


# Enterprise Architecture and the Constituent-Centered Approach

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# Really?!?!

When a student must interact with different interfaces to different systems and manage the workflow herself, it feels as absurdly backward, **maze-like**, and, 

As, well, this:



L=01

HELP!

BONUS  
4900



It was kind of fun in the 80's as a game

But it's 30 years later for cryin' out loud!!!

Let's not make them do this in order to succeed

Gaining proficiency in an academic area is  
challenging enough

# Epiphany #1

We have worked for awhile to streamline and standardize resources for advisors, and we are now applying UX design for their access to these resources.

But wait

These same resources, with some tweaking, can help students. We can make this a core part of a Student Experience suite of resources.

We've done the hard work already!

# Epiphany #2

This same idea can be applied to others that engage in the academic domain: Instructors and administrators.

In fact we can generalize the idea to define

## A Constituent Centered Approach

# So, how and where does this approach fit with EA

- Well, if you want to get all TOGAFy, you could say it is a special tool on the Business Architecture petal in the great flower of framework.
- Importantly, and perhaps more usefully, it is a way of looking at an area that can drive good architecture through and through.
- It feels like the next evolutionary step in aligning IT with organizational mission

# This is a good thing

- Brings together organizational silos
- Brings coherent planning focus and well factored results
  - Common info
  - Rationalized information delivery services
  - a user interface/presentation layer
- And, of course, it brings a better user experience leading to greater independence and empowerment



# In other words

From this:



To this:



# This new pattern demands broader and deeper coordination

## Vertically: Up & Down the Stack

- At software layer: APIs, canonical data entities as the common language
- Among the developers: better communication, tricky project management

## Horizontally: Across functional areas and domains

- At software layer: APIs, canonical data entities as the common language
- Among the developers: better communication, tricky project management
- At Business/IT nexus: rethinking roles and responsibilities

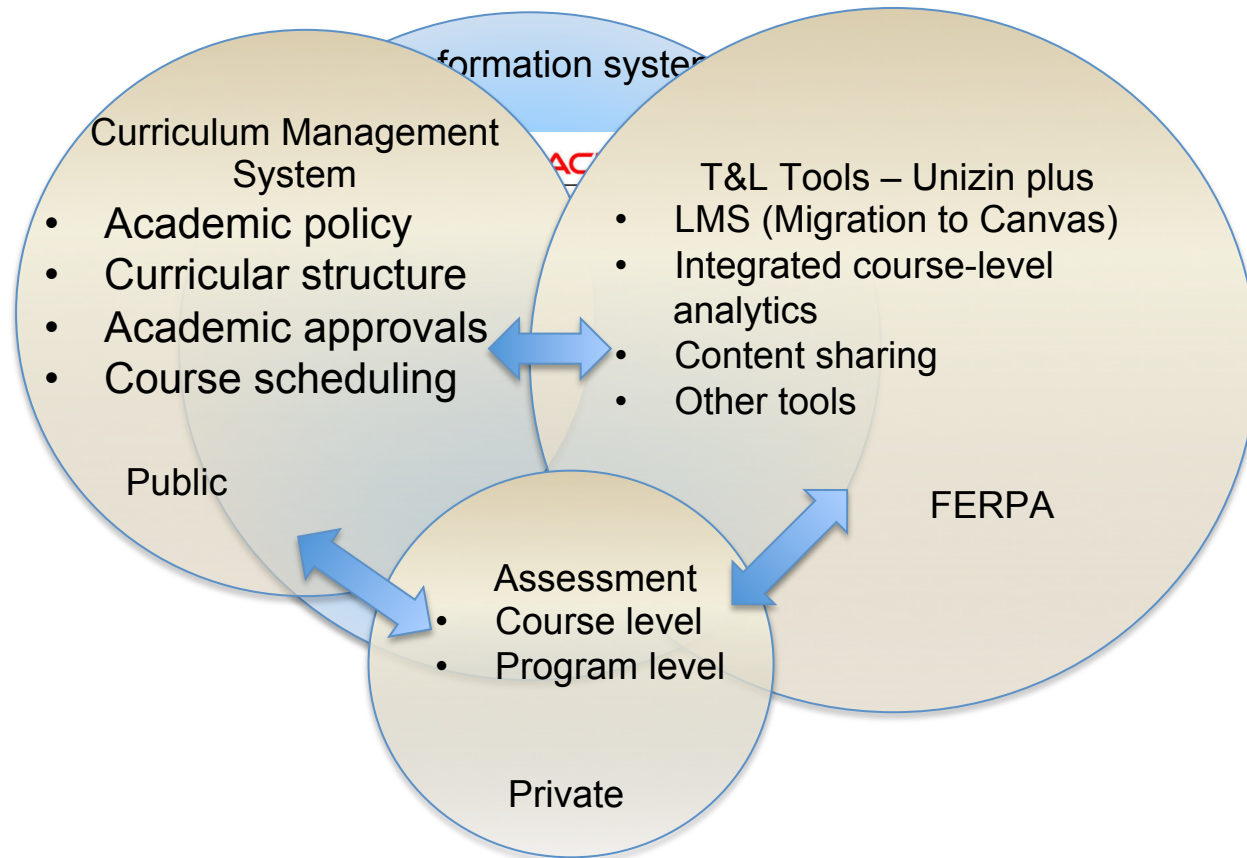
# Challenges

- New scope for portfolio mgmt, road-mapping, and budgeting
- A space where some needed integration standards are still immature, and where not every enabling component is blessed with an open API.
- The need for stereoscopic vision
  - Strategic, Innovative work balanced against
  - Initiatives of various kinds that demand attention. Ideally, one would factor the strategic approach with these innovations

# ***Synthesizing Related Perspectives***

## ***The Role of Enterprise Architecture***

# Sustainable Student Digital Ecosystem



Assessment Eval.

MU  
UW

Advisor UI /  
Student UI

UW  
LEARNER  
RECORD

OHLD

NL

Warehouse  
Facade

Chub/CAOS

DARS  
UAchieve

Enroll  
ment  
Tools

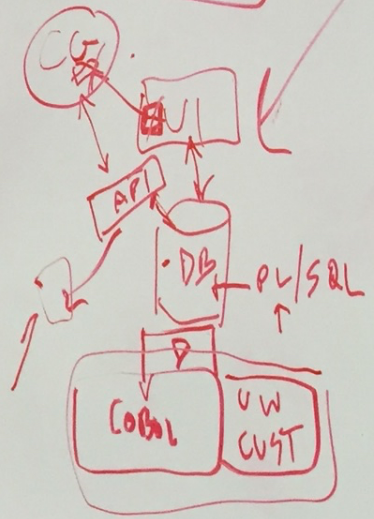
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Local  
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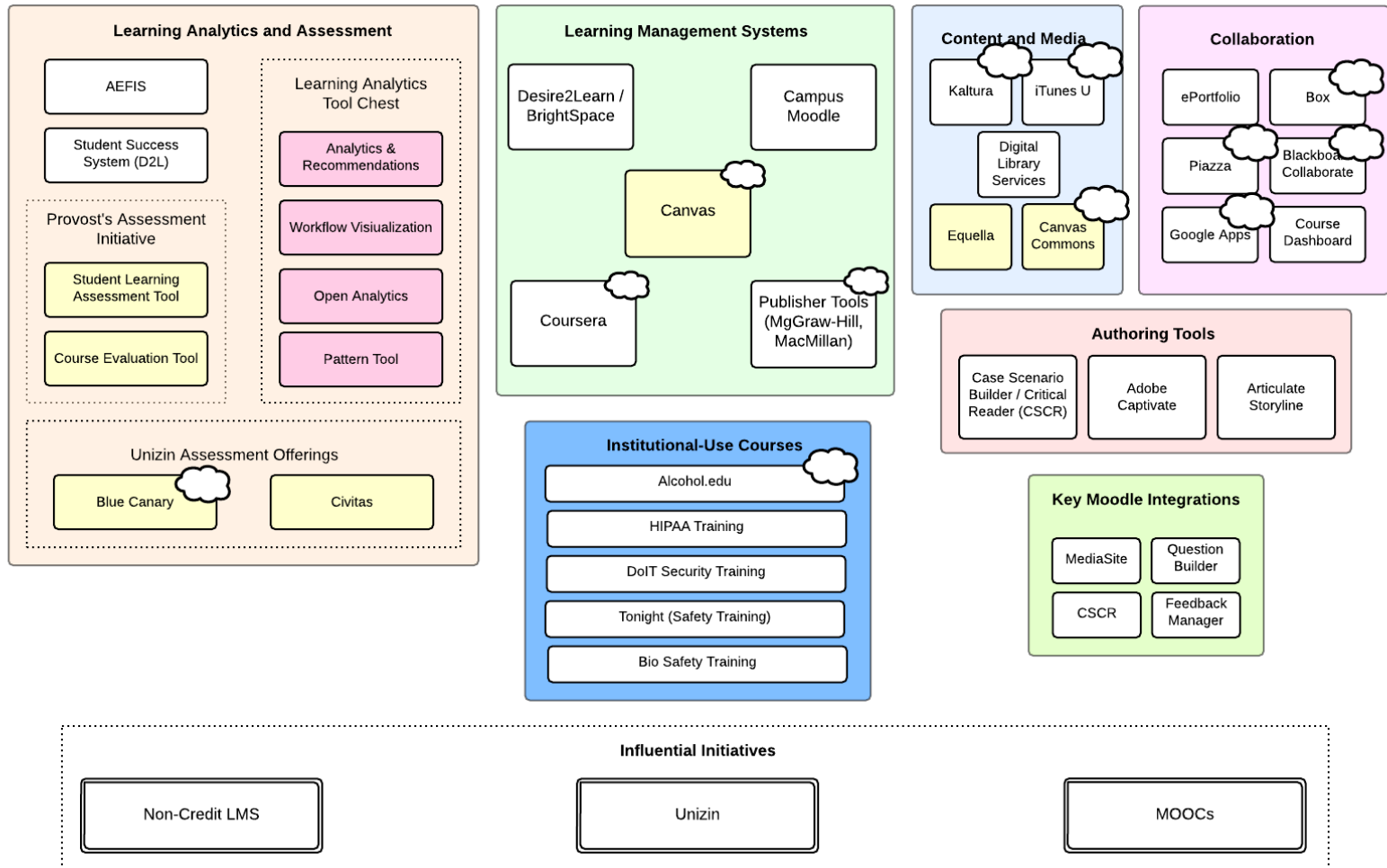
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## UW-Madison Teaching & Learning Ecosystem - 2015

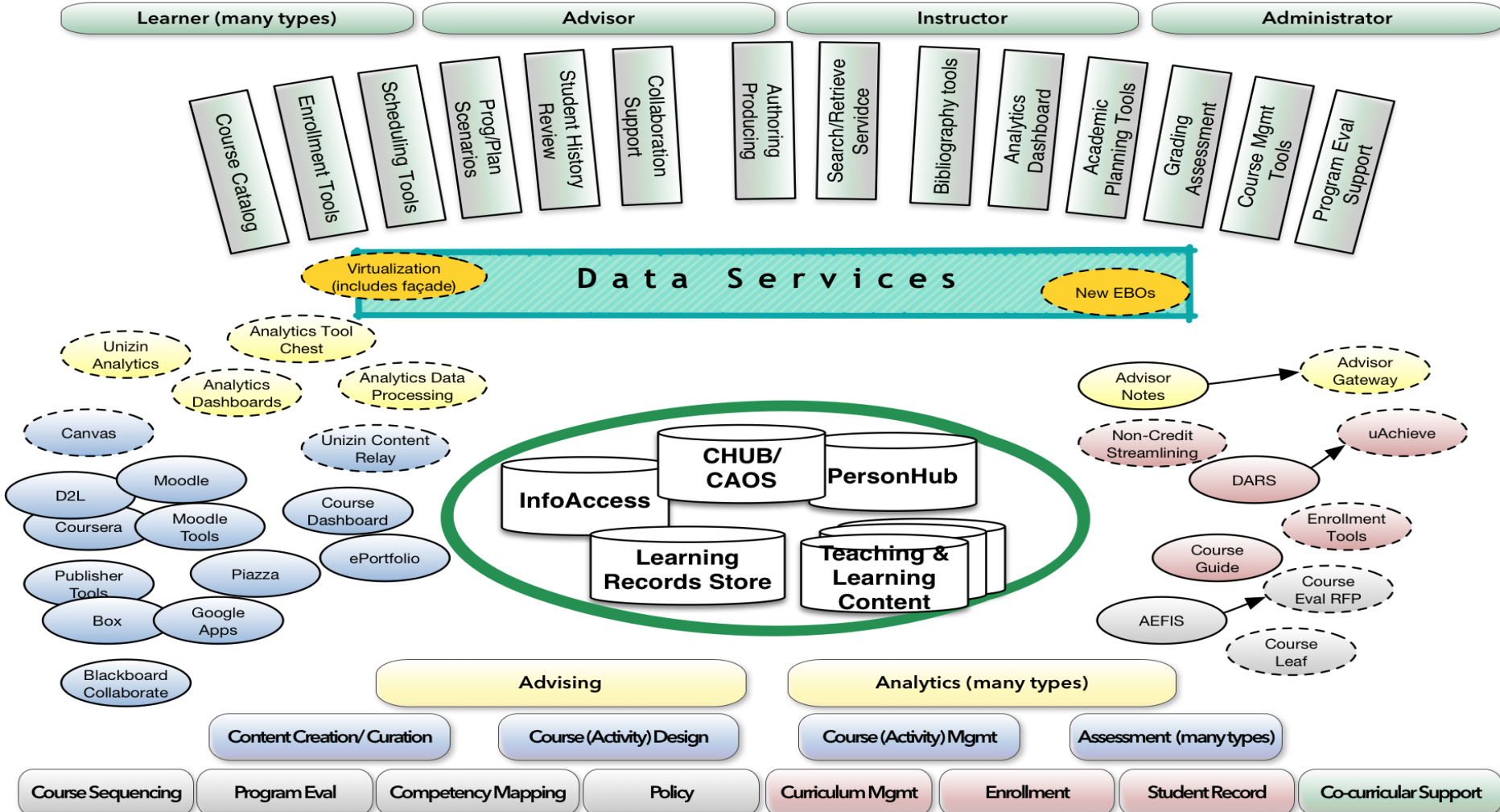


DRAFT - 3/30/2015  
 DoIT Academic Technology

-  Cloud-Based Tool or Service
-  Proposed Tool or Service
-  Currently Under Development

# The Academic Area

## Constituent Experience

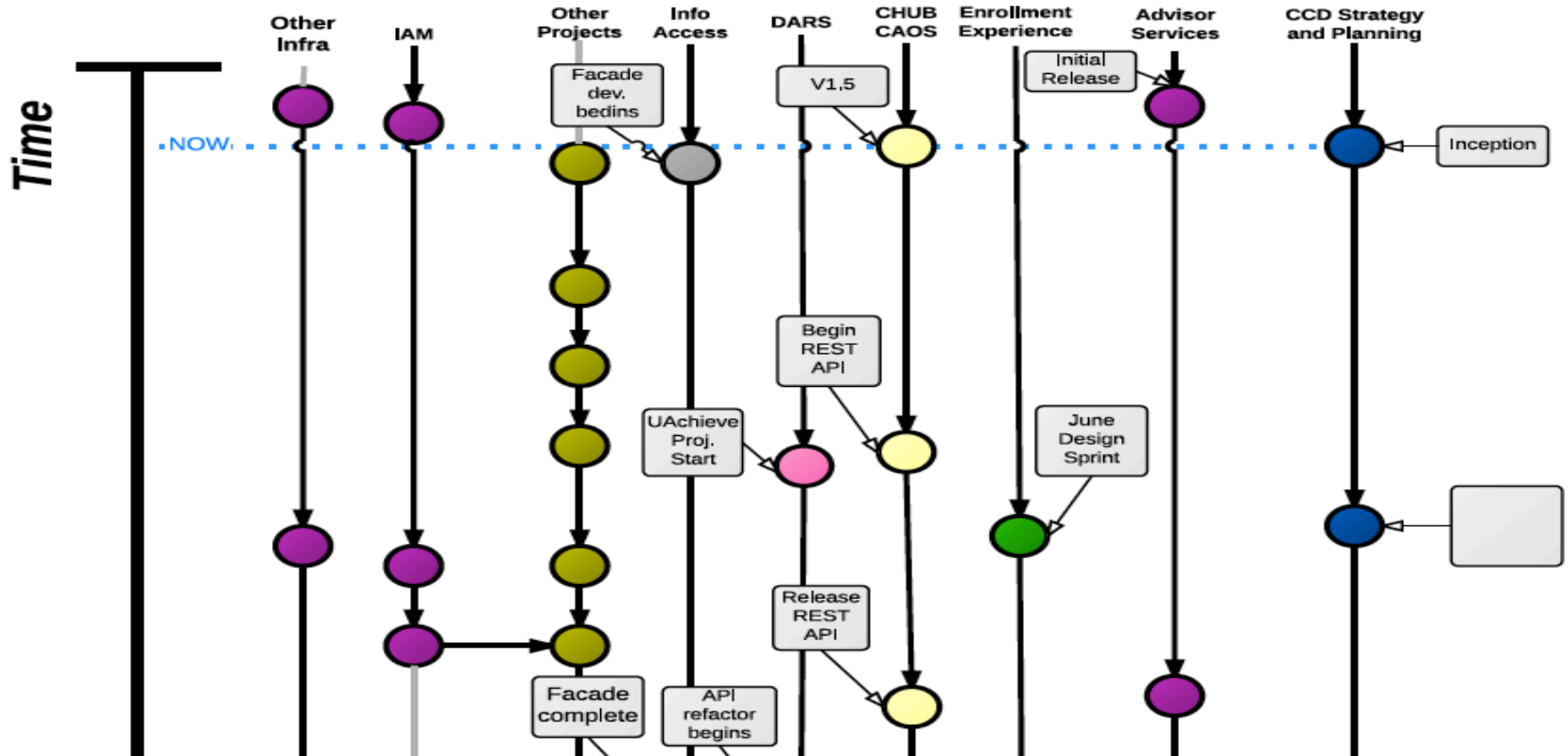


## Academic Capabilities



# Managing dependencies across org swimlaines

## Constituent-Centered Design (CCD) Initiative



# Questions

## Questions

1. Have you used UX to drive architecture? If so, how?
2. Have you brought areas together at the scale we are attempting (academic reporting, curriculum management, student record and academic technology)? The chief characteristic in our case is that they are organizationally independent but nonetheless mutually interdependent.
3. What communication tools have you used to make the case for an effort such as this that spans functional areas (and budgets)? Dot diagrams? Other?

# Questions

4. Could you provide feedback on the core diagram we are using (will be presented at the 6/5/15 ITANA meeting)?
5. How do we expand partnerships between data stewards (specifically the Office of the Registrar) and architects to help the stewards make sense of the miasma of initiatives coming at them?
6. Specifically in the case of the Registrar: We will need to help them manage the transition to greater focus on CBE, micro-badging, and extended transcripts?