The Efficiency and Effectiveness Agenda in University College Dublin

Prof Mark Rogers
Registrar and Deputy President

UCD by numbers

€443	Million euro annual turnover
€525	Million euro won in externally funded research in last 5 years
64	Percentage of non-Exchequer funding
1,588	Academic staff (FTEs)
1,784	Support staff (FTEs)
28,777	Number of students on the main campus
7,789	International students - main campus (27%)
28	Percentage of international staff
33,724	Total number of students (including overseas operations)
8,857	Number of awards conferred each year

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Historical context: UCD works pretty well

- Investment in main systems in late 90s / early 00s
  - Student, Finance, HR, VLE
  - On-going in-house IT developments

- Major governance, management and academic change in 2005/06
  - Modularisation and semesterisation drove major changes in student administrative systems and processes

- 29% growth in student numbers between 2007 and 2017, almost no increase in central administration
  - There was capacity in the system
  - Modularisation and semesterisation reduced the marginal cost of growth
  - Streamlining (of concepts and processes); use of online; use of self-service

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Strategy 2015-2020

- "Increasing the agility and effectiveness: We will ensure that our teaching, research and administrative processes and procedures are efficient and fit-for-purpose."

- **Challenge**
  - Success measures for this are generally indirect
  - Main measures in use are, in effect:
    - that things work,
    - there are no complaints, and
    - that how things work is not an inhibitor of academic ambitions
  - We do not operate concrete metrics based operations management - inhibits continuous Improvement because:
    - Efficiency drives look to before/after metrics
    - Efficiency management needs to be metrics-based
    - Effectiveness looks to 'customer' need
  - The focus in dealing with the 2005/06 changes was on systems, out of need, and not on 'customers' so measures of success tend to look to processes/complaints rather than beneficiaries/satisfaction
    - How well we create an environment in which teaching, research and learning is not, in effect, the measure of operations
    - Measures: external financial audits; accurate data; controlling change; local complaints; collegial collaboration

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UCD Agile "Make the best use of resources to the best effect"

Best Use	→ Effective	Determined by purpose
	→ Efficient	Best use
Best effect	→ Outcomes	Goals that are set by strategy etc
	→ Measures	Measured against goals

3 questions about operations
- what were we aiming for?
- what did we achieve?
- what resources did we use? (time, effort, collaboration, staff, budgets...)

- Nature of unit
  - Options
    - Internal consultancy team, delivering
    - Catalysts – small unit working in collaboration
  - Chosen
    - Team of 3 - two Agile evangelists and an administrator

- Remit
  - Deliver value and excellence
  - Build a continuous improvement culture
  - Empower people

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UCD Agile "Make the best use of resources to the best effect"

Training

'Green Belt'	6 days training, major project	22
'Yellow Belt'	1 day, hands on	219
'Lean Fundamentals'	half day, introduction	237

Consulting

Direct support for the 'green belt' projects

Mentoring

Project scoping

Team visual management

Community of Practice

Work Smarter Together 2017	400 participants from across the campus
	60 presenters - session and posters
	3 keynotes
	125 pre-event workshop participants
On-going	Technical Development Network
	PA Network
	Agile CoP
	School Manager CoP
	Programme Orientation CoP

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Structural focus - Unit and School managements

Objective - to make the 'agility and effectiveness' agenda part of normal management

Outcomes

- 22 green belt projects supported - 11 in 2016, 2 in 2017, 9 in 2018.
    - Not all have been successful
    - Only three have been in mainstream operational processes – mostly 'peripheral'
    - Only two have been in academic units - both in laboratory/workshop management

- 277 trained out of the main support units – individuals tend to drive the use of Lean in their local environment, not 'top down' in their unit

Challenges

- *'inertia of success'*: Its working – why change: motivation for improvement is lower than the perceived risks of change.

- *'nice to have'*: Customer focused improvements, in operations areas, can have the flavour of a 'nice to have' *project* rather than a *day to day* 'must have', especially if operations 'success' is self-defined…
    - … because operations' day-to-day are always treated as a 'must' → … so bringing change which is categorised as a 'nice to have' is hard → … even though all parties would be in a better place after the change – easier for operations, better for customers

- *'its working – must be efficient'*: If operational success is self-defined, if successful operations were hard won, if complaints are low, if there is no crisis or external major change, **then change is difficult, even though**
    - No guarantee (no measures!) process are efficient
    - No guarantee (no measures, no success framework) processes are effective
    - No guarantee (not listening) operations are responsive or even clearly aware of customers' real needs
    - Cannot prove they are 'making the best use of our resources to the best effect'

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Agile focus - investing in team leads

- Successful operations teams have typically evolved over time
  - incrementally improving processes and systems
  - responding to, and developing with, changes in their environment

- Challenges
  - Successful teams do not necessarily use clear operations management of the various business they deliver
  - In an environment which is not broadly metrics driven, operations teams do not comprehensively use metrics in their self-management
  - Their focus will most likely be on the processes themselves rather than beneficiaries and value delivered
  - Where success is delivered in this way change is a threat both because
    - success has been hard won and
    - the consequences of change are unpredictable (metrics again) compared with current 'success'

- Over the last year of Agile more time has been spent with teams and individuals in developing their operations management
  - Capacity to clearly define the business they run
  - Engagement with, and empowerment of, their 'customers'
  - Use of metrics as an operational norm
  - Decision making on where to focus improvement efforts
  - Continuous improvement as part of the day to day – not optional 'projects'

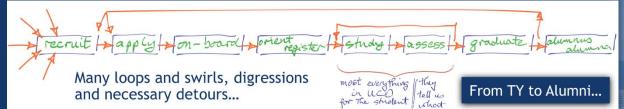University College Dublin
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Customer Focus: Students Experience Mapping

- Desire: catalyse the support units' systematic engagement, top down, with 'customer focused, value driven'

- Use a mapping of the student journey from recruitment to alumni

- Purpose
  - create a student centric approach to integrating and enhancing our supports
  - identify the key measures, from the students' perspective, which represent their journey
  - enable a metric-based decision making capability regarding where best to make improvements
  - track the consequences of change through these key metrics
  - embed the Agile skill set through this thinking, approach to metrics, and improvement projects

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