THE HIGHER ED REDESIGN INITIATIVE

design thinking for higher education innovation workshop

2013-2014 Pilot Program Summary
June 2014

j CENTER
University of Minnesota

MHEC

Design Thinking
@ COLLEGE OF DESIGN
University of Minnesota
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Facilitation of the October 2013, January & March 2014 design thinking workshops and development of this report was by Design Thinking @ College of Design:
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In his January 2012 State of the Union Address, President Barack Obama suggested that college and universities must be more nimble and cost effective in preparing a diverse, knowledge-driven society for work and civic participation. The president’s remarks echo the sentiments of many others who have asserted that transformational change is necessary in the United States to ensure high quality, accessible, and affordable higher education for future generations.

**Employing Design Thinking to Create the Future of Higher Education in the U.S.**

In this spirit, the Jandris Center for Innovative Higher Education in the University of Minnesota’s College of Education and Human Development (CEHD), the Midwestern Higher Education Compact (MHEC), and the University of Minnesota’s College of Design (CDes) collaborated in a HigherEd Redesign Initiative to transform higher education to better meet the needs of citizens, states, and society. The project was informed by “design thinking for social innovation,” wherein design principles and tools are used to address complex problems by engaging users of products or services to improve their utility, functionality, and accessibility. In higher education, students and families were defined as primary users; college and university faculty and administrators were considered secondary users while policymakers, employers, and members of the broader community were considered tertiary users.

This project was inspired by the Associates Program that was convened by the National Center for Public Policy and Higher Education between 2000 and 2011. The “Design Associates” were selected from emerging and established leaders across public and private sectors including policymakers, researchers, designers, instructors, artists, policy analysts, business leaders, foundation officers, and advocates, with the goal of facilitating transformational change in higher education.

**The Program**

The signature program of the Higher Ed Redesign Initiative is the Design Associates Program, in which a cohort of participants addressed a specific design challenge over the course of a 12-month commitment by meeting over three weekends during the academic year.

Consistent with the design thinking approach, Design Associates engaged in a co-creative process—together with students and other higher education users to create new delivery and service models as well as innovative solutions, actionable plans, models, and prototypes aimed to improve educational outcomes and address persistent challenges in higher education. In 2013-14 the Design Associates met on October 11-13 in 2013, January 24-26, and March 28-30 in 2014.

**Intended Outcomes**

- Development of innovative strategies to address persistent problems in higher education: new prototypes for experimentation and testing in state-wide contexts
- A national shift to position students and families as the salient stakeholders in redesigning a system of higher education in the U.S.
- Cultural change in challenging higher education leaders and policymakers to think creatively about persistent problems in higher education from a user’s perspective
- Expanded toolbox: Associates and users will learn the design process that they can incorporate into their own institutions/systems
- Opportunities for engaged research, teaching and practice around design thinking in higher education
This project was made possible by funding and in-kind contributions by the **Midwestern Higher Education Compact, University of Minnesota’s College of Education and Human Development**, and the **College of Design**. We believe this effort is the beginning of many cross-sector collaborations and outcomes in higher education innovation in our region.

We would like to thank our Planning team and Design Associates for their participation and contributions. We would also like to thank our interviewees, guest reviewers and guest speakers listed below for their contribution.

*Linda Baer*, Senior Program Consultant, i4Solutions  
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*Jean Quam*, Dean College of Education & Human Development, UMN  
*Nancy Sims*, Copyright Librarian, UMN  
*Rajiv Tandon*, Education Entrepreneur  
*Steve Wellvang*, Co-founder, Educelerate, Twin Cities
Midwestern Higher Education Compact (MHEC)

MHEC is a Minneapolis-based non-profit organization that works with policymakers, researchers, and practitioners in a 12-state region to advance opportunity, affordability, productivity, and connectivity in higher education. The organization is committed to supporting alliances among institutions, systems and consortia throughout the Midwest region to achieve practical and mutually beneficial outcomes for higher education. The commission's goal is to encourage the development of strategies that will enable these groups to form “alliances of alliances” to accomplish advantageous outcomes that cannot be fully realized through independent efforts. The programs initiated through the Midwestern compact have served higher education, and the Commission believes that they will continue to do so, especially given the substantial challenges of change that face our colleges and universities.

www.mhec.org/    twitter.com/mhec12    www.facebook.com/mhec12

Jandris Center for Innovative Higher Education, CEHD, Department of Organizational Leadership, Policy and Development (OLPD)

J CENTER at the University of Minnesota strives to create an imaginative, dynamic community committed to addressing the most pressing problems facing higher education and society. In doing so, the Center brings together people and groups—locally, nationally, and internationally—to critique and redesign postsecondary policies and practices to meet the needs of a changing world. It focuses on three areas within higher ed based on our unique areas of expertise, acting as the moderators, facilitators, and organizers: Leading Change; Civic Engagement and Teaching & Learning.

z.umn.edu/jcenter    twitter.com/JCenterUMN    www.facebook.com/JCenterUMN

Design Thinking @ College of Design

Design Thinking is an emerging field applying the tools and processes from the design disciplines (architecture, landscape architecture, interior design, graphic design, product design, apparel design and others) to complex, system-wide problems. Design Thinking @ College of Design is a collaborative that offers design thinking teaching, research and outreach across sectors. It is located at University of Minnesota's College of Design on the Twin Cities Campus. Our audacious goal is to unleash the creative potential of individuals and organizations across all sectors to innovate in fulfilling their missions.

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Design Associates & Teams

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Executive Summary

Introduction
The signature program of the Higher Ed Redesign Initiative is the Design Associates Program, in which a cohort of participants addressed a specific design challenge over the course of a 12-month commitment by meeting over three weekends during the academic year. The kick-off event in October 2012, hosted at the University of Minnesota helped to identify interest and test ideas of prototype design action with local participants. Feedback from this event informed the development of the HiEd Initiative and the Design Associates program around design thinking for higher education. In 2013-14 the Design Associates met on October 11-13 in 2013, January 24-26, and March 28-30 in 2014. The design challenge for year 2013-2014 is described below.

The design challenge

How might we help postsecondary education institutions utilize a variety of resources including Open Education Resources (OERs) and community partnerships to:

- Address achievement gaps and advance equity in higher education participation and outcomes
- Reduce cost for students and families
- Improve the overall quality of learning

Locus of implementation: Educational Institutions

Representative Users:
- Students both traditional and non-traditional
- Faculty
- Policymakers
- Higher Ed Administrators

Methodology
The design challenge was addressed taking each team through a variety of Design Thinking tools informed by Institute for the Study of Knowledge Management in Education’s (ISKME) ‘Action Collab’ method involving four steps: Identify Opportunity, Design, Prototype and Scale & Spread.

As the prototypes developed, additional tools were used to refine their purpose, scope and scalability. These tools included: model programs case study, business model canvas, prototype presentation, improvisation exercises and pitch training. Share-out sessions were incorporated throughout the workshop to provide feedback and direction to each team on their prototype. Guests were invited to attend the team’s final presentation of each weekend to further inform their prototype development. Throughout the program guest speakers were sought out based on their expertise were invited to share their experiences related to various aspects of the design challenge.
Executive Summary

Workshops

**Workshop 1:** Workshop 1 focused on designing prototypes using a variety of design thinking tools informed by the (ISKME) ‘Action Collab’ method. Design teams were introduced to empathetic research and guided through the process of data gathering, design and prototyping solutions. Phase 1 prototypes were developed and presented to invited guests for feedback.

**Workshop 2:** The main goal for Workshop 2 was to move the prototypes forward by defining the target audience, context in which the prototypes would exist and how they would potentially work in the chosen context. The Design Associates regrouped after Workshop 1 and continued to develop and refine prototypes. Teams also began planning next steps towards scaling up and developing an implementation plan for their ideas.

**Workshop 3:** The focus of Workshop 3 was on finalizing team prototypes and developing a pitch and presentation of prototypes in preparation for their final prototype presentation to the MHEC Executive Committee on June 5, 2014. Using tools that included Story Boards, User Journey maps, the teams continued to refine and develop their prototypes from Workshop 2. These were infused with other methods such as improvisation exercises and specific training in pitch presentation skills in preparation towards the final presentation.

Prototypes

**Team 1: Open Ticket** proposed to provide holistic, individualized educational opportunities to help underrepresented groups in education and the workforce achieve their goals through their Open Ticket Compact, Neighborhood U and Super Communities initiative.

**Team 2: E-dagogy** proposed to leverage social and professional capital to develop networks between learners and experts in the industry that ultimately translate into a career for learners.
Team 3: Grade 99 proposed a way for learners to gain foundational, transferable and transformative skills vital to the changing nature of work and professional life by leveraging existing resources such as technology, OERs, community, industry and education partners.

The final prototypes will be presented at the MHEC Executive Committee meeting on June 5, 2014 in St. Paul Minnesota. These projects will be available for further development and adoption by public higher education systems, private institutions, no-profit organizations, investors, and entrepreneurs.

Evaluation
Minnesota Evaluation Studies Institute (MESI) at the University of Minnesota conducted evaluation exercises to generate information about the experiences of associates and overall perceptions of the weekend. This evaluation included a rapid feedback assessment to get feedback from participants to help inform workshop process real time, three-step evaluation process and online survey.

Design Associates were awarded a certificate on completion at the end of the Higher Ed Resign Initiative workshop series.

Next Steps
Our immediate next steps are leading a plenary session about the Higher Ed Redesign Initiative and Design Associates Pilot Program at the SHEEO (State Higher Education Executive Officers Association) Higher Education Policy Conference in Denver, Colorado on August 5-7, 2014. We have also submitted a proposal towards the 2014 ASHE Conference Public Policy Pre-Conference Forum. Drawing on lessons from the Higher Ed Redesign Initiative, this session is planned to engage the audience on how design thinking may be employed to promote higher education quality, access and affordability.

The 2013-2014 pilot demonstrated the potential of a collaborative interdisciplinary approach using design thinking methods to develop ideas and prototypes that change the status quo and meet the needs for a new higher education model. We expect to continue this work with partners and other interested organizations and institutions.
Day 1 program
The opening day of workshop weekend was planned as an introduction and welcome session for the Design Associates to network with the group. They were also introduced to Design thinking through presentations made by the planning team. Bridget Burns - Fellow, American Council on Education was the guest speaker for the evening. She talked about her experience as Chief of Staff in the Oregon University system, including organizing the Oregon Social Business Challenge. She also talked about university-wide innovation at Arizona State University where she is observer as part of her American Council of Ed. Fellowship.

Day 2 program
The Design Associates were grouped into 3 teams with 6 participants each. The Associates have diverse backgrounds, experiences and areas of expertise. The design challenge was addressed by each team using Design Thinking method of ‘Action Collab’ used by Institute for the Study of Knowledge Management in Education (ISKME) & Big Ideas Fest. The ISKME, an independent non-profit research institute established in 2002, is a pioneer in knowledge sharing and educational innovation (http://www.iskme.org/). ISKME’s Big Ideas Fest is an extraordinary immersion into collaboration and design that focuses on transformational change in K-20 education.

The method involved 4 phases of dialogue and information visualization. While the phases provided a basic framework for the collaboration, they were modified in real time based on participant response and feedback. The phases were spread out over two days with teams progressing through step 1 & 2 on second day and step 3 & 4 on the third day of the workshop. These phases were interspersed with ‘Action Improv’ exercises that involved all participants in teams or as a whole group to foster engagement among teams and acknowledge and support each other through the workshop.

Step 1: Identify Opportunity (gather: What are the Research Insights?)
Step 2: Design (imagine: What could it be?)
Step 3: Prototype (model: How would it work?)
Step 4: Scale & Spread (plan: How is it realized?)
Workshop Schedule

Identify Opportunity
This phase involved going deeper into the problem, identifying possibilities/opportunities related to the design challenge.
- Empathetic Interview: who was interviewed- questions- general process description.
- Share and Cluster data
- Turn data into insights
- Vote on insights

Design
This phase involved idea generation in small and provocative ways. Taking on unusual viewpoints as a means to innovate was encouraged.
- Brainstorming Design Solutions
- Brainstorming Design – Phase 2
- Vote on Design Cluster

Prototype
This phase was about ‘thinking with one’s hands’ and involved three-dimensional exploration of solution ideas for creative problem solving.
- Prototype your solution
- Share out & Feedback
- Research & Refine Prototype

Day 3 program
Design + Prototype
This phase involved redefining the problem statement based on feedback received from previous iteration and making informed changes to the prototype.
- Redefine Problem statement
- Presentations

Scale & Spread
This phase involved rethinking on design + prototype and planning next steps towards getting the ideas upscaled and implementing the solution in a broad way.
Workshop Schedule

Location: Minnesota Humanities Center, 987 E. Ivy Ave, St. Paul, MN 55106

**Friday, October 11** 5:00 - 8:30 PM

- **5:00-5:30** Welcome, Introductions, What brought you here?
- **5:30-5:50** Introduction to Design Thinking
- **5:50-6:15** Overview of Systemic issues of Higher Education
- **6:15-7:45** Dinner + Guest Speaker
  - *Bridget Burns, Fellow, American Council on Education*
- **7:45-8:00** What to expect for Saturday and Sunday

**Saturday, October 12** 9:00 AM - 5:00 PM

- **9:00-9:15** Coffee + Breakfast
- **9:30-11:00** Identify opportunity: Empathic Interviews
  - *Kristin Coffman, Business Manager, MHEC*
  - *Katie Nelson, User Experience Analyst, Best Buy*
  - *Nancy Sims, Copyright Librarian, UMN*
- **11:00-12:30** Design
- **12:30-1:30** Lunch + Guest Speaker
  - *Linda Baer, Senior Program Consultant i4Solutions*
- **1:30-3:00** Prototype
- **3:00-3:30** Break, refreshments and snacks
- **3:30-4:00** Further research, discussion and refining of prototypes
- **4:00-4:30** Share out of refined prototypes and feedback
- **4:30-5:00** Wrapping up the day’s work
Sunday, October 13  9:00 AM - 2:00 PM

9:00-9:20  Coffee + Breakfast

9:20-10:30  Design+Prototype

10:30-11:00  Finalize prototype presentations and break as needed

11:30-11:45  Team presentations with invited guests
  Aaron Horn, Associate Director for Policy Research, MHEC
  Tom Fisher Dean, College of Design, UMN

11:45  Lunch - Guest Speaker, Tom Fisher, Dean, College of Design

12:45-1:15  Scale & Spread

1:15-1:45  Group reflection + Evaluation

1:45–1:55  Wrap up and Next steps

1:55–2:00  Improv – one word group story
Workshop Glimpses
The Design Associates worked in teams during the workshop and applied design thinking and improv process to develop three prototypes that addressed that posed design challenge.

Open Ticket MN/ Neighborhood Higher Ed

**Description**

Open Ticket MN is a system that provides affordable or low-cost education to all. Supported by colleges and universities across the state of Minnesota recognizing and fostering talent, the system will be run by action committees consisting of cross disciplinary student teams led by educational mentors. Open Ticket MN would be offered at education centers that are located in the community (off-campus).

Team 1’s prototype addresses several issues that affect access to higher education resources. It visualizes current educational models as a straight rigid pipeline path that works well for a certain few individuals only and proposes an alternative open for all, rounded, networked, culturally relevant community based path that acknowledges a user’s diversity, educational needs/interests, and life situation.

**Community & Culture:**

- Education centers located in the community (off-campus) that provide access to local community in a culturally relevant context with those communities that address local issues such as livability, rebuild trust, and commitment.

**Out of School time + Summer Enrichment:**

- Provide high quality OST and summer enrichment at neighborhood level which adds value to the neighborhood such as provides employment or remuneration for participation, addresses community needs.
- Culturally relevant & effective guidance/resources regardless of student background
- Support multiple intelligences and work life core skills. (eg. grit, integrity, curiosity, creativity & diversity).
**Suspension of Time Value**
- Revision & Redefining the connection of quality, time, and ROI.
- Multiple time respected models
  - Fast track: short-term programs and degrees for determined, time-sensitive educational goals
  - Life learner: customized learning that is designed around the user’s life/work needs. Time responsive but no track.
  - Organic Bio Track: time neutral courses that allow people with other priorities to still participate in education and accomplish educational goals in life affirming self-paced time
  - Fluid educational structure — in person — online — open resource.

**Academic, Personal, and Financial Support**
- Support from ‘Passion Counselors’ that support users to identify goals and passions, create appropriate pathways, and be accountable
- ‘Passion coaches’ nominate high performing users for action teams and honors projects
- Assistance with financial aid, scholarships, and budgeting support

**Design Features**
- Any user can participate based on the level of his/her interests/needs. (no time limits)
- User participation is guided and supported by ‘Passion Counselors’.
- Content users engage in is culturally relevant, action-oriented, and community-based.
- Who can provide this service?
  - Post-Secondary- Any Time Any Age — Neighborhood organizations/institutions such as K-12 schools, places of worship, community or public groups, businesses, OST & summer enrichment programs can be providers of this service.
- What services can they provide?
  - Facilitate OER’s
  - Contribute to educational content
  - Connect their users to Ed-opportunities in context
- What can be achieved through these actions?
  - Reduce barriers of technology
  - Enhance education that is already happening
  - Connect neighborhoods and institutions

**Action Work**
- Action committees consisting of cross discipline student led teams work on action-oriented, community-based problems/issues
- Design-thinking model use to address community relevant issues

**Neighborhood CHAIRS & Boards:**
- Local & locally relevant teachers and content.
- Local chair or/and advisory board for the program and departments.
- Inform OER
- OST & K-12 informed

**Inter-cultural Professor Certificate : Ready to Lead all Learners & Education for Educators**
- Higher Ed educators with proficiency in:
  - Intercultural communication
  - Conflict resolution and peacemaking
  - Cultural competency core to performance objectives
  - Understanding and experience working in local context.
  - Ongoing learning Continuing Education Units (CEU’s) to continue learning
Expanding higher education access through OER’s

Problem Statement
At present, what are the barriers to OER’s in higher education:
• Motivation to use online educational resources
• Access to technology & computers
• Awareness of OER options
• Cost
• Prejudice

Description
Team 2’s prototype chronicled a learner’s educational experience and journey as they steer their way through the proposed community-based institutional model. The prototype visualizes a learner’s path with guides, mentors that they connect with along the way to achieving their educational goal.

The proposed community-based institution acknowledged the learner’s previous knowledge, abilities/attitudes and skills. Based on this assessment, the institution provided learners with guidance on the diverse available educational resources, Open Educational resources (OER’s), online courses, local higher education options (university, community & tech colleges). Learners build connections with other learners/mentors to create a network of resources that can provide information/guidance steering them towards outcomes that align with those educational opportunities.

The prototype recommends that learners need guidance on accessing a range of educational opportunities that acknowledge their previous and future learning needs/interests. OER’s can support learner readiness and certifications from institutions that can broaden access and opportunity.

• Students are refining their own educational experience.
• Acknowledging previous experience, skills and knowledge
• Educational support models that provide guidance for accessing OER’s/other resources catering to individual
needs/interests are needed.

- OER’s as a tool to support the individual’s learning needs/interests/path.
- Methods for credentialing of OER utilization by learners.

Design Features

Guidance for

- Learners
- Community leaders
- Peers
- Mentors
- Faculty & staff.

At the Entry point:

- Initial assessment of KSA’s (knowledge, skills and abilities) of each individual learner
- Identification of desires and interests
- Community based institution

Road map for learning that acknowledges previous skills, experiences and knowledge

- Available OER’s
- Local HiEd options
- Connecting with other learners/mentors

Recognition of competencies by higher education institution to credentials
Grade 99

Problem Statement

Macro Level Issue:
Society needs a way to solve major problems in communities because of the changing and uncertain socio-political landscape and limited resources. OERs can equip communities to solve those problems.

Micro Level Issue:
Today’s students need a way to gain foundational, transferable, and transformative skills because of the changing nature of work and professional life. OERs can teach those skills.

Description

Team 3’s prototype - Grade 99 - was designed for everyone including nontraditional and traditional students, mid career professionals, people in transition, skill advances and skill investors. The system addressed credibility of and access to higher education and was proposed to be delivered through both a community-based system and through OER’s. OER’s would work in conjunction with learning pods based in community organizations and would be sourced by government, higher education institutions, community and businesses.

The focus of learning resources whether in the community or in the form of OER’s was development of skills that are foundational, transferable and transformative. Skills such as inquiry, innovation, execution, empathy, engagement, collaboration and problem solving were identified. These highly transferable skills would feed into the next phase of learning for an individual. With Grade 99 as the starting point of a series of innovative solutions, the ultimate goal was to move away from the current system of credits and degrees into development of competencies. Their prototype also emphasized the need for formal education to have a basis in real world social problems.
Design Elements

• The issues identified were examined at three levels; at a personal/individual student level, a program level and at the system level that would eventually transform the system of higher education. Team 3’s prototype addressed the issue at a student/individual level through Grade 99.
• Development of skills and knowledge that is foundational — life skills.
• Knowledge that is transferable that can be applicable and adapted to a change in career or passion.
• Overall Team 3’s prototype design was guided by the notion of being reflexive, interactive and inclusive to all types of students, to industry and non profit organizations and to be mutually beneficial to everyone that took part in the process.
Day 1 program
The opening evening of Workshop 2 weekend was planned as a welcome and recap session for the Design Associates to reconnect with their groups from Workshop 1. Dr. Rajiv Tandon—Education Entrepreneur was the guest speaker for the evening. Dr. Tandon made provocative points from his experience as an educational entrepreneur in the US, India and other developing countries. He addressed the variety of functions of higher education from liberal arts education to job training and why higher education needs to recognized and address the gaps between these functions.

Day 2 program
The Design Associates regrouped into their design teams from Workshop 1. Using the method of Action Collab from (ISKME) & Big Ideas Fest, the Design Associates continued to develop and refine prototypes from Workshop 1. The main goal was to move the prototypes forward by defining the target audience, context in which the prototypes would exist and how it would potentially work in the chosen context. Multiple share-out sessions were planned as an opportunity to provide more feedback and direction to help teams refine their prototypes. Minnesota Evaluation Studies Institute (MESI) conducted a Rapid Feedback Assessment to get participant feedback on Workshop 2. Day 3 session plan was adapted and modified based on feedback received at this evaluation. The design thinking method used on Day 2 involved 4 phases dialogue and information visualization.

Step 1: Identify Opportunity  (gather: What are the Research Insights?)
Step 2: Design  (imagine: What could it be?)
Step 3: Prototype  (model: How would it work?)
Step 4: Scale & Spread  (plan: How is it realized?)

While the phases provided a basic framework for the collaboration, they were modified in real time based on participant response and feedback.

Identify Opportunity
This phase involved going deeper into the problem, identifying possibilities/opportunities related to the design challenge.
- Empathetic Interview: Marcus Pope, Jeff Ochs and Steve Wellvang
- Share and Cluster data
- Turn data into insights
- Vote on insights

Design
This phase involved idea generation in small and provocative ways. Taking on unusual viewpoints as a means to innovate was encouraged.
- Brainstorming Design Solutions
- Brainstorming Design – Phase 2
- Vote on Design Cluster
Prototype
This phase was about ‘thinking with one’s hands’ and involved three-dimensional exploration of solution ideas for creative problem solving.

- Prototype your solution
- Share out & Feedback
- Research & Refine Prototype

Day 3 program
Based on feedback from Day 2’s iteration, the design associates made informed changes to their prototype. This session culminated with associates making pitch presentations to invited guests- Steve Wellvang, Larry Isaak and Ruth Isaak and the planning team.

- Redefine Problem statement
- Presentations

Scale & Spread- Day 3 concluded with the teams integrating feedback from the guests and planning next steps towards scaling up and implementing their ideas, and an evaluation session of the entire workshop.
## Workshop Schedule

### Friday, January 24  5:00 - 8:30 PM

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00-5:00</td>
<td>Google + Social Media session (Optional)</td>
</tr>
<tr>
<td>5:00-5:30</td>
<td>Welcome + Recap of October 2013 Workshop + Icebreaker</td>
</tr>
<tr>
<td>5:30-6:30</td>
<td>Model Programs Share Out</td>
</tr>
</tbody>
</table>
| 6:30-7:30 | Dinner + Guest Speaker  
  *Dr. Rajiv Tandon, Education Entrepreneur*                        |
| 7:30-8:15 | Model Programs Share Out + Team Discussion                            |
| 8:15-8:30 | Wrap up + What to expect on Saturday and Sunday                        |

### Saturday, January 25  9:00 AM - 5:00 PM

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:15</td>
<td>Coffee + Breakfast</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Overview of Updated Design Challenge</td>
</tr>
</tbody>
</table>
| 9:30-10:30 | Identify opportunity: Empathic Interviews  
  *Interviewees: Marcus Pope, Director of Partnerships & External Relations Youthprise  
  Jeff Ochs, Social Entrepreneur  
  Steve Wellvang, Co-founder Educelerate Twin Cities* |
| 10:30-11:30 | Identify opportunity: Research Insights                                 |
| 11:30-12:30 | Design                                                                  |
| 12:30-1:30 | Lunch + Guest Speaker  
  *David Ernst, Chief Information Officer  
  College of Education & Human Development*                             |
| 1:30-3:00 | Work on Prototype Phase 2 + Share out + Feedback                        |
| 3:00-3:30 | Break, refreshments and snacks + Networking Assignment                 |
| 3:30-4:00 | Research + Refine prototypes with focus on implementation & context    |
| 4:00-4:45 | Share Out + Feedback to refined prototype                              |
| 4:45-5:00 | Wrapping up the day's work                                             |
Sunday, January 26 9:00 AM - 2:00 PM

9:00-9:15 Coffee + Breakfast

9:15-10:15 Finalize Prototype 2

10:15-11:00 Create Prototype Presentation

11:00-12:00 Team Prototype 2 presentations with invited guests
Larry Isaak President, Midwestern Higher Education Compact (MHEC)
Ruth Isaak Sr Director, Office of CEO Alumni Relations UMN Twin Cities
Steve Wellvang Co-founder, Educelerate Twin Cities

12:00-1:00 Lunch

1:00-1:15 Wrap up + Next steps

1:15-2:00 Workshop Evaluation + Feedback
Workshop Schedule
The Design Associates worked in teams during the workshop and applied the design thinking process to develop three prototypes that addressed the design challenge.

Open Ticket MN/ Neighborhood Higher Ed

Description
Meeting the workplace and community needs identified through the Open Ticket Compact, Open Ticket provides holistic, individualized educational opportunities to help underrepresented people in education and the workforce achieve their goals.

Team 1 identified several problems with current system of higher education as described below:
- Higher education is a pipeline
- Only a few students are able to get through this linear path.
  The pipeline approach does not allow diverse students to be successful.
- Inadequate physical accessibility to the Higher education institution campus

The targeted audience of this prototype is students that are low income and students who are underrepresented which may include students of color that are high or low income, minority groups, English-language learners, and students that are underrepresented in the workforce.

Prototype Description
Open Ticket Compact is intended to be system that students can access at any time depending on their life situation and individual needs. A culturally competent compact, it acknowledges diversity, different interests and life situations of learners. It is located in neighborhoods so as to be accessible to many students. It also intends to leverage existing neighborhood services that are supportive of student success.

The prototype developed in Workshop 2 illustrates a neighborhood layout connected to central business and higher education institutions. It visualizes a community where education institutions, community services and businesses are located in close proximity to one another in a walkable context.
Unique design features of Open Ticket are described below:

**Neighborhood Higher Ed**
- Neighborhood Higher Ed is intended to be similar to the extension or outreach center for a university.
- The goal is to partner with universities wanting to locate their services in neighborhoods and transform the entire neighborhood by becoming its nucleus.
- Connect to K-12: Working with high schools in the neighborhood, Open Ticket plans to develop an integrated culturally relevant afterschool program to help students be successful in high school. This success would perpetuate into the higher education level as the students are helped as they transition to higher education.
- Providing academic and financial support and services to students to help them understand the financial commitment towards post-secondary higher education.

**Accountability among stakeholders**
Open Ticket proposes to build accountability by aligning the self-interests of the compact’s members to engage the untapped and disconnected human capital in communities. The goal is to create citizens that are living vibrant lives and prepared for the future needs of the community, region and the world.

The compact proposes to have higher education institutions-accredited higher education private proprietary schools, community colleges (Dunwoody), state colleges (MnScu), research universities (University of Minnesota), private colleges like Augsburg and St. Thomas, community partners- such as NAZ (Northside Achievement Zone), different social agencies and small businesses focused on addressing the achievement gap as compact members. It also proposes to include municipalities providing infrastructure, transportation, housing quality and access, neighborhood organizations, MET council, State government, K-12 public school system in the neighborhood and local and large businesses that are adjacent or invested in drawing from a great pool of talent.

The compact proposes regular meetings of all partners invested in its success to collectively agree on benchmarks and metrics that report the progress of the compact. Having all partners at the table will help create accountability and transparency.

**Staffing the Compact**
Open Ticket proposes to have the following as members/staff for the compact:
- Executive director with partnership expertise in charge of the accountability factor and assessing whether or not it is working and the compact members have responsibilities.
- Industry outreach people in the area, career coaches, life coaches, passion coaches local community outreach experts and social service experts who connect with the community.
- Office manager, volunteer coordinator, financial counselor
E-dagogy - The 0 Net

Similar to the concept of E-Harmony, E-dagogy proposes to match an individual’s needs, characteristics, requirements, and career goals with people in the industry. Individuals seeking assistance get real world, hands-on assistance from a professional that is currently in that field thus connecting people to people for a career. The prototype leverages social and professional capital to develop networks that ultimately translate into a career. Some of the overall goals are described below:

• To meet users or learners where they are and connect them with mentors.
• Connect learners to and help them make sense of resources both in the community and online.
• Leverage freely available educational resources, matching learners individual needs in pursuit of career/education/life goals.
• Identify and partner with higher educational institutions that are willing to accept alternative forms of learning.

Prototype Description
E-dagogy is designed as a home office that provides users (learners of all ages) with community resources and connections to career or education pathways. The prototype proposes to have mentors from commercial/businesses to guide learners through assessment to OERs and post-secondary institutions. The goal is to have a physical and virtual office presence that provides a clearing house of resources which include prior learning assessments, mentors, and community and cloud resources.

As the student enters the system they go through a compatibility assessment- to assess their desire, former training, skills, current goals and future educational or work goals. Through this process, E-dagogy proposes to help students create a portfolio of their skills, credits and life experiences. Using this prior assessment information, the program matches students with mentors in their field of interest. Each individual has their own agent or set of agents that provide guidance towards defining and achieving goals. Individuals/learners are helped to move forward using already existing open resources that may be
in the form of mentors in their field of interest or OER’s or traditional college courses. The program resources are also planned to be used outside of the community in which they were intended.

**Implementation**

Team 3 proposed to locate their prototype developed in Workshop 2 in the Twin Cities. A Recruiter model was proposed as a potential way of implementing the prototype. It proposed working as recruiters for institutions that need students. Higher educational institutions would have good reason to partner with E-dagogy because the program would provide institutions with well trained and motivated students.

State funded university that uses this service, businesses that are invested in the process for potential well trained future employees were identified as potential funding sources. Other potential partners include community groups such as ‘College Possible’ whose goal is to make college admission and success possible for low-income students through an intensive curriculum of coaching and support.

E-dagogy also proposed to actively engage with higher educational institutions to collectively recognize and award credits or competencies to particular OERs, life and work experiences.
Grade 99

Grade 99 is a way for learners to gain foundational, transferable and transformative skills that are vital to the changing nature of work and professional life. By leveraging existing resources such as technology, OERs, community, industry and education partners Grade 99 proposes to address issues of cost and access in the higher education landscape.

Team 3 identified a myriad of resources and tools that currently exist, in the public and private sector. Grade 99 proposes to realign these already existing resources in the public and private sector to:
- Maximize educational outputs
- Leverage stakeholder facilities: Find ways in which public sector, private sector and government facilities and resources can be leveraged for learning. For example, how can higher education campuses be leveraged for business or corporate campuses to be leveraged for hands on and experiential learning? How can city hall be leveraged for real time government learning as well as civic engagement?
- Work study/ work swap: For this initiative the targeted audience is first generation college students, students getting grants or federal aid and low income students. The goal is to limit education expenses incurred by learners by offsetting the with work study/work swap.
- Integrate OERs in training and learning to find ways to help learners and students needing remediation or refreshing in a variety of areas.
- Address workforce development opportunities for regional industry needs by aligning what is needed in the industry with student’s skills and interests.

Team 3 recognized the need of an accessible program that prepares students and professionals that are changing careers multiple times in their lives. Consequently the focus on mid-career professionals, people that have educational and work experience and need to realign their skills.
Prototype Description
Grade 99 uses a fictional example of Katie - a trained microbiologist who works as a programmer and wants to be a graphic designer to explain how their prototype works. It involves 3 stages through which a learner moves based on his/her desire, needs, former training, life and work experience.

Assessment: Goal of this stage is to assess the individual needs and desires as well as the training and application components. This assessment of strengths and gaps helps identify appropriate coaches and mentors for a particular learner/student. Coaches and mentors are real life professionals in a student’s respective field of interest. The mentor team is diverse with one mentor from the education sector, one from industry or corporate sector and one from the civic sector. This is intended to give the student a well-rounded mentee experience.

Training: The Training component identifies OERs, traditional college courses and other educational resources that a learner might benefit from.

Application: This stage involves training and real world experience by work study or work swap. The goal is to apply knowledge and skills newly learnt and leverage formerly acquired skills to get real world industry experience.

All the sectors that mentors are associated with are proposed to be regionally located. This is to ensure that mentors will have a stake in assessing and sharing what they need. For example a corporate campus might house a Grade 99 over a weekend and after business hours.

Implementation
Starting with colleges that already have a continuing education department with existing industry relationships, Team 3 plans to scale up the model to fit other contexts. As scaling up happens in the next iteration of the prototype, Team 3 recognizes the need to address the applicability of Grade 99 to various contexts and situations.
Methodology
Design thinking tools and processes were used to define the structure of the three day workshop. These were infused with other methods such as improvisation exercises and specific training in presentation skills. Team work sessions were interspersed with prototype presentations and feedback sessions involving the larger group as well as cross team feedback.

Schedule

Day 1 program
The opening evening of Workshop 3 weekend was planned as a welcome and recap session for the Design Associates to reconnect with their groups from Workshop 2. Theater of Public Policy (http://t2p2.net/) a group based in Minneapolis, MN that explores big ideas using improvisational comedy conducted series of improv exercises with the associates. The goal of improvisation exercises was to improve communication, collaboration and encourage Design Associates to think out of the box, be accepting of diverse opinions and ideas, and generate and present creative solutions.

Day 2 program
The Design Associates regrouped into their design teams from Workshop 2. The focus of the March workshop was on presentation of prototypes. Using tools such as Story Boards, User Journey maps, the teams continued to refine and develop their prototypes from Workshop 2. Multiple share-out sessions were an opportunity to provide more feedback and direction including a cross team feedback session using Kano Analysis framework to allow for more interaction between teams. The afternoon was dedicated to a ‘Pitch Training’ session conducted by Toby Nord, Professional Director Carlson Ventures Enterprise at the Carlson School of Management at University of Minnesota. This session involved a series of presentation “do’s” and “don’ts” and concluded with the Design Associates pitching their prototypes to the larger group. Minnesota Evaluation Studies Institute (MESI) conducted a Rapid Feedback Assessment to get participant feedback on Workshop 3. Day 3 session plan was adapted and modified based on feedback received at this evaluation.

Day 3 program
Based on feedback from Day 2, the Design Associates made informed changes to their prototype presentation and made presentations pitching their ideas to invited guests: Provost Karen Hanson, Dean Fisher and Dean Quam and the planning team. Guest speaker Dean Fisher talked about the University Strategic Priorities and the university's focus on grand challenges. He also reinforced the applicability of design thinking to address these grand challenges because the because of the iterative and action oriented nature of the design process. MESI conducted a comprehensive evaluation to get participant feedback about all three workshops in the pilot year 2013-2014. The session culminated with a certificate distribution ceremony to recognize the work and commitment of Design Associates.
## Workshop Schedule

### Friday, March 28  5:00 - 8:30 PM

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 5:00-5:45 | Welcome + Team Presentations  
          | (Business Model Canvas Share-out + Prototype Presentations)          |
| 5:45-6:15 | Dinner                                                               |
| 6:15-8:15 | Theater of Public Policy (T2P2)  
          | Improvisational and Participatory Theater Workshop on Higher Ed       |
| 8:15-8:30 | Wrap up + What to expect on Saturday and Sunday                      |

### Saturday, March 29  9:00 AM - 5:00 PM

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00-9:15</td>
<td>Coffee + Breakfast</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Welcome + Overview of the day</td>
</tr>
</tbody>
</table>
| 9:30-11:00 | Design, Prototype Development - Work session to develop the prototype 
          | ideas using tools (Story Boards/User Journey Maps/Kano Analysis)     |
| 11:00-11:45 | Cross Team + Planning Team Feedback                                   |
| 11:45-12:30 | Refine + Phase + Scale & Spread                                      |
| 12:30-1:30 | Lunch                                                                |
| 1:30-4:30 | Pitch Training - Toby Nord, Professional Director Carlson Ventures  
          | Enterprise, Carlson School of Management, UMN                        |
| 4:30-5:00 | Wrapping up the day’s work + Evaluation + Next steps                 |
Sunday, March 30 9:00 AM - 2:00 PM

9:00-9:15  Coffee + Breakfast

9:15 - 9:20  Overview of the day

9:20-11:00  Presentation Preparation for MHEC Executive Meeting [working within teams]

11:00-12:00  Presentations + Feedback from invited guests
  Karen Hanson Provost & Senior Vice President for Academic Affairs, UMN
  Tom Fisher Dean, College of Design, UMN
  Jean Quam Dean, College of Education & Human Development

12:00-1:00  Lunch + Guest Speaker
  Dean Tom Fisher

1:00-1:30  Wrap up of 2013-2014 Design Associates Program

1:30-2:00  Workshop Evaluation + Feedback
Workshop Glimpses
The Design Associates worked in teams during the workshop and applied the design thinking process to develop three prototypes that addressed the design challenge.

**Open Ticket MN/ Neighborhood Higher Ed**

Meeting the workplace and community needs identified through the **Open Ticket Compact**, Open Ticket provides holistic, individualized educational opportunities to help underrepresented people in education and the workforce achieve their goals. Unique features of the prototype are described below.

**Neighborhood Higher Ed**
- Neighborhood Higher Ed is intended to be similar to the extension or outreach center for a university.
- The goal is to partner with universities wanting to locate their services in neighborhoods and transform the entire neighborhood by becoming its nucleus.
- Connect to K-12: Working with high schools in the neighborhood, Open Ticket plans to develop an integrated culturally relevant afterschool program to help students be successful in high school. This success would perpetuate into the higher education level as the students are helped as they transition to higher education.
- Providing academic and financial support and services to students to help them understand the financial commitment towards post-secondary higher education.

**Accountability among stakeholders**
Open Ticket proposes to build accountability by aligning the self-interests of the compact’s members to engage the untapped and disconnected human capital in communities. The goal is to create citizens that are living vibrant lives and prepared for the future needs of the community, region and the world.

Pakou- a Hmong immigrant and her dad Tang’s story presented the challenges non-traditional students face in their pursuit of higher education. Some of these challenges include low income, diversity, limited access to resources and services as barriers, navigating through K-12 system. Team 1 envisions a system where Pakou and
her siblings can get through college and her dad is able access higher education so as to augment prior skills and experience to move forward in his career.

The problem according to Team 1 is the current system of higher education which they see as pipeline system that is risk adverse. While the system invests in innovation, the uptake and application of these ideas is slow.

Team 1 proposes a well-rounded, spherical model that opens access to higher education, and is tailored to meet the needs of learners from all of the different communities in Minnesota. Team 1 emphasized the rapid population growth communities of color and diverse ethnicity in Minnesota. They also make a case that most future learners will belong to these communities. According to them this demographic change presents a great opportunity for higher education institutions to change their game and by increasing access and adapting to needs of this growing population. Higher education institutions will stand to benefit by tapping into this vast pool of future learners from these growing communities.

Implementation
Open Ticket Minnesota comprises of 3 initiatives-
- **Open ticket Compact**
- **Neighborhood U**
- **Super communities**

**Open Ticket Compact**
Team 1 proposes forming an Open Ticket Compact as the immediate first step towards their grand vision. The compact will include higher education institutions, business, cities, non-profits and target communities in an accountable relationship that is focused on outcomes. The goal is to change the higher education game for students from low income families and students of color. Open Ticket proposes to leverage existing resources to identify business alignments to increase and contribute to the state GDP.

**Neighborhood U**
Neighborhood U is proposed as a way to create vibrant community nerve centers built on the assets of a community. Through Neighborhood U, Team 1 proposes to work in tandem with neighborhood organizations to provide wrap-around services within the cultural context of a community. Neighborhood U centers will work to remove barriers of access by leveraging existing freely available resources such as OER’s and other technology. The program will also be time-neutral so that learners can access the program based on their life situation and future goals. These centers are proposed to be co-located with other businesses such as grocery stores, social services and housing to create a mixed-use community all in a walkable context.

**Super Communities**
By scaling up the idea of Neighborhood U centers across neighborhoods Team 1 proposes a network of neighborhoods that are empowered and vibrant with the Neighborhood U centers forming the nerve center of each community. These Super Communities are networked neighborhoods sharing resources across boundaries to leverage each other’s strengths and weaknesses. Team 1 proposes to attain this goal through partnerships between diverse stakeholders that include higher education institutions, social and community-based organizations and the community, by bringing together and leveraging individual strengths to empower the community. Team 1 proposes to fund this venture through grants and by leveraging assets of different stakeholders to repurpose, realign and re-allocate already existing funding, and other resources such as staff, technology, equipment to appropriate channels towards achieving their vision. They also believe that Open Ticket model is applicable and scalable to every state as long as it leverages assets and is within the cultural context of that state.
Presentation: Sunday March 30, 2014

CHANGE IS COMING.

PIPELINE

OPEN ACCESS

ESTIMATED INCREASE IN MINNESOTA’S GDP IF RACIAL INCOME GAPS ARE CLOSED

OPEN TICKET MN

Open Ticket Compact

Neighborhood U

Super Communities
Team 1 Prototype 3

OPEN TICKET COMPACT

NEIGHBORHOOD U

SUPER COMMUNITIES
E-dagogy - The O Net

Similar to the concept of Match.com, E-dagogy proposes to match an individual’s needs, characteristics, requirements, and career goals with people in the industry. Individuals seeking assistance get real world, hands-on assistance from a professional that is currently in that field thus connecting people to people for a career. The prototype leverages social and professional capital to develop networks that ultimately translate into a career. Some of the overall goals are described below:

- To meet users or learners where they are and connect them with mentors.
- Connect learners to and help them make sense of resources both in the community and online.
- Leverage freely available educational resources, matching learners individual needs in pursuit of career/education/life goals.
- Identify and partner with higher educational institutions that are willing to accept alternative forms of learning.

Implementation

Team 3 proposed to locate their prototype developed in Workshop 2 in the Twin Cities. A recruiter model was proposed as a potential way of implementing the prototype. Higher educational institutions would have good reason to partner with E-dagogy because the program would provide institutions with well trained and motivated students.

Team 2 used the example of Jasmine who has been out of education for several years, now wants to go back to higher education as an example to showcase their model E-dagogy. She is overwhelmed by choices she has to make on her first visit to the campus and has no idea about the best way to navigate the system to attain her education goals. She gets back in her car and drives away. This is a real-life situation experienced by many adult learners today. Team 2 believes they can fill in the gap and guide Jasmine and other non-traditional learners like her towards higher education goals through their E-dagogy program.

If Jasmine were enrolled in E-dagogy, instead of driving off, she would call her mentor at E-dagogy who comes to her help immediately. He walks her around the campus and guides her through procedures she needs to complete to get started.

The current system of higher education has issues of access, affordability particularly for underrepresented communities. Adults learners are not coming back to Higher education due to many obstacles one being complexity of the system. This is disadvantageous for the higher education system and the
industry given the workforce challenges facing the state. It is critical for higher education institutions to reach out to these people. E-dagogy is proposed as a one-stop shop for learners for the initial advising they need to and provide

- Guided access to Open Educational Resources that help learners get ready for college or provide a launch point for college education.
- Advising and peer support- Using resources that are freely available online transition learners into higher education providing advice all the way as well as a peer network of fellow students that are in similar life situations
- Expert matching

Team 2 makes the case that higher education & industry stand to benefit from E-dagogy as they will have access to qualified workforce for the state, qualified learners with additional work experiences and are possibly ready to step into a higher education environment.

Student's journey through the system
The journey for the student starts by connecting with an initial advisor located at a local community organization such as a library, or workforce center. Mentors help them compile their knowledge skills and abilities, identify possible areas for developing skills through freely available Open Education Resources (Khan Academy, Coursera, Carnegie Mellon), online textbooks, MOOCS. E-dagogy is a one-stop place for making sense of all the higher education resources available through a website 'Edagogy.com'. Learners use these resources to develop their portfolio — showcase of their skills and experiences. Using this portfolio, advisors will match learners with higher education institutions that are a good fit to the learner’s career interests. E-dagogy also proposes to partner with higher educational institutions to collectively recognize and award credits or competencies to particular OERs, life and work experiences.

How does the model work?
EEdagogy proposes to connect user or learners with advisors; users to universities and connecting users to each other in a peer group support network. Team 3 proposes to partner with community organizations and libraries to create an easily accessible place for learners to meet with potential advisors. They propose to partner with higher education institutions that are seeking new students, in Minnesota and the region that are looking to improve students that they are getting, increase enrollment and retain students. The assessments and goal-setting will help create better students that are better informed about their higher education and career.

The funding for the model would come from membership fees that higher education institutions pay. Public money and grants were also proposed as sources for seeking funding for the students. Students could also ‘pay it forward’ by becoming mentors to other learners in the system.
We are eHarmony for students and universities.

edocity.com

users + mentors
universities + users
users + users

Who benefits?
Learners + Educational institutions
Team 2 Prototype

Presentation: Sunday March 30, 2014

What if...

One stop shop
Guided access to open educational resources
Advising and peer support
Expert matching

edagogy.com

users + advisers
universities + users
users + users

edagogy.com

Coaches work with learners to assess prior learning, choose the right OERs and encourage their completion, help build portfolios and applications, and search for the best match for higher education options.
Grade 99

Grade 99 is a way for learners to gain foundational, transferable and transformative skills that are vital to the changing nature of work and professional life. By leveraging existing resources such as technology, OERs, community, industry and education partners Grade 99 proposes to address issues of cost and access in the higher education landscape.

Goals
Team 3 identified a myriad of resources and tools that currently exist, in the public and private sector. Grade 99 proposes to realign these already existing resources in the public and private sector to:

• Maximize educational outputs
• Leverage stakeholder facilities: Find ways in which public sector, private sector and government facilities and resources can be leveraged for learning. For example, how can higher education campuses be leveraged for business or corporate campuses to be leveraged for hands on and experiential learning? How can City Hall be leveraged for real time government learning as well as civic engagement?
• Work study/ work swap: For this initiative the targeted audience is first generation college students, students getting grants or federal aid and low income students. The goal is to limit education expenses incurred by learners by offsetting the with work study/work swap.
• Integrate OERs in training and learning to find ways to help learners and students needing remediation or refreshing in a variety of areas.
• Address workforce development opportunities for regional industry needs by aligning what is needed in the industry with student’s skills and interests.

Using examples of a diverse group of learners Team 3 showcased how their proposed model Grade 99 is applicable to a variety of learners that are between careers, are looking to translate their life experiences into a career and those that are looking to stay marketable in the industry.

Katie is an experienced professional; she has multiple degrees in biology and micromechanics and has also had several careers in her life. She is in between careers and plans to become a graphic designer. She has accumulated a big educational debt and would like to look at low cost options such as OERs and MOOCs to train herself for a career in graphic design.

Alex is a US veteran who has just returned from four years in army. He would like to translate his army experience into a career and into a career and realizes that it does not. He would like to pursue higher education but does not know how to maximize his experience in the army.

Pat worked for 30 years in the retail industry as a buyer. She was recently laid off and has to find work soon so that she...
can support herself and her 2 kids that are in college. Team 3 points out that higher education degrees are not the same as they were 20 years ago and that a degree may not necessarily translate to a career. According to Team 3 this stems from the misalignment between higher education and industry goals. Grade 99 responds to this situation by leveraging and aligning industry and higher education resources to serve communities that need these resources the most to create agile and competitive citizens for today’s workplace.

Grade 99 proposes to develop a coalition of partners that include higher education institutions, industry, community and social organizations, governmental agencies and the individual users themselves with a shared interest to enhance employability of individuals that are enrolled in the program. Find a way to bring all the stakeholders including higher education institutions, community and social organizations, governmental agencies, industry partners and the individual learners themselves to figure out a way in which everyone can benefit by leveraging each other’s resources and work together towards a shared goal.

How does the model work?
Learners can access Grade 99 in multiple ways- via the Internet website, through a Grade 99 mentor located as part of the continuing education department at a higher education institution or as part of a benefits package from a current or past employer. As a first step into the program, each learner meets with their mentor. The mentor uses series of assessment tools to identify individual skills, abilities and desires as well as skills that need to be developed to create an individualized education plan and placement. This assessment will help Grade 99 align the most appropriate education resources to meet a learner’s education and future career goals. It will also help to identify the most appropriate training and in-field learning opportunity for learners in the Grade 99 system. Mentors also work with the students to help develop a plan of learning focused on developing skills in a student’s area of interest. The education plan may include a course at a higher education institution, be in the form of an internship. The goal is to develop skills and fill gaps in the learner’s profile so as to make them competent for their field of interest in the education sector or industry.

Implementation
Having the overarching goal of a shared economy, Grade 99 brings together diverse stakeholders from the industry, social and education sector and students to realign their interests, strengths and resources to create shared accountability, shared credentialing and shared success. Fostering employees that are trained well in a condensed amount of time helps reinvigorate and empower the workforce.
Presentation: Friday March 28, 2014

THE PROBLEM

Career changes, unemployment, underemployment

THE PROPOSITION

Foundational, Transferable and Transformative skills
Open Educational Resources
Real world, real time, experience

THE PEOPLE

Institution
Industry
Community
Government
Individual

THE PROCESS

Industry Specific Context
Assessment
Training and Application

Overhead and Startup Cost
- Facility
- Staffing
- Marketing
- Assessment
- Training development

Training and Application
- Meeting space
- Training
- Facilities/equipment
- Trainee compensation
- Entrance fee

THE PLAN

Donors
Institution
Industry
Government
Community
Presentation: Sunday March 30, 2014

**THE PROBLEM**

Career changes, unemployment, underemployment

**THE COALITION**

Higher Ed
Industry
Community
Government
Individual

**THE PROCESS**

Training
Assessment
Application

Inquiry
Innovation
Execution
Empathy
Engagement
Collaboration
Problem Solving

**THE PROPOSITION: GRADE 99**

**THE PLAN**
Conclusions & Next Steps

How did we meet our intended outcomes?

We developed innovative strategies
- In the 2013-2014 Design Associates program we brought together emerging and established leaders across public and private sectors with diverse backgrounds, skills and expertise, creating an environment of radical collaboration. We leveraged a variety of design thinking tools including empathic research, design and prototyping.
- The Design Associates were engaged in a co-creative process informed by students and higher education user perspectives.
- New delivery and service models as well as innovative solutions, actionable plans, and prototypes aimed to improve specific problems of utility, functionality and accessibility in higher education were generated.

We made a shift towards user-focused education design
Users of higher education products and services including traditional and non-traditional learners were engaged through empathic interviews to gain a deeper understanding of the problems they face as students in the current higher education system.

We expanded the current toolbox
Design Associates were introduced to specific innovative design thinking tools and methods that included empathic interviews, story boards, prototyping, improvisation, pitching and presentation – skills that they can incorporate into their own institutions/systems.

We are developing teaching and practice around design thinking in higher education
We are leading a plenary session about the Higher Ed Redesign Initiative and Design Associates Pilot Program at the SHEEO (State Higher Education Executive Officers Association) Higher Education Policy Conference in Denver, Colorado on August 5-7, 2014. We have also submitted a proposal towards the 2014 ASHE Conference Public Policy Pre-Conference Forum. Drawing on lessons from the Higher Ed Redesign Initiative, this session is planned to engage the audience on how design thinking may be employed to promote higher education quality, access and affordability.
Resources

Current Resources

All the current resources are on the HiEd Google+ page and new resources will be continued to be posted there.

https://plus.google.com/u/0/communities/116120176931551715948

Preliminary Readings

Higher Education related


Design Thinking related


- Design thinking...what is that? http://www.fastcompany.com/919258/design-thinking-what


- Emily Pilloton: Teaching design for change. http://www.ted.com/talks/emily_pilloton_teaching_design_for_change.html

- Design management journal http://prime2.oit.umn.edu/primo_library/libweb/action/dlDisplay.do?vid=TWINCITIES&fromSitemap=1&docId=dedupmrg1841643
Resources


- The Design Thinking School: http://notosh.com/what-we-do/the-design-thinking-school/

- Nueva Design Institute: http://nuevadesigninstitute.org/

- Design Thinking Classroom on Wheels: http://sparktruck.org/

- Stanford d. school Education Initiative: http://www.k12lab.org/

- K-12 Lab wiki: https://dschool.stanford.edu/groups/k12/

Videos


- Five-Minute Film Festival: Design Thinking in Schools | Edutopia http://www.edutopia.org/blog/film-festival-design-thinking-in-schools

- Design Thinking & Education: Annette Diefenthaler, IDEO: https://vialogues.com/vialogues/play/9725