New to EA: re/Launching your Enterprise Architecture Practice

Itana Face2Face 2019
EDUCAUSE Pre-Conference Session
Meeting Room W179a - 8AM to 4PM

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Facilitators for the day

Chris Eagle
IT Strategist & EA, U-Mich
Steering Committee, Itana

Louis King
Enterprise Architect, Yale U.
Vice-Chair, Itana

Jacob A. Morris
Business Architect, U-Wash
New2EA WG Chair, Itana
About Itana (Itana.org)

ITANA
Home

Created by Steve Oelhafen, last modified by Rein Niederhausen on Sep 13, 2017

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Coming Up

Fall Face2Face 2017 - October 31, 2017 in Philadelphia, PA
Join us for a full-day preconference session at EDUCAUSE Annual 2017. The Itana Fall Face2Face will focus on the shifting role of Enterprise and Business Architecture in the Digital Transformation.

Go to the EDUCAUSE Registration site to register for this event.

Next Conference Call
NOTE: October 31 - Itana Face2Face at EDUCAUSE No Call November 3
Topic: Young Professionals Outreach
Day/Time November 17, 2017 - 11AM PST, Noon Mountain, 1PM Central, 2PM Eastern (7PM GMT)
Adobe Connect: http://confer.uw.edu/EA - Audio is only on the phone, not Adobe.
Dial-in number: +1-734-615-7474 Access Code: 0195350

Recent Activity

Spring 2016 Face2Face Meeting
Face2Face Outcomes: Architecture Leadership

See the Spring Face2Face 2016 Notes for more on this F2F.

Autumn 2017 Call Program

<table>
<thead>
<tr>
<th>Date</th>
<th>Track</th>
<th>Session</th>
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<tbody>
<tr>
<td>Oct 6</td>
<td>n/a</td>
<td>2017-2018 Kick-off Call - Book Club, Working Groups, Face2Face 2017, Focus for the Year - Digital Transformation, DEL, IoT, Call for Practice Examples, Facilitator: Jim Phelps</td>
</tr>
<tr>
<td>Oct 20</td>
<td>EA Maturity Model</td>
<td>Report out on the Maturity Model and how we include it in the year ahead.</td>
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Spring 2015 Face2Face Meeting
Face2Face Outcomes: Architecture Methods

See the Spring Face2Face 2015 Notes for more on how the participants worked together.
Engage with Itana

Bi-Weekly Calls

Annual Face2Face

Working Groups
  - API - Ashish Pandit
  - Business Architecture - Dana Miller
  - Book Club - JJ DuChateau
  - New2EA - Jacob A. Morris

Book Club
“I” Time
1, 2, 4, all Shout-Out
Reflection: Important to learning

+ Δ ! ?
<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00 - 8:15</td>
<td>Intro Kick Off - Ice Breaker</td>
<td>Jacob</td>
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<tr>
<td>8:15 - 8:30</td>
<td>Table Setting Talk</td>
<td>Louis</td>
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<td>8:30 - 9:15</td>
<td>Executive Round table</td>
<td>Chris</td>
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<td>9:15 - 9:30</td>
<td>Activity: What skills would you need?</td>
<td>Jacob</td>
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<td>11:30 - 12:30</td>
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Learning Outcomes:

1. **Learn** essential skills and methods to re/Launch your EA practice
2. **Apply** lessons-learned from other institutions
3. **Develop** your EA scope using the Itana Scoping method
4. **Develop** a 1-year action plan
5. **Build** your personal professional network
Icebreaker

1. **Count off:** 1, 2, 3, 4, 1, 2, 3, 4, 1, 2...

2. **Line Up:** 1s & 2s across from 3s & 4s

3. **Meet:** 1s go find someone across from you whom you don’t know

4. **Inquire:** Learn something about each other
Reflections on EA in Higher Ed

▪ What are the elements of Enterprise Architecture practices in Higher Education?
▪ What opportunities do you see?

Context: Your institution or more broadly

5 Minutes
What is EA in Higher Education?

A discipline that uses holistic enterprise analysis, design, planning, and implementation practices, to guide an organization through business, information system, and technology changes, in order to execute their strategies while optimizing investments.

Note: See also other definitions from Wikipedia, TOGAF, Gartner, and EACOE.
Where Might EA Help?

1. Improved enterprise engagement
2. Improved organizational agility
3. Improved quality of transformative solutions
4. Improved IT governance
5. Improved IT operations
6. Reduced total cost
7. Reduced organizational risk
Who Might be Thinking about EA?

> CIOs
> Application Architects
> Business Architects
> Business Analysts
> Cloud Architects
> Data Architects
> Information Architects
> Integration Architects
> IT Service Management Leaders
> IT Service Management Specialist
> Portfolio Management Leaders
> Security Architects
> Solution Architects
> Technology Architects
> User/Customer Experience Leaders
> And more...
How is EA Practiced in Higher Ed?

1. **Ad Hoc**
   Works to identify opportunities, provide EA value to leading opportunities, and through these experiences define the value proposition and scope of an EA practice appropriate to the particular organization.

2. **IT Operational Excellence**
   Works largely within the IT organize to optimize the technology architecture of the organization and to govern architectural standards and solution implementations.

3. **Digital Transformation**
   Works as a strategic partner to the functional units of the University to support digital transformation that executes their strategies while optimizing their investments.
Executive Round Table

John Barden
Chief Information Officer
Yale University

Vince Kellen
Chief Information Officer
University of California San Diego
What Skills Do You Need?
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Skills

Storytelling
Leading as an Architect
Influencing (12 strategies)
Judith and Her Maidservant

Artemisia Gentileschi

Detroit Institute of Arts

c. 1625

Baroque

Chiaroscuro
Leading as an Architect

From Jim Phelps’ presentation to the New2EA WG
Leading as an Architect

An Architect is a Leader

“A leader’s job is to make sure the organization does the right things while a manager’s job is to make sure we do those things right.”

Warren Bennis

Why Leaders Fail
Leading as an Architect

Being Visible
Building Followers

“The essence of leadership is found in the ability to transform vision into significant actions. The two dimensions are vision and ability to implement.”

William Hitt

*The Leader Manager: Guidelines for Action*
Leading as an Architect

“In doing adaptive work, the problem is often unclear and therefore the solution is unclear. **Adaptive** work is generally messy work that requires persistence, creativity and courage to work through.”

Ronald Heifetz et al,

“Political Leadership: Managing the Public’s Problem Solving”
Leadership is:

- Doing the right things vs. doing things right
- Being visible
- Building followers
- Transforming vision into action
- Solving adaptive problems
One more thing: Presence
Think about your presence

Formally Dressed
Standing Up Front
Attentive
Leaning Over the Table

versus

Casually Dressed
Sitting at the side
Head in your laptop
Leaning back / pushed back
Above all - Be Intentional.

You are a Leader. Invest in your leadership.

The things you do have effects.
Influencing Strategies

What approaches do you use to influence people?
1. Empowerment

Making others feel valued by involving them in decision-making, and giving them recognition.

2. Interpersonal Awareness

Identifying other people’s concerns and positioning one’s ideas to address these concerns.

3. Bargaining

Gaining support by negotiating a mutually satisfactory outcome; exchanging favors, sharing resources, making concessions.

4. Relationship Building

Taking the time to get to know others personally; to maintain friendly communications so that they will be inclined to support your ideas in the future.

5. Organizational Awareness

Identifying the key people in your organization, and getting their support. Knowing who the key influences are.

6. Common Vision

Showing how your ideas support the organization’s broader goals.

7. Impact Management

Choosing the most interesting, memorable or dramatic way to present ideas, in order to gain people’s support.

8. Logical Persuasion

Using logical reasons, expertise or data to convince and persuade others.

9. Coercion

Using threats, reprimands or pressure to get others to do what you want?
Influencing Strategies

1. Empowerment
2. Interpersonal Awareness
3. Bargaining
4. Relationship Building
5. Organizational Awareness
6. Common Vision
7. Impact Management
8. Logical Persuasion
9. Coercion
Influencing Strategies

**Logical Persuasion**

- **Rational Persuasion**: 54%
- **Legitimating**: 13%
- **Personal appeals**: 7%
- **Exchange**: 7%
- **Ingratiation**: 6%
- **Pressure**: 6%
- **Coalitions**: 3%

**Impact Management**

- **Inspirational Appeals**: 2%
- **Consultation**: 2%

Falbe & Yuki, 1992
Threshold Test

When crossing a threshold...

1. What do I want to get out of the activity?
2. What role do I want to take?
3. How do I want to present myself?
4. What triggers might I encounter?
5. How will I respond to those triggers?
Role Play Exercise

1. Each table will get a scenario
2. Together you will design a role play that demonstrates some or all of the skills presented
3. Decide how you will respond to the scenario
4. Write down the characters and their roles
5. Draft a rough script
6. Select actors
7. Do the role play for the group
Scenario A: Saving Money at the Zoo

“I have a great idea. We can combine two habitats into one, make it twice as big and allow the animals more room to roam. The lions and zebras are already next to each other, we just have to pull down the fence separating them! Here’s the analysis of the cost savings to the zoo.”

How do you respond?
Scenario B: Best of Breed Car

“We need a new vehicle. I’m tired of always buying an off-the-shelf model with some good points and some bad ones. This time I want to pick the best of each component and make the perfect transport.”

How do you respond?
Role Play Exercise

1. Each table will get a scenario
2. Together you will design a role play that demonstrates some or all of the skills presented
3. Decide how you will respond to the scenario
4. Write down the characters and their roles
5. Draft a rough script
6. Select actors
7. Do the role play for the group
Using the Skills

Consider:

How would you use these skills at your institution?
What can you do to build these skills?
Volunteers needed

Share your EA origin story in under 3 minutes after the lunch break
Plus, Delta, Big Ideas, Questions

➕ - What **went well** this morning? What did you like?

△ - What could have been **improved**?

! - What “**Big Idea**” or “**Aha! Moment**” did you have?

? - Any “**Big Questions**” strike you during the day?
Lunch
Room W375 B, Level 3
Reconvene at 12:30PM
| Time         | Section                                                        | Who/Links |
|--------------|                                                               |          |
| 12:30 - 1:00 | Panel: “It started like this…” 5 short studies                | Beth     |
| 1:00 - 2:00  | Scoping Your Practice                                         | Louis    |
| 2:00 - 2:15  | BREAK                                                          |          |
| 2:15 - 2:45  | Digital Transformation as a Driver for EA                     | Jim      |
| 2:45 - 3:40  | Building your Roadmap                                         | Jacob    |
| 3:40 - 4:00  | Itana Resources, Member Contributions, Wrap-Up +, Δ, !, ?      | Chris    |
Panel: “It started like this…”

> 5 volunteers
> 3-minute stories each & Q&A
Scoping EA Your Practice

1. Review of what we covered today
2. Introduction to the EA Maturity Model for Higher Education
3. Introduction to Scoping Methodology
4. I-Time to develop a 1-year scope for your EA practice
5. Table Talk
Scoping Your EA Practice

1. EA Definition
2. EA Practice Models
   a. Ad Hoc
   b. IT Operational Excellence
   c. Digital Transformation
3. Skills
   a. Storytelling
   b. Leading as an Architect
   c. Influencing Strategies
   d. Threshold Test
4. Practice Start-up Stories
Scoping your EA Practice

"Spotting Scope" by Zach Challies is licensed under CC BY-NC-ND 4.0

Scoping the EA Practice
https://docs.google.com/presentation/d/1qxKHMGPzHOV3CP_LTLMcHleYEol9GLDGzrmAtXsL3M/edit#slide=id.g38e845b6e2_8_165
In higher education, EA practices vary widely in the scope of their mission and the impact of their work. We believe it is for leadership in each institution to define why an EA practice is needed, set expectations for it, and create the conditions for its success.”
Documenting Scope

When you are ready -- after some period of open-ended exploration and perhaps initial demonstration of value -- it is helpful to document the scope of the EA practice. This makes it possible to:

- Further clarify scope with stakeholders
- Widely communicate the mission of the EA practice
- Gain feedback and buy-in

A good way to record scope is in the form of a summary **strategy** for the EA practice. A simple one-pager helps your own team and others understand why the EA practice exists, what is driving its work, and the outcomes it is working toward.

There are many ways to capture strategy; here is a simple “strategy on a page” template:

<table>
<thead>
<tr>
<th>Strategy statement:</th>
<th>To enable ___ to ___, we provide ___.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vision:</strong></td>
<td>What is the future you envision as the result of your strategy?</td>
</tr>
<tr>
<td><strong>Drivers</strong></td>
<td>What major factors in the environment drive and focus our work?</td>
</tr>
<tr>
<td><strong>Initiatives</strong></td>
<td>What are you doing in response to your drivers to reach desired outcomes?</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>What will be different as a result of your strategy? What business value will result?</td>
</tr>
</tbody>
</table>
The sample strategy on a page at right summarizes scope for an imaginary EA practice:

> **Why:** This practice is going to increase the effectiveness of the university’s IT spend (see blue highlights at right)

> **What:** This practice is focused on IT infrastructure and services (see green highlights at right)

> **Where:** This practice is going to deliver outcomes in central IT and with central administration (see orange highlights at right)

> **How:** This practice is going to do certain work such as systems analysis and business capability mapping (see purple highlights at right)

Having determined this scope, the EA practice can now review its ability to, for example, engage with stakeholders in the identified organizations, or create the stated deliverables.

**Strategy statement:** To enable the university to make best use of its IT spend, we work to rationalize IT infrastructure and align IT services with business needs.

**Vision:** Sustainable, highly optimized IT infrastructure supports IT services that directly enable the university’s strategy.

<table>
<thead>
<tr>
<th>Drivers</th>
<th>Initiatives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT budget cuts drive need to reduce costs by eliminating redundant platforms.</td>
<td>Work with service teams in central IT to analyze platforms and roadmap EOL for redundant platforms</td>
<td>Central IT applications consolidated from X to Y platforms, resulting in Z cost savings.</td>
</tr>
<tr>
<td>IT governance needs better ways to understand IT services for investment decision-making.</td>
<td>Work with business units in central administration to define business capabilities</td>
<td>All applicable IT services mapped to administrative business capabilities, enabling those units to participate better in IT governance.</td>
</tr>
</tbody>
</table>
EA Maturity Model for Higher Education

The Itana Enterprise Architecture Maturity Model for Higher Education (EAMM) is a guide to understanding, assessing, and maturing enterprise architecture (EA) practices specifically in higher education institutions. It is intended for practitioners who wish to assess and grow their EA practices within a structured framework. These same practitioners may also use the model to facilitate EA conversations with higher education leaders who are considering initiating or expanding EA practices.

The maturity model is organized into Maturity Levels and Maturity Attributes (Illustrated at right).

**EA Practice Maturity Levels**

As an EA practice matures, it typically progresses through several levels of maturity:

1. **Initiating**: The EA practice is not yet formally recognized.
2. **Formed**: The EA practice is formally recognized and resourced.
3. **Defined**: The scope and capabilities of the EA practice are clearly defined.
4. **Managed**: The work and capacity of the EA practice are controlled and measured.
5. **Improving**: The EA practice is continually improved.

**EA Practice Maturity Attributes**

An EA practice may mature differently in different attributes. The attributes in the maturity model are:

A. **Scope Definition**: How the scope of the EA practice is defined and evolved
B. **Engagement**: How the EA practice engages stakeholders based on its scope
C. **Impact Assessment**: How the EA practice measures its performance within its scope
D. **Delivery**: The means by which the EA practice delivers value
E. **Management**: How the EA practice manages itself

**Maturity Model on a Page**

View the EAMM on a page.

**Quick Start Guide**

How to review your EA practice, identify actions, plan, execute, and re-assess.
# EAMM-edu on a Page

| Attribute | Level 1: Initiating  
(Identify) | Level 2: Formed  
(Validate) | Level 3: Defined  
(Repeat) | Level 4: Managed  
(Change) | Level 5: Improving  
(Future) |
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<tr>
<td><strong>Scope Definition</strong></td>
<td>The initial scope consists of identified opportunities with potential to realize the value proposition.</td>
<td>The initial scope is validated through key engagements and optimized to best realize the value proposition.</td>
<td>The scope is clearly defined, and the value proposition widely understood.</td>
<td>The scope is regularly evaluated and processes to implement changes are in place.</td>
<td>Investment is regularly made in validating new opportunities to expand scope.</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Key stakeholders, ready to explore and support EA capabilities, are identified and relationships with them are established.</td>
<td>Engagements strengthen existing stakeholder relationships and form new professional relationships.</td>
<td>Key stakeholders value and advance EA within the organization. A network of professionals engaged in EA activities forms.</td>
<td>EA practitioners are welcomed and integral to the processes of stakeholder organizations.</td>
<td>The EA practice is a trusted business partner to its key stakeholders.</td>
</tr>
<tr>
<td><strong>Impact Assessment</strong></td>
<td>The organizational context is assessed and potential measures of the value proposition are identified.</td>
<td>Outcomes of key engagements are measured against the value proposition using qualitative assessment methods.</td>
<td>Outcomes are measured against the value proposition using established assessment methods and defined metrics.</td>
<td>Cost benefit is optimized using assessment data and operational costs.</td>
<td>New and alternative measures are explored, evaluated and adopted to improve assessment accuracy.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Potential methods are identified to deliver the value proposition within the defined scope.</td>
<td>Delivery methods are validated through key engagements and refined to improve outcomes.</td>
<td>Delivery methods are well defined and expected outcomes repeatable.</td>
<td>Delivery methods are regularly evaluated, and processes are in place to implement improvements.</td>
<td>New and alternative delivery methods are explored and evaluated.</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>The vision, business case and initial organizational structure for the EA practice is identified.</td>
<td>The EA capability is approved by the organization. EA resources are identified and charged. Progress towards the value proposition is tracked and reported to stakeholders.</td>
<td>The EA program has a clear and measured value proposition. Proper financial and staffing resources are available. The program is embedded within the organizational structure of the business.</td>
<td>The EA practice has processes in place to regularly evaluate its value proposition to opportunities.</td>
<td>The EA practice engages in strategic thinking and long-term planning.</td>
</tr>
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EA Practice Profiles and Maturity Reviews

Yale University EA Maturity Review (Current 2019)

Background

What is your name and title?
Louis King, Enterprise Architect, @Louis E King (yale.edu)
Completed by the Technology Architecture Committee
2019-02-08

How is Enterprise Architecture defined at your institution, and what are its goals?
Enterprise Architecture is not widely understood at Yale. The capability is organized within the Infrastructure Design Services group in the central Information Technology Services groups in ITS and in the professional schools in a federated approach. The Enterprise Architecture focus is primarily on application, data, and technology architecture of enterprise architectures and technology standards, and digital transformation in a few areas that have critical digital transformation functions of the University.

Yale University EA Practice Profile

EA Practice at a Glance

<table>
<thead>
<tr>
<th>Year formed</th>
<th>2014 Initially, Reorganized in 2017</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>Louis King, Enterprise Architect</td>
</tr>
<tr>
<td></td>
<td>@Louis E King (yale.edu)</td>
</tr>
<tr>
<td>EA team is located in</td>
<td>Information Technology Services Infrastructure Design Services</td>
</tr>
<tr>
<td>Roles on EA team</td>
<td>Director, Enterprise Architect, Senior Solution Architect</td>
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Narrative

The Enterprise Architecture and Design Services capability focuses primarily on the application, data, and technology architecture of enterprise services, architectural governance of solution architecture, and digital transformation in a few areas that the team has deep expertise in the business functions of the University.

Maturity

Yale University EA Practice Review
- Scope definition - 2
- Engagement - 2
- Impact assessment - 1
- Delivery - 3-2
- Management - 2

What is your name and title?

ITANA WIKI - EA Profiles & Maturity Review
https://spaces.at.internet2.edu/display/itana/Itana+Member+Contributions
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<td>3:40 - 4:00</td>
<td><strong>Itana Resources, Member Contributions, Wrap-Up</strong> +, Δ, !, ?</td>
<td>Chris</td>
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</tbody>
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Break
Back at 2:15PM
<table>
<thead>
<tr>
<th>Time</th>
<th>Section</th>
<th>Who/Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00 - 2:15</td>
<td>BREAK</td>
<td></td>
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<tr>
<td>2:15 - 2:45</td>
<td>Digital Transformation as a Driver for EA</td>
<td>Jim</td>
</tr>
<tr>
<td>2:45 - 3:40</td>
<td>Building your Roadmap</td>
<td>Jacob</td>
</tr>
<tr>
<td>3:40 - 4:00</td>
<td>Itana Resources, Member Contributions, Wrap-Up +, Δ, !, ?</td>
<td>Chris</td>
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Digital Transformation as a Driver for EA

Jim Phelps
Director of Enterprise Architecture & Strategy; University of Washington
EDUCAUSE Digital Transformation Task Force Member
Chair, Itana
...we digitize information, we digitalize processes ....

Digital transformation is about the customer.

[Digitization, Digitalization, and Digital Transformation: Confuse Them At Your Peril, Forbes, Apr 29, 2018]
Learning Outcomes:

**Understand** What is digital transformation, and what does it mean for higher education

**Explain** Digital Transformation and our current place on the cusp between Disruption and Transformation and why that is important.

**Explain** The impacts of experience focused design, shifting workforce and economic forces on Higher Education.

**Apply** the transformation driven responses in your architecture practice.
Digital transformation is the change associated with the application of digital design & technologies to all aspects of human society.
Digital Transformation

Customer Experience Design

Hyper-Personalization

BIG DATA
The Shape of Transformation
Phases of a Transformation

Phase 1: Refine
Phase 2: Disrupt
Phase 3: Transform

From: Chris Eagle, U-Michigan, Itana Face2Face 2017, EDUCAUSE Annual
Phases of a Transformation

Phase 1: Refine
Phase 2: Disrupt
Phase 3: Transform
Replacing old with new
Replacing old with new

By the Harvard Innovation Lab

From: EDUCAUSE 2017 Annual Conference Panel on the Future of IT Workforce
Phases of a Transformation

Phase 1
Refine

Phase 2
Disrupt

Phase 3
Transform
UPS has been quietly delivering cargo using self-driving trucks

The delivery giant has announced a minority stake in autonomous trucking startup TuSimple

By Sean O’Kane | @sokane1 | Aug 15, 2019, 9:00am EDT
IBM's AI can predict schizophrenia by looking at the brain's blood flow
The Apple Watch can accurately detect hypertension and sleep apnea, a new study suggests

Cardiogram and UCSF previously demonstrated the ability for the Apple Watch to detect abnormal heart rhythm with a 97 percent accuracy.

.... can detect sleep apnea with a 90 percent accuracy and hypertension with an 82 percent accuracy.
Phases of a Transformation

Phase 1
- Refine

Phase 2
- Disrupt

Phase 3
- Transform
Washing Machines + Refrigeration = Women’s Vote

MOST COMMON JOB
If a job was in the 5 most common for a state out of a possible 569, it appears here. Each unique job gets a map. Jobs were sorted by most national to most state-specific from top to bottom.

by FlowingData, https://flowingdata.com

Flowing Data - Most Common Jobs, By State
Driver/Sales Workers and Truck Drivers

Cashiers

Managers of Retail Sales Workers

Retail Salespersons

Flowing Data - Most Common Jobs, By State
Digital Transformation on the Cusp

YOU ARE HERE

Phase 1
Refine

Phase 2
Disrupt

Phase 3
Transform
● Agility and Adaptability are key. Invest in things that enable you to adapt to whatever the future holds.

● Scenario Planning is a critical planning practice. Senior leaders should do scenario exercises yearly to prepare for whatever comes.

● Drive investments based on future adaptability and future needs not “how we have always done things”.
Customer / User Experience is Core

Where can we delight our customers?
Where is there pain in their life that we can fix?

How do we deliver an easy, intuitive interface?
How do constantly adjust and improve the experience?

What is this user's context?
How do predict what they need and put it at their fingertip?
Customer / User Experience is Core

“Where is my luggage? I hope it makes it on my flight! Don’t lose my bag!”
Customer / User Experience is Core

Yay! It’s my luggage!
It made it!

FLY DELTA
Your bag #5006305150 is now arriving at carousel 6 in ATL.

FLY DELTA
Your bag #5006561792 has been loaded onto DL0708 to ATL.
Customer / User Experience is Core

Student Experience

Researcher Experience

Instructor Experience

Highly matrixed organization focused on delivering seamless digital experiences.
• Shift **focus to the matrixed horizontal goals** away from the distribute siloes

• Focus on **work across the organization** for the whole of University

• **Business analysis and customer experience design** are core
Shifting Skills
Scott Lever - Gartner Analyst

“Nearly 80% of CIO’s and IT leaders project that the skill and knowledge their organization will need in 10 years have little resemblance to the skills and knowledge they have today.”
Impact of Changing to SaaS
Impact of Changing to SaaS

Navigate the Change
Impact of Changing to SaaS

Navigate the Change

Shifting Expectations and Relationships
Impact of Changing to SaaS

Navigate the Change

Shifting Expectations and Relationships

New skills for the same work
The Workforce of the Future

What Employees Do
- Accomplishments
- Quality of Work
- Timeliness

How Employees Do
- Prioritization
- Communication
- Collaboration
- Adaptability
- Problem Solving
- Critical Thinking
- Conflict Resolution
- Engagement
- Influence
- Relationship Building
- Business Relationship Management
- Vendor Management
- Customer Experience Focus
- Data Analysis Focus
● **Strategic Plans** for reskilling our workforce

● Create a **Strategic Workforce Development Center** that focuses on continuous development and alignment (including Job Descriptions)

● Build a **continuous learning and improvement culture**

● Building **Over-the-horizon plans for new skills** that will be needed in the future
Income Challenges
A grim future for workers who don't learn new skills

“Almost 1 million Americans will see their occupations vanish entirely by 2026”

“Without new skills...41% will have minuscule or no chance of finding other work”

Axios: A grim future for workers who don't learn new skills
https://www.axios.com/workers-automation-lost-jobs-skills-2d944533-3f51-40ee-b2c0-b65e4644a9db.html
How Americans pay for unexpected expenses

How would you deal with a major unexpected expense, such as $1,000 for an emergency room visit or car repair?

- Pay the costs from your savings: 39%
- Finance with credit card, pay off over time: 19%
- Reduce your spending on other things: 13%
- Borrow from family or friends: 12%
- Take out a personal loan: 5%

61% of Households would need to borrow or cut back.

CNBC - Only 39% of Americans have enough savings to cover a $1,000 emergency
Tuition is eating up more of earnings

Washington Post
The Biggest Problem Facing Higher Ed in One Chart
Climbing Costs of Higher Education

Price Changes (January 1998 to December 2018)
Selected US Consumer Goods and Services, Wages

- Hospital Services
- College Texts/Tuition
- Ave. Hourly Wages
- Overall Inflation

Source: BLS
Students are Homeless and Hungry

47%

40%

Institutional Rate (%)

Two-Year

Four-Year

Food Insecurity

Housing Insecurity

Homelessness

Hope4College.com
Student Loan Debt

($1,606,500,000,000)

Federal Reserve - Consumer Credit G-19
https://www.federalreserve.gov/releases/g19/current/default.htm
Student Loan Debt

Student debt crisis watch: pay $18,000 of your $24,000 loan, owe $24,000

For some, student loan debt is doubling, tripling, and even quadrupling

- For some students, what they borrow can end up being a fraction of what they wind up owing.
Challenges the assumption that students will be able (or willing) to leave the workforce for 4 to 6 years to get an education.
HE Financial Crisis
Bankruptcy of Higher Education

Harvard Business School professor: Half of American colleges will be bankrupt in 10 to 15 years

Abigail Hess | @AbigailJHess • 9:57 AM ET Wed, 15 Nov 2017

There are over 4,000 colleges and universities in the United States, but Harvard Business School professor Clayton Christensen says that half are bound for bankruptcy in the next few decades.
Inside Higher Ed: Numbers of Colleges and Universities Drops Sharply Amid Economic Turmoil
● Create more **graceful entry and exit** points for students

● Leverage **DX technologies** to make sure the student receives the best, most efficient experience

● Drive down administrative costs through **automation**, autonomous systems, etc.
Learning Outcomes:

**Understand** What is digital transformation, and what does it mean for higher education.

**Explain** Digital Transformation and our current place on the cusp between Disruption and Transformation and why that is important.

**Explain** The impacts of experience focused design, shifting workforce and economic forces on Higher Education.

**Apply** this transformation driven design in your architecture practice.
Architecture is focused on foundational problems

“In doing adaptive work, the problem is often unclear and therefore the solution is unclear.

Adaptive work is generally messy work that requires persistence, creativity and courage to work through.”

-- Ronald Heifetz et al, “Political Leadership: Managing the Public’s Problem Solving”
Your 1-Year Action Plan

What are you going to do differently when you get home?

On your own, start to fill in the Action Plan template. You don’t have to finish, but try to think about each section.
Share your Action Plan

With someone at your table, take turns sharing what you wrote down on your action plan and providing feedback.
Refine and revise

Based on your partners feedback and plan, take time to capture what you heard and to refine and revise your plan, and add any additional details.
Network and Share

Share your EA story, scope, skills and action plan with someone you haven’t had much time with today.

Use this as an opportunity to meet someone new and to share all that you have learned today.
Learning Outcomes:

1. **Learn** essential skills and methods to re/Launch your EA practice
2. **Apply** lessons-learned from other institutions
3. **Develop** your EA scope using the Itana Scoping method
4. **Develop** a 1-year action plan
5. **Build** your personal professional network
Plus, Delta, Big Ideas, Questions

➕ - What **went well** today? What did you like?

△ - What could have been **improved**?

❗ - What “**Big Idea**” or “**Aha! Moment**” did you have?

❓ - Any “**Big Questions**” strike you during the day?
Session Evaluations

There are two ways to access the session and presenter evaluations:

1. In the online agenda, click on the “Evaluate Session” link

2. From the mobile app, click on the session you want from the schedule > then scroll down or click on the associated resources > and the evaluation will pop up in the list
Thank you!
New to EA: re/Launching your Enterprise Architecture Practice

Itana Face2Face 2019
EDUCAUSE Pre-Conference Session
Meeting Room W179a - 8AM to 4PM

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