2019 UC-Coro Systemwide Leadership Collaborative

-Southern California Cohort-

BEST PRACTICES FOR LEADING CAMPUS/SYSTEMWIDE CHANGE PROJECTS

CASE STUDIES

UC IRVINE - Reducing Lab Renovation Time

"By ourselves, we can do small things, Together…."

Fostering trust, communication and compromise as tools for building effective change partnerships

SUMMARY

Many research, education and service missions in the University of California system rely on completion of construction projects involving multiple stakeholders. Indeed, large projects such as those associated with renovating lab space able to support cutting-edge research often involve the stepwise integration of work products generated by many different campus units. The linearity of such processes has the potential to not only to impede research, but education and service mission as well. Substantial delays in large project completion can result in loss of critical staff and high impact faculty. Here, the UCI Lab Renovation case study provides lessons in how to foster collaboration and compromise to support transformative mission enabling changes to long held traditional "ways of doing things".

KEY LESSONS: To foster effective change partnerships

- Develop a relationship of trust with stakeholders. Bring together and work side-by-side with stakeholders, identify common goal(s) for change and hold all accountable for the results.
- Executive buy-in and support is critical. Leadership needs to empower people to make change and reassure change agents to assume the risk that comes with change and that if it does not go perfectly, leadership has their back.
- Give appropriate recognition to all those involved in making the tough changes.

CHANGE PROJECT

To reduce the time it takes to renovate lab space for incoming faculty to ensure their immediate research productivity when they join the university.

CHALLENGE TO CHANGE PROJECT

Time required for design and construction exceeds time between faculty recruitment and faculty onboarding. Tradition of fully customizing lab spaces for new faculty's research needs. Tradition of funding and scheduling renovations only close in time of new faculty arrival UCI. Difficulty coordinating the multiple campus units involved including the

hiring unit, Facilities Management, capital planning, budget office and executive leadership.

HOW CHALLENGES MET

Change Leaders fostered:

(a) Trust-building communication among all stakeholders
(b) Acceptance of shared modest risk by all stakeholders
(c) Commitment to long term plans
(d) Development of an explicit process and MOU between stakeholders

ACKNOWLEDGEMENTS

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Allen Shiroma, Assistant Vice Chancellor, Facilities Management

Adam Feuerstein, Manager, Construction Project Services, Facilities Management

Ken Walsh, Senior Assistant Dean and Chief of Staff, Henry Samueli School of Engineering

OVERVIEW OF PROJECT PROCESS

BACKGROUND

As part of its "Bright Past. Brilliant Future." strategic plan, UC Irvine is committed to expanding the number and impact of UCI faculty. The university's ambitious growth plan includes increasing UCI's research and teaching capacity by 250 additional faculty over a five-year period. Attracting and retaining exceptional faculty is key to achieving this goal.

With expansion comes the challenge of attracting both distinguished and promising new faculty to UCI and providing the support needed to ensure their research productivity to achieve the goals of the university and fulfill the strategic plan.

THE CUSTOMER

"It takes way too long for us to get labs ready for faculty around here." That comment was uttered by a faculty member to the newly-appointed Chief of Staff and Senior Assistant Dean at the Samueli School of Engineering at UCI on his first day at UCI. When he heard similar comments from a few more faculty members, the Chief of Staff knew that he needed to learn more about the problem and find a solution.

When a new professor begins at the university, it is important that they are on-boarded and productive as quickly as possible. Of particular importance is having their research up and running. New junior tenure-track professors need to begin research in their labs in order to utilize their tenure clock effectively to build up a track-record in time for getting tenure. The longer the delay in having a productive lab, the longer the lag in getting their career started, wasting precious time on their tenure clock, among other consequences of delays in getting labs ready in a timely fashion.

It could take between nine and 18 months after new faculty members started work at the university to get their labs up and running, negatively affecting the faculty member's productivity.

SCHOOL OF ENGINEERING AS A PILOT

The first step in the process was to bring together stakeholders, including the customer (the school), and staff from Facilities Management, capital planning, budget office and executive leadership to serve as sponsors which included the dean of the school and the vice chancellor. They were challenged to take a holistic review of the process and identify new strategy. Over the course of a few months, the goals were jointly defined, issues on all sides were laid out, and a partnership developed. The meetings culminated in a co-authored agreement signed by Facilities Management and school leadership with steps laid out, reflecting the partnership and joint accountability.

There were a number of changes to the process that vastly improved the timeliness of lab renovations, and both the school and Facilities Management had to compromise for the sake of the end goal. There were also additional benefits reaped from the process.

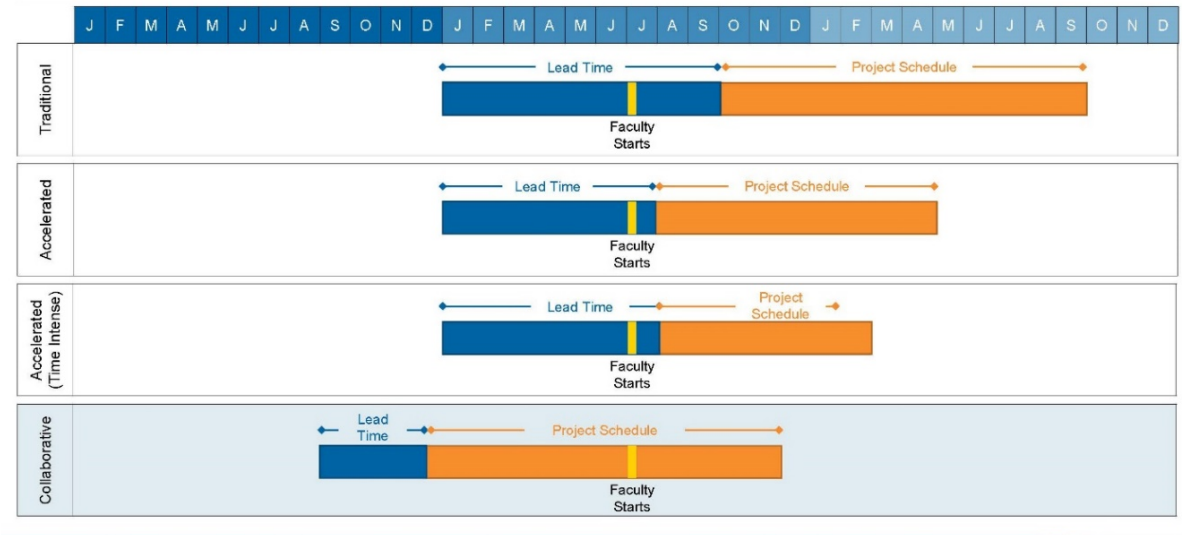
- **Space planning.** The School of Engineering created a multi-year lab space plan based on faculty recruitment goals. The school partnered with Facilities Management to ensure suitability of space for a lab, and if some of that space was already occupied, a plan could be established to vacate the space and relocate current occupants. This planning helped the school avoid the last minute "domino effect" of moves and kept current occupants of the space informed of changes well in advance.
- **Early funding for design work.** One year before new faculty joined the university, Engineering and Facilities Management used the space plan to submit a request and receive approval for funding for design work based on an estimated cost per square foot. This early step meant design work would be complete just at the time faculty members were being signed on.
- **Timing for renovation projects.** Rather than waiting for the new faculty member's arrival to campus to begin the renovation planning as had been done in the past, Facilities Management began the process while the faculty member was still in the recruitment process - six months or more before the faculty member set foot on campus. Stakeholders accepted that approximately 80% of design work would be completed before the faculty member was confirmed and up to 20% customization would be required to meet the new faculty member's specifications.
- **Delivery process for construction.** Engineering and Facilities Management agreed to more generic lab space (open bay designs, modular casework with standardized utility setup) with some flexibility for individual faculty customization of up to 20% - work that could be done once the faculty member was confirmed. In addition to the benefit of beginning construction early, economies of scale by grouping several lab projects into one enabled joint bidding, resulting in significant time reduction and cost savings. Facilities Management identified additional ways to fast-track projects from 12 months to 6-9 months ("Time Intense" model). Additionally, Engineering and Facilities Management realized there needed to be flexibility in the program. When a distinguished hire required complete customization of a lab, the team adjusted to deliver the specialized lab on using an Accelerated Time Intense process.

THE RESULTS

Not only was the lab renovation process sped up from 9-18 months after a new faculty member begins work at UCI to 1-6 months, there were additional positive results. More thoughtful review of basic lab requirements resulted in a better product, allowing multiple faculty members' labs being clustered together. The ability to bundle multiple lab renovation projects together into a package resulted in time and cost savings. Finally, the

pilot process in Engineering is transferrable to other schools and departments within the university to expedite construction projects. The new process is called the *Collaborative Approach*.

Traditional, Accelerated and Accelerated (Time Intense) and Collaborative Models for delivering lab projects:



UCLA - ePermit Parking Conversion

"One size fits all: great for socks, but…."

Implementing large scale change in the face of widespread customization where exceptions are the rule

SUMMARY

Large change projects in the University of California system will often encompass diverse campus units and diverse cohorts of faculty, students, staff, contractors and community partners. The very different functions, needs and accommodations of and for these diverse units and cohorts of stakeholders are often met by developing processes and infrastructure customized to each subgroup. Indeed, it is not uncommon for prevalent use of "exceptions to the rule" to become de facto new but poorly documented processes for entire select subgroups, cohorts and/or UC units. The subsequent consequence for change projects can be two-fold:

1. *fear by stakeholders that their needs will be steamrolled over in a "one-size fits all" solution. As a result, vigorous resistance may limit implementation of the change project – leading to failed or fractured change.*

2. *fear by change champions and managers that infrastructure or protocol requirements for the change project are insurmountable or too costly. As a result, the change project can be abandoned, fractured or implemented in a manner that could harm or alienate portions of the diverse stakeholder pool.*

Here, the UCLA ePermit parking conversion case study provides lessons on how to facilitate large wide-scale change implementation involving large numbers of diverse stakeholders with non-uniform needs and functions.

KEY LESSONS: When "Dreaming Big" in change projects that encompass multiple units and stakeholders

- Be attentive and listen to resistance as a means to identify problematic areas where current practices may be ill-defined, highly customized and characterized by numerous exceptions.
- Resist the rush to meet deadlines and solve prevalent "exceptions" on the backend of the project. Instead, pause and listen to the good, the bad and the ugly. Regroup, revise and refine.
- Allow sufficient time for broad engagement and iterative consultation in change project stages/cycles of planning, implementation and revision
- Recognize when additional expertise is needed. Facilitate integration, not competition between internal and external consultants/contractors.
- Challenge assumptions AND welcome new ideas and new partners at all stages.

CHANGE PROJECT

Conversion of UCLA's entire parking permit and parking enforcement system from a system relying on physical permits hung on a car's rearview mirror, viewable via car's front window to a system relying on electronic permits (ePermit). With ePermits, individuals register license plate numbers of cars to be used in their assigned parking location. License-plate scanners verify that a parked car has a valid permit in the parking database, and that only one car per permit is in use at one time. The online system eliminates in person permit pick up, can be modified online for car changes or for rental cars, and can support multiple parking time window options. ePermits support UCLA sustainability goals and reduce costs for both the transportation office and the parking clientele.

CHALLENGES TO CHANGE PROJECT

Urgency to reform parking system before multi-year renewals came due in 2020. Apparent insurmountable infrastructure requirements to support the large complex scope of UCLA's parking clientele needs and locations. Concerns from staff that conversion efficiencies meant job losses and from clients that parking solutions meant their unique functions and needs would no longer be supported.

HOW CHALLENGES MET AND USED TO COMPLETE A CHANGE PROJECT WITH AN INCREASED SCOPE

Change Leaders facilitated:

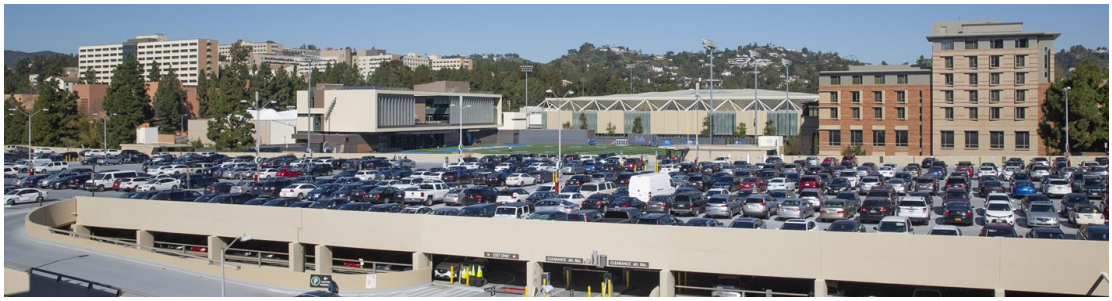
1. Innovative Teamwork and Error/Problem Reporting - Leaders "had the back" of team members at all levels.
2. Broad engagement with all communities issuing, regulating and receiving permits. Multiple focus groups were used to gather information on needs, concerns and comments before, during and after implementation of milestones. The lessons learned guided revisions to the process and to subsequent milestones.
3. Integration of local campus and external consultant expertise and efforts.

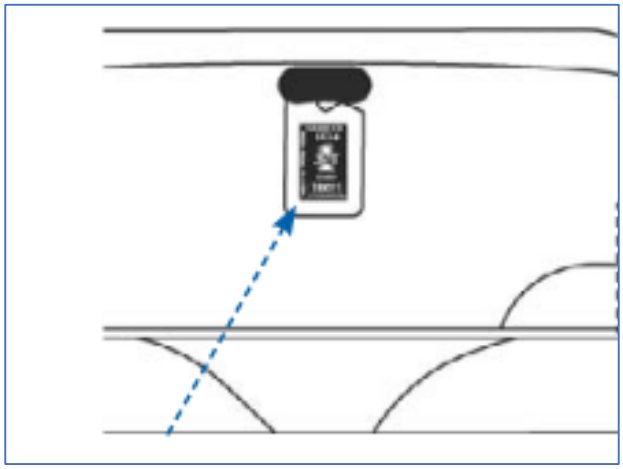
ACKNOWLEDGEMENTS

We sincerely thank Lisa Koerbling, UCLA Director of Commuter & Parking Services for discussion of this case study. Source material and text used in this case study can be found at: https://www.transportation.ucla.edu/bruin-epermit-system; http://newsroom.ucla.edu/dept/faculty/may-31-deadline-to-purchase-ucla-parking-permits; http://www.t2systems.com/community/blog/customer-success-ucla

OVERVIEW OF PROJECT PROCESS

UCLA's Transportation Department sells over 30,000 faculty, staff, and student permits each year and manages parking for hundreds of events throughout the year at multiple





locations. The physical permit based system that was in place was cumbersome for both parking staff and parking clientele. Parking staff spent nearly half of each year preparing and issuing annual parking permits and permit modifications. Parking Permit Holders had to remember to place the permit in the actual vehicle driven to UCLA and in a manner viewable by parking enforcement. Failure to do so would result in a parking citation and fine. Loss or theft of a parking permit resulted in permit holders having to pay replacement fees, file police reports and complete parking processing forms. All of these tasks also involved substantial staff time and effort. Furthermore, the permit process undermined the campus sustainability goals as approximately 1,500 pounds of paper and 30,000 plastic hangtags were used annually in the parking production process.

More than 5 years before the conversion to the ePermit system began, the champions leading the parking conversion change project began initial attempts to define processes and software infrastructure needed to support an ePermit parking system. There was substantial urgency to complete this task before the next round of long-term multi-year physical permits was issued for the fiscal year 2020. If this parking conversion deadline was missed, either the campus would not be able to launch an electronic permit based system for several more years or the campus would be locked into simultaneously supporting both physical and electronic permits systems. The latter situation was impractical as it would be too costly in time, money and effort to be sustained for those involved in issuing, enforcing or using parking permits.

To meet the deadline, the change champions led an intense iterative process of review and consultation with internal campus software experts and multiple stakeholder focus groups. This process increased awareness of the high number of unit dependent customizations of the T2 FLEX software and external web-based systems used to manage complexities in parking eligibility, assignment processes, access and costs for long term and short term parking needs. Therefore, rather than try to augment this highly modified software system, the change leaders worked with internal campus experts to determine the feasibility of developing a new software solution able to support an online ePermit system and meet the identified needs. Unfortunately, after nearly two years of iterative consultation aligning functionalities needed with infrastructure support solutions, the change leadership team determined that generation of a new software system capable of issuing, tracking and enforcing ePermits across UCLA's diverse set of clientele and units could not be developed using only campus resources in time to be launched for the fiscal year 2020 permit cycles.

At this point, the change project could have been abandoned or split into multiple smaller projects with multiple (likely incompatible) products serving different groups. Instead, the change leadership team challenged the assumption that their current software system (FLEX software by T2) could not be modified to support their change target goals. With only two years remaining to develop and launch a solution, the change leadership team enlisted T2 as formal collaborators and facilitated a highly interactive and collaborative relationship between internal and external consultants. Working with multiple focus groups to reveal

concerns and opportunities, the change leadership challenged assumptions concerning their traditional business models while working to clarify the needs of each cohort of stakeholders. The change team and their consultants together found ways to use new functionalities of T2 FLEX software never before accessed by UCLA as well as new ways to use older ongoing functionalities of the software. As a result, UCLA has completely changed the way they manage permits: from permit configuration, to how units check whether an individual can buy a permit or how payments for a permit are made. Indeed, the transformation in parking has extended to the ways parking space is controlled on campus and how clientele information is updated.

By challenging basic assumptions AND by listening to the needs and concerns of the parking staff, the education, clinical, research and administrative units and the different clientele cohorts, the change team was even able to extend the scope of the change project. Of particular note, an unexpected benefit and clear sign of project success was extension of the project to integrate the student permit sale wait list process into the new online system. Finally, the change leaders also took care to plan for concerns of parking staff who feared layoffs due to increased efficiencies of the new system. Because the change process was managed over a period of a few years, the change leaders simultaneously took care to integrate changes in hiring plans to synchronize with increased efficiencies. These actions together with frequent consultation with staff, facilitated the parking unit as a whole supporting and successfully implementing an immense and transformative large change project with multiple campus beneficiaries.

UC RIVERSIDE - Budget Model

"Changing Horses Midstream"

How to use unplanned changes in the change team to pause, adjust and optimize change outcomes

SUMMARY

The entire process of a large change management project may occur over extended periods of time due to the length of time required for successful stakeholder engagement and implementation of change project outcomes. Indeed, as the part of the normal evolution of UC administrative personnel, mission critical personnel leading the change project may themselves change during the process. Here, the UCR budget model case study provides lessons on how to transform a potentially problematic challenge into a purposeful review and refinement step fostering the change process and ultimate successful adoption of the change outcomes. The discussion also illustrates the utility of using tools such as the Ruben Leadership Architecture Guide to structure analysis and awareness of the implementation steps for a major campus wide change project when facing challenges in the process.

KEY LESSONS: Use unexpected disruptions in change process (or plan a mid-process step) to stop and:

- Match ongoing change target metrics to the initial metrics used to identify the need for change.
- Listen to resistance to identify needed and/or beneficial course corrections/refinements in outcomes. Don't just keep moving forward to meet a deadline.
- Evaluate unintended consequences of change. Explicitly consider whether new stakeholders have been created by the change process itself and identify how these stakeholder needs for participation in the engagement, commitment, action and integration steps of the change project can be met.
- Add sufficient time in the integration process to identify and implement required revisions.
- Evaluate alignment and effectiveness of change process with rationale for change, using tools fostering formal assessment of each step such as the Ruben Leadership Architecture Guide.

CHANGE PROJECT

Transformation of UCR Campus Budget Model from a Centralized Budget Model to a modified Responsibility Center Management Model (RCM). Responsibility Center Management (RCM) is a model in which operational authority is delegated to schools, divisions, and other units within the university. A RCM model allows each unit to prioritize their specific academic missions. Each unit receives its own revenues and income, including the tuition of its enrolled students. However, units are also responsible for their own expenses and in a strict RCM model are also responsible for their proportionate share of the university's general operational expenses.

CHALLENGE TO IMPLEMENTATION AND COMPLETION OF CHANGE PROJECT

Key Project Leaders (UCR Provost and VC Planning and Budget) changed between project conception and full implementation/integration of the change project.

HOW CHALLENGE MET AND TURNED INTO AN ASSET

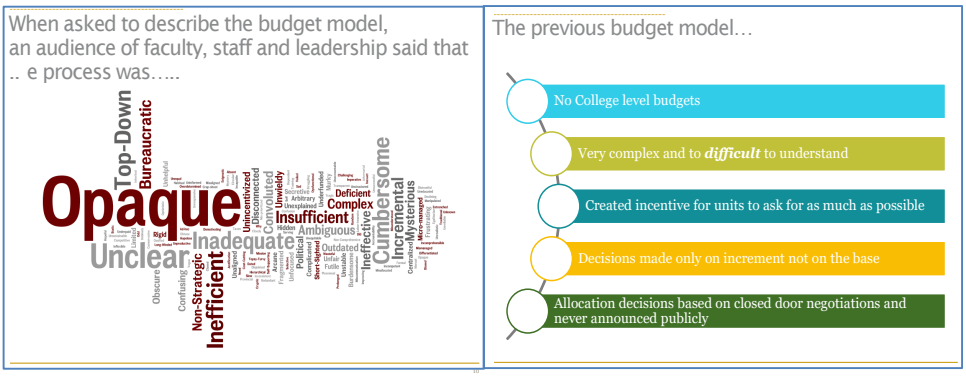
New Change Leaders came into the process understanding:

1. Solution metrics need to align with problem being solved
2. Broader engagement with the community at multiple iterative stages of engagement, commitment, action and integration leads to changes that more closely align with and solve the original triggers for change
3. Transparency at all stages and for all refinements to the project aids in understanding, implementation and adoption of the change.

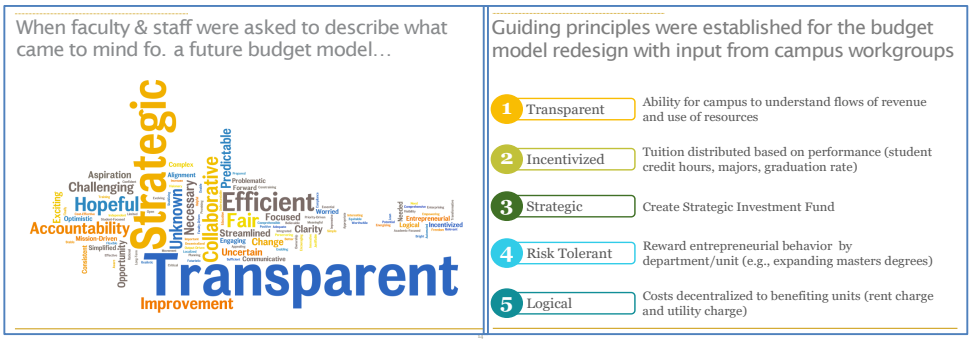
ACKNOWLEDGEMENTS
We sincerely thank UCR's leadership for their open discussion of this case study.
https://fpa.ucr.edu/budget-model-refinement (source for text and graphics).

OVERVIEW OF PROJECT PROCESS

Beginning mid-2014, the UCR Provost and VCPB began a two-year budget redesign process that engaged the broad UCR community. From surveys and workshops, the then current UCR budget was identified as being viewed by the community as ***Opaque, Unclear, Inefficient, Inadequate and Top-down*** (figure 1, left). Analysis by the project team leaders largely concurred (figure 1, right) and additionally noted that the then current model incentivized units to *"ask for as much as possible" and inadequately fosters college level budgets*. The community's desired features of a new model system were identified as being *Transparent, Strategic, Efficient, Collaborative and Hopeful* (figure 2 below left). Based on this input, the project leadership team identified being *Transparent, Incentivized, Strategic, Risk Tolerant and Logical* as the guiding principles for a new budget model (figure 2, below right). In a truly impressive and rapid technical feat, the project team leadership successfully launched the campus transition into a newly developed RCM-type budget model on July 1, 2016.



The transition to a modified RCM budget directly and successfully addressed three of the major critical problems with the original centralized budget model identified by the community and administration. The RCM model specifically corrected the concerns: **Top-down, "ask for as much as possible"** and **inadequately fosters college level budgets.** The new RCM-type model placed budget decisions and priorities firmly in the control of the units generating revenue with the result of fostering local accountability and entrepreneurial innovations. For example, specific units launched new revenue generating master's programs that also served to augment and support their educational units. An implicit assumption was that local control inherent to a RCM budget model would foster attributes desired both by the community and administration: transparency, strategic and collaborative. Retrospectively, it became apparent that transition to the new



budget model did not directly address whether a budget was ***Opaque, Unclear, Inefficient*** and/or ***Inadequate.*** In addition, from the initial launch, the campus community vocalized confusion and concerns on the implementation and unintended consequences of the new RCM budget for core campus missions. For example, administrators and community members noted unintended detrimental funding and priority consequences for graduate programs especially interdepartmental programs that cross colleges and schools; consequences for diversity and retention as well as for sustainability across economic cycles. A further dramatic complication was the change in campus leadership. During the early implementation period, the primary project leaders changed with 2 changes in the Provost position (early in 2017, and 2019) and 1 change in the VC Planning and Budget position (early in 2018).

Retrospectively the UCR Budget transition can be aligned with Ruben's 5 stage leadership guide for change management:

Stage 1 – Attention to the Problem/Change Needed (definition of the problem/change needed)

Stage 2 – Identification and Engagement with stakeholders

Stage 3 – Commitment to change by relevant stakeholders, including agreement of specifics of change

Stage 4 – Action and change implementation

Stage 5 – Integration involving assessment of change implementation and effectiveness of the change outcomes

Budget Model Refinement Schedule

Constituent Type	Constituent Group	Venue
Leadership	Senior Leadership	Leadership Retreat
Academic Senate	FY15-18 Division Chairs/CPB Chairs and members	Meeting
	Planning and Budget	Committee Meeting
	Research	Committee Meeting
	Physical Resources Planning	Committee Meeting
	Executive Council	Committee Meeting
	Educational Policy	Committee Meeting
	Graduate Council	Committee Meeting
	Faculty Welfare	Committee Meeting
	Courses	Committee Meeting
	Diversity and Equal Opportunity	Committee Meeting
	Library and IT	Committee Meeting
Faculty	Chairs and Directors	Chairs and Directors Meeting
	Faculty	Open Forum
Financial Admin	CFAOs	Monthly CFAO Meetings
Staff	Staff Assembly	Open Forum
Students	Student Leadership (undergraduate/Graduate)	Student Leadership Meetings
	Diversity Council/VCSA/Interim Dean of Students	Diversity Council Meeting

FP&A will also administer a survey to solicit feedback from those unable to join targeted consultations

These events in conjunction with the urgency to have a finalized adoption of a campus budget model could have derailed the change process, resulting in fragmentation of the project outcomes, implementation of a severely flawed final product or even simple reversion to the older original budget model (viewed as flawed and unable to sustain planned growth but functional for

the current state). Instead, the new incoming project leadership took the opportunity to embrace the vocalized resistance. Based on the areas affected by the new budget model and the groups vocalizing resistance, the incoming leadership identified additional community groups and stakeholders needing to be consulted (see budget refinement schedule below) and outlined a defined consultation process aimed at identifying revisions to the budget model that would align with the original stated problems and that would explicitly support campus research, education and service missions. A new well-defined timeline was developed. Communication and transparency were prioritized such that details of the budget process, groups being consulted, their reports and the timeline of the consultative process were posted online accessible to the UCR community (details at https://fpa.ucr.edu/budget-model-refinement).

Ruben Leadership Architecture Guide (second iteration with incoming project leadership)

	Stage	Leader (Person/Team)	What the Leader/Team Should Do
Attention	1.	**Provost, VCPB,**	Resistance raises need for attention. Project leaders work with resistance leaders and stakeholders to identify need for change and what types of change. Identify what mission(s) or metric(s) are being served. Involve Chair, Deans, Senate, Staff Assembly, Student Assembly
Engagement	2.	**Provost, VCPB,**	Identify people: CAFO's, Financial managers, Deans, Chairs, Senate Leadership, Faculty serving on key senate committee representing broad constituency, staff assembly, undergraduate and graduate students. Begin to shape needed change
Commitment	3.	**Provost, VCPB, leads of core groups identified and engaged in stage 2 (see *Budget Model Refinement Schedule* table above)**	Identify possible solutions with all the groups above and gather feedback on the possibilities, to weed out the poorest solutions. Provide education/training to help make the stakeholders more informed. Check if the right problem was identified in the first place. Ultimately decide on specific change targets/metrics by matching solution to stated problem (avoid mission drift or insufficiently considered add-ons that don't address stated need for change)
Action	4.	**Same core group**	Define in specific terms what resources are needed to align budget with change needs and mission needs; potentially utilize external consultants.
Integration	5.	**Same core group**	Tweaks are part of the regular review and improvement process well after change is complete. Be respectful to continue to listen to "change resistance" to learn if additional tweaks and refinements are needed as the change matures and becomes "standard". Continue to review and adjust (continued quality improvement, monitoring for eventual obsolescence of the implemented change project). Explicitly celebrate the hard work and success of teams involved.

There is pragmatic utility in organizing the sequence of change events in a formal structure to ensure that each step of the process is fully developed and met, that the problem/change targets are identified, addressed, stakeholders engaged, groups

committed and ready for action and implementation of the change. Once change is in place, a formal structure allows a method to monitor continued quality improvement, unintended consequences of change and eventual obsolescence of implemented change.

Here, the incoming project leadership essentially entered the change project in stage 4 and as part of the integration/assessment stage (stage 5), launched a new 5 stage cycle of change management outlined by Ruben. Based on attention to newly identified needs for refinement (new stage 1 activity), both original and new stakeholders were identified and engaged (stage 2), 20 major areas of needed revisions were identified (stage 3) that will support the UCR community, its research, service and teaching missions in a budget model sustainable across economic cycles. The UCR campus is currently in stage 4 "action" implementation with plans for continued stage 5 review processes. The result is a product that has greater utility for more of the campus and that is designed to consciously support versus inadvertently undermine UCR's core research, teaching and service missions.