are we now?"

" ... "

"... Let's go north..."

Personal perspective - our training support partner

– the ‘perfect storm’

- Culture
 - There appears to be a strong silo mentality in UCD.
- Compelling need
 - There doesn't appear to be any urgent need to engage with Agile as there doesn't appear to be any consequence of not doing so.
- Metric alignment
 - Probably one of the biggest issues is that there isn't any clear line of sight between what we are striving to achieve at the coal face and the direction the organisation would like to take.
- CI Competency
 - There is very little CI competency to begin with in the support group personnel we've had on the training
 - We are starting at the beginning with some of the staff when it comes to understanding of customers and processes.
- Lack of measurement/data
 - Getting good data to understand why things are as they are is a common challenge for organisations starting out with CI. UCD is no different

The 'clouds' people and the 'sunshine' people



This Peer Learning Seminar

... and the efficiency agenda at the institutional level

- Best means for delivering efficiency?
 - Crisis driven pressurised change with an unmovable target date – hit the date and fix later
 - Undeniably unsupportable volume/workload which requires radical change ‘now’
- Enablers for delivering efficiency?
 - Crisis... related to ‘rapid change’
 - Sudden rapid change... related to ‘crisis’
 - Re-engineering the management infrastructure of an institution
 - Operational objectives/metrics, accountability, performance
- Limits to efficiency?
 - If ‘efficiency’ means ‘delivering more value for less effort’ then there will probably be a certain minimum effort which cannot be reduced - a limit
 - If ‘efficiency’ simply means ‘less cost’ you will get to the a point where you are ‘efficient’ at the expense of your customers – being so ‘efficient’ that you break things
- Best measures?
 - Any measures in use in managing the operation of the University is a good start.
 - Measures aligned to the objectives and key operational goals of the University are better.
 - Before and after concrete measures are necessary for meaningful efficiency-focused action.

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www.ucd.ie/agile

worksmaftertogether.ucd.ie

Some useful references for a higher education context

There a lot published in the area of Lean Six Sigma in Higher Education, and allied topic.

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- Work Smarter Together 2017, website, <http://worksmartertogether.ucd.ie/wst-2017-programme/>