City University of New York University Degrees Management Using Process Libraries and Electronic Handbooks (Where Shakespeare Meets Freud)

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Abstract

We believe that to truly understand one's universe, one must see it thru multiple "eyes" and also have tools to "communicate" these views. To do this, we propose editable and cost-saving process documentation tools for process developers and participants to help them quickly and effectively learn, integrate, test, teach, and work together. These tools may be added to new or existing systems. Benefits are that it facilitates the collection of system and organizational requirements, does not anger/upset people whose opinions are heard, and it increases the interaction between managers, process developers, and participants. For each subprocess, an "Integration View" is the integration or combination of other subprocess views. An "Integration View" facilitates intra- and inter-organization communication. We illustrate using City University of New York University Degrees Management. In Section 1, we examine common problems that arise in the management of complex distributed processes. In Section 2, we provide an overview of tools that are solutions to these problems. Simply speaking, we regard subprocesses as "plays" and let organizations put on productions of the "play". In Section 3, we provide examples of these tools. In Section 4, we outline some complex distributed processes in the Federal Government that are applications of the methodology. In Section 5, we conclude with some final thoughts.

0. Introduction

In this paper, we deal with the important problem of managing complex distributed processes involving potentially thousands of participants. An example of such a process is the management of City University of New York University Degrees. City University of New York University Degrees is a key ingredient of City University of New York. Managing complex distributed processes is difficult due to 1) the complexity of the subprocesses, 2) the diversity of views of different organizations, 3) the diversity of views of teachers, documentors, managers, implementors, and participants taking part in the subprocesses, 4) subprocess Live-Cycle views, and 5) the "Game of Telephone" syndrome.

We believe that to truly understand one's universe, one must see it thru multiple "eyes" and also have tools to "communicate" these views. To do this, we propose editable and cost-saving process documentation "plays" for process developers and participants to help them quickly and effectively learn, integrate, test, teach, and work together. These "plays" may be added to new or existing systems. See Figure 0 (a). Benefits are that it facilitates the collection of system and organizational requirements, does not anger/upset people whose opinions are heard, and it increases the interaction between managers, process developers, and participants. For each subprocess, an "Integration View" is the integration or combination of other subprocess views. See Figure 0 (b). An "Integration View" facilitates intra- and inter-organization communication.

An outline of the paper is as follows:

In Section 1, we examine common problems that arise in the management of complex distributed

processes. In Section 2, we provide an overview of tools that are solutions to these problems. Simply speaking, we regard subprocesses as "plays" and let organizations put on productions of the "play". In Section 3, we provide examples of these tools. In Section 4, we outline some complex distributed processes in the Federal Government that are applications of the methodology. In Section 5, we conclude with some final thoughts.

Before going through the paper, the reader may want to first quickly look at some examples in Figures 3(a)-(p).

1. Problems

We discuss here some of the problems that are intrinsic to the management of complex distributed processes.

First, complex distributed processes tend to have lots of related subprocesses. For example, Figure 1(a) shows some of the subprocesses of City University of New York University Degrees. Notice that we organize the subprocesses into five categories: Product Realization, Product Distribution, Support, Improvement, and Common.

Second, for each subprocess, we tend to have multiple organizations, each having their own view of the subprocesses. Some of these views may be proprietary. For example, Figure 1(b) shows some of the organizations participating in the City University of New York University Degrees. In addition, there are also organizations that distribute the products that come out of the subprocesses as well as organizations that support and improve the subprocesses.

Third, within each subprocess organization, we have eight "Play Development" stages. See Figure 1(c). These are 1) summarizing (descriptions), 2) playwriting (outlines), 3) staging (mockups), 4) dress rehearsal (implementations), 5) performance (implementations), 6) evaluations (implementations), 7) revisions (outlines, mockups, implementations), and 8) closing.

Fourth, within each subprocess organization, we have numerous teachers, documentors, managers, implementors, and participants, each person having their own view of the subprocess. See Figure 1(d). It is very important that teachers, documentors, managers, implementors, and participants quickly learn and then establish integrated views for their roles in the subprocess.

Fifth, there are a number of subprocess Life-Cycle views that have to be dealt with in the management of subprocesses. See Figure 1(e). These factors reflect the Life-Cycle of organizations that participate in the subprocesses.

Sixth, as each person tries to pass-on their view of the subprocess, they omit details to the person(s) they are teaching. See Figure 1(f). This is called the The "Game of Telephone" Syndrome: Where People Pass-On Only Parts of the "Message".

Solutions to these problems are discussed in the next section. See Figure 1(g) for an overview of how editable and cost-saving process documentation tools can solve problems.

2. Solutions

We discuss here an overview of tools that are solutions to these problems.

Process Libraries (PLs) maintain organization's views of the subprocesses. See Figure 2(a). Here we have a section of the Process Library for a particular subprocess. Notice that there is a place for different organization's views of the subprocess. These will be described below.

Our basic approach is to wrap organization's subprocesses in a common envelope containing communication vehicles that facilitate intra- and inter-organization communication. See Figure 2(b). Notice that the envelope contains a number of items. Descriptions facilitate quick learning of the subprocess. Plays document the temporal flow of the subprocess and also have Implementation Mockups and Implementation versions. Documents define the documents used in the subprocess and also have Templates, Examples, Instructions, Implementation Mockups, and Implementation versions. Guidelines or Electronic Handbooks give user roles on how to participate in the subprocess and also have Implementation Mockups and Implementation versions. Worksheets facilitate the manager's monitoring of the subprocess and also have Implementation Mockups and Implementation versions. Contacts contain the names of the people who are able to answer questions about the subprocess. References provide alternative views of the subprocess. Credits provide the names of people who are part of the development of the organization's subprocess.

Some tools may be focused on during stages. See Figure 2(c).

Documents in Process Libraries have three levels of access. See Figure 2(d). Some documents are unconditionally accessible to all over the Internet via a hyperlink. Some documents need to be accessed only through an organization's library. Finally, some documents are proprietary and one needs individual permission to obtain them.

For each subprocess, an "Integration View" is the integration or combination of other subprocess views. An "Integration View" facilitates intra- and inter-organization communication.. See Figure 2(e).

Process Libraries are where Shakespeare meets Freud. See Figure 2(f). In Process Libraries, subprocesses are represented as "plays" where "actors" communicate thru the Internet. Each organization puts on its own "productions". For each role, Electronic Handbooks (EHBs) (also called Guidelines) guide "actors" thru their parts. Managers are "directors" using Worksheets as learning/management tools. Documentors serve as "playwrights". [Shakespearean] Organizations are represented as "families" having "multiple personalities". Subprocess "plays" and its "components" provide communication vehicles between members of the same family, different families, and families from different subprocesses. Documentors also serve as "family therapists". [Freudian]. The approach uses a modernization of the Socratic Method or Dialogue to gain consensus between teachers, documentors, managers, implementors, and participants. See Figure 2(g).

Process Libraries and Electronic Handbooks (EHBs) methodologies have been used in a number of operational applications. See Figure 2(h). Here we see a number of different projects throughout the US Federal Government.

The subprocess Life-Cycle views in Figure 1(d) are supported. See Figure 2(i).

Basic people principles are supported. See Figure 2(j). The failure of a management system to follow these basic principles will generally result in people not utilizing the system.

Subprocess/Play Developments are supported. Subprocesses are built and revised using the play development paradigm over multiple productions. See Figure 2(k). This enables one to develop the subprocesses in stages and at each stage learn and modify the subprocesses.

Process Libraries operations are supported. See Figure 2(1). This outlines the ongoing operational maintenance and responsibilities for running the Process Library. Specifically, here we deal with the steps of organization formulation, implementation, customer support, evaluation, update and closeout.

3. Some Examples

We provide some examples of tools outlined above.

Process Libraries are organized by subprocesses. See Figure 3(a). Here we show one level of the Process Library which list the subprocesses. For each subprocess, the library shows how organizations view their subprocess. See Figure 3(b). Here we have a section of the Process Library for a particular subprocess. Notice that there is a place for different organization's views of the subprocess.

For each organization, an organization's view for a subprocess is comprised of several components. See Figure 3(c). Descriptions summarize subprocesses. See Figure 3(d). Plays describe subprocess execution or temporal flow. See Figure 3(e). Documents describe subprocess data. See Figure 3(f). Guidelines/Electronic Handbooks describe user subprocesses. See Figure 3(g). Subprocess Worksheets facilitate subprocess manager communication with process developers and participants. See Figure 3(h). References list other related resources. See Figure 3(i). Credits acknowledge people's contributions. See Figure 3(j). Some tools may be focused on during stages. See Figure 3(k).

In addition, several other tools are relevant. Integration Tools allow item types to be seen across different organizations. See Figure 3(l). Electronic Handbooks (EHBs) help participants learn and execute their roles. See Figure 3(m). Demonstration Tools introduce the concepts to a community in their terms. See Figure 3(n). Requirements Capture Tools (RCTs) facilitate subprocess development. See Figure 3(o). Improvement Tools facilitate subprocess improvement. See Figure 3(p).

4. Other Applications

We discuss here several applications where the above methodology has been applied. See Figure 2(h).

NASA Small Business Innovation Research (SBIR) Programs (<u>http://sbir.nasa.gov</u>). This program funds hundreds of small businesses all around the United States to develop and later market technology-based products. The NASA SBIR program constitutes roughly 50% of all of NASA's new annual contracts.

Department of Justice (DOJ) Bulletproof Vests Program (<u>http://www.ojp.usdoj.gov/bvpbasi/</u>). This program co-funds purchases of Bulletproof Vests for all eligible law enforcement agencies and

jurisdictions across the United States and its territories. The Bulletproof Vests system was the 1999 Gold Award Winner of the Federation of Government Information Processing Councils (FGIPC) Intergovernmental Open Systems Solutions (IOSS) Awards program.

Department of Justice (DOJ) Block Grants Program (<u>http://www.ojp.usdoj.gov/bvpbasi/</u>). This program funds all eligible law enforcement agencies and jurisdictions across the United States and its territories and is one of the largest programs in the Department of Justice's Bureau of Justice Assistance.

Department of Health and Human Services (HHS) Health Resources Services Administration (HRSA) Grants (<u>http://www.hrsa.gov/</u>). This process represents hundreds of Health Resources Services Administration's grant programs. These programs fund doctors, nurses, hospitals all across the United States and its territories.

Federal Emergency Management Administration (FEMA) Grants (<u>http://www.fema.gov/</u>). This process represents hundreds of Federal Emergency Management Administration's grant programs. These programs fund disaster assistance all across the United States and its territories.

5. Summary

In this paper, we dealt with the important problem of managing complex distributed processes involving potentially thousands of participants. In Section 1, we examined common problems that arise in the management of complex distributed processes. In Section 2, we provided an overview of tools that are solutions to these problems. In Section 3, we provided some examples of these tools. In Section 4, we outlined some complex distributed processes in the Federal Government that are applications of the methodology.

We conclude with some final remarks. As is seen throughout this discussion, we believe that to truly understand one's universe, one must see it thru multiple "eyes" and also have tools to "communicate" these views. See Figure 4(a). As William Shakespeare said "All the world's a stage ...". See Figure 4(b). Finally, Dr. Martin Luther King Jr. described some effects of separation. See Figure 4(c).

For more information about Process Libraries and Electronic Handbooks, see <u>http://ehbs.us.</u> For more papers on other applications, see <u>http://ehbs.us/papers</u>.

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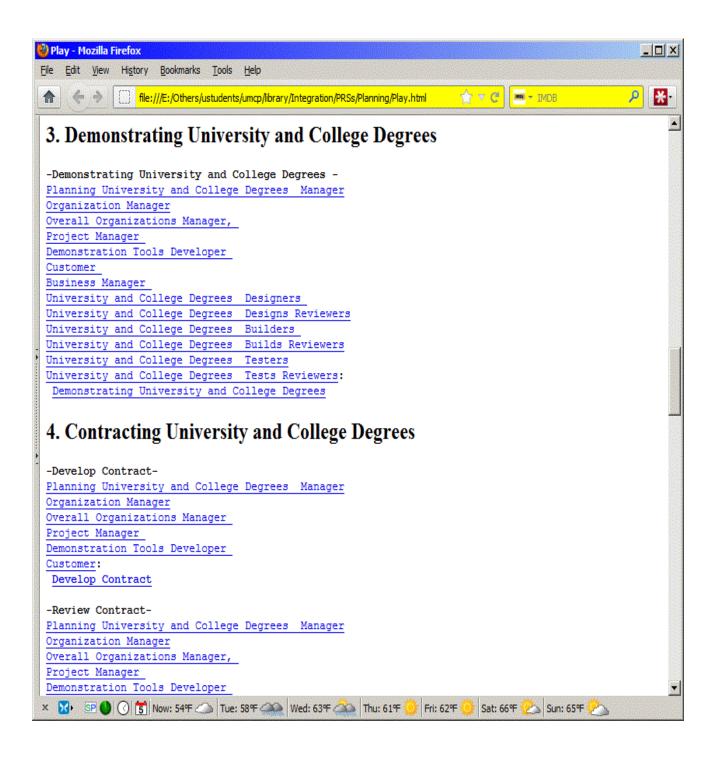


Figure 0 (a). Plays describe subprocess execution.

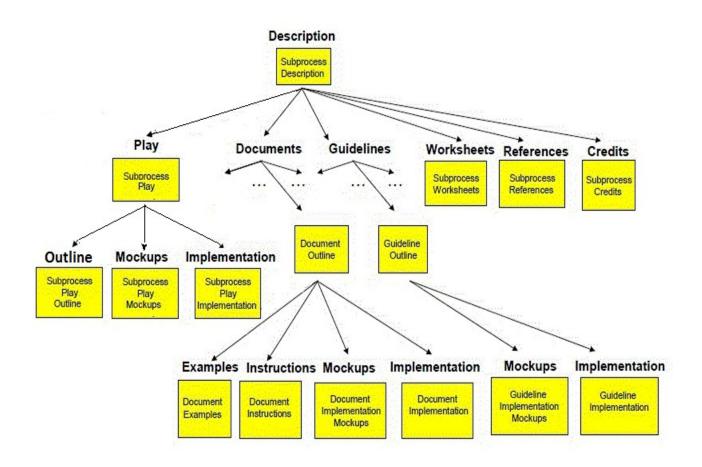


Figure 0 (b). For each subprocess, an "Integration View" is the integration or combination of other subprocess views.

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Figure 1(a). Subprocesses.

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Figure 1(b). Subprocess organizations.

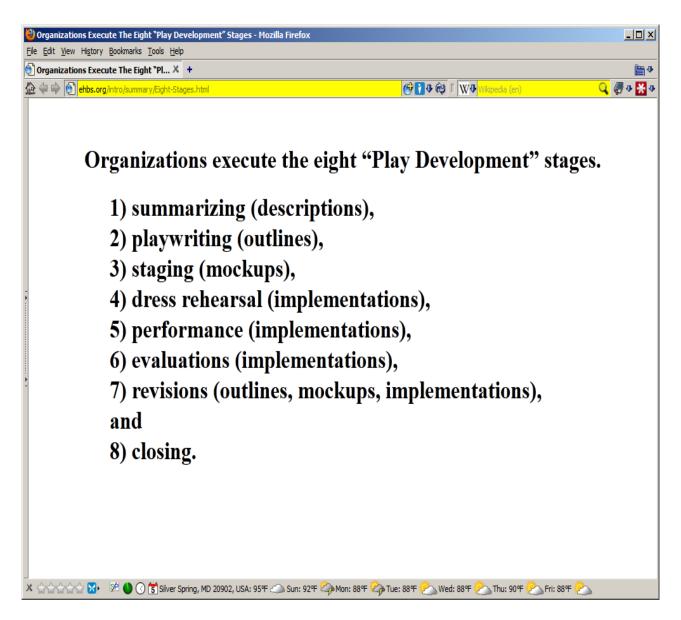


Figure 1(c). The eight "Play Development" stages.

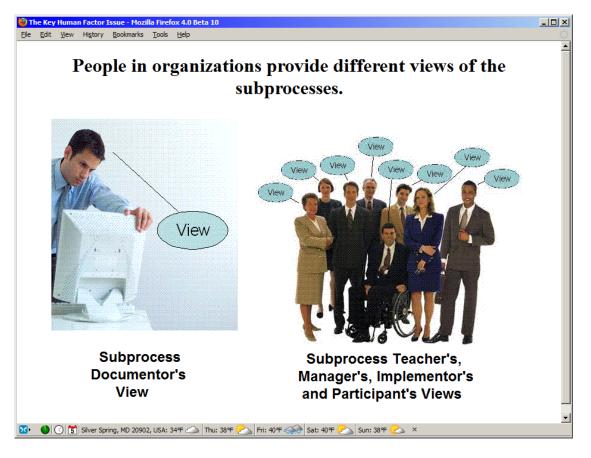


Figure 1(d). People in organizations provide different views of the subprocesses.

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Figure 1(e). Subprocess Life-Cycle Views.

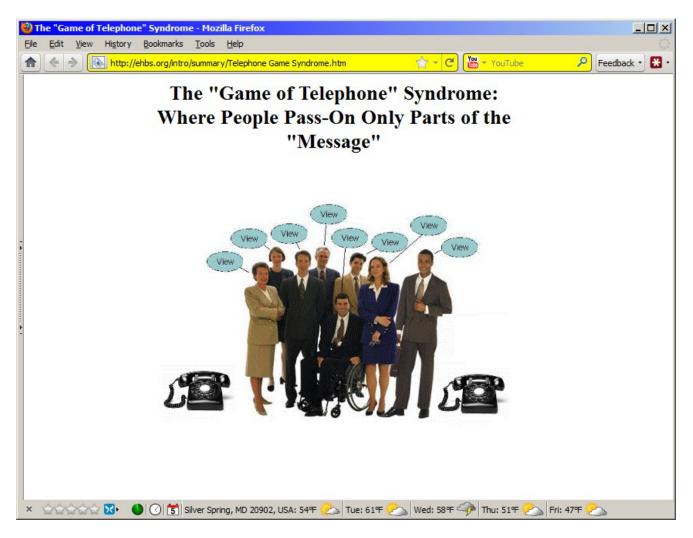


Figure 1(f). The "Game of Telephone" Syndrome: Where People Pass-On Only Parts of the "Message".

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| | Problem | Solution |
| | Develop Internet-based tools to support the paperless documentation and management of complex distributed processes. | Editable process documentation tools can be tailored to each subprocess. |
| | Organizations provide different views of the subprocesses. | Editable process documentation tools can be tailored to reflect different organization's views of the subprocess. |
| | Organizations execute the eight "play development" stages. | Editable process documentation tools can be tailored to reflect the eight "play development" stages. |
| | People in organizations provide different views of the subprocesses. | Editable process documentation tools can be tailored to communicate different people's views of the subprocess. |
| | Organizations generate Subprocess Life-Cycle Views. | Editable process documentation tools can be tailored to reflect different Life-Cycle views of the subprocess. |
| | The "Game of Telephone" Syndrome: Where People Pass-On Only Parts of the "Message". | Editable process documentation tools can be tailored to layer below different people's views of the subprocess. |

Figure 1(g). Overview of How Editable and Cost-Saving Process Documentation Tools Can Solve Problems.

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Figure 2(a). Process Library.

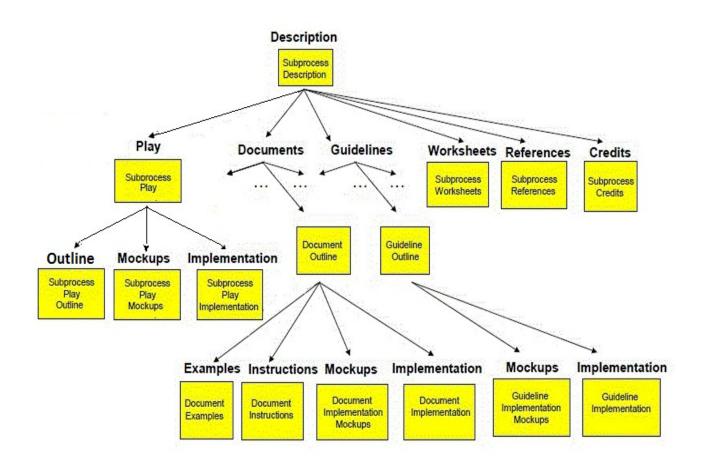


Figure 2(b). Subprocesses in a common envelope.

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Figure 2(c)(1). Some tools may be focused on during stages- by tool.

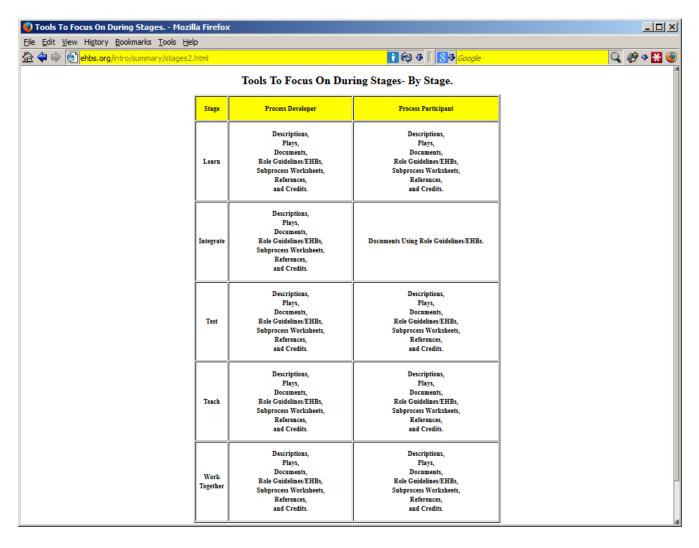


Figure 2(c)(2). Some tools may be focused on during stages- by stage.

| 😻 Document Access in Process Libraries Mozilla Firefox | |
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| File Edit View History Bookmarks Tools Help | |
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| 🗠 CNN 🔞 New York Times 🧐 Washington Post 🤅 Comcast 🤅 NOMAD 🔞 File Hippo 🕟 Summaries 🕟 Process Libraries 🗋 NASAFCU 🕒 Cnet | » |
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| 🕘 💽 EHBs Home Page 💿 💽 Document Access in Process Libr 🖸 | |
| Documents in Process Libraries have three levels of access. | _ |
| • Unconditionally Distributable Documents. Here the document's hyperlink will point directly to the organization's document. | |
| • Documents (On-Line/Off-Line) Maintained In Organization Libraries. Here the document's hyperlink will point into the organization's library maintaining the document | |
| • Proprietary Documents. Here the document's hyperlink will point to the organization's person/persons responsible for the document from whom permission must be obtained. | ; |
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Figure 2(d). Documents in Process Libraries have three levels of access.

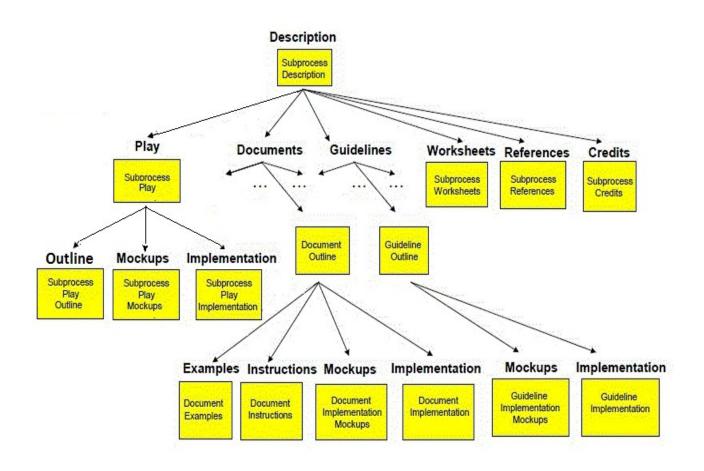


Figure 2(e). For each subprocess, an "Integration View" is the integration or combination of other subprocess views. An "Integration View" facilitates intra- and inter-organization communication.

| 🕙 Shakespeare Meets Freud - Mozilla Firefox 4.0 Beta 3 | |
|---|---|
| <u>Eile Edit View History Bookmarks Tools H</u> elp | |
| Shakespeare Meets Freud | ~ |
| Process Libraries (PLs) and Electronic Handbooks (EHBs) are where Shakespeare meets Freud | |
| In Process Libraries (PLs), subprocesses are represented as "plays" where "actors" communicate thru the Internet. Each organization puts on its own "productions". For each role, Electronic Handbooks (EHBs) (also called Guidelines) guide "actors" thru their parts. Managers are "directors" using Worksheets as learning/management tools. Documentors serve as "playwrigh [Shakespearean] | |
| Organizations are represented as "families" having "multiple personalities". Subprocess "plays" and its "components" provide communication vehicles between members of the same family, different families, and families from different subprocesses. Documentors also serve as "family therapists". [Free | |
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Figure 2(f). Process Libraries (PLs) and Electronic Handbooks (EHBs) are where Shakespeare meets Freud.

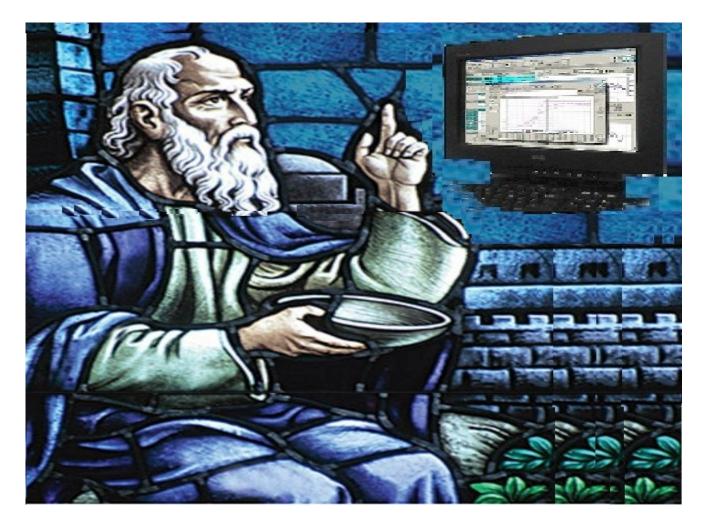


Figure 2(g) The approach uses a modernization of the Socratic Method or Dialogue to gain consensus between teachers, documentors, managers, implementors, and participants.

| 🕹 Some EHBs Projects - Mozilla Firefox | |
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| on CNN 💿 Washington Post 🥫 New York Times 🛛 MapQuest: Home 💽 Comcast 🔝 Scoreboards 💿 Horosco | pe Bandwidth Test » |
| Some Applications | |
| DOI's Screen AVailable and Exchange-Sales (SAVES)- Property | |
| DOJ's Bulletproof Vests Partnership Program (BVP)- Grants | |
| DOJ's Local Law Enforcement Block Grants (LLEBG) - Grants | |
| DOJ's Office of Justice Program IT Inititives (OJP IT) - Grants | |
| DOJ's Southwest Border Patrol Initiative (SWBPI) - Grants | |
| Federal Emergency Management Administration (FEMA) - Grants | <u>s</u> |
| FEMA's US Fire Administration (USFA)- Grants | |
| HHS's Health Services Resources Administration (HRSA) - Grants | |
| NASA's Earth Sciences Technology Office (ESTO)- Contracts | |
| NASA's Educational Program Data Collection and Evaluation Program (EDCATs) - Pr | ogram Evaluations |
| NASA's Small Business Innovation Research (SBIR)- Contracts | |
| USDA's Emergency Response Information System (ERIS) - Grants | |
| USDA's Integrated Item Tracking System-Reagents Ordering-Shipping System (IITS | S-ROSS) - Grants |
| USDA's Karnal Bundt Information System (KBIS) - Grants | |
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Figure 2(h). Some Process Libraries (PLs) and Electronic Handbooks (EHBs) projects.

| Subprocess Life-Cycle Views that are supported. * - Mozilla Firefox | | |
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| Subprocess Life-Cycle | e Views that are supported. | |
| Organization subprocess teachers want to quickly learn, integrate, test, and teach their subprocess Plays/Documents/Guidelines/Worksheets in the Process Library and then learn, in | | |
| Organization subprocess documentors want to quickly learn, integrate, test, and teach subprocess Plays/Documents/Guidelines/Worksheets in the Process Library and then learn, in | | |
| Organization subprocess managers want to quickly learn, integrate, test, and teach their subprocess Plays/Documents/Guidelines/Worksheets in the Process Library and then learn, in | • • • • • • | |
| Organization subprocess implementors want to quickly learn, integrate, test, and teach organization subprocess Plays/Documents/Guidelines/Worksheets in the Process Library and | | |
| Organization subprocess participants want to quickly learn, integrate, and perform tas subprocess view Guidelines. | sks that are part of their views. (Critical) Organization subprocess parti | cipants study the steps of their organization |
| Organization subprocess managers want to quickly monitor execution of tasks that are subprocess Plays/Documents/Guidelines/Worksheets. | part of their views. Organization subprocess managers monitor the exec | ution of tasks using their organization |
| Organization subprocess teachers, documentors, managers, implementors, and particip managers, implementors, and participants update, test, and teach their organization subproce | | nization subprocess teachers, documentors, |
| Organization subprocess teachers, documentors, managers, implementors, and particip documentors, managers, implementors, and participants update, test, and teach using other re- | | |
| Organization subprocess teachers, documentors, managers, implementors, and particip managers, implementors, and participants update, test, and teach their organization subproce | | ration subprocess teachers, documentors, |
| Organization subprocess implementors want to quickly update, test and teach tools tha tools using requirements from Plays/Documents/Guidelines/Worksheets in the Process Libra | | ess implementors update, test, and teach |
| Organization subprocess teachers, documentors, managers, implementors, and particip documentors, managers, implementors, and participants archive their organization subprocess | | orted. Organization subprocess teachers, |
| The Key Human Factor Issue: Communication Within and Across Organizations. Organization communication. | anization subprocess Plays/Documents/Guidelines/Worksheets in Process | Libraries facilitate intra- and inter- |
| | | |

Figure 2(i). The Subprocess Life-Cycle Views are supported.

| 🕙 Basic People Principles that are supported - Mozilla Firefox | _ D X |
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| <u>File Edit View History Bookmarks Tools H</u> elp | • |
| Image: Constraint of the state of the s | ٩ |
| Basic People Principles that are supported. | ▲ |
| • Subprocesses determine tools. The approach supports people doing their jobs as they see it. Forcing additional tools on people only adds more burdens to their jobs and they will likely ignore them. Additional requirements should be integrated into existing subprocesses. | |
| • Everyone's subprocesses should be supported as best as possible. The approach supports people se their jobs differently. This is often a good thing for subprocess improvement. | eing |
| Tools are role-based so that data is collected during subprocess execution. As people partake in the subprocesses, the approach supports data entry in the system. If data collection is done after the fact, the qu of the data generally suffers. | |
| Tools are people-based so that users require minimal training. The approach helps people to determine which steps to use. For each of the substeps (i.e., forms and documents), the approach should have clear templates, instructions, and samples. | ne |
| • Tools are web-based so that users can easily partake. The web-based approach supports the reduced to install special software on user's computers. This is especially important in the case where the number of participants is large. | i need |
| Everyone helps build the tools. The approach supports joint ownership in the subprocesses and the under systems which is crucial for overall acceptance. | rlying |
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Figure 2(j). Basic People Principles that are supported.

| 🕲 Subprocess/Play Developments that are supported - Mozilla Firefox |
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| Eile Edit View History Bookmarks Tools Help |
| |
| Subprocess/Play Developments that are supported. |
| • Presentation & Paper/Marketing. The approach supports presentation & paper/marketing using the contents of Descriptions, Plays, Documents, Guidelines, Worksheets, Contacts, References, and Credits. |
| Worksheet/Outlining. The approach supports worksheet/outlining using the drafting of Descriptions, Plays, Documents, Guidelines, Worksheets, Contacts, References, and Credits. |
| • Temporal Flow/Playwriting. The approach supports temporal flow/playwriting using the drafting of Descriptions, Plays, Documents, Guidelines, Worksheets, Contacts, References, and Credits. |
| • Examples/Rehearsal. The approach supports examples/rehearsals using the mockups of Descriptions, Plays, Documents, Guidelines, Worksheets, Contacts, References, and Credits. |
| • Implementation/Staging. The approach supports implementation/staging using the building of Descriptions, Plays, Documents, Guidelines, Worksheets, Contacts, References, and Credits. |
| • Utilization/Performance. The approach supports users utilization/performance using execution of Descriptions, Plays, Documents, Guidelines, Worksheets, Contacts, References, and Credits. |
| Revision/New Production. The approach supports revision/new production using updates of the Descriptions, Plays, Documents, Guidelines, Worksheets, Contacts, References, and Credits. |
| Closeout/End Production. The approach supports closeout/ end performance using storage of the Descriptions, Plays, Documents, Guidelines, Worksheets, Contacts, References, and Credits. |
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Figure 2(k). Subprocess/Play Developments that are supported.

| 🕙 Process Library Operations that are supported - Mozilla Firefox | <u> </u> |
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| Process Library Operations that are supported. | |
| Organization Subprocess Formulation. The approach supports the introduction of new organizations and their subprocesses into the library. | |
| Organization Subprocess Implementation. The approach supports implementation of common tools for organization the library. | ons in |
| • Organization Subprocess Customer Support. The approach supports user requests for the library. | |
| Organization Subprocess Evaluation. The approach supports organization subprocess evaluations. | |
| Organization Subprocess Update. The approach supports the updating of organizations and their subprocesses in library. | the |
| • Organization Subprocess Closeout. The approach supports the closeouts of organizations and their subprocesses the library. | from |
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Figure 2(1). Process Libraries Operations that are supported.

| 🕙 City University of New York University Degrees Process Library - Mozilla Firefox | |
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| Home Back Forward - C Stop http://incoln.gsfc.nasa.gov/cuny/plib/ | ٩ |
| City University of New York University Degrees Process Library | |
| Overview (Demo) | |
| Integrated Problems-Solutions Database | |
| Planning Degrees | |
| Solicitation Development | |
| Submission | |
| Review and Selection | |
| Counseling | |
| Enrollment | |
| Graduation | |
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Figure 3(a). Process Libraries are organized by subprocesses.

| Views - Mozilla Firefox | |
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| Dogle + 📃 🕂 🖸 Search 🕶 🎕 💼 🗹 🥢 🍣 🌮 PageBank 🗚 Check + 📉 AutoLink [| 🔊 Subscribe 🔹 🗙 |
| Views | |
| VIEWS | |
| | |
| Total 11 Entries Classification: Product Realization Subprocesses (T4-00-00-00) | |
| Subprocess: Planning University and College Degrees (T4-3-00-00) | |
| | |
| Create View | |
| View | Steps |
| <u>Associate Degree Programs Office</u> Lee, Geoff (geoff.lee@cuny.edu) | Update Conv |
| Fetch | Copy Delete |
| Undergraduate Degree Programs Office | Update |
| Bogue, Rodney (rod.bogue@cuny.edu) Fetch | Copy Delete |
| Graduate Degree Programs Office | Update |
| Kim, Walter S. (walter.s.kim@cuny.edu) Fetch | Copy Delete |
| Post-Graduate Programs Office | Update |
| Chern, Dr. E. James (Engmin.J.Chern@cuny.edu) Fetch | Copy Delete |
| Continuing Education Programs Office | Update |
| Ray, Carl G. (carl.g.ray@cuny.edu) Fetch | Copy Delete |
| Special Programs Office | Update |
| Schober, Wayne R. (Wayne, R. Schober@jpl.cuny.edu) | Copy Delete |
| | |
| Fetch Other Programs Office | Update |
| Fetch | Update Copy Delete |

Figure 3(b). For each subprocess, the library shows how organizations view the subprocess.

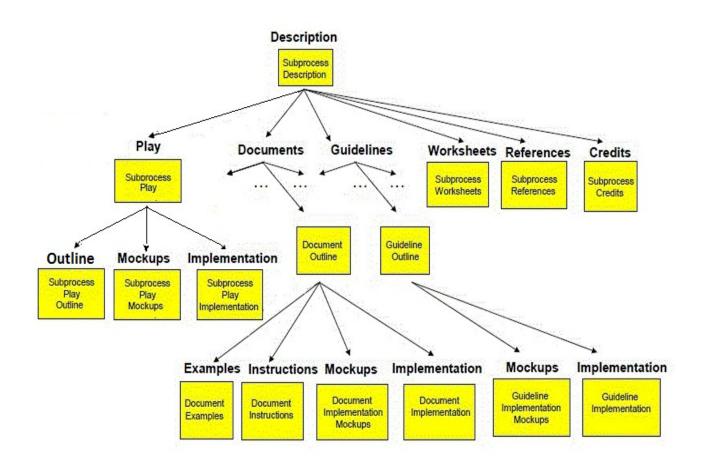


Figure 3(c). Components of an Organization's view.

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| Planning University and College Degrees Table of Contents | • |
| 1. <u>Overview</u> 2. <u>Play</u> 3. <u>Documents</u> 4. <u>Guidelines</u> 5. <u>Others</u> | |
| 1. Overview | |
| In this subprocess, we deal with the process of Planning. This is where Projects plan their University and College Degrees. | |
| Organization: ORG | |
| <u>All-Files</u> . These are all the view files. <u>Benefits</u> | |
| 2. Play | |
| In this subprocess, the play is divided in several parts: | • |
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Figure 3(d). Descriptions summarize subprocesses.

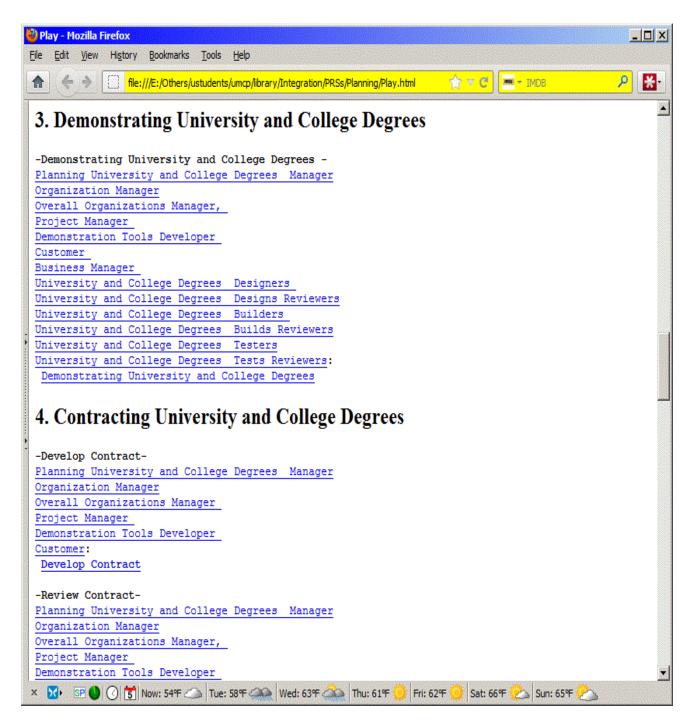


Figure 3(e). Plays describe subprocess execution.

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| Coogle 🔄 🛃 Search 🛛 🖗 👘 🛛 🖓 🕈 🖄 🛣 Bookmarks* 📼 * 🔌 AutoLink 🔹 🔚 AutoFill 🔹 🖉 🔍 🔩 🔹 💮 Sign in 🔹 |
| 5. Implementing University and College Degrees. This is where participants implement University and College Degrees. 6. Testing University and College Degrees. This is where participants test University and College Degrees. 7. Analysis. This is where reports are generated. |
| 3. Documents In this subprocess, we have the following document types: |
| Demonstration Tools. These are used to represent the Demonstration Tools. University and College Degrees Contract. These are used to represent the University and College Degrees Contract. Process Library. These are used to represent the Process Library. Implementation Plans. These are used to represent the Implementation Plans. University and College Degrees Designs. These are used to represent the University and College Degrees Designs. University and College Degrees Designs Reviews. These are used to represent the University and College Degrees Designs Review. University and College Degrees Builds. These are used to represent the University and College Degrees Builds. University and College Degrees Builds. These are used to represent the University and College Degrees Builds. University and College Degrees Builds. These are used to represent the University and College Degrees Builds. University and College Degrees Builds. These are used to represent the University and College Degrees Builds. University and College Degrees Builds. These are used to represent the University and College Degrees Builds. University and College Degrees Tests. These are used to represent the University and College Degrees Tests. University and College Degrees Tests. These are used to represent the University and College Degrees Tests. University and College Degrees Tests Reviews. University and College Degrees Tests Reviews. These are used to represent the University and College Degrees Tests Reviews. |
| 4. Guidelines |
| In this subprocess, we have the following roles: |

Figure 3(f). Documents describe subprocess data.

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| Google 🔄 🛃 Search 🔸 🏪 🛪 🧭 + 🖂 + 🏦 🏠 Bookmarks* 📼 + 🔌 AutoLink 🔹 🔚 AutoFill + 🏑 🛛 🖏 + 🔵 Sign in 🔸 |
| Reviews. |
| |
| 4. Guidelines |
| |
| In this subprocess, we have the following roles: |
| |
| Planning University and College Degrees Manager. This is the person managing the Planning University and College |
| Degrees subprocess. |
| <u>Project Manager</u> . This is the person managing the Project. |
| Demonstration Tools Developer. This is the person managing the Demonstration Tools Development. |
| <u>Customer</u> . This is the customer for the University and College Degrees. Provide the Development Facility |
| Business Manager. This is the person managing the procurements for the Development Facility |
| University and College Degrees Designers. This is the person managing the University and College Degrees designs. |
| University and College Degrees Designs Reviewers. This is the person reviewing the University and College Degrees |
| designs |
| <u>University and College Degrees Builders</u> . This is the person building the University and College Degrees |
| <u>University and College Degrees Builds Reviewers</u> . This is the person reviewing the University and College Degrees. University and College Degrees Testers. This is the person testing the University and College Degrees |
| University and College Degrees Tests Reviewers. This is the person reviewing the testing of the University and College |
| Degrees |
| Organization Manager. This is the person managing the Organization. |
| Overall Organizations Manager. This is the person managing the overall Organizations. |
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| |
| 5. Others |
| 5. 000015 |
| In this subprocess, we have the following other tools: |
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Figure 3(g). Guidelines/Electronic Handbooks describe user subprocesses.

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| - | ng University and College Degree e deal with the planning of Univer | s | - | | Works | sheet | | | | | |
| | | | | Estimated | Actual | | Doc | uments | | | |
| Task | | Suggested Roles | Task Lead(s) | Estimated Completion Date | | Document | Instructions and Samples | Document Lead(s) | Estimated Completion Date | Actual Completion Date | Document Location(s) |
| Administration | The purpose of this task is to administer Project Development . | Task Lead, Subtask Lead, Subtask Lead, Member, Reviewer, Approval Official, Project Manager, Documents | James Green | 07/23/07 | 08/23/07 | Document Library | Instructions and Samples | James Green | 06/23/07 | 07/23/07 | <u>Library</u> : NS2034 |
| | | Manager | | | | | | | | | |
| | | Manager Task Lead, Subtask Lead, Subtask | | | | Critical Design Review (CDR)Documents | Instructions and Samples | James Green | 06/23/07 | 07/23/07 | Library: NS2034 |
| tical Design Review (CDR) | The purpose of this task is to administer Critical Design Review (CDR) | Manager Task Lead, Subtask Lead, Subtask Member, Reviewer, Approval Official, | James Green | 06/23/07 | 06/23/07 | | | | 06/23/07 | 07/23/07 | Library: NS2034 Library: NS2034 |
| tical Design Review (CDR) | | Manager Task Lead, Subtask Lead, Subtask Lead, Member, Reviewer, Approval | | 06/23/07 | 06/23/07 | (CDR)Documents Draft Project Requirements | Samples Instructions and | Green James | | | NS2034 |
| tical Deign Review (CDR) | | Manager Task Lead, Subtask Lead, Subtask Lead, Subtask Member, Reviewer, Approval Official, Project Manager, Documents | | 06/23/07 | 06/23/07 | (CDR)Documents Draft Project Requirements Document | Samples Samples Instructions and Samples | Green James Green James | 06/23/07 | 07/23/07 | NS2034 Library: NS2034 Library: |

Figure 3(h). Subprocess Worksheets facilitate subprocess manager communication with process developers and participants.

| <mark>WReferences - Mozilla Firefox</mark> File <u>E</u> dit <u>V</u> iew Hi <u>s</u> tory Bookm | | | |
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| | References | | |
| Program/Project On-Line Li | brary and Resource Information Sustm (Polaris) | | |
| <u>NPR 7120.5D (NODIS)</u> | | | |
| Templates: | | | |
| <u>NPR 7123.1A (NODIS)</u> | | | |
| <u>Program Plan</u> | | | |
| Program Life Cycle Diagram | | | |
| Project Plan | | | |
| Project Life Cycle Diagram | | | |
| Formulation Authorization Doc | 2 | | |
| Program Gate Products | | | |
| Program Commitment Agreem | <u>ient</u> | | |
| Project Gate Products | | | |
| Changes/Waivers: | | | |
| Project Categorization | | | |
| General Waivers | | | |
| Key Decision Points | | | |
| Waivers to NPR 7120.5D | | | |
| Technical Authority | | | |
| <u>Waiver Form</u> | | | |
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Figure 3(i). References list other related resources.

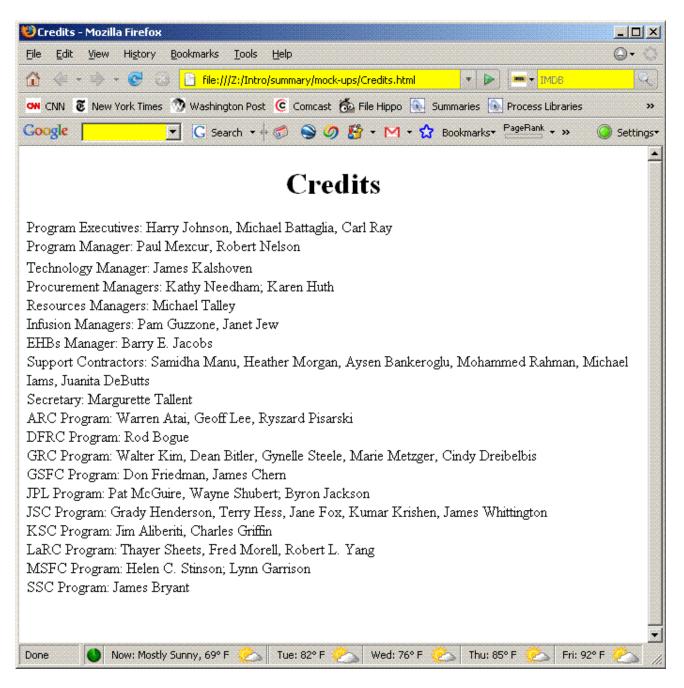


Figure 3(j). Credits acknowledge people's contributions.

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| | To | ols To Focus On Durin | g Stages- By Tool. | a |
| | Tool | Process Developer | Process Participant | |
| | Descriptions | Lesrn, Integrate, Test, Tesch, Work Together | Lesrn, Integrate Document: Uing Role Guidelines: ZHBs, Test, Tesch, Work Together | |
| | Plays | Learn, Integrate, Test, Teach, Work: Together | Learn, Integrate Document: Uing Role Guidelines ZHBs, Test, Tesch, Work Together | |
| • | Documents | Learn, Integrate, Test, Tesch, Work Together | Lesru, Integrate Document: Uing Role Guidelines: ZHBs, Test, Tesch, Work Together | |
| * - | Role Guideline:/EHB: | Lesrn, Integrate, Test, Tesch, Work: Together | Lesrn, Integrate Document: Uing Role Guidelines ZHBs, Test, Tesch, Work Together | |
| | Subprocess Worksheets | Lesrn, Integrate, Test, Tesch, Work Together | Lesrn, Integrate Document: Uing Role Guidelines ZHBs, Test, Tesch, Work Together | |
| | References | Learn, Integrate, Test, Tesch, Work: Together | Learn, Integrate Document: Uing Role Guidelines ZHBs, Test, Tesch, Work Together | |
| | Credits | Learn, Integrate, Test, Tesch, Work Together | Learn, Integrate Document: Using Role Guidelines/IHBs, Test, Tesch, Work Together | |

Figure 3(k)(1). Some tools may be focused on during stages- by tool.

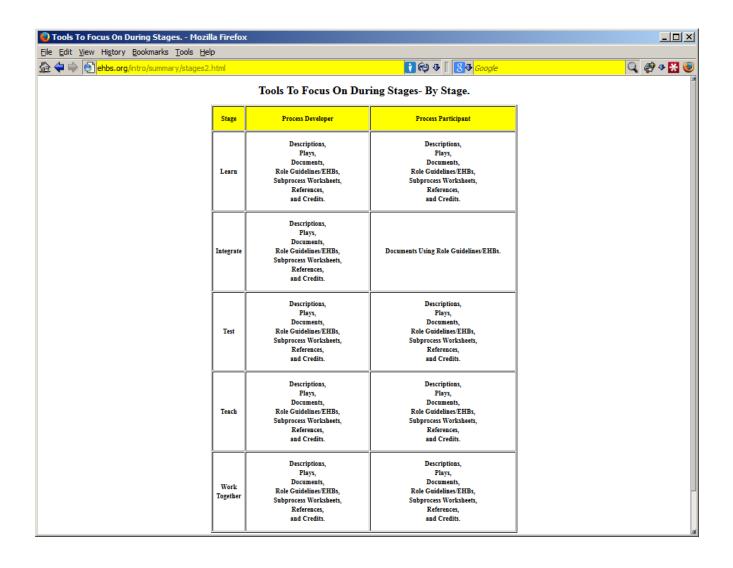


Figure 3(k)(2). Some tools may be focused on during stages- by stage.

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Figure 3(1). Integration Tools allow item types to be seen across different organizations.

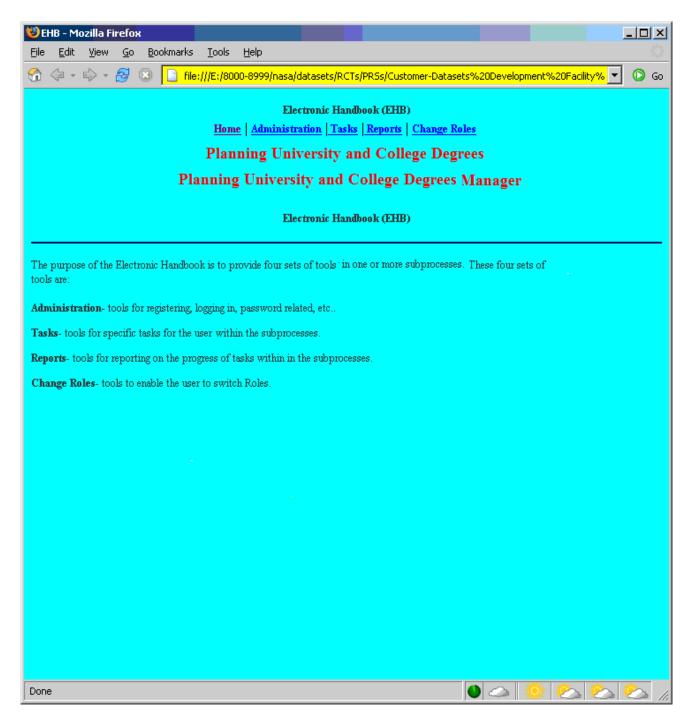


Figure 3(m). Electronic Handbooks (EHBs) help participants learn and execute their roles.

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| | 0 | <u>City University of New York- University Degrees</u> Process Libraries (PLs) and Electronic Handbooks (EHBs) [Where Shakespeare Meets Freud] | |
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| | <u>White Paper</u> <u>Book</u> | U.S. GOVERNMENT COMPUTER If not authorized to access this system, disconnect now. YOU SHOULD HAVE NO EXPECTATION OF PRIVACY By continuing, you consent to your keystrokes and data content being monitored. NASA Privacy. Security Notices | |
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Figure 3(n). Demonstration Tools introduce the concepts to a community in their terms.

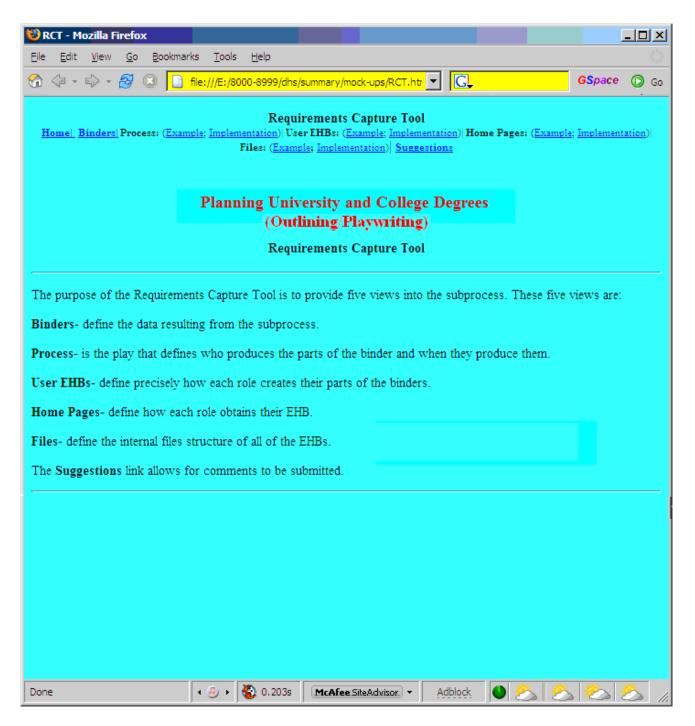


Figure 3(o). Requirements Capture Tools (RCTs) facilitate subprocess development.

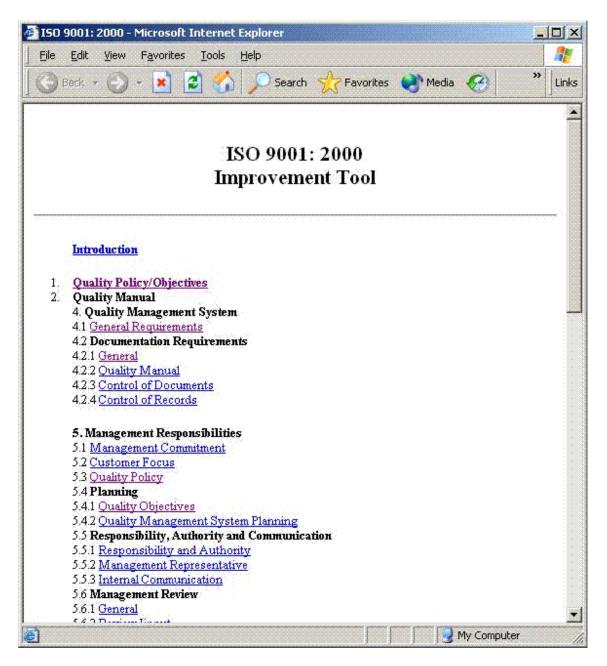


Figure 3(p). Improvement Tools facilitate subprocess improvement.

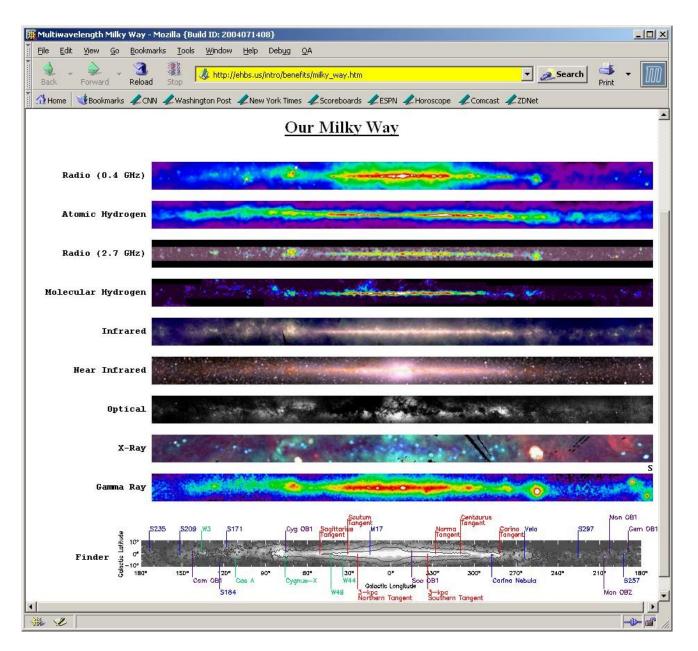


Figure 4(a). We believe that to truly understand one's universe, one must see it thru multiple "eyes" and also have tools to "communicate" these views.

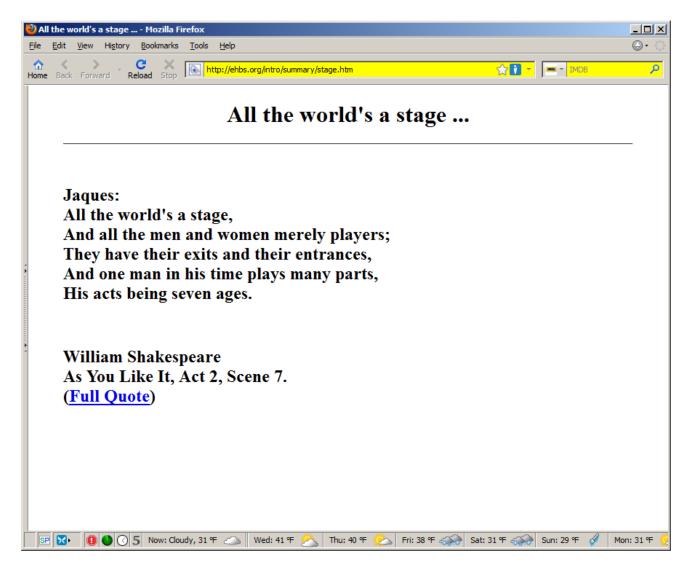


Figure 4(b). All the world's a stage ...

| 🕙 Some Effects of Separation - Mozilla Firefox | | | | | | |
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| Some Effects of Separation | | | | | | |
| "Men hate each other because they fear each other; | | | | | | |
| They fear each other because they don't know each other; | | | | | | |
| They don't know each other because they can't communicate with each other | er; | | | | | |
| They can't communicate with each other because they are separated from each other. " | | | | | | |
| Dr. Martin Luther King Jr. September 3, 1957 | | | | | | |
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Figure 4(c). Some effects of separation.

Theatre of Dionysus- Athens, Greece



For More Details

