

# The role of disruption in delivering a service revolution

Mrs Elizabeth (liz) Bishara, Mrs Joanna Scarbrough

August 29, 2019, 9:30 AM - 10:15 AM

No longer can we deliver service improvements at the pace of organisational evolution. The fast-paced changing needs of our students, along with the benchmarking of their experiences against the world's leading customer brands, Apple, Google, Amazon to name a few, mean that the time for service revolution is upon us. Student needs are more complex than ever before and increasingly, we are playing a larger role in supporting their wellbeing and safety, and current service offerings could quickly be overwhelmed if the status quo is maintained.

At the end of 2015, AUT's Student Services and Administration Division commenced a detailed and expansive redesign of its service delivery. By utilising a model of case management to deliver issue resolution to support various student needs, enabled by professionalised Advisors and technology; the model has matured into that of advanced and themed support using artificial intelligence, skilled students and a variety of communication channels. This integrated support framework is connected by a core mission - to enable students to achieve and become great graduates.

The Student Services and Administration Division of AUT University has focused on the opportunity and benefits that we can deliver to respond to current sector challenges. This presentation will outline a whole Division approach to service delivery redesign starting at Admission and on-boarding to ensure an integrated network of support using disruption and a fast pace to drive change. While also profiling the methodologies of today – LEAN, AGILE, design thinking; all enabled by a model of leadership in action.

# Cross team collaboration leads to a great student service outcome

Mrs Mara Eversons

August 29, 2019, 11:00 AM - 11:25 AM

## *Biography:*

Mara is the Deputy Director of Student Connect at the University of Canberra. She has held this position since 2013 and has worked in Higher education since about 1999. Mara is also the elected professional staff representative on the University Council, having been elected in 2016. Currently supervising the three team managers within Student Connect with teams working with students from enrolments through to Graduation; Mara maintains her relationships with colleagues around the university by being personally involved in committees and projects as well as assisting Student Connect staff to work across units collaboratively.

A Curriculum renewal process was approved and introduced to the university in 2017. The aims of the renewal were to reduce the number of units and courses offered, reduce the number of duplicate units taught across faculties, introduce a course blueprint across the university, introduce and standardise course codes (rather than system generated) and indigenisation of the curriculum. In 2017 two of the University's largest faculties reimaged all Bruce campus undergraduate courses as well as a portion of the postgraduate offerings. With both faculties leaning towards encouraging all current students to transfer across to the new courses in 2019, the university needed to enable the faculties to communicate with and operationalise the transfer of continuing students in line with the new course offerings in 2019 - all the while ensuring we are creating and providing a best student experience.

The My Course team was brought together from various University areas with the goal of providing current, and future, students with a positive, and seamless enrolment experience with access to consistent and correct information and an appropriate level of support for their individual situation. The service delivery model developed under the project incorporated a continuum of activities over the course of a year, which was designed to inform and provide support to students through a student-centred and effective service provision.

This presentation will share the successes of the team in terms of outcomes for our students and the methods of collaboration made possible within our institution.

# The Upside of Downsizing - a chance to reshape team culture

Helen Murnane

August 29, 2019, 11:25 AM - 11:50 AM

The old cliché teaches us that smooth seas don't make skilled sailors. In 2018 ACU's Student Administration undertook a change plan which meant reductions in staff numbers. For Administrative Services, the change presented a rare opportunity to reimagine, reshape and rebuild. With a clear vision of who the team needed to be, we battened down the hatches and sailed into the emotional storm of saying goodbye to good friends. While riding the rough waters, we built a cohesive, engaged team capable of greater agility and efficiency, with a culture based on empathy, respect and honesty.

New roles, a new workspace and smart hiring gave us all a fresh perspective. Strong leadership kept everyone focussed on the big picture and the small details. While not everything was smooth sailing, one year on we are leaner, stronger and smarter. This is our story of how downsizing allowed us to reshape team culture in the most positive way.

# Mission Impossible? Elimination of Rogue Processes Through Institution Wide Collaborative Service Design and Delivery; and Through Developing Service Excellence Culture

Kate Lee

August 29, 2019, 11:57 AM - 12:42 PM

## **Biography:**

*Kate has strategic oversight of student services at the University of Tasmania as Director, Student Service and has extensive experience in the higher education sector in leadership and strategic roles in both student services and student administration. She has contributed to a number of institutional strategic priorities to improve student service quality and has led Student Journey Mapping program, which brought about institution wide collaborative service designs, to transform administrative processes that students undertake, and is committed to enhancing the student experience to support student success.*

In 2014, the University of Tasmania established A Vision for Student Service Quality at the University of Tasmania (Skalicky & Taylor, 2014), recognising good service quality is commonly associated with increased profitability, customer satisfaction, customer retention, customer attraction and positive word of mouth (Abdullah, 2006a; Nadiri et al., 2009; Voss, Gruber & Szmigin, 2007). The vision paper specifically noted that “collaboration across the institution [as] integral to the success of any such model, as achievement of exceptional service is reliant on a number of factors of influence” (p. 9).

Subsequently, there have been a number of institutional strategic priorities to improve student service quality with the measure of success being tracked. One of the major initiatives, which brought about institution wide collaborative service designs particularly in the space of well-known pressure points across Admissions and Enrolment, is Student Journey Mapping Initiative, commenced in late 2017.

# What the future may hold for the New Zealand and Australian university systems

Professor Chris Gallavin

August 29, 2019, 1:35 PM - 2:20 PM

In April and May of 2018, I had the pleasure to travel the United States as an Eisenhower Fellow examining my chosen area of research – the Global University 2.0.

Over my two months in the United States, I visited approximately 70 individuals located at dozens of universities, community colleges and entrepreneurial start-ups. I also met with thought-leaders and social commentators who concern themselves with the disenfranchisement of groups within society and the ways in which universities might turn from perpetuating such inequality, to addressing these divides for the benefit of our social cohesion. On my return to New Zealand, I sought to apply my experiences to the New Zealand context with a view to leading discussion on university reform. Despite witnessing, first hand, significant innovation in the US tertiary sector, my conclusion was that the US sector is largely focused on leveraging the last drops from the tank of the current world paradigm; a paradigm myopically focused on education as an economic imperative. Conversely, I argue that a wider array of meta-narratives ought to be at the fore of university leadership.

My vision for the future of university is clear. I argue for a reconceptualising of universities as partners with community, collaboratively addressing the imperatives of our time, for example, sustainability, equality, equity, social enterprise, social justice, economic development and entrepreneurialism (to name a few). Rather than centres for the creation and dissemination of new knowledge, universities will need to reconceptualise themselves as partners in the co-creation and dissemination of new knowledge. It is my contention that qualifications are consequential to a university's pursuit of a meta-narrative mission – we are not degree factories, but ought to cooperate with our communities to lead the normative discussions needed to build a better society.

The future, I contend, will require universities to pay particular attention to their meta-narrative mission and therefore their place within society writ large, lest they become technical training institutions and perpetuate their insecurity in an environment of forever changing labour markets. This presentation represents a summary of my findings and conclusions on what the future may hold for the New Zealand university system.

## Connect 4 - Not a game, a bold new approach for MQ

Gail White

August 29, 2019, 3:55 PM - 4:20 PM

Macquarie University has embarked upon an ambitious journey of transformation to authentically place student success at the heart of all it does. Key to the success of this undertaking is connection.

We are focusing on 4 key connections:

1. Staff connection with one another to effectively chart and guide the student journey to success.
2. Staff connection with students to design learning, teaching, support services and co curricula experiences that enables and best promote student success.
3. Students connection with their peers and educators to share ideas, experiences, information and support to enhance growth and belonging.
4. Staff, students and community connection to promote partnerships and employability.

The goal of student success is not unique among universities, but the Macquarie University approach is novel, comprehensive and true to its traditions of innovation and distinctiveness.

# Customer Experience on a shoe string: Using the power of storytelling to shift thinking and create maximum value

Miss Liz Moon

August 29, 2019, 4:20 PM - 4:45 PM

Lao Tzu famously said, “The journey of a thousand miles begins with one step.”

This presentation will outline the steps ACU took to get a deeper understanding of their customer journey in order to focus on the things that would create the most value. ACU capitalised on existing internal connections to create a collaboration between Student Administration, Marketing and IT; meaning the work could be achieved with minimal budget and no additional resources.

ACU started small with the vision of making a big difference. Giving students an opportunity to simply tell their stories revealed a wide range of insights on current experiences and pain points. Co-creation workshops with student and staff revealed further opportunities to make a big difference. These insights were synthesised into visual artefacts so that the voice of the student could be easily shared and brought into planning and prioritisation discussions. The insights and opportunities identified were received positively by staff, and were used quickly to drive small, medium and large experience improvements at ACU.

ACU will share the key lessons learned as they took the first steps along their customer experience journey; and how they delivered value consistent with their core brand value of ‘impact through empathy’.

# Navigating the 'Matrix' – Flinders voyage of discovery

Annika Danielsson

August 30, 2019, 9:30 AM - 10:15 AM

## **Biography:**

*Annika Danielsson provides university-wide, senior leadership of Student Administration Services at Flinders University. Most recently, Annika was instrumental in leading the University through transformational change, with the implementation of a matrix model of service delivery across the institution. Annika has 15 years' of Higher Education experience across a range of management and leadership roles, as well as expert delivery of continuous improvement and change initiatives in a university context.*

In 2017, Flinders University undertook a significant review and transformation of professional support services, moving from a highly localised support model to a large-scale 'matrix model' of service delivery. At the heart of this transformation was the desire to implement a service model that puts the customer at the centre (whether students, academics or the community) and to balance service quality, consistency and efficiency across all Colleges in the new structure.

A significant part of this transformation was implementing a university wide Student Administration Services (SAS) division. After a year and a half of operations under the new model, there have been numerous ups, downs, successes and challenges. The learnings from this journey relate both to understanding the key enablers to successfully operate in a matrix management model of service delivery, as well as the leadership skills needed to survive and thrive in this type of environment.

This presentation provides an overview of the SAS transformation over the past two years, the journey so far, and some of the insights to date around the collaborative environment and leadership skills required for such a service model to succeed in the higher education context.



# How the Assessment and Progression team at Swinburne University of Technology build bridges across all corners of the university

Andreana Newson

August 30, 2019, 10:15 AM - 10:40 AM

## **Biography:**

*Andreana Newson is the Associate Director, Assessment and Progression at Swinburne University of Technology. She manages a large centrally based team with the responsibility of resulting, examinations, Special Consideration and Progress Review across all student cohorts.*

*She has a background in Education and comes to the university sector after having the role of Deputy Principal in the independent school sector and Senior Assessment Coordinator at a Medical College managing high stakes assessments. She is a Fellow of ATEM and has presented papers at University Exam Network conferences on management of exams and particularly exam paper errors.*

This presentation will focus on how the Assessment and Progression team at Swinburne University of Technology build bridges across all corners of the university. Key strategies will be discussed with examples for best practice given for effective collaboration.

Swinburne is a dual sector university and the Assessment and Progression team manage the following key business areas:

- Fifteen formal examination periods
- Sixty- seven resulting periods for the university
- Management of special consideration
- Management of AVETMISS data for government reporting
- Management of Progress Review across all cohorts of the university

The team consists of 24 staff based at the three Melbourne campuses of Swinburne. It is part of the Student and Academic Services portfolio.

Making connections is the key for facing challenges, championing collaboration and contributing to the on campus coffee shops' bottom line.

In a large university with many business units who often operate in silos, conditions conducive to breaking down the silos will be presented.

Looking through the lens of the work of the Assessment and Progression team, I will present strategies for making connections, developing team members so they feel confident to make connections of their own and give some examples of significant achievements that have come from these connections.

By building bridges across the university, there is an opportunity to change the reputation of large centrally based teams. These teams not only provide administrative support but also take the role of an internal consultancy, providing specialised services working collegially with our stakeholders.

## A sector solution for credit management

Nerinda Bewick, Mr Dudley Collinson

August 30, 2019, 12:15 PM - 12:40 PM

The tertiary education sector faces significant disruption from employers and learners demanding effective lifelong learning. Individuals are actively designing their education and professional development with the expectation that formal and non-formal prior learning will be valued. Prospective students are expecting institutions to consider micro-credentials, work experience and professional accreditation for admissions and credit decisions. Expectations are likely to intensify as micro-credentials for specific skill sets become embedded in the sector.

The Ithaca Group report on Credit pathways in VET and higher education highlighted that the sector acknowledges that more needs to be done to enable credit pathways and there is active movement towards process improvement through the creation of new tools and support mechanisms.

UAC commissioned Nous Group to undertake a study to understand the value of credit to the sector. Their analysis estimates that credit management services currently cost universities at least \$36.5 million annually. They also found that the credit management is a significant pain point for the sector due to inconsistency of decisions due to complicated assessment processes and little emphasis on effectively utilising precedents. Time inefficiency also impacts on student experience and leads to lost conversions.

With the aim of creating a system that meets the sector's needs UAC is co-designing with the sector a credit management solution to support universities to use credit management strategically, to inform recruitment, retention and curriculum design decisions. UAC would like to present a vision and prototype that has been developed through engagement with the sector.

# Collectively Responding to Rapid Change

Dr Mark Ewen

August 30, 2019, 1:40 PM - 2:00 PM

Theme/s: “Investing in pathways to the future /Co-creating great service outcomes with students and stakeholders”

As a recent appointment to university academic administration leadership, I probably bring a different view and perspective of student administration than many of my colleagues. This presentation/submission will bring a perspective looking from the outside into some of the key issues we are facing in our organisation, and how we deal with them. It will look particularly at issues related not just to the constant of change, but to how we are practically dealing with the rapidity of it and building that into changes in our cultures and approach. This involves collectively changing the approaches of different student administration areas, but also dealing with other stakeholding areas of the organisation where the rapidity of change is viewed differently, is not recognised in the same way, or which are experiencing the change at a different rate. The presentation will involve concrete examples of change, but also provide and encourage practical suggestions of ways we can proactively prepare for and encourage this change. It will be future-focused and based on a student-facing approach.

# It takes a village; raising the Student Service Network

Rebecca Bone<sup>1</sup>

<sup>1</sup>*Deakin University*

August 30, 2019, 2:00 PM - 2:20 PM

In 2018 Deakin University implemented the Student Service Network, clearly defining Student Central Hubs as the entry point for all student enquiries, across all channels. The implementation included major workplace change for the four Faculties and Division of Student Administration with the structural and physical relocation of staff into a large central and dynamic team.

In the first year of implementation the team faced a number of challenges including loss of tacit knowledge with staff movements, building of teams and new physical locations, lack of documentation, implementation of an enquiry management system and the complexity of aligning over 165 processes. This required extensive negotiation with stakeholders across the University and activities often stalled when agreements couldn't be reached.

Key to the successful turnaround of the implementation was the introduction of Senior Sponsors for each of the focus areas across the Faculties and Division with shared responsibility and accountability. The collaboration of the sponsors across key focus areas of People, Processes, Platforms and Performance underpinned a strategy for a successful start to 2019. The initiatives within the focus areas included the development and delivery of a staff Learning Management System, periodic recruitment and streamlined on boarding program, the establishment of a knowledge management ecosystem centrally accessed through a student advice dashboard, decision making process for process alignment and transition of effort, and bi-annual staff surveys to measure overall satisfaction.

# Taking NCEA exams online - progress so far and what's ahead

John Oldroyd

August 30, 2019, 2:20 PM - 2:40 PM

## ***Biography:***

Programme Manager, NCEA Online

*John specialises in leading significant change initiatives in the New Zealand public sector to implement new strategic and business operational direction. Such initiatives have generally also involved the procurement and deployment of large enabling IT systems. For the last 6 years his focus has been in the education sector.*

NZQA has introduced digital NCEA external assessments to secondary schools in stages since 2014. This year marks a significant step up in the availability of digital examinations with 35 being made available for the end of year 2019 NCEA round. This presentation will provide background and context on why NZQA embarked on digital assessment transformation, an overview of the collaborative approach being taken with schools and the wider sector, a progress update on what has been achieved to date, and a roadmap of what to expect next year and beyond.

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