
CHAPTER THREE

RE-ENGINEERING ACADEMIC INSTITUTION STANDARDS

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Abstract

This chapter attempts to show that the process of re-engineering academic institutions should follow a sequence of pre-determined activities. It is noted that, in contrast, the re-engineering of most academic institutions does not follow a systematic process, and results in the process not achieving the desired outcomes. The re-engineering process is also popularly known as business process re-engineering (BPR). BPR means not only a change, but often a radical or dramatic change involving systematic elimination of unnecessary processes and the introduction of new processes to an organisation. Generally, teaching and learning must be re-engineered before administrative and management processes. The core function of any academic institution is in teaching and learning. The process of teaching in an academic institution begins with the identification of industrial demands, designing a module structure, improving modules to suit desired needs, course content and delivery methods, integration to the academic program, the recommendation of teaching and reading material, technology infusion, selecting suitable academic staff for course delivery, curriculum updates, and student evaluation and assessment. The authors are of the understanding that unless the current practices and skills of learners meet international standards, they may not be able to take advantages of current global opportunities. The authors are researching how BPR can be used in the Sri Lankan education system. There are many stages to completion, from the enrolment of students to academic programs, that need consideration during this research. Importantly, it is observed that many current academic and management practices may need drastic change to meet this requirement.

Keywords: processes, process maps, re-engineering, information technology, pragmatic transformation.