Process Modelling and analysis

Proposing a Higher Education Reference Model
• Enterprises are complicated and complex

• Everyone has a different view / perspective / window / frame / ref point

• We need something to talk at – a constant
Organisational Overlays

- People
- Committees
- Events
- Locations
- Data
- Procedures
- Teaching
- Systems
- Initiatives
- Risk
- Projects
- Easy wins

- Regulations
- Rules
- Courses
- Research
- Stakeholders
- Hot Spots
- Strengths Weaknesses
- Disciplines
- Goals
- Roles
- Pain Points
- Strategy
Organisational Constants

Organisation
Location
Rules, Controls, Strategy
Events
Things (assets, programs, subjects, …)
Process

Who
Where
Why
When
What
How
Dimensions of analysis

These orgs do these processes
These processes do nothing towards goal

This goal impacts on these orgs
These orgs are working on these goals

This process needs this data
These processes need same data
Data collected noone cares about

The same processes uses diff systems
This system can do these processes
This process is not supported by a system

This org has these systems
These orgs have no systems
These systems are used by

This system helps with X goals
These goals impact on these systems
This goal has no system

These systems use the same piece of data
These are common processes done by many orgs
Developing organisation unit Process models provides a vehicle for analysis of the enabling processes owned by the unit:

Operational divisions typically describe a generic set of core processes:

1. Support Customer
2. Provide and Maintain Infrastructure and Services
3. Provide Strategy and Advice

Service processes e.g., in this example, the Employee Lifecycle
CSU Process Model

Core process: LEARNING AND TEACHING

- Accredit
  - Accredit Courses
  - Accredit subjects
- Determine Academic Regulations
- Determine Graduate attributes
- Prepare
  - Teaching strategies
  - Learning materials
  - Identifying and Developing Library, IT, Lab Resources, Staff
  - Attract and Select Students
- Implement
  - Teaching
    - Course Structure
    - Student Learning
    - Access Resources
    - Coordinate Courses
  - Determine Student Progress
  - Support and Maintain
    - Course Graduation - Process
    - Transcripts
- Outcomes
  - Graduates
  - Graduate Employment
  - Goal Further Studies
  - Performance-Related Funding
  - Scholarship of Teaching
- Review
  - Review Course
  - Gather and Review Graduate and Industry feedback
  - Evaluate Teaching and Learning - School Perspective
  - Evaluate Learning and Teaching - Student Perspective

Core process: RESEARCH AND GRADUATE STUDIES

- Plan
  - Determine, Communicate, Priorities, with regard to Research, R&D and Postgraduate programs with a research component
  - Identify Research and R&D concentrations for funding by the ERC (ERC)
- Accredit Research concentrations
- Prepare
  - Identify, Access, and Manage Research
  - Develop Culture and Capacity
  - Identifying and Developing Partnerships
  - Security and Maintaining Human Resources
  - Identify and Develop Non-Human Resources and External Agencies
  - Attract, Select, and Fund Higher Degree Students
- Implement
  - Conduct and Manage Research
  - Supervision R&D & Other Postgraduate Students undertaking Research
  - Managing and Monitoring Partnerships
  - Managing and Nurturing R&Ds, Postgraduate Students undertaking Research & Staff
- Outcomes
  - Publications
  - Quality and Increased Degree Hires
  - Enhanced Attracting Performance (IPR)
  - Enhanced Expertise Profile and of CSU
2. Roles and Responsibilities

2.1. Change Manager

The Change Manager is responsible for the control of the Change Management process.

The Change Manager:
- Develops and maintains the Change Management process;
- Maintains an awareness campaign to gain support;
- Directs all Changes through the established process;
- Channels information to all CAB members, prior to each CAB meeting;
- Chairs the CAB;
- Is responsible for the Change Schedule and the scheduling of Changes;
- Liaises with and supports Change Originators (including Release Project Management);
- Prepares monthly reports;
- Prepares and presents appropriate reports on the process;
- Obtains documentation and sign-off from the supplier/Change builder before build and implementation;
- Approves authorities minor changes;
- Performs on-going monitoring of Changes as appropriate;
- Reviews Change Management procedures.
**CSU Process Model**

### Core process: LEARNING AND TEACHING

- **Plan**: Teaching strategies, Learning materials, Identify and develop Library E. Lab Resources Staff, Assess, Select, Select Students.
- **Implement**: Teaching - Defect Management, Student learning, Assess resources, Curriculum areas, Learning and teaching planning.
- **Outcomes**: Evaluate, Evaluate Employment, Small group studies, Performance related funding, Scholarship of teaching.

### Core process: RESEARCH AND GRADUATE STUDIES

- **Plan**: Research, Research and Innovation, Identify and develop Library E. Lab Resources Staff, Assess, Select, Select Students.
- **Implement**: Implement, Good and Manage Research, Supervisory & Elite, Professional, Evaluate research, Budget management.
- **Outcomes**: Publications of high quality and impact, Research Competition, Higher degrees, Research Impact, Milestones.

**Median Health Score**

- Median Health Score (across all T&L Processes)
- 0=Healthy, 4=Unwell

**drive Process Health checks**

### Assessment Criteria

<table>
<thead>
<tr>
<th>Process Ununderstanding</th>
<th>Effectiveness</th>
<th>Efficiency</th>
<th>Information</th>
<th>Systems Support</th>
<th>Consistency</th>
<th>Compliance</th>
<th>Uni outcome</th>
<th>Faculty outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Ununderstanding</td>
<td>Effectiveness</td>
<td>Efficiency</td>
<td>Information</td>
<td>Systems Support</td>
<td>Consistency</td>
<td>Compliance</td>
<td>Uni outcome</td>
<td>Faculty outcome</td>
</tr>
</tbody>
</table>

**Issue**

- Recruitment paper based
- Differing timing, documentation, requirements associated with CSU versus external accreditation. There is a different process for every course which results in duplication of workload.

**Impact**

- Vulnerable to human error and dissatisfied candidates
- The number of professional bodies that Faculty of Health Studies deals with makes this a significant problem & cost

**Improvement opportunity**

- Implement e-Recruitment
- Synchronise wherever possible the CSU and external review processes. Key players are Faculties, Senate and Secretariat.
CSU Process Model
Core process: LEARNING AND TEACHING

Project bids ‘06

Approved projects ‘06

Approved projects ‘08

Overlay – ICT Investment
Opportunities

• New approaches to risk management, continuous improvement and review
• Refining organisational structures
• Drawing attention to the ‘main game’
• Conveying complexity
• Communicating in a common language
• Establishing a Strategic Application Plan
• Portfolio Management
• Eliminating duplication
• Creating opportunities for real enterprise wide change
Diversity...sure!

Different structures
Different locations
Different strategies
Different discipline profiles
Different focus

But we all do the same thing
Establish your version and use it as a framework for

New approaches to risk management, continuous improvement and review

Refining organisational structures

Drawing attention to the ‘main game’

Conveying complexity

Communicating in a common language

Establishing a Strategic Application Plan

Portfolio Management

Eliminating duplication

Creating opportunities for real enterprise wide change

Expanding upon the ‘Systems’ agenda
Stakeholder context model

FACULTY STAKEHOLDERS

FACULTY CLIENTS

STUDENT
Undergraduate, Postgraduate, Research & Int'l
students in any mode (DE, internal, flexed,
corporate, fee paying)

Other Divisions

Staff

Other Institutes
(credit pkg)

Research & Consultancy
Clients

Community
(Regional, National &
International)

Funding
Bodies

Regional, National & Int'l
Engagement

Other Faculty
(e.g. service subject, facility,
sharing, marketing)

Research
Centres

Industry & Professional
Bodies

COMMON PARTNERS

TAFE

Professional Bodies

Research Partnerships

Industry Partnerships
(Accreditation, grad em., coordinations)

Scholarships & Teaching
Collaborations

COMMON GOVERNANCE

University Council

Prof. Accrediting
Registration Bodies

Senate & Associated
Committees (UCPC, APC)

CRGT

Legislation
(Federal & State)

SEG

Industry and
Community Groups

Australian Research
Council

OTHER GOVERNANCE

International Strategy
Committee (Commerce)

DOCS
(Education)

Committees
(Ethics, Biosafety)

UNIQUE PARTNERS

AKTTS
ST Mark's
NSW Police
ALRM
United Theological
college

EDUCATION
DET
Murray Darling
Education Consortium
School

COMMERCE
WRI
Study Group
UASB

SCIENCE & AG
Other Institutes

HEALTH STUDIES
Clinical Providers
Other Institutes

INTERNAL
FACULTY
STAKEHOLDERS

Deans & Committees

Schools, incl. Academic,
Admin and Research Staff

Dean & Faculty Office incl
Admin Staff

Heads of School

Technical Staff

Sub-Deans, CC's,
Discipline groups

Enterprises
(Science & Ag)

SERVICE PROVIDERS

Academic
Assistant
Division of
Financial
Services

Division of
Information
Technology

Centre for
Enhanced
Learning and Teaching
(CELT)

Learning Material
Centre

Division of Human
Resources

Division of Student
Services

Office of Planning &
Audit

Advisory Bodies &
consultancies

University
Communications

Guidance
Services

Division of
Facilitators
Management

Division of Library
Services

Office of the Vice
Chancellor

Division of Student
Services

Centre of Research &
Graduate Training

Division of Marketing

Office of Contingent
Class Staff

Program
Suppliers
Used in conjunction with the Reference Model ask:

• What processes are involved in these interactions?

• How well are these interactions fulfilled?

• Who is a stakeholder in this process?

• Who should be involved in analysis, reform and renewal efforts?
Time spent drafting, reviewing, and gaining consensus on a high level process model for the organisation is time well spent.

It provides the basis for communicating the business of the institute to a wide audience and supports wide ranging applications, some examples being business process management, applications portfolio management, business continuity, induction, and decision making on investment in strategic and tactical initiatives with or without an ICT component.