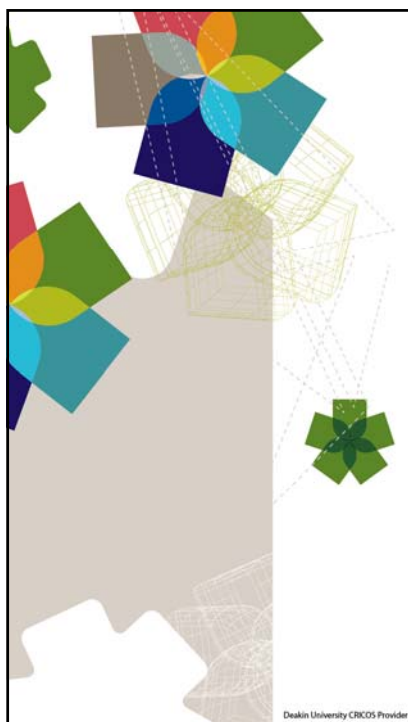




## **Towards a videoconferencing maturity model in higher education**

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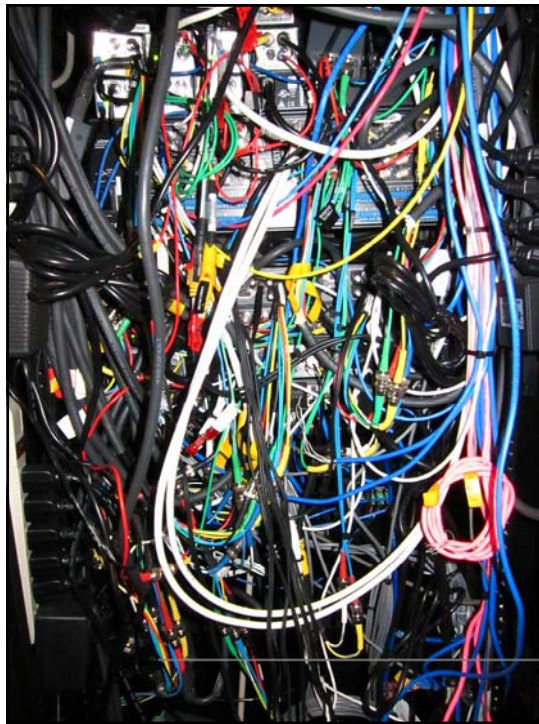


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## **It's generally obvious when we're getting things wrong...**

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# #fail

(not one of  
ours!)

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... but how do we know  
when we're getting  
things right?

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## Why is a maturity model needed?

- **Increasing adoption of videoconferencing** – both internally and for external video collaboration.
- **\$\$\$ assets under management**
  - increasing focus on regulatory frameworks/compliance
- Difficult to **benchmark** and compare performance
- Difficult to **set performance objectives** and/or targets
- Need to **demonstrate benefits** of projects or initiatives aimed at increasing video collaboration

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## Why is a maturity model needed? (cont'd)

- Many **frameworks and models already exist** for IT service delivery (with significant overlap)
  - ITIL, CobiT, CMMI (CMMI-SVC), ISO 20k, Six Sigma, PRINCE2, IT Balanced scorecard, TQM
- Not specific to delivery of **individual services** or **field of practice** / industry
- **Best practices are emerging**, but subject to rapid change as videoconferencing technology evolves

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## Maturity levels

- 0 – **non-existent**
- 1 – **Initial** – concrete evidence of development
- 2 – **Repeatable** –  
Some process documentation but some errors likely
- 3 – **Defined** – Standardised and documented
- 4 – **Managed** – monitored for compliance
- 5 – **Optimised** – processes are considered best practice through improvement

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## Key process areas

- Strategy, planning and standards
- Continuous improvement
- Training and documentation
- Support and operations (including booking)
- Security
- Technical capability

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## Strategy, planning and standards

- Existence and review of strategy
- Executive sponsorship
- Budget mechanisms
- Consultation and engagement with all areas of the organisation to understand and incorporate their requirements for videoconferencing
- Technical standards and technical roadmap

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## Training and documentation

- Not just existence, but processes used to ensure that it is accurate and produced in a format to be of most value to end users
- Concept of 'video literacy' - just as people needed to be computer literate in the 2000s, people will need to become 'video literate' in the 2010s

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## Support and operations

- Closely aligns with ITIL support and transition processes – Incident, Problem, Change and to some extent Capacity and Availability
- Focuses on centralised management, particularly for aspects such as logging and event correlation
- Booking processes

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## Technical capability

- Robustness of network
- Skill sets of staff
- Evaluation criteria for new endpoints and infrastructure components entering service

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## Where to next?

- Progressing the model requires buy in and ownership from multiple parties
- Further research required to (in)validate model
- Further feedback on criteria, key process areas and ratings sought from the higher education videoconferencing community

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## Questions, comments and heckling 😊

- Thank you for choosing to see this presentation!

More info, including this presentation and the maturity model itself are online at;

<http://www.deakin.edu.au/~reidk/questnet2011>

Bit.ly link:

<http://bit.ly/lIdOPiw>

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