

Change Management and Communications

Examining budget model change and change management strategies and support at peer universities.

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1 Executive Summary

Uncertain economic times, ever-improving technologies, and competing priorities, change is becoming a constant. Across the UNC system, faculty and staff alike struggle with the new reality of constant change. Our University Leadership Education and Development (ULEAD) team began narrowly investigating university budget models. We conducted 13 interviews and reviewed budget model communication assets for 16 universities. As our team reviewed budget model websites and spoke with leaders across the nation, the overarching themes of change management, community engagement, communication, and transparency emerged.

Perhaps the key revelation we uncovered is that budget model change is a cultural change not an accounting change. Changing the budget model does more than shift the procedure by which people receive revenue. It changes the way people think. It redefines value and what is valuable. Proactive communication and rich engagement opportunities that honor the true nature of this change effort is necessary to effect change and maintain a positive culture.

The final report that follows provides recommendations, best practices, and proposed initiatives intended to enable organization wide change as quickly and efficiently as possible. These best practices are based on interviews, communication audits, Kotter's 8-step change model, Prosci's change framework, and the principles of transformative leadership.

All institutions of the UNC system, their leadership, and their employees - faculty and staff alike - must be prepared to adapt to new situations, advance new concepts, and work in new contexts. The biggest challenge we face is an over adherence to a fixed mindset position. Addressing this challenge will require a strategic, institution-wide approach.

1.1 Project Objective & Vision

Objective. Our key objective is to provide university administrators with a unique, "on the ground" perspective for communicating a new budget model throughout the organization.

Vision. Whatever path the universities follow over the next 10 years, they can only meet future challenges with an agile, change resilient workforce that approaches challenges and opportunities with an engaged, entrepreneurial spirit. Our aspirational vision is to be a catalyst for the creation of a framework and support resources to fortify the university's ability to tackle future challenges and strategic initiatives.

1.2 Our Approach (Research & Change Management Methodology)

Our initial research into responsibility center management (RCM), led us to understand RCM as a budget model that provides decentralized control of revenues and expenses. Additional information on budgeting models is provided in the next section. We quickly realized, the details of a possible RCM model at UNC-CH or NCCU was beyond the scope of our work and that there are others on campus better trained to analyze the budgeting process. We instead decided to focus on how new budgets models were implemented. We realized a new budget model requires a wide range of staff and faculty to adopt different procedures and, in particular for responsibility centered management, might require academic departments to modify programmatic decisions to improve revenue and reduce costs. We surmised changing to an RCM-type budget model could

significantly alter “business as usual” and that our focus should not simply be centered on changing budgets but on how the management of that change can improve the success of new budget implementation and enable campus staff and faculty to better promote the vision and mission of the university.

We learned early in our work that there was some interest in responsibility center management among top administrators at UNC-Chapel Hill. We did not find indication of interest in RCM at NCCU. We therefore focused our attention on how RCM might be implemented at UNC-CH.

We started by reviewing websites of universities who were undergoing a budget change related to responsibility centered management. We saw documents, reports, meeting minutes, videos and FAQs of varying information quality. It was difficult however to ascertain what impact those communication efforts had on the campus embracing the budget change. We were really interested in how best to engage faculty and staff in order to enable a smooth transition and enable departments the ability to make financially informed programmatic decisions going forward.

We generated a list of over 30 universities and colleges who underwent a change or were undergoing a change to RCM budgeting (see Appendix B). To narrow down the work, we decided to focus on a subset of the universities. Our criteria were as follows:

1. At least two years of new budget model use (started no later than FY2014). The goal is to learn from those who have operating under the new budget model.
2. No more than 10 years of new budget model use (started no earlier than FY2007). The hope was access to websites, resources and people who have knowledge about the IBB implementation. We also added two universities who had lengthier experience with an RCM model to possibly catch longer-term implications.
3. Major universities with state funding (consider existence of med school)
4. Preferably a top 25 US public institution based on the 2016 report from US News & World Report
5. Priority for peer institutions, as determined by the UNC General Administration, Board of Trustees and Faculty Senate.

We therefore focused our attention on the following universities:

Cornell University
 Miami University
 Ohio University
 Oregon State University
 Texas Tech University
 University of California, Davis
 University of Illinois, Urbana-Champaign (long-term adopter)
 University of Michigan (long-term adopter)
 University of Virginia
 University of Washington

Our analysis was guided by a Kotter’s 8-stage change management model (Kotter, 1996, 2002). A stage-by-stage analysis of the framework is provided in the table below. At each of the steps, communication is used to move the change initiative along.

Table 1.2-1: Kotter's 8-stage change management model

Steps	Activity (Kotter, 2002)	Related Communication
Establish a sense of urgency	Raise a feeling of urgency so that people say "let's go", making change effort well positioned for launch (pg. 36)	Show others the need for change using valid and dramatic evidence
Create a guiding coalition	Help form a group of capable and well-positioned individuals to guide the change process (pg. 60)	Show enthusiasm and commitment Model trust and teamwork
Develop a vision and strategy	Create the right vision and strategies to guide action (pg. 82)	Vision must be clear and concise for the next step to succeed
Communicate for buy-in	Communicate change visions and strategies effectively so as to create both understanding and a gut-level buy-in (pg. 101)	Consistent, simple communication Speak to anxieties, confusion, anger and mistrust Use new technologies
Empower broad-based action	Deal effectively with obstacles that block action, especially dis-empowering bosses, lack of information, the wrong performance measurement and reward systems, and lack of self-confidence (pg. 122)	Provide feedback to help people make better vision-related decisions.
Generate short-term wins	Provide sufficient short-term wins, sufficiently fast, to energize the change helpers, enlighten the pessimists, defuse the cynics, and build momentum for the effort (pg. 141)	Recognize and reward individuals for embracing change effort and for creating processes and procedures that further promote the change
Consolidate gains and producing more change	Continue with wave after wave of change, not stopping until the vision is a reality, despite seemingly intractable problems. (pg. 159)	Show organization the urgency still exists Highlight new situations that provide opportunities for additional change.
Anchor new approaches in the culture	Be sure changes are embedded in the culture of the organization so that the new way of operating will stick (pg. 177)	Compellingly show new employees what the organization cares about related to the change Tell vivid stories over and over about the new organization, what it does and why it succeeds

2 Issue Analysis, Context

For a long period of time, the university experienced very little change. The word university was synonymous with stability. The rate of change accelerated as economic recession and political polarization destabilized the country at large. Specifically at UNC Chapel Hill, the last ten years has been full of change, controversy, and

national spotlights. Interviewees at UNC Chapel Hill expressed concern around the issue of “change fatigue.” Some report that external stakeholders see UNC Chapel Hill as volatile and unsteady. With the Chancellor’s new strategic framework and the impending strategic plan from the UNC System, the rate of change will accelerate not diminish. Previous fragmented change initiatives with long timelines for implementation are no longer realistic.

UNC has third-party consultants engaged in a number of projects across campus. Some of these third-party consultants are currently engaged in ideation around potential budget model development. A task force on campus is examining current and potential budget models to determine if official inquiries should begin.

In UNC Chapel Hill’s consensus-driven dual governance system, top-down decisions can be met with resistance based on the process of decision making, not decision itself. Strategy and engagement are mitigating tactics and this report proposes initiatives designed to assist the university in these areas.

2.1 Budget Models - Incremental & Incentivized

Currently, UNC Chapel Hill uses an incremental budget model based on the 12-cell Delaware Study approach. The benefits of the approach include stability, a communal “one university” mindset, and simplicity of administration (Curry, Laws & Strauss, 2013, p. 14). The weaknesses of that model include: schools/centers seeing their base allotment as an entitlement; encouragement of a “begging economy” that puts pressure on central administrators; insufficient reflection of or reward for increased entrepreneurial activity (Curry, Laws & Strauss, 2013, p. 15).

Responsibility center management (RCM) is a budget model that makes individual units (referred to as centers) directly responsible for their revenues and expenditures. In its purest form, it’s colloquially referred to as “every tub on its own bottom” (Fuller, Morton, & Korschgen, 2005). For many universities, this pure approach is not tenable. It does not allow for central administrators to provide start-up funds for new initiatives, pivot in the event of changed priorities, or protect against changing conditions. The more moderate approach provides revenues directly to centers, but deducts a margin - sometimes referred to as a tax - to be maintained centrally. Other moderate approaches distribute revenue based on a two-year moving average to help protect the center against unnecessary instability.

Any model that provides a transparent formula for revenue will allow deans and other decision makers to better tie performance to revenue. It is assumed the transparent relationship between performance and revenue will increase efficiency.

3 Recommendations Based on Key Findings from Research & Analysis

Based on our research, we have identified 7 best practices and 3 lessons learned that aid in the successful management of budget model transition. Interviewees posit that following these best practices will lead to increased transparency as well as decreased anxiety through strategic change management before, during and after budget model implementation.

We expect that UNC will easily and effectively implement the following suggested best practices; however, given the innovative atmosphere and resourcefulness of UNC, we believe there are opportunities to

communicate the proposed budget change or change management in even more unique ways. These potential tactics include, but are not limited to, utilizing the performing arts departments, virtual reality training tours, gaming simulations, or a Incentivized Budget Based Mobile Training Team (IBB MTT) comprised of peer coaches.

3.1 Best Practice: Interweave Institutional Vision & Leaders

In Kotter's 8 step approach to successful change, "vision" is, not surprisingly, the glue that binds the effort into a cohesive critical mass with its own momentum for greatness. It forms the basis for leadership in directing the guiding coalition and creating compelling communication and for faculty and staff to generate solutions for the urgent problems. A compelling vision must be aligned with institutional vision and presented by the leadership.

Showing alignment of institutional priorities starts with ensuring the academic leadership of the university are seen as enthusiastic supporters of the budget model redesign. Every person we spoke to at other institutions warned that having the message delivered by someone not on the academic side of the house would lead to heightened panic and a disagreement with the process that derailed the project before the budget model itself could even be discussed. This is visible in the letters, memos, videos from chancellors, provosts, and heads of faculty councils. These communications are sometimes specific questions being answered or global context being provided. Successful implementation shows buy in from multiple stakeholders.

Changes should be presented within the context of institutional goals. The budget model formula should incentivize units to act in line with those priorities. The guiding principles of the budget model should clearly reflect institutional and system wide goals. Implementation documents and any communication about budget model should reference specific institutional goals.

3.2 Best Practice: Myth Busting

According to Kotter's model, successful change efforts involve building trust and reducing anxiety. In so doing, barriers to action are reduced and faculty and staff feel a sense of community around the change. To get there, rumors and faulty myths that may have been created between communication from leadership must be addressed.

Use of FAQs are an easy way to dispel rumors and quell any fears that may have arisen from the any errant messages. It is important to get ahead of these rumors before they develop into urban myths which can be very difficult to remove once widely spread. FAQs are also another great, easy, and effective way to provide a 24/7/365 answer avenue that can be modified and adapted to fit changing query patterns. FAQs also allows an anonymous way to request information, without judgement or fear.

Ohio University provided a prime example of a very robust FAQ section on their RCM budget model webpage. Although the rest of the Ohio University website was lackluster, the FAQ section included a large varied range addressing all pertinent aspects of dealing with such a broad reaching change. The University of Arizona provided a slightly different take on the FAQ with faculty highlighted videos, each of them addressing questions related to their field along with questions to which they themselves had initially sought answers.

3.3 Best Practice: Celebrate Short-Term Wins

This change initiative must identify, recognize, and celebrate short-term wins to “build credibility” that will “sustain efforts over the long haul” (Kotter, 1996, p. 119).



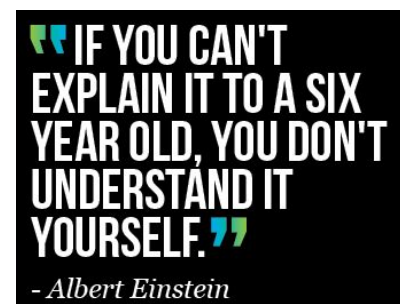
It is extremely important to celebrate quick wins, it is a fantastic motivator and morale booster. This gives the perception that the strategies associated with the change vision are working and may empower those on board as well as silence critics. It is also important to celebrate these successes visually within the organization and also within the project team itself.

In conversations with peer institutions, examples of celebrating short-term wins were very sparse. Jim Florian at the University of Arizona, emphasized that those involved really wanted attention, acknowledgement, and recognition. That spurred the design of “Team RCM” t-shirts for committee and task force members. Those individuals were often present at department chair meetings where they – alongside the provost – fielded questions. In talking to Tom Quinn at Drexel University, he urged more individualized meetings and trainings for actual implementation. We think this could be an opportunity to give folks an “Ask Me About IBB” or “IBB Expert” button as a token of their budget “expertise” with the hope of growing a culture of pride around this new skillset. The University might consider having events (small, networking breakfasts?) for those trained when that percentage reaches a threshold percentages (say 25%, 50%, 80%). The key here is to develop an implementation plan and know exactly what success looks like on a number of fronts. Create measurable goals and benchmarks. Track and acknowledge those benchmarks through a method agreed on by the oversight committee or project manager. These wins can generate positivity and momentum around the project. Alternatively, not punctuating a large change project with these wins can put a damper on morale.

Too often, we are so problem focused that when we do reach a milestone or achievement we move on to the next issue or task without pause. It is imperative to take a breath and revel in the accomplishment. Don’t dwell or stall; however, make an effort to recognize the attained success at that level. When positive feedback comes in, make sure to share it with the committees so the people feel appreciated. That might be considered a micro-win, but it’s another way to continue building positivity and momentum.

3.4 Best Practice: Keep It Simple and Straightforward (KISS)

The language used to convey the message or communicate the change is very important. It should be simple, but respectful. The messenger should avoid technical jargon, in depth nuts and bolts analyses, or formal processes of how it will work. There will classes and trainings that will delve into these deeper understandings. The pitfall of people disengaging and missing messages can be avoided by keeping it simple and straightforward.



While this simplicity is at the core of this quote, it also implies using appropriate language and context for the audience. Clearly, the actual conversation with a 6 year old will involve different vocabulary and analogies than when speaking with a teen ager or parent of a child going to college. So to must communication to deans, faculty, accountants and directors managing budgets differ according to their interaction with the many budgets on campus

Cornell's Provost, Kent Fuchs, speaking at a town hall essentially breaks down the concept of introducing their RCM budget model using the K.I.S.S. principle. Paraphrasing, he stated when asked, "How do we allocate resources and distribute resources? Leave the numbers and formulas for future conversations and for the proper relatable audiences."

3.5 Best Practice: Hear It - Read It - See It

With the advent of all the newer avenues of media and communication, comes the opportunity to disseminate information in more robust, customized, and relevant ways. The days of just sending out an informative email or having a couple town hall meetings is not enough when conveying an important message. There are exciting options available to us these days that are much more engaging, even interactive. Using the new and different media allows for absorption and dissemination that help reach a broader audience and cater to their personal preference of information intake and processing.

Using the multitude of medium to communicate change or proposed the IBB model helps interweave the message into everyday conversation. Faculty and staff are inundated with so much communication, that small amounts of communication, get lost in the shuffle. This is why it is imperative that to keep the message in the forefront. By keeping the message in constant circulation you promote tenacity and longevity which leads ultimately to the success of the project or change.

Kotter states that, "communication of the vision needs to be worked into everyday conversation". Such examples can be as easy as an email tagline or signature – "Ask me about the IBB", closure to staff meetings, etc. The use of visual language, metaphors, analogies, and everyday examples will help the message stick.

At UC Davis the most-opened communications are email messages from a similarly situated peer (65% open rate). These emails are designed to have a peer coach, case study, lessons-learned tone. Affinity group lists may be a good way to identify and reach peer groups with communication. UC Davis is in the process of acquiring web-based listserv software that allows members of the university community to self select the type and frequency of communication they would like to receive at a more granular level. They expect this to help with communications on a number of fronts.

3.6 Best Practice: Lead By Example

Trust and buy in for the project is more successful if you practice what you preach. Transparency is the number one theme and reason given for moving to an Incentive Based Budget model. Make sure transparency is clearly defined and then follow through. A prime example is one found at <http://obp.umich.edu>, the University of Michigan system clearly posts on their budget home page, a link directly to "Budget and Performance Transparency Reporting". Nothing can derail a project or support faster than distrust or failure to follow through on what was promised.

UNC has a great opportunity to lead by example in both change management communication and communicating implementation of the proposed budget model, should it be adopted. UNC is poised to provide the blueprint for other universities in the system as well as peer institutions elsewhere to follow suite.

3.7 Best Practice: Engage and Listen

Enlisting change agents is a critical step in the change management process. Engaging with those who have the most concerns and make them part of the planning process. This was a key theme we heard from every single person we talked to at UNC and other private and public universities. It is essential to create a diverse

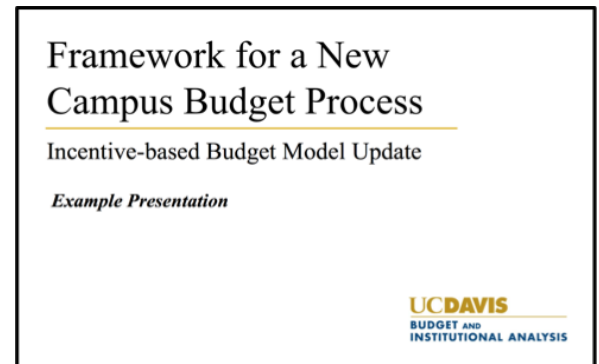
committee and bring the most vocal, most engaged individuals into the process. We heard that providing lunch for these committees – while it is an additional expense – does create a sense of collegiality and team and demonstrates the investment the university is willing to make in the individuals working hard in the best interest of the university.

A key aspect to communication is the importance of showing committees, and those who ask questions in town halls, faculty senate, or department meetings that their feedback was used to inform discussions and decisions. Being transparent about why it was/wasn't incorporated so people feel they are doing meaningful work that has impact. Incorporating or showing the why it was not incorporated allows those who voiced their opinions see that their suggestions were validated and indeed considered. By doing this you once again strengthen buy in and support, creating champion change agents willing to communicate and promote the proposed project or change. Make sure people on committees feel supported, but also are committed to supporting the mission of the university.

Drexel University provided an example where the Provost, CFO, and faculty senate chair held Q&A sessions at each of the 14 colleges/schools promoting the budget model, with special attention to the 70/30 revenue split between unit offering the instruction and students' major. During a couple of the 14 unit meetings, a 60/40 split was suggested as a more equitable allocation of resources. One year later they looped back around with the schools and confirmed that the budget model would indeed use the 60/40 proposed formula.

3.8 Lessons Learned: Message Doesn't Reach the Ground Floor

At the universities that we researched, it was apparent that the Chancellor/Provost office expended much effort in communicating the new budget model to the Colleges and Schools. Most of this effort was focused on communications at the Dean-level to obtain buy-in, garner feedback, and educate them on the new budget model. It is assumed, that the Deans will communicate this information down to the department chairs and staff. What we found is that the Deans do not do a good job off pushing the information down. An article in the February, 8 2010 edition of the Cornell staff paper Pawprint noted that at a brown bag lunch for the proposed budget model: *“Student and faculty assembly members pointed out that there has been a good level of transparency on the administration’s part about what is happening, i.e., getting out information about significant decisions and having administration representatives speak on campus and answer questions. But they expressed frustration at the college and departmental levels, noting that information about plans or future directions have been very hard to come by.”*



UC Davis Provost office created a tool to try to alleviate the frustration at the chair level. They created a template slide presentation for Deans to tailor as needed and use to communicate the new budget model to their schools. Giving the Deans a starting point will not only be helpful to the Deans it will be helpful to send a unified message across all colleges and schools.

3.9 Lessons Learned: Messages are Inconsistent, Unclear

As our team was doing research for this report, we found that although the new budget model isn't a sure thing yet, there are rumors circulating about how the budget model will change the current state of a few schools.

This was confirmed during our ULEAD presentation when roughly 80% of attendees indicated that a new budget model had been determined and was already being implemented at UNC. We heard that “research intensive schools will be pushed to do dry research since wet labs are cost prohibitive.” We also heard that “the art school will be defunded since it cannot generate any revenue.” These statements are not true, but it is human nature to fill in the blanks as needed when faced with unknowns. Reading the FAQs on several RCM websites provides insight to the depth of anxiety caused by misinformation. It is important for the university to communicate what they know when they know it, because inconsistent and unclear information causes anxiety among faculty and staff. Following the best practices and examples for communicating this information is essential to a successful change management implementation.

3.10 Lessons Learned: Mismatched Expectations

When we interviewed Davina A. Desnoes, Assistant VP for Budget and Planning and University Budget Director at Cornell University she noted that their biggest lessons learned was not running a parallel budget model. Typically when a school implements a new budget model they will run the new model parallel with the existing model for a year. This allows everyone to see and understand the apparent financial differences in the two models. Cornell did not run a parallel model and quickly learned that running a parallel budget model would have been helpful in more ways than just seeing the financial differences. Davina noted that they quickly learned that academic deans defined ‘hold harmless’ very differently than the Provost. Deans believed their debt during the hold harmless period would be automatically forgiven when Cornell switched to a new budget model.

As noted running a parallel budget model will not only emphasizes the differences in the financial model it will also to flesh out differences in expectations about the model. Clear expectations and definitions are necessary throughout the process to avoid unnecessary confusion. Several sites provided a detailed glossary of terms.

4 Proposed Initiatives

Our proposed initiatives represent the concrete next steps we recommend to begin informing and engaging the campus community around the budget model and change management. Both initiatives incorporate best practices and lessons learned gathered from research. Both initiatives are designed to be centrally managed.

4.1 ibb.unc.edu

Creation of a content hub will amplify the impact of each tactic and the overall vision for change. A content hub serves as a repository for information like a standard website. However, it also provides blog posts, calendaring, and social media widgets or embedded storifys to create a more engaged, conversational tone. A content hub allows new hires to get up to speed and existing employees to “catch up” when the budget model message finally breaks through the email overload.

The content hub should provide an experience and features multiple content types such as video, photo, infographic, forms, and quizzes. This approach supports best practice 3.5 Hear It - Read It - See It. This increases the chance that a user will find content of interest to them. Supplying statistics and novel facts are a quick, low investment way to demonstrate the hub contains unique information, which serves to draw users in to learn more. Quizzes and polls have shown to be an effective engagement strategy as well. Additionally, aggregate data from in-site quizzes or polls could inform communication methods.

When a user lands on the IBB content hub, we suggest an embedded video of academic-side leadership explaining the budget model vision be featured (see best practice 3.1). If possible, include a well-know faculty member (non-administrator) to deliver the message in a conversational manner. Each reinforces the other and the unified vision of the budget and its relationship to the university's new strategic framework. The site should further the conversation by offering a contact form or live chat. The site should provide resources to help staff and administrators develop necessary new skills - such as forecasting and budgeting.

Several universities captured town hall meetings and provided the recording on the site. Their town hall format included mid-level individuals in attendance to assist in fielding questions and offering a different perspective. An engagement strategy used during town hall meetings was poll anywhere, which can be embedded into a traditional slide deck. This can provide real time feedback and inform future presentations and communications. In addition to simply embedding a video of the town hall, a storify would be a value add complement and in line with the conversational tone and multimedia presentation of a content hub. UNC faculty member Paul Jones is known for creating these for faculty council meetings and routinely captures 150+ viewers. This tactic emphasizes engagement and community, and creates momentum by allowing the conversation to continue.

As the implementation progresses, the hub should transform. We encourage web developers to design with a high performing employee in mind. Ask the question: What will they need to know to be successful? Giving employees the information and resources necessary to do the job we're asking of them is the most essential purpose of the hub post-implementation. UC Davis and Indiana University both complete budget reviews and provide those with their sites. UC Davis also uses whitepapers post-implementation to dispel myths, combat complaints through data-rich inquiries. This demonstrates they are being listened to while also providing the data necessary to thoroughly dispel rumors. Additionally UC Davis and other universities provide PowerPoint presentations that can be downloaded and reused to further spread the message (see best practice 3.8). Both UC Davis and Indiana have traditional file repository style sites that do not offer an opportunity to engage or even view the engagement of others. Our site should show the human side of change and celebrate short-term wins. This could be as simple as pictures of trained individuals wearing "IBB expert" buttons.

4.2 change.unc.edu

Following the best practices and creating a content hub for a single change initiative - new budget model adoption - is not enough. Our findings show a clear and compelling need for centrally supported strategic change management resources. A growing number of universities are creating such offices and/or training central staff formally in change management methodologies. This growth is due in part to the economic pressures and technological advances previously mentioned, but also to a reinvigorated commitment within higher education to continuous improvement, intentional growth, and strategic impact.

This is evident on the UNC Chapel Hill campus and the Chancellor's strategic planning process, which has spurred the colleges, schools, and departments to create plans and objectives. With the increased emphasis on centrally provided vision, initiatives, and outcomes, the number of change, improvement, and collaborative efforts on campus is certain to increase. Without a central office monitoring change like a portfolio, it is likely that some change will create redundancy, intra-university competition, and conflict with university strategy and priorities.

We recommend the creation of a university-wide "Change Management Special Interest Group." The first goal of the CMSIG should be the creation of change.unc.edu, an inventory of existing resources that support

change management. With guidance of that group, we envision that site being built out into a toolkit with checklists, change management articles, and other resources. Due to the fragmented, decentralized nature of current change initiatives, we suggest the group have a few appointed members, but be largely self-selected.

The ultimate goal would be to stand up a change management office with dual reporting to the chancellor and the executive vice chancellor and provost. Interviews with individuals in the Office of the Provost at UC Davis and the Office of Change Management within Northwestern University spur this recommendation. Interviewees emphasize that their centrally supported change management resources are a competitive advantage. The appendix provides a list of change management offices with staff at other universities. Our vision would be for UNC to develop a similar office that is integrated into the university's culture, understands the nuances embedded in change initiatives, and would be able to provide support with an impartial, institutional view.

Expected benefits of centralized support for change management.

- Access to information. Insight into university-wide challenges/changes. Alignment with institutional priorities.
- Knowledge of institution-wide stakeholders and current initiatives by topic. Ability to engage with top-level sponsors.
- Knowledge of and ability to leverage university resources. Potential to reduce duplication. Reduce, avoid intra-university competition.
- More culturally aware, effective communication
- Define roles and lines of responsibility for change initiatives thereby reducing gaps
- Coordinated approach. Synergy created between departments and with university.
- Accelerate rate of change while reducing stress, anxiety, and change fatigue.
- Knowledge of and ability to create university-wide lines of communication. Ability to tap into standing committees and affinity groups.
- Data is held and reviewed centrally. Provides better organizational sight and listening opportunities for central administrators. Provides better control and confidentiality of data.

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Appendices

Appendix A: ULEAD Team Members

Peter Bolish, UNC Chapel Hill

Computer Repair Center peter_bolish@unc.edu

Peter Bolish has been in the professional IT industry for more than a decade. Currently, Peter is the manager for the Computer Repair Center at UNC Chapel Hill. Prior to this he was diving into flames as a firefighter and into watery depths as a SCUBA instructor, with several careers in between.. As a UNC alum it feels good to come back to serve the University and community that gave me the skills and confidence to succeed in everything I have tried. Outside of work, Peter enjoys nearly all forms of outdoor activities.

Chatonda Covington, NCCU

Alumni Relations cbcovington@nccu.edu

Chatonda is a native of Greensboro, NC and currently lives in High Point, NC. Chatonda joined North Carolina Central University in 2014 as the Interim Director of Alumni Relations in the Office of Alumni Relations. In 2015, Chatonda became the Assistant Vice Chancellor for Alumni Relations. As the Assistant Vice Chancellor of Alumni Relations, Chatonda and her team cultivate and galvanize alumni of NCCU. Chatonda travels throughout to visit with alumni. Chatonda Covington received her Bachelor of Science in Recreation Administration from North Carolina Central University and her Master's in Business Administration with a concentration in Management from Strayer University.

Amy Dean, UNC Chapel Hill

Facilities Planning & Design aedean@fac.unc.edu

Amy Dean is a capital improvements project manager in the department of facilities planning and design (FPD). As part of FPD, she oversees the design phase of building projects that cost between \$500K to \$115M. Prior to coming to UNC in 2014, she worked as a structural engineer for 17 years in NC and AZ. With an education in engineering and architecture, she enjoys both the art and science of design and construction. Outside of work, Amy enjoys spending time with her two children and husband. Her time alone is spent running, reading, or cooking.

Rachel Lillis, UNC Chapel Hill

School of Media & Journalism lillis@unc.edu

Rachel Lillis is the director for e-learning & graduate studies administration in the UNC School of Media & Journalism. Throughout her 14 years with the school, she's managed logistics for executive education seminars, launched an online graduate certificate and subsequently an online master's degree, and coordinating on-campus graduate students/programs. She's experienced in program management, marketing, student services, data analysis, pedagogical support, and instructional design. She has served on a number of university-wide task forces and committees and enjoys contributing to the larger university.

Marc ter Horst, UNC Chapel Hill

Department of Chemistry terhorst@email.unc.edu

Marc ter Horst has worked in the Department of Chemistry since October 2000 as the Director of the NMR Core Facility. NMR or Nuclear Magnetic Resonance is an analytical technique (similar to MRI) used by

chemists to verify the identity of products of chemical reactions. Marc splits his time between working with grad students, post-docs, undergrads and faculty on the application of NMR spectroscopy to research projects and administrative tasks associated with the cost-recovery nature of the NMR Core. His current position is the culmination of his interest in analytical methods, physical chemistry (understanding why molecules behave like they do) and in education. A few years back, Marc was nominated and voted to represent EPA staff on UNC's Employee Forum. There he was involved in committees, writing resolutions and working with other staff. He was elected as an officer and served as the vice-chair for two years. He is also active in the American Chemical Society, the major professional organization for chemists. He has served in a number of different roles, including local and regional conference organizer and serving as the local section chair.

Outside of work, Marc enjoys his family and outdoor activities, including cycling and running. Marc has two daughters, the first is studying art history at the University of Denver. The younger daughter is attending UNC-CH.

Appendix B: Peer Universities

Bold, underlined are selected universities **Peers**, **Timing**, **Top 25**

Tulane Univ	2016	UFL	2011
Univ of Memphis	2016	Oregon	2011
Northern KY Univ	2016	Kent State	2010
Univ Vermont	2016	Central Michigan U	2009
Auburn U	2015	Iowa State Univ	2009
Drexel U	2015	U Missouri Kansas City	2009
Temple Univ	2015	Syracuse	2008
U North Dakota	2015	Ohio State U	2003
Ohio University	2014	New Hampshire	2001
UVA top 3	2014	U Michigan top4	1999
Cornell U	2014	U MN	1997
Miami U	2014	Pitt	1992
U of South Dakota	2013	Indiana U	1990
Medical Univ of SC	2013	IUP	1989
Texas Tech U	2013	U Southern Cali	1982
UC Davis	2013	U Penn	1974
U Washington top18	2013	U of I Urbana-Champaign top12	1999

Institutions selected in 2011 by the General Administration of the University of North Carolina System as official peers for UNC-Chapel Hill.

<http://oira.unc.edu/institutional-effectiveness/institutional-performance-measures/peer-groups/unc-system-defined-peer-group>

Faculty Senate defined peer institutions <https://www.unc.edu/faculty/faccoun/resources/resources.shtml>

Appendix C: Data Sources for Research and Analysis

Cornell University	https://www.cornell.edu/reimagining/taskforces.cfm
Drexel University	http://drexel.edu/rcm/approach/why
Indiana University	http://www.indiana.edu/~obap/rcm-iub.php
Ohio University	https://www.ohio.edu/provost/rcm
Oregon State University	http://fa.oregonstate.edu/budget/osu-budget-model
South Florida	http://www.usf.edu/business-finance/resource-management-analysis/rcm/index.aspx
U of Illinois, Urbana-Champaign	http://www.pb.uillinois.edu
University of Arizona	http://rcm.arizona.edu
University of California at Davis	http://budget.ucdavis.edu/budget-model/
University of Florida	http://cfo.ufl.edu/rcm
University of Miami, Ohio	http://www.miami.edu/finance/index.php/treasurer/areas/controllers_office/annual_report/ http://miamioh.edu/news/campus-news/2015/10/budget-forum-update.html
University of Michigan	http://obp.umich.edu/
University of Pennsylvania	http://www.budget.upenn.edu/About/RCM_at_Penn
University of Vermont	https://www.uvm.edu/provost/IBB/?Page=resources_ibb.html
University of Virginia	http://www.virginia.edu/resourcingthemission
University of Washington	http://opb.washington.edu/activity-based-budgeting

Interviewees provided in chronological order

UNC – Anita Wright Collins - 11/14/2016 @4pm
 Manager, Change Management, ITS, Enterprise Applications - ConnectCarolina
 anita_collins@unc.edu

Aspasia Apostolakis Miller - 11/14/2016 @3pm
 Director of Change Management
 Northwestern University
 a-apostolakis@northwestern.edu

BreAnda Northcutt - 11/7/2016 @7pm (eastern time)
 Communications Director
 Office of the Vice Chancellor & Chief Financial Officer
 University of California, Davis
 bnorthcutt@ucdavis.edu

Sarah Mangum - 11/7/2016 @4pm (eastern time)
 Director, Academic Budget and Policy, Budget and Institutional Analysis
 University of California, Davis
 semangum@ucdavis.edu

Matt Smith - 11/7/2016 @1:30pm
 Huron Consulting Group
 msmith@huronconsultinggroup.com

Davina A. Desnoes - 11/7/2016 @9am
 Assistant VP for Budget and Planning and University Budget Director, University Budget Office
 Cornell University
 davinadesnoes@cornell.edu

Jim Florian - 11/1/2016 @noon
 Associate Vice President for Institutional Analysis
 University of Arizona
 florianj@email.arizona.edu

Thomas J. Quinn on 10/27/16 @ 3:30pm
 Vice Provost, Finance & Administration
 Drexel University, Office of the Provost
 Quinttj@drexel.edu

UNC – James Dean on 10/20/16 @2pm
 Executive Vice Chancellor and Provost

UNC – Matt Fajack 10/7/2016 @9am
 Vice Chancellor for Finance and Administration

UNC – 9/23/16 @2pm
 Carly Perin, Executive Director, Service Center of Excellence, Finance & Administration
 Laurie Burroughs, Business Manager, Service Center of Excellence, Finance & Administration

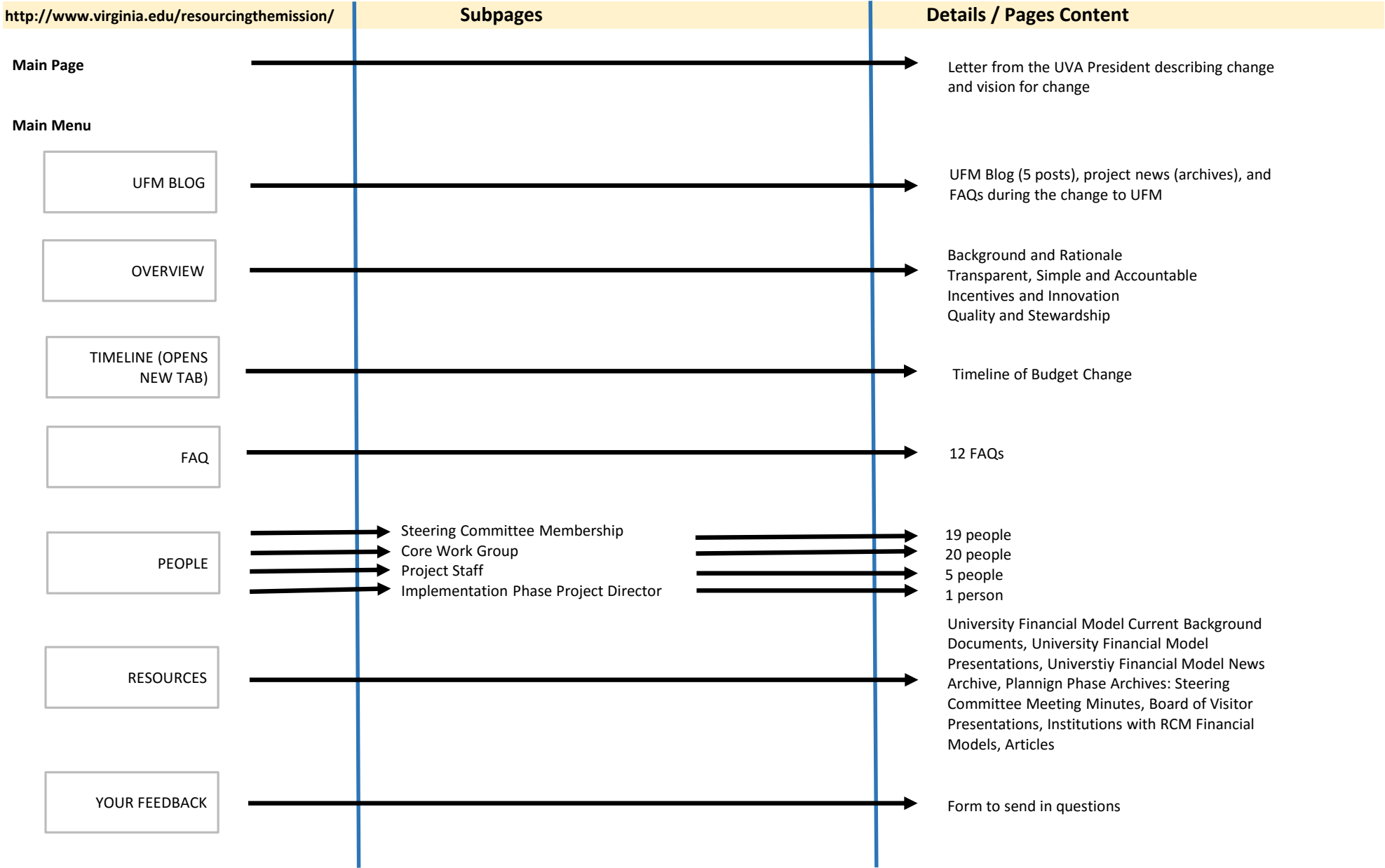
UNC – Allison Reid 9/23/16 @3pm
 Executive Director Marketing and Communication for Finance & Administration

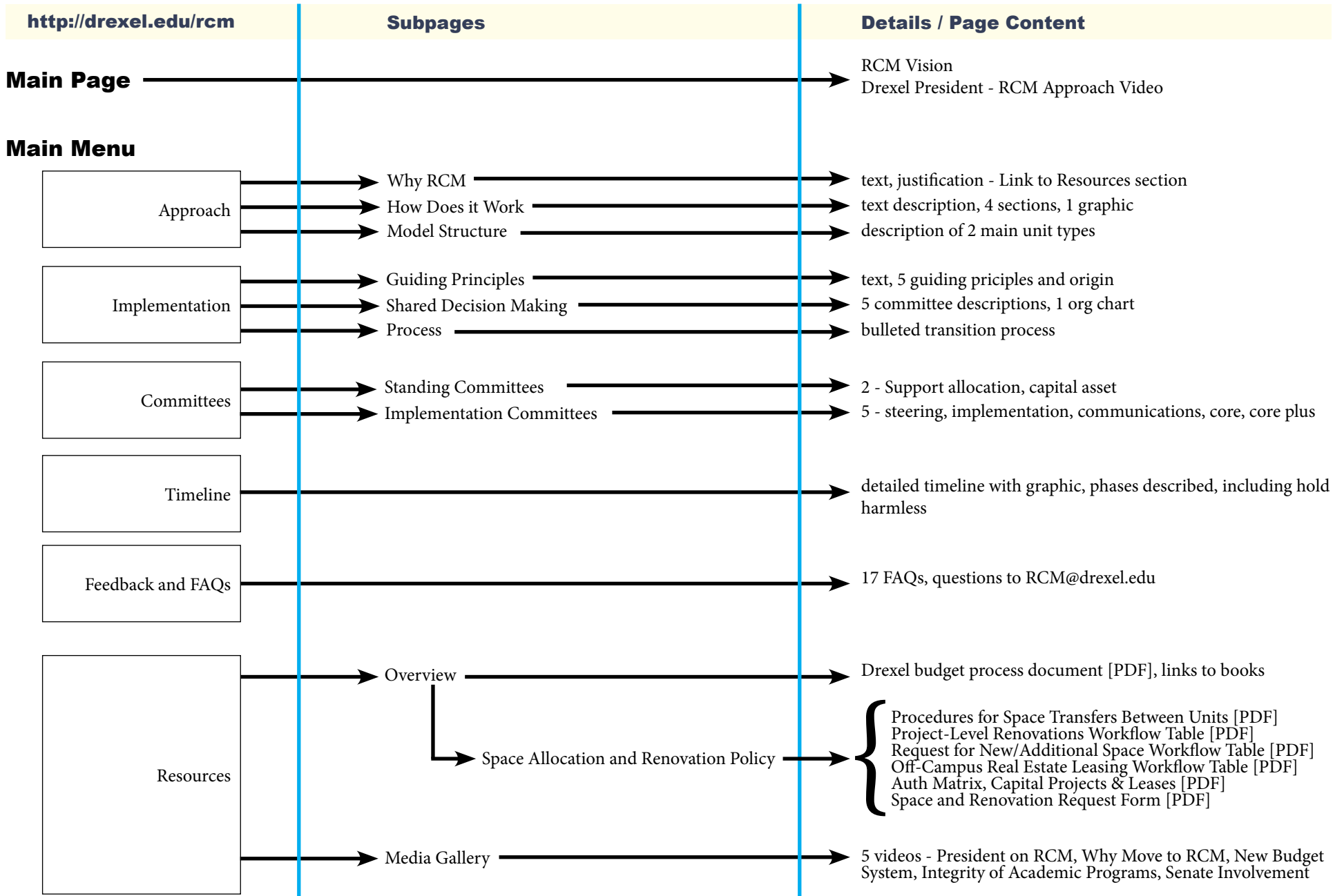
UNC – Paige Burton 9/8/2016 & 8/24/2016
 Executive Director Budget Financial Planning and Analysis

Appendix D: Change Management Offices at Peer Institutions

Institution	Office name	Reports To
Carleton University, Cindy Taylor	Office of Quality Initiatives	Finance & Admin
Emory University, Bill Dracos	Business Practice Improvement, University Consulting Association	Business & Admin
Georgia Tech, Sonia Alvarez-Robinson	Strategic Consulting	
Northwestern University, Jake Julia	Office of Change Management	Provost & Admin
Rutgers University, Brent Ruben	Center for Organizational Development and Leadership	Human Resources
University of Notre Dame, Carol Mullaney	Office of Continuous Improvement	Finance & Human Resources
University of Virginia, Lee Baszczewski	Organizational Excellence	Provost & Admin
University of Washington, Ruth Johnston	Organizational Excellence	Admin
University of Wisconsin-Madison, Darin Harris	Office of Quality Improvement	Provost

Appendix E: Site Architecture of Peer Budget Sites





Main Page

RCM vision
in-page links to media gallery and news

Main Menu

Committee Members

Steering Committee

list (20 ppl)

Steering Committee Staff

list (5 ppl)

Subcommittees

list (9 committees - 8-10 ppl each)

FAQs

14 FAQs, 6 with videos (feature steering committee, including faculty)

News

12 blog posts (e.g. transition timeline/plan)

Resources

guiding principles, recorded presentations, educational material

Calendar

calendar with archive

Questions? Comments?

Online form for information or request presentation

Media Gallery

RCM open house for deans, RCM presentation, 6 video FAQs (dupe)

Buttons

[RCM MODEL](#)

Quick Links

[Business Affairs](#)

[Office of the Provost](#)

[Committee Access](#)

GREEN = LOG IN REQUIRED