



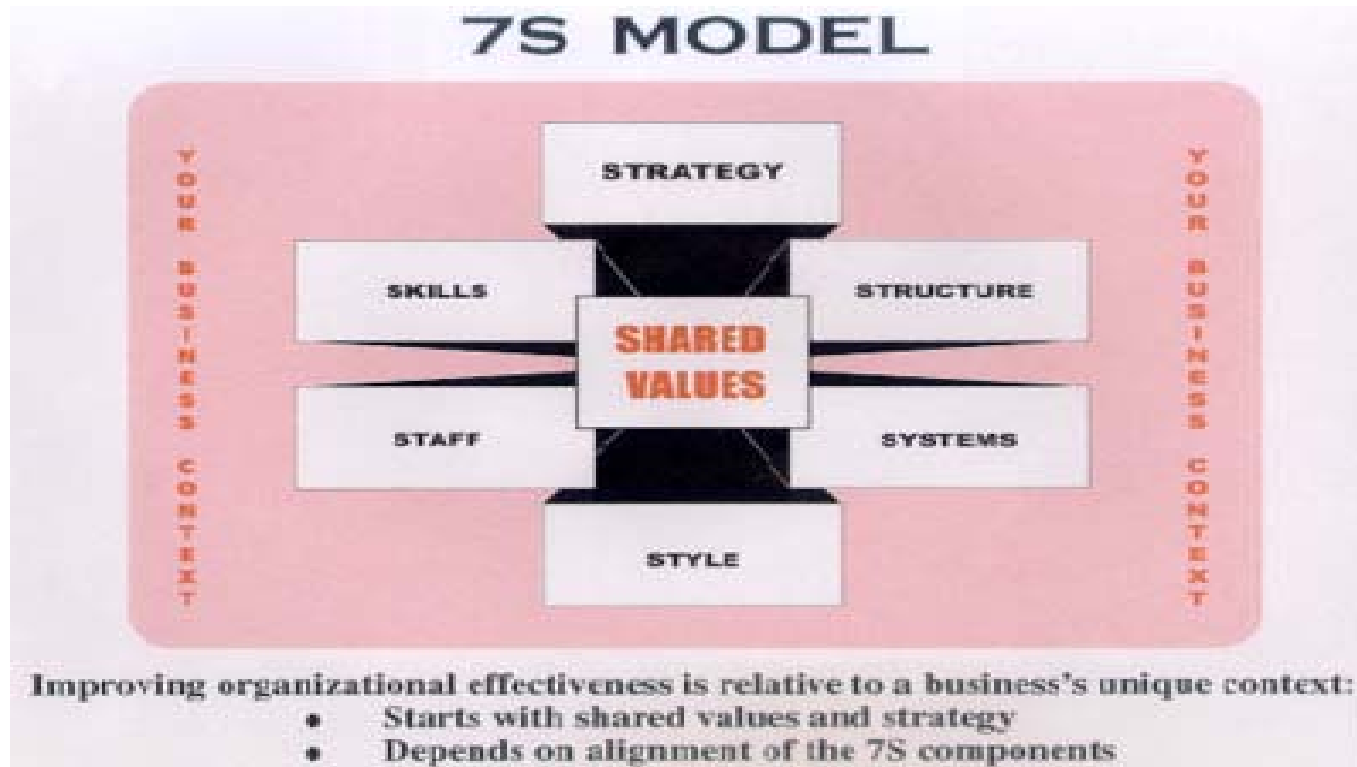
Strategic Change Management Implementing The Melbourne Model 2007

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Implementation of the Melbourne Model





In 2008, the University of Melbourne commenced offering ‘new generation’ Undergraduate degrees:

- **Bachelor of Arts**
- **Bachelor of Biomedicine**
- **Bachelor of Commerce**
- **Bachelor of Environments**
- **Bachelor of Music**
- **Bachelor of Science**



Students undertaking these degrees will complete at least one major sequence and take at least one-quarter of their degree from subjects outside their core program

These will be in addition to a range of other continuing undergraduate degrees, which will be phased out between now and 2010

Agreed in principle end 2006, implemented 2008.



Some of the key graduate programs that will be available from 2008 are:

- **Juris Doctor**
 - **Master of Architecture**
 - **Master of Property**
 - **Master of Construction Management**
 - **Master of Landscape Architecture**
 - **Master of Social Work**
 - **Master of Teaching**
 - **Master of Forest Ecosystem Science**
 - **Master of Nursing Science**
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- **Availability of CSPs**



By 2011 it is anticipated that all of the University's professional courses will migrate from undergraduate to postgraduate entry.



Shared Values

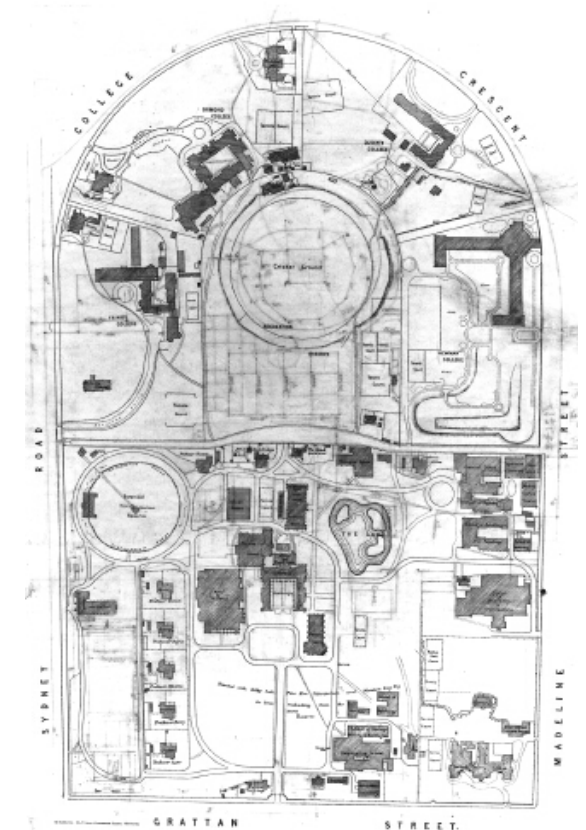
- **Extensive and open consultation around the strategic plan and the new structure**
- **Creation of the Curriculum Commission to oversee new generation degrees**
- **Melbourne Model widely supported by academic and professional staff**
- **Workplace Productivity Program funding in consultation with BCG obtained to implement new degree and supporting administrative restructure.**



New Structures

“Modest structural changes to support the *Growing Esteem Strategy* ... necessary incremental variations on current practice rather than wholesale change” (PBC Report to Council July 9)

- Affirm a faculty-based structure with Faculties and Graduate Schools
- Introduce some changes to disciplinary groupings – making the most of affinities and addressing overlap
- Introduce a senior academic officer – the Provost – a single point of accountability across academic units
- Introduce a Committee of Deans – to make decisions on operating matters in relation to research, learning and teaching and knowledge transfer.





“Structures cannot create new resources, but they can encourage the University to use resources in the most productive way possible”.

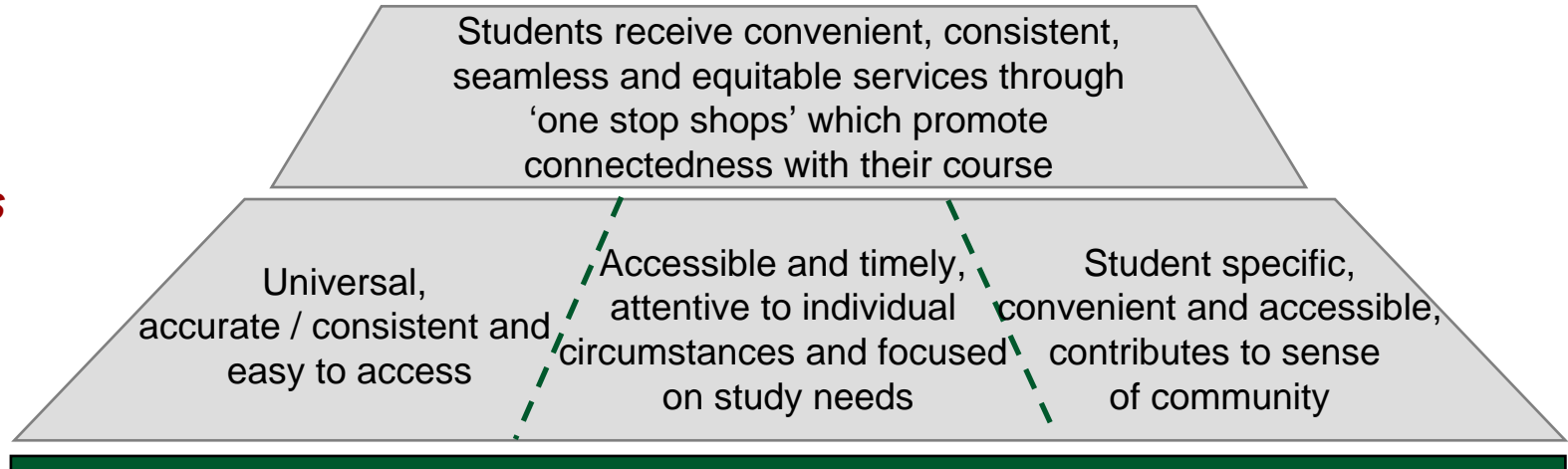
(PBC Report to Council July 9)

- Affirm the positions of Senior Vice Principal and Head of University Services
- Implement a new Melbourne student services model, providing consistent, equitable and student focussed services in a ‘one-stop shop’
- Review the allocation and operation of University Services with a view to optimising collaboration between academic units and the centre.

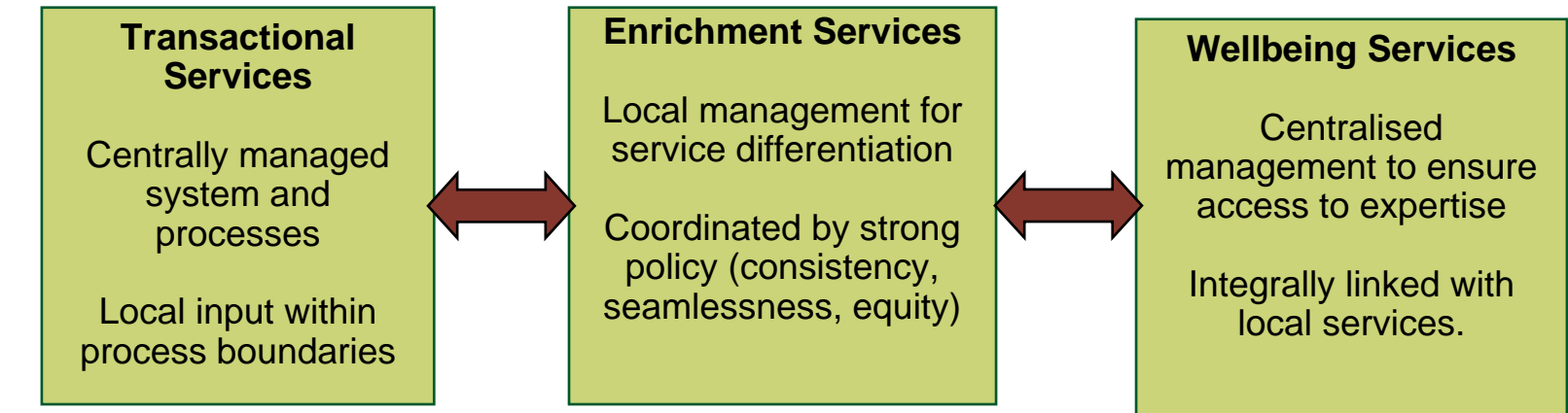


The Model for Student Service Delivery

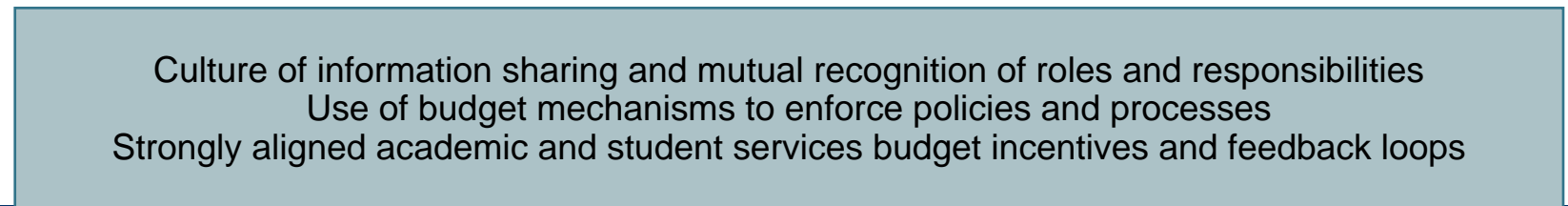
Student Services aspirations



Student Services delivery



Mechanisms to enforce practices





Student Centre Concept

Aim

- Single service point for students of each new degree
- Development of student cohorts and cohort experience
- New facilities designed to create a sense of belonging

Budget

- Allocated to student centres by Provost on a per capita basis

Location

- Normally with Faculty of degree, but Environments a multi-faculty exercise

Roles

- Student Centre Manager role developed
- Primacy of student role
- Centre manager a member of Faculty Executive.
- Student advisor role developed

Reporting relationships

- Student centre manager dual reporting relationship, to Academic Registrar and Dean.



Development and Implementation of Student Centres

	Workstream 1 Undergraduate	Workstream 2 Postgraduate	Workstream 3 Melb Exp	Workstream 4 Mgt Systems	Workstream 5 Transition	Workstream 6 Evaluation
Workstream Leader	Peter McPhee	Peter McPhee	Peter McPhee	Ian Marshman	Ian Marshman	Ian Marshman
Workstream Manager	Joan Reese	Joan Reese	Janet Beard	Janet Beard	Jennifer Mann	Jennifer Mann
Substreams Accountable Officers	Chair, BUGS [1.1 - Curriculum and subject design]	Acad Board Officer - Ron Slocombe [2.1 - Curriculum and subject design]	VP (Int Devlt) [3.1 - Recruitment, admissions and access]	SVP [4.1 - Student services]	VP (Mark & Comm) [5.1 - Communication and advocacy]	Director (Planning Office) [6.1 - Overall project evaluation]
	VP (Int Devlt) with Ian as Leader [1.2 - Positioning and marketing]	VP (Int Devlt) with Ian as Leader [2.2- Positioning and marketing]	VP & AR [3.2 - Personalised – support services]	VP (Int Devlt) [4.2 Marketing and recruitment]	Manager GESO [5.2 - Change management support]	Director (Planning Office) [6.2 - Workstream and substream evaluation]
		PVC (Res Training) [2.3 - Research higher degrees]	Loane Skene [3.3 - Personalised– academic enrichment]	PVC (Univ Relations) [4.3 - Alumni, fundraising, external relations]	SVP [5.3 - Set up interim management processes]	
	DVC (Academic) [1.3 - Course management]	DVC (Academic) [2.4 - Course management]	Pres Ac Bd [3.4 - Personalised– academic connectedness]	VP and Head (Admin) [4.4 - Support functions]	VP and Ac Reg [5.4 - Develop interim solutions]	
	PVC (T,L&E) [1.4 - Resourcing and delivery]	PVC (T,L&E) [2.5 - Course management]	VP and Head (Admin) [3.5 - Cohort– support services]	Pres Ac Bd [4.5 - Policies and procedures]	Dean of Law [5.5 - Managing new and continuing cohorts]	
			PVC (Uni Relations) [3.6 - Transition out]	SVP [4.6 - Resourcing]		



New Student Centres – Staffing Implications

What did all this mean in staff terms?

- **Student “well being” functions left as central**
- **Student “enrichment services” located in student centres**
- **Faculties aggregate student advising staff from Faculties and Departments into Student Centres**
- **Transfers of some local data processing to central transaction services**
- **Small transfers of transactional services to Student Centres.**



Staffing Strategies

- Funds drawn from University reserves to support change exercise.
- Communication in a variety of forums
- Extensive consultation with both staff and students
- Video presentations
- Quarterly “pulse” surveys of staff attitudes
- Consultation through change management workgroup
- Regular informal meetings with Staff Consultative Committee
- Agreement on a generic strategy for staffing student centres with SCC, which was implemented on a student centre by student centre basis
- External communications were unveiled to all staff in advance of release.



Skill Development

- **BCG project management methodology created workstreams led by experienced staff, and work groups**
- **Use of BCG methodology to develop structures and project management**
- **Implementation team included key University of Melbourne and BCG staff**
- **Student centre roles carefully developed and student centre managers chosen through a multi-phased process**
- **Working groups of staff in student centres to develop core processes, eg. assignment submission system**
- **Student advisor roles carefully documented**
- **Training material developed and delivered.**



- **Concurrent implementation of a new student system**
- **Budget system varied to create a separate funding stream and allocation process for student support**
- **Performance standards for student centres developed**
- **Regular meetings of key student centre staff designed to develop standardised systems**
- **Design of new student centre “homes” to allow both personal and on-line access to information**
- **Revision and standardisation of policies and processes**
- **Student portal.**



- **Senior commitment**
- **Use of working groups involved in decision-making and engendered commitment and information**
- **Hard deadlines focussed decision-making**
- **BCG project methodology created structure and order**
- **Strong external branding and marketing focus was important for the messages sent to staff and students**
- **As far as possible, the process was consultative.**



The Results

- Curriculum developed
- Degrees marketed to meet student preference deadlines
- Uptake of new degrees highly successful
- Student centres established and operating, some in old premises
- Budget model implemented, with modifications
- Staff commitment high.

If we had our time again we would:

- Develop staffing structure and training for student centres earlier
- Develop new physical infrastructure for student centres
- Attempt to work more closely with staff impacted by change
- Improve HR capacity to support workforce planning and job redesign
- Increase organisational capacity to process map and reorganise work.



The Human Resources Function

HR was key to:

- Industrial relations
- Establishing principles for change management
- Developing a coherent change management plan
- Supporting implementation of change
- Monitoring staff attitudes
- Developing new roles
- Developing selection and transfer processes
- Providing advice and coaching support to managers.

The University was challenged in the face of:

- Demands for workforce planning beyond age, time fraction and rank structure details
- Need for costing of a variety of staffing models
- Detailed staff/student/financial data to support decision making
- Meeting line management perception of the need for individualised support service from HR for staff who were adversely affected
- Workload management
- Integration of HR, Finance, Student and Research Data.



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