

Change Leadership for the Innovative Institution

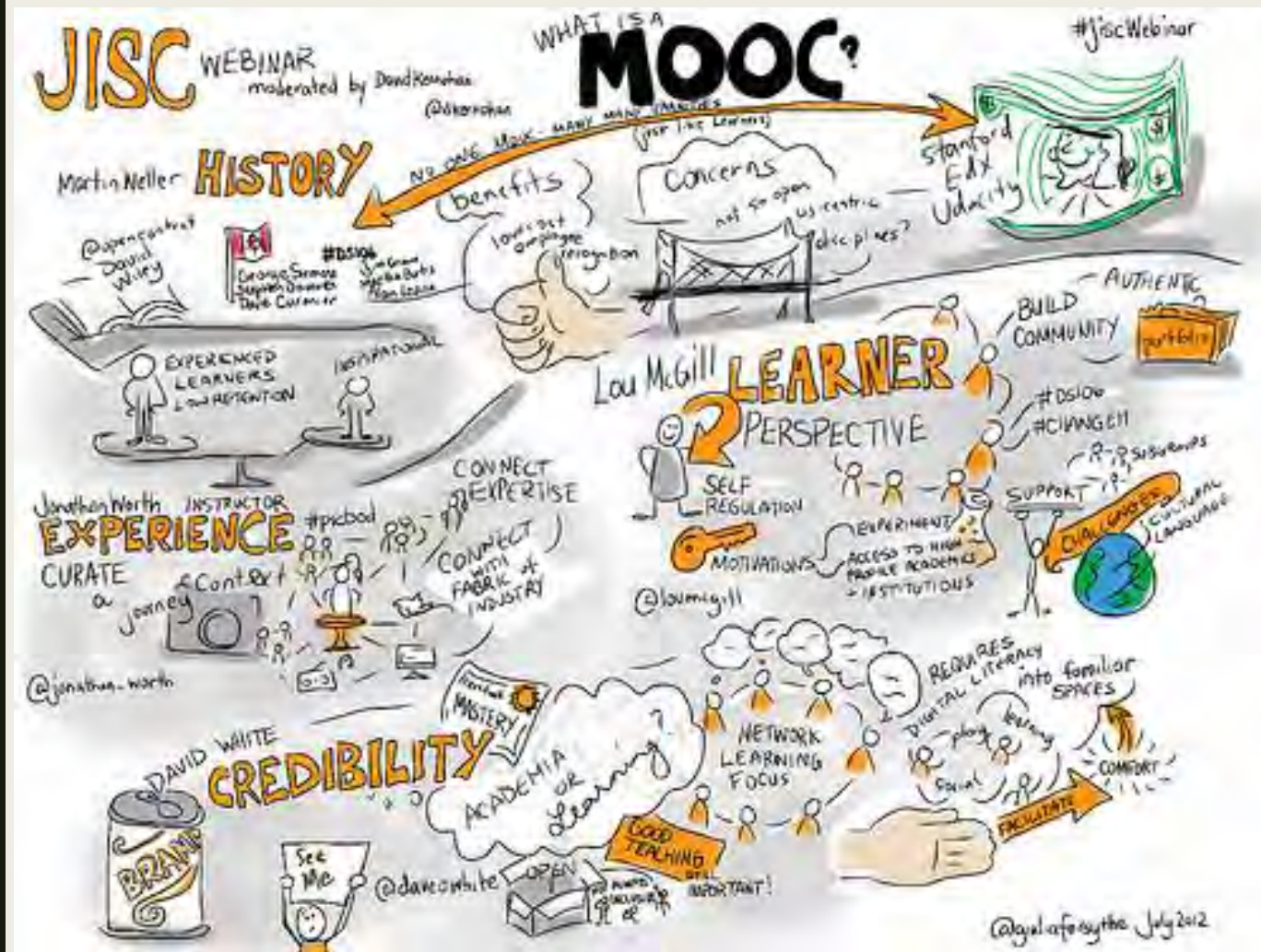
Darcie Milazzo, Director for Leadership
Development, Academy for
Innovative Higher Education



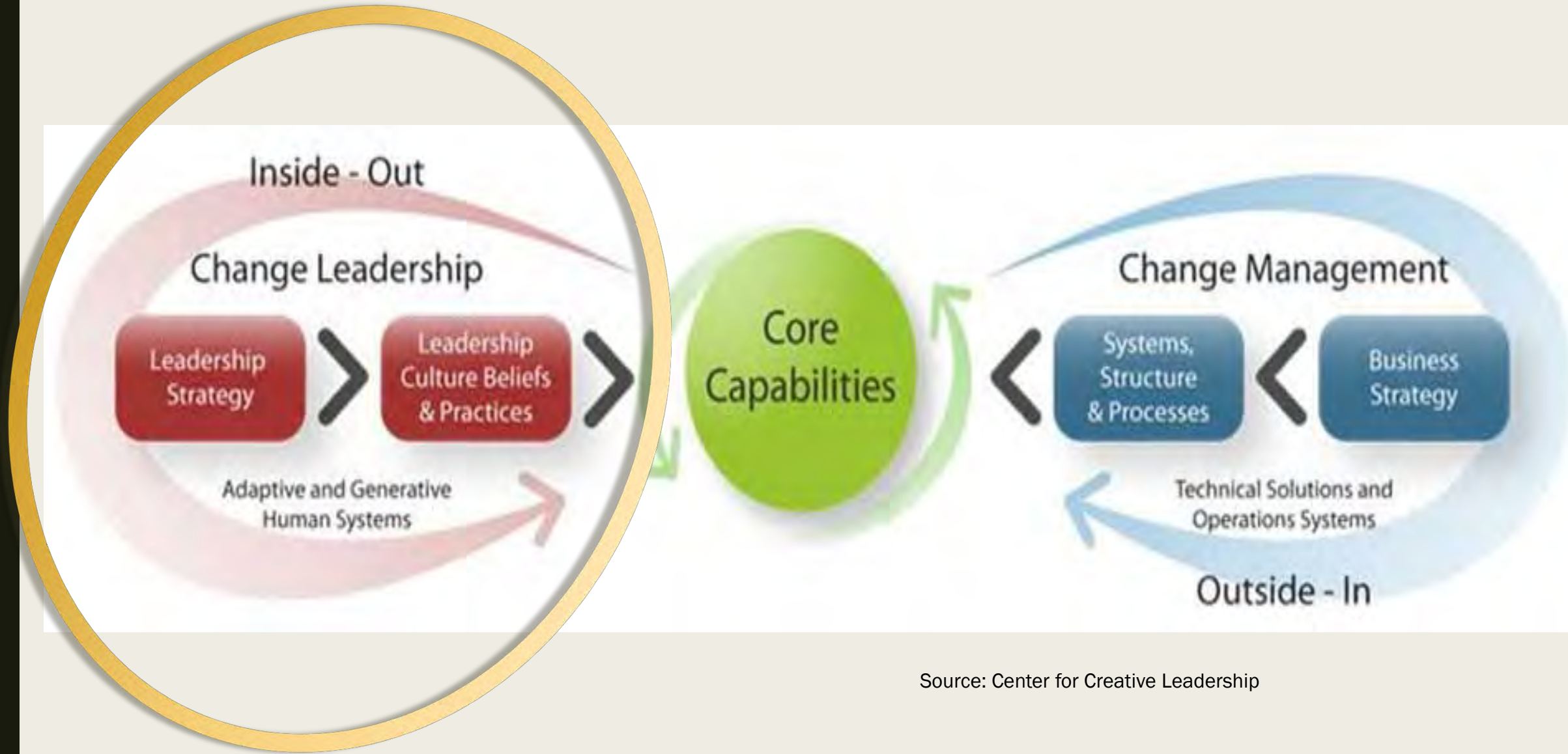
Change Leadership for the Innovative Institution

2017 Governor's Conference on Postsecondary Education Trusteeship

September 11-12, 2017



Before we begin...



Source: Center for Creative Leadership

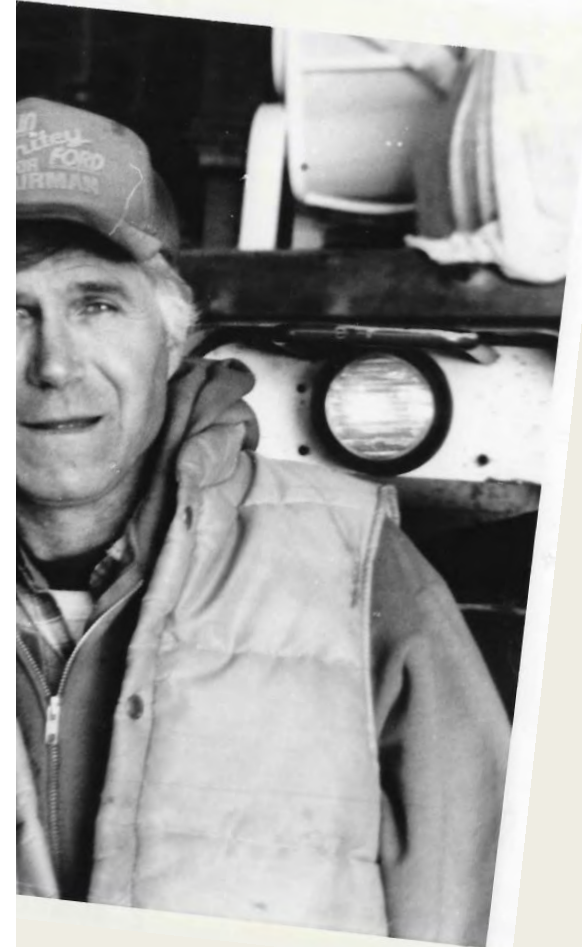
The Paradox of Innovation in Higher Education

Virtually every major innovation of recent decades builds on the work of the university community....countless innovations revolutionizing American life and the American economy have emerged from a university setting. Here we come to a paradox. Though the university community is a major force of innovation in our society, it is curiously resistant – even hostile – to innovations attempted within the university.

Source: H. Enarson. "Innovation in Higher Education." *Journal of Higher Education* 31 (1960): p. 495

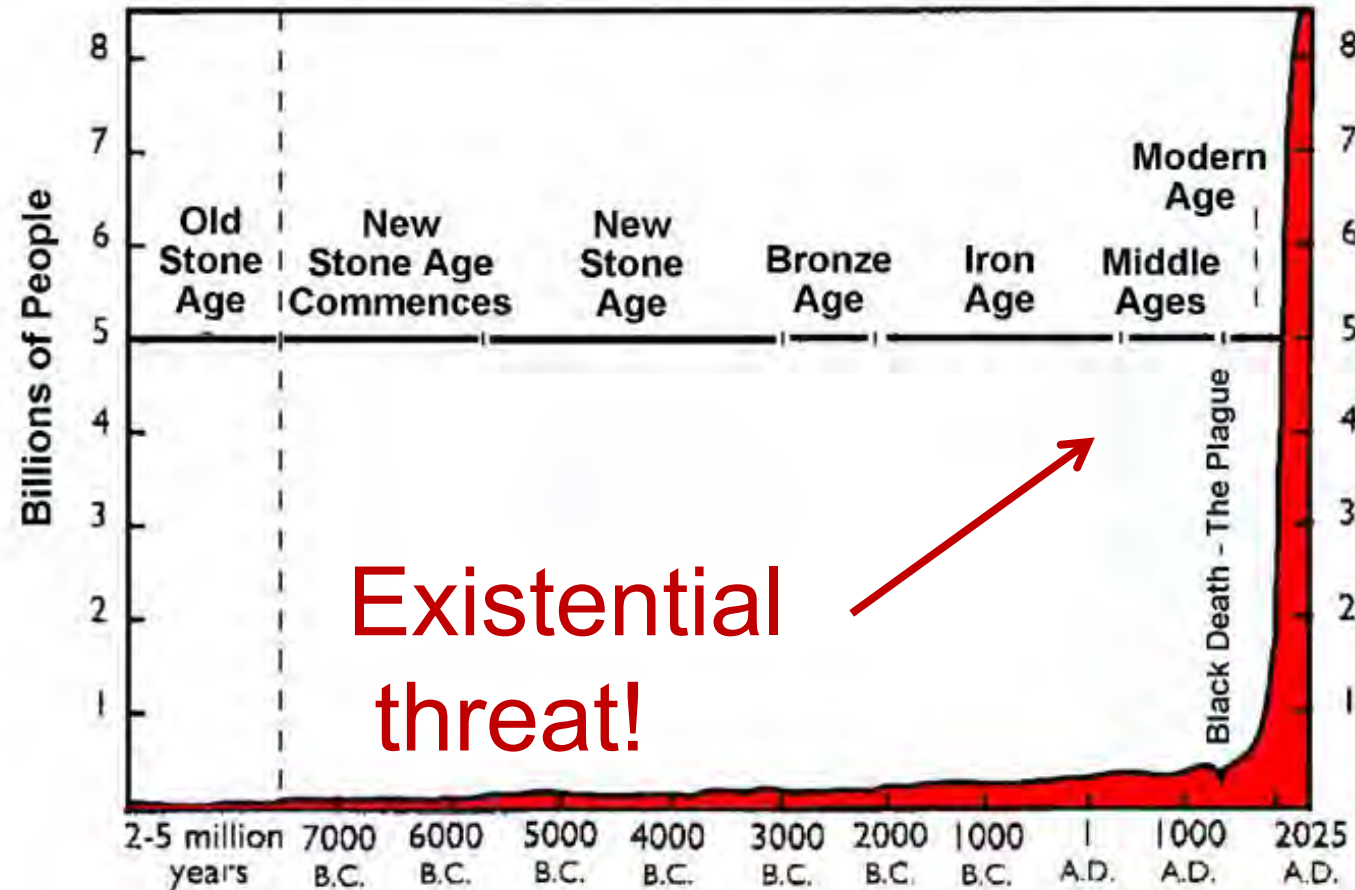


Why Education Must Change



Why Education Must Change

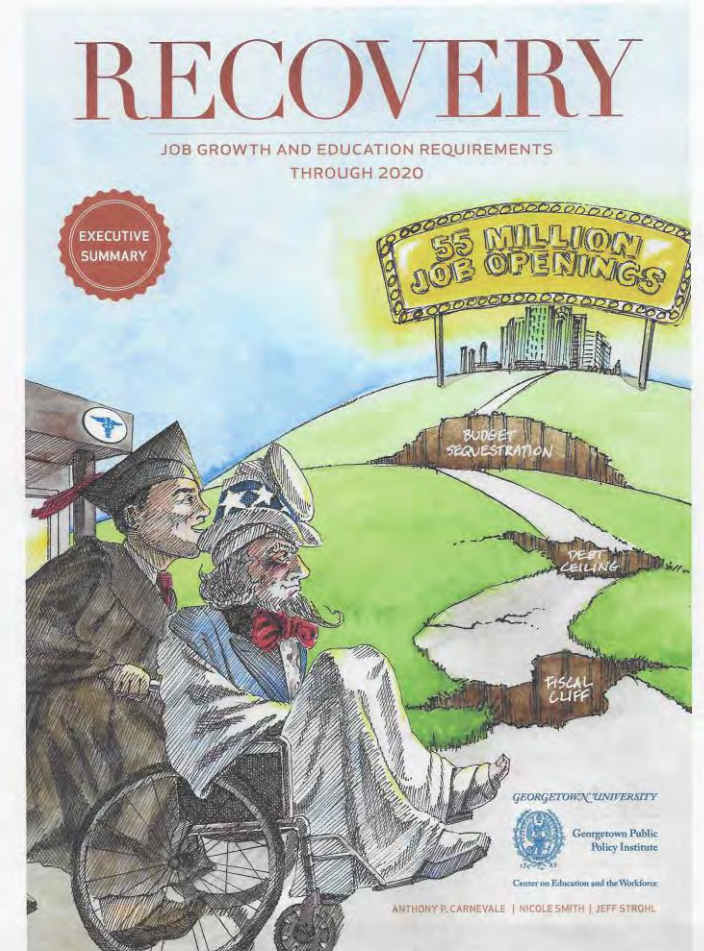
World Population Growth Through History



From "World Population: Toward the Next Century," copyright 1994 by the Population Reference Bureau

Why Education Must Change

- 165 million jobs in the United States economy by 2020
- 65 percent of all jobs in the economy will require postsecondary education and training beyond high school.
- By educational attainment:
 - 35 percent of the job openings will require at least a bachelor's degree
 - 30 percent of the job openings will require some college or an associate's degree
 - 36 will not require a bachelor's degree
- **The United States will fall short by 5 million workers with postsecondary education—at the current degree production rate—by 2020**



Why Education Must Change



- Global, Complex, Multidisciplinary Challenges
 - Security, Sustainability, Health, Enhancing Life
 - Unintended Consequences, systems thinking
 - Coupled Scientific-Social-Economic-Political-Religious
- Need New Kind of Education for Innovators

A Question of Design

If we were designing higher education for this moment in history what would it look like?

The Future of Higher Education

TIME

KNOWLEDGE ECONOMY



Sage on Stage
What you KNOW

MAKER ECONOMY



Guide on Side
What you can DO

INNOVATION ECONOMY



Peers and Mentors?
What you CONCEIVE

What lies ahead...adaptive challenges

Adaptive Challenges	Technical Challenges
<ul style="list-style-type: none">• Difficult to define/understand• People working at the source of the problem are most able to solve it• Requires new knowledge, skills, behaviors, <u>perspective change</u> and new ways of working• Solutions emerge from experiments and new discoveries	<ul style="list-style-type: none">• Easy to identify• Current knowledge, expertise and resources are enough• The solution may be difficult to implement, but a solution exists• Can often be solved by authority or edict
Diabetes, high blood pressure	Broken bone

Technical fixes are often applied to adaptive challenges

Challenge	Technical Fix		Adaptive Response
Our computer science masters degree is at capacity, our state needs more highly trained computer scientists	Raise tuition, hire adjuncts, admit 30 more students, offer more classes	OR	Design a low cost, high quality, high volume, online computer science masters degree to increase the total output of degrees in the state and the nation

EXERCISE Choose a partner. One of you will share a current personal or professional challenge, one or you will listen and inquire. You have 5 minutes for this activity.

CHALLENGE SHARERS

In 2-3 minutes, share a current challenge. It should be important to you, complex and something for which there have not been obvious solutions.

Describe the challenge/opportunity?

What is your main concern?

What have you tried so far and with what result?

What have you decided NOT to do?

INQUIRERS

1. AFTER the initial information has been shared, you may ask questions.
2. Your task is to UNDERSTAND, NOT SOLVE.
3. RESIST the urge to: say “me too,” offer solutions, share your own experience
4. Focus on the person
5. Ask only “WHAT?” Questions (Examples below)
 - What matters most to you about this?
 - If nothing changes, what are the implications?
 - What is the ideal outcome?
 - What would success look like?
 - What is currently impossible to do that if it were possible would change everything?

Ground Rules

TRUST EACH OTHER

Confidentiality

Open up and be open to others

Suspend judgment

Just be curious



Higher education's big questions are adaptive...and tailor-made for design

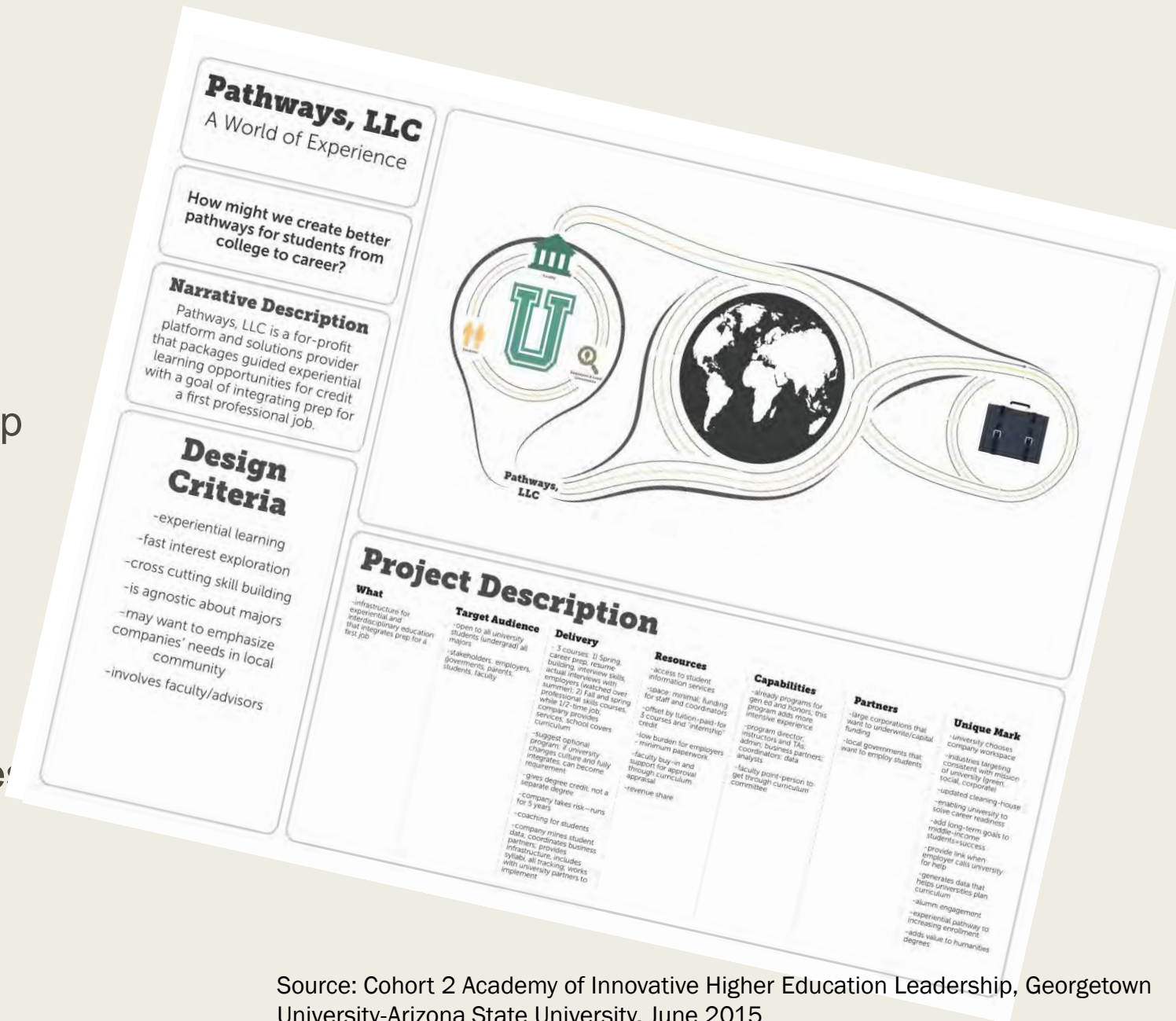
- How might we we equip our students with the capacity to function successfully as responsible citizens and productive members of the workforce throughout their lifetimes?
- How might we create more desirable pathways for students from college to career that decreases time to degree?
- How might we increase the number of STEAM graduates with high quality degrees in while being fiscally responsible?
- How might we build a learning environment that is responsive to how and where our students learn?

Design...

Everything we have around us has been designed. Design ability is, in fact, one of the three fundamental dimensions of human intelligence. Design, science, and art form an 'AND' not an 'OR' relationship to create the incredible human cognitive ability."

- Science — finding similarities among things that are difference
- Art — finding differences among things that are similar
- Design — creating feasible 'whole' from infeasible 'parts'

Source: Nigel Cross (2007) *Designerly Ways of Knowing*

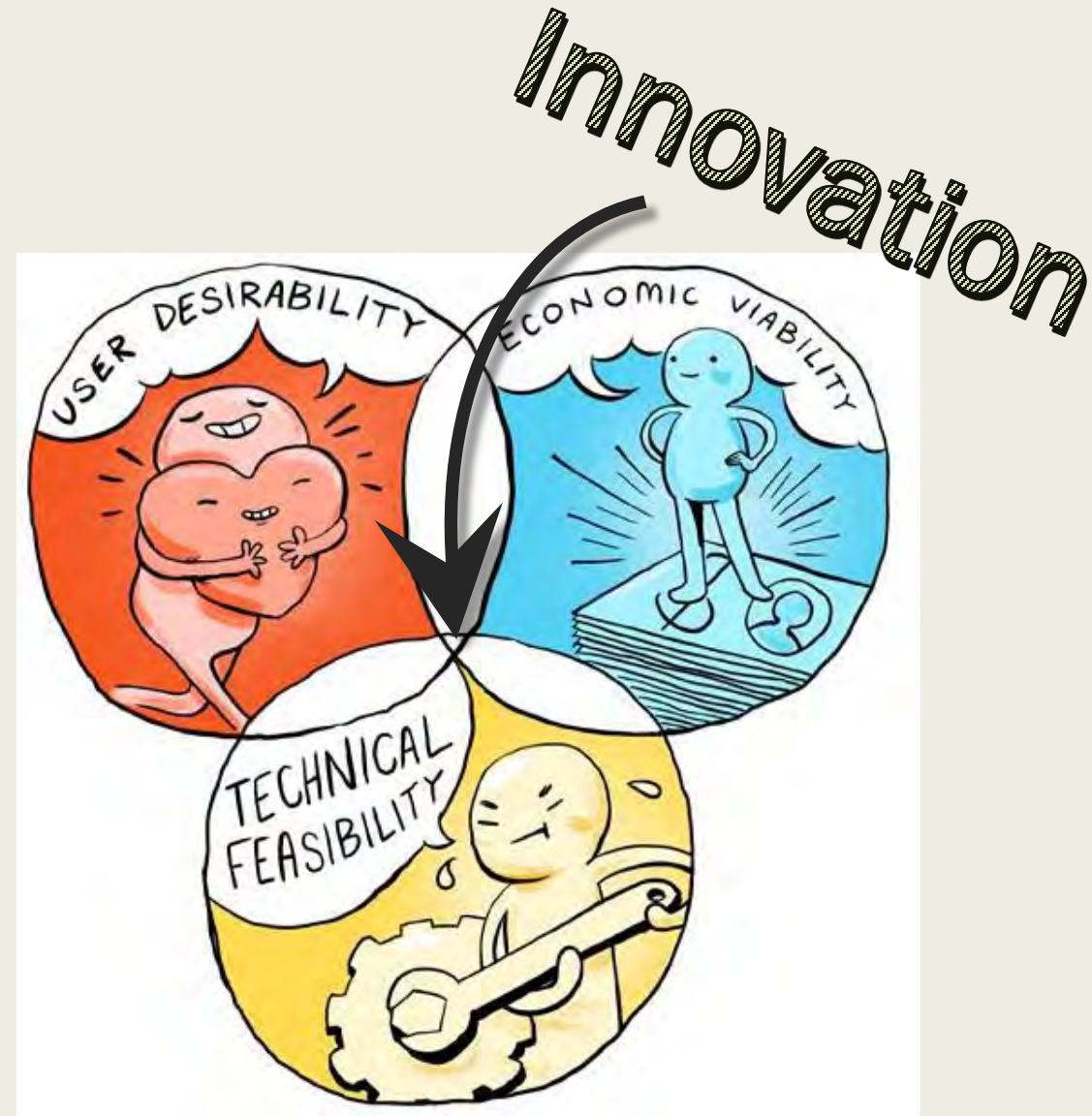


Source: Cohort 2 Academy of Innovative Higher Education Leadership, Georgetown University-Arizona State University, June 2015

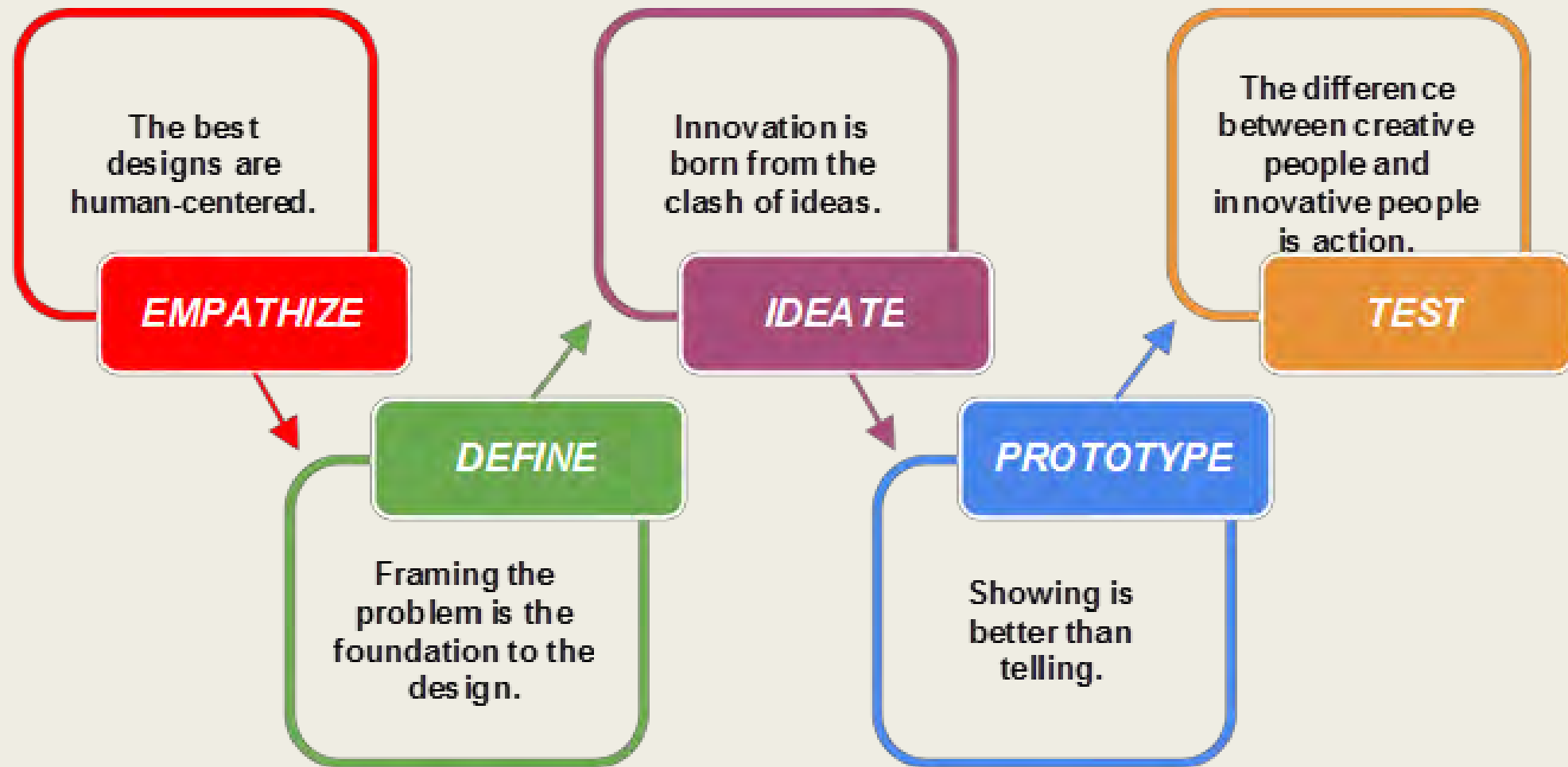
Design thinking...

“Design thinking can be described as a discipline that uses the designer’s sensibility and methods to match people’s needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity.”

– Tim Brown CEO, IDEO



Design Thinking



Empathize Invent Iterate

Design Thinking Enables Mindset Shifts

From organizational problems



to end user problems

From conference room debates



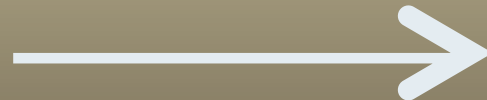
to campus observations

From one and done



to iterate and improve

From sell and socialize



to co-create and test

By “satisfying large, previously unmet demand for mid-career training, this single program will boost annual production of American computer science master’s degrees by 8 percent,” Harvard researchers concluded.



An Online Education Breakthrough? A Master’s Degree for a Mere \$7,000

A Georgia Tech computer science program at drastically reduced prices could change the way we think about the problem of college costs.

NYTIMES.COM | BY KEVIN CAREY

THE CHRONICLE OF HIGHER EDUCATION

CURRICULUM

From a Red House Off Campus, Georgetown Tries to Reinvent Itself

By Goldie Blumenstyk | JANUARY 19, 2016

WASHINGTON



T.J. Kirkpatrick for The Chronicle

Randall Bass, director of Georgetown's Red House, says that to stay relevant, colleges need to forge more links between students' academic work and their activities outside class.

Georgetown University is as old as the United States Constitution, and its history and reputation have long been great strengths. Then came MOOCs, and new questions about the value of traditional higher education, which prompted storied colleges all over the country to ask themselves, "What are we going to do now?"

At Georgetown the answer wasn't just to try MOOCs (which it did) or start a few online degree programs (which it also did). Leaders decided to attempt to

Yes
Univers
reinven

"It is an experiment and it might fail, but it's worth trying because the very process of trying is putting people into conversation"

"an organization's ability to innovate ultimately doesn't depend on brain power..."

It's not the stock of knowledge...It's the flow of ideas."

Boston College, to Refresh Its Aging Curriculum, Turns to Design Thinkers

By DAN BERRETT

TO BREAK a two-decade deadlock on revising its core curriculum, Boston College sought help from an unlikely source for academic inspiration: the minds that brought the world the Swiffer.

The popular mop/broom was created by a Boston-based company called Continuum, a specialist in design thinking, a method that applies interdisciplinary approaches to solving problems. Design thinking often seeks

CURRICULUM

not just to devise new gadgets or products but also to reshape the processes that people use in their work.

In recent years, design thinking has become hot in higher education. It is the subject of courses at Stanford and Wake Forest Universities and the University of Kentucky, among other places, and is used to streamline university operations and improve marketing materials and websites.

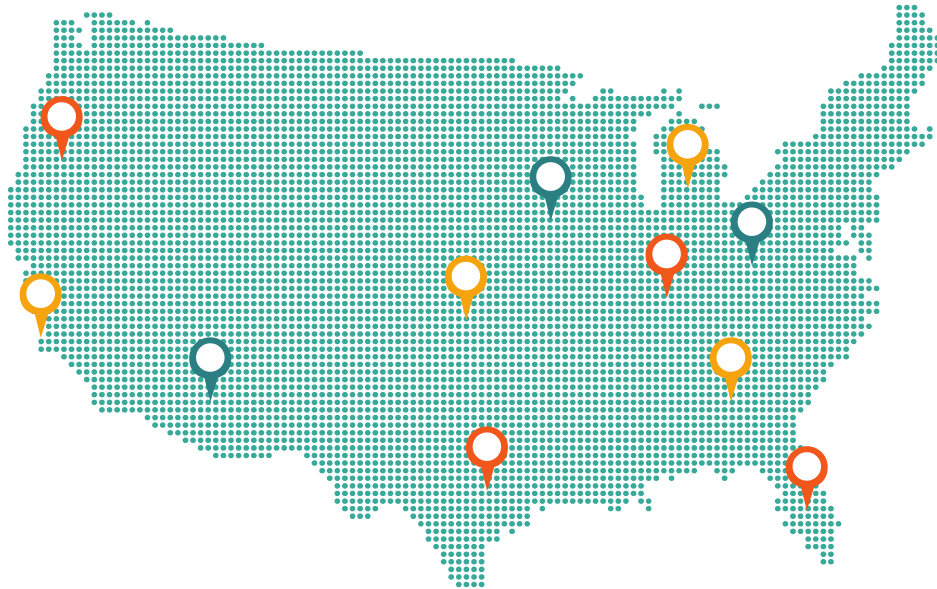
Harnessing design thinking to change a curriculum, however, is new territory



M. SCOTT BRAUER FOR THE CHRONICLE

Mary Crane, Andrew Boynton, and David Quigley are among the academic officials at Boston College who worked with outside consultants in design thinking to revise the longtime core liberal-arts curriculum.

A Resource



Arizona State University
Georgia State University
Iowa State University
Michigan State University
The Ohio State University
Oregon State University
Purdue University
University of California at Riverside
University of Central Florida
University of Kansas
University of Texas at Austin

Measurable Goals

- Together, the UIA will award more than 860,000 degrees over the next 10 years.
- 68,000 more graduates than currently expected.
- More than half of these graduates will be low income

The untold story...it's more than a design process, leadership matters

- Convene conversations—many and often
- Let the people closest to the solution co-create and lead
- Surface conflict
- Place small bets, quickly
- Challenge unproductive norms, status quo
- Create space for and seek multiple right answers
- Frame the questions, prize inquiry AND action
- Incentivize innovation

So what?

1. Seek leaders who can lead change:
 - Seek learning, new experiences
 - Have broad repertoires of knowledge and expertise
 - Gift for convening conversations
 - Growth mindset
 - Lead with empathy, understanding
2. Stay with the question until you understand the problem (is it technical or adaptive?)
3. De-risk innovation
4. Incentivize innovation
5. Hire Design Thinking firms who understand the design process **and** have expertise in change leadership

"It is not the critic who counts. It is not the man who sits and points out how the doer of deeds could have done things better and how he falls and stumbles. The credit goes to the man in the arena whose face is marred with dust and blood and sweat. But when he's in the arena, at best, he wins, and at worst, he loses, but when he fails, when he loses, he does so daring greatly."

Theodore Roosevelt



**Academy for Innovative
Higher Education Leadership**

ARIZONA STATE UNIVERSITY
GEORGETOWN UNIVERSITY

[HTTPS://GEORGETOWN.ASU.EDU](https://georgetown.asu.edu)



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