Designing Partnerships for Social Impact and Transformation

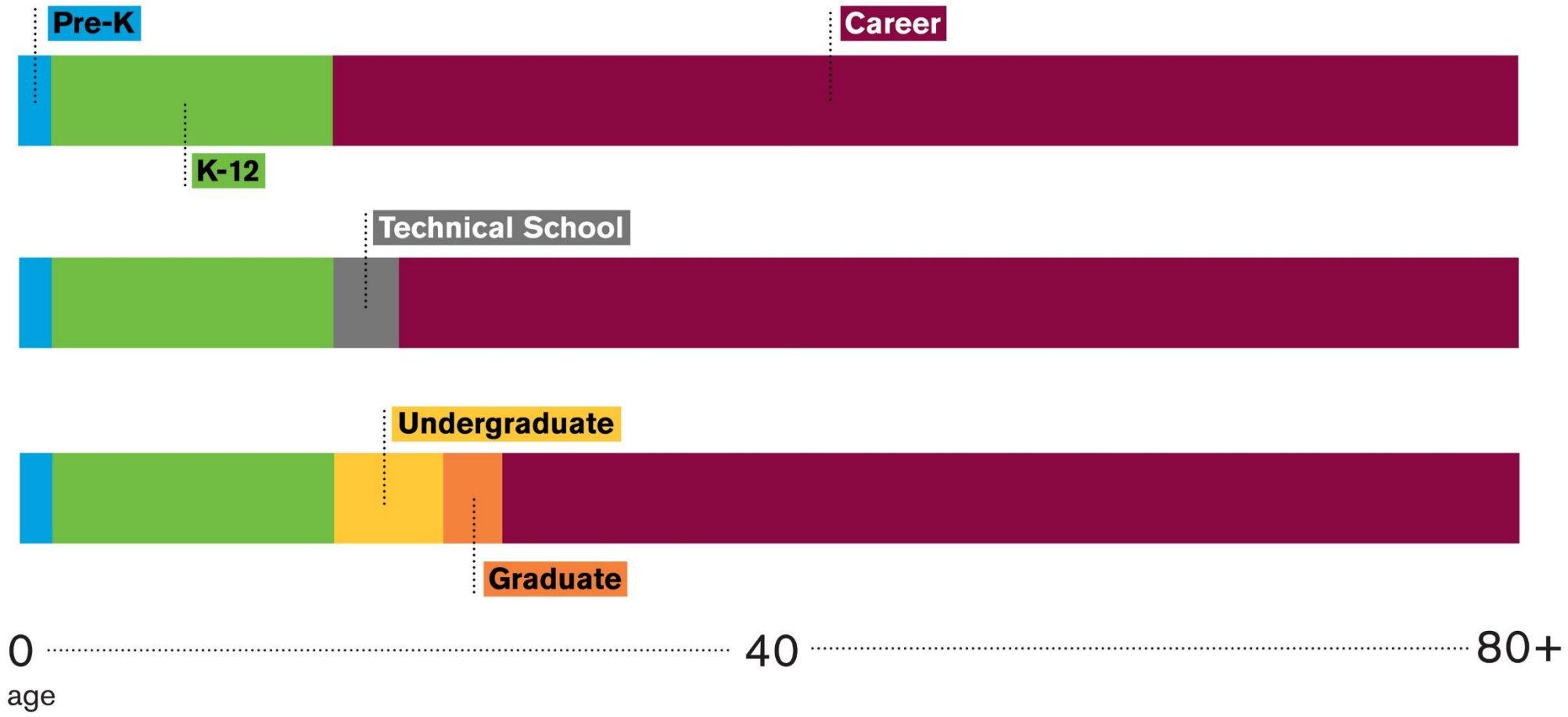
ASU GSV Summit

Michael M. Crow
San Diego, CA
April 9, 2019

"Everyone designs who devises courses of action aimed at changing existing situations into preferred ones."

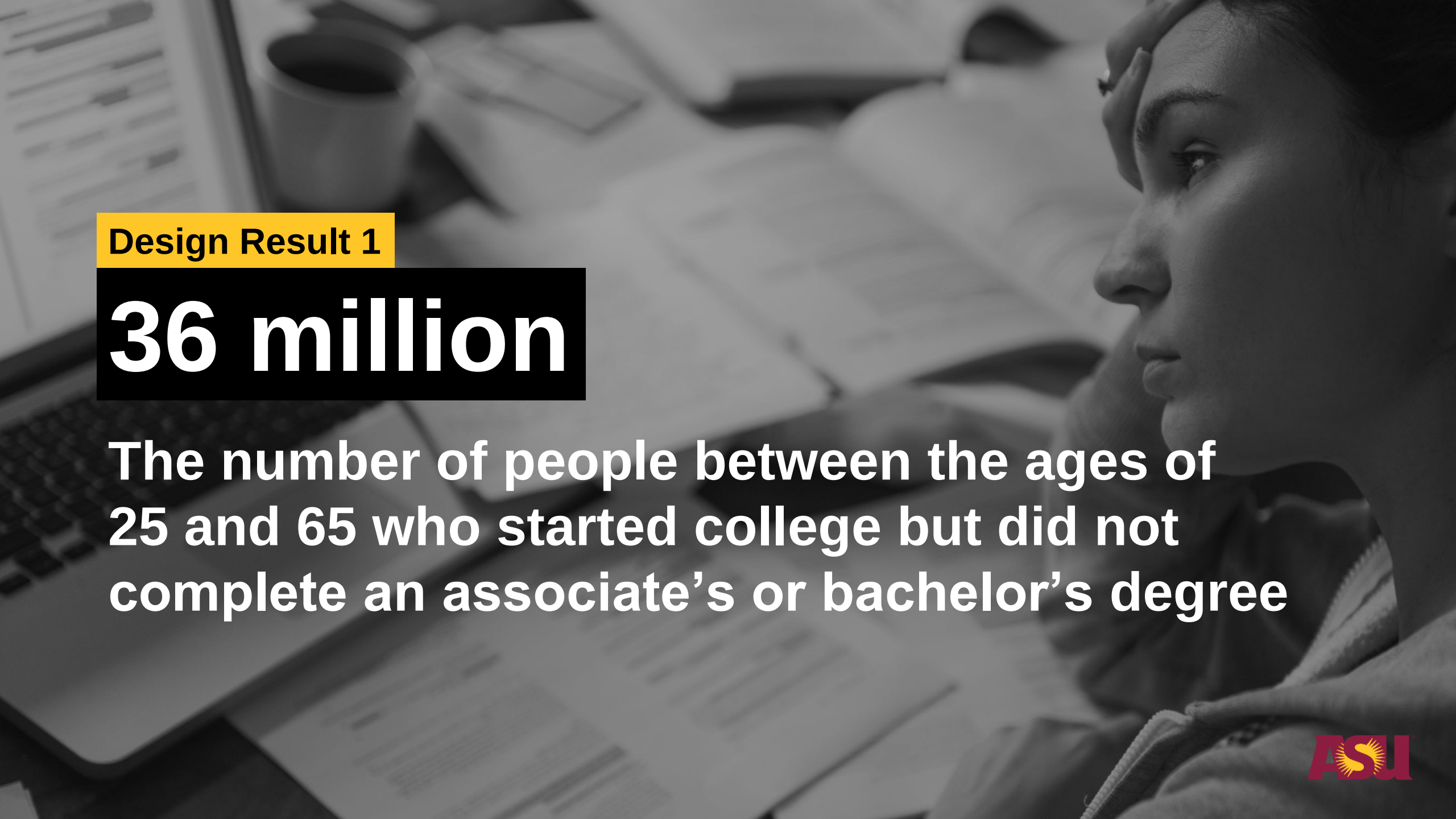
–Herbert A. Simon
Nobel Prize in Economic Sciences, 1978

The Design: Traditional Learning Stages



Designing a Universal Learning System

Who	What	Why
Traditional Students	Undergraduate Degree	Life and Career Empowerment

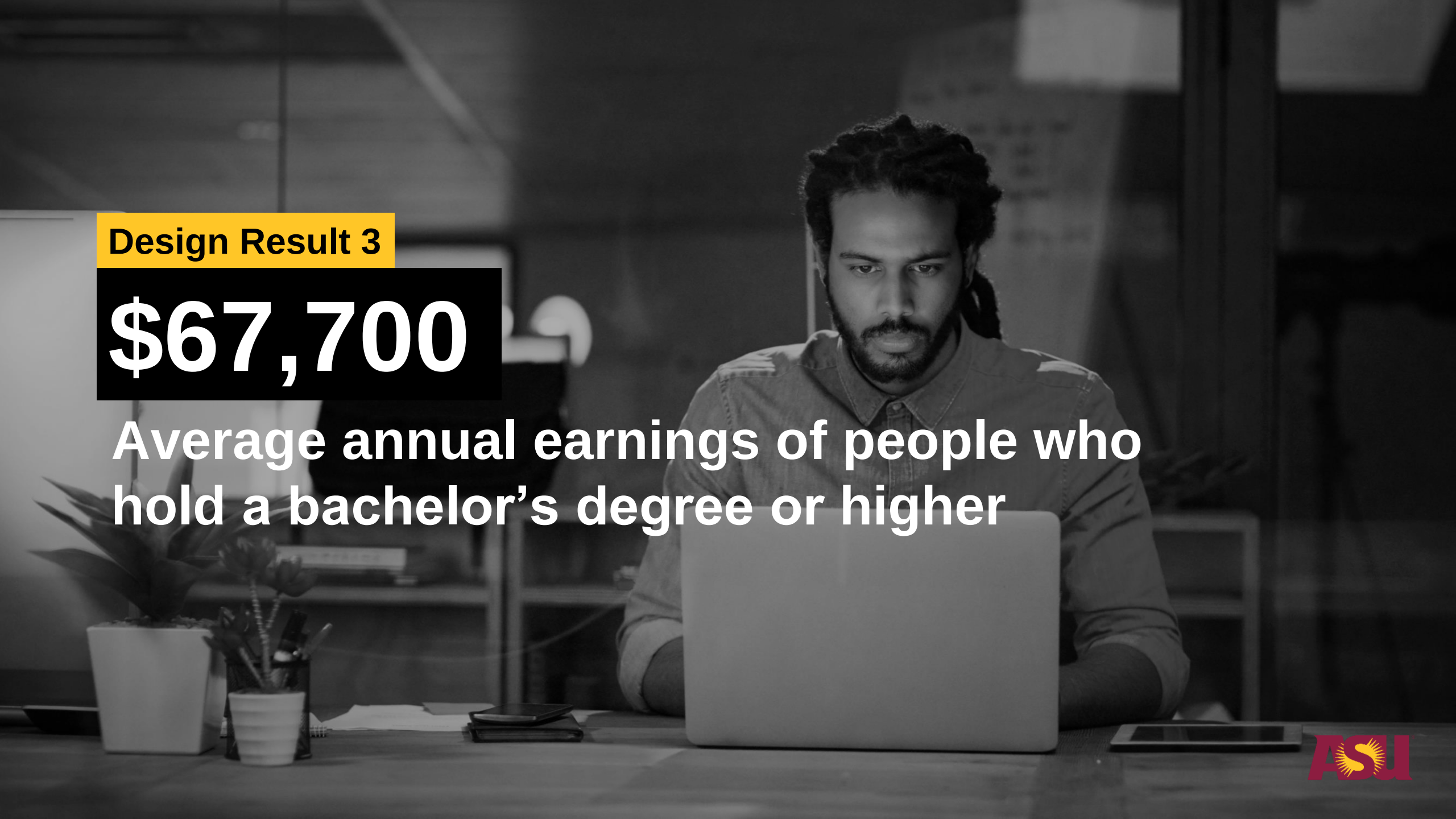


Design Result 1

36 million

The number of people between the ages of 25 and 65 who started college but did not complete an associate's or bachelor's degree


Design Result 2
$33,800
Average annual earnings of people who started college, but did not earn a bachelor’s degree


Design Result 3
$67,700
Average annual earnings of people who hold a bachelor’s degree or higher

Design Result 4

69%

Percentage of people who started college, but did not earn a bachelor's degree who work for a for-profit company

Connecting the workforce to lifelong learning opportunities will require large-scale partnerships between universities and workplaces that understand access to education is a social imperative to national success.

Designing a Universal Learning System

Who

Traditional Students

Workplace-
Affiliated Learners

Workplace-
Affiliated Cohorts

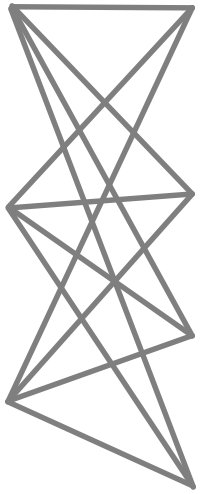
Designing a Universal Learning System

Who

Traditional Students

Workplace-Affiliated Learners

Workplace-Affiliated Cohorts



What

Undergraduate Degree

Single Course

Micro-credential

Graduate Degree

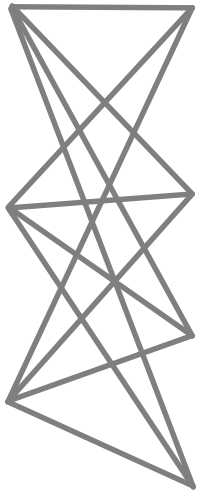
Designing a Universal Learning System

Who

Traditional Students

Workplace-Affiliated Learners

Workplace-Affiliated Cohorts



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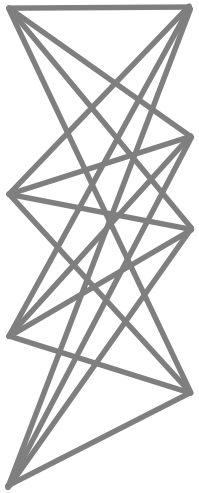

Why

Career Adaptation

Personal Fulfillment

Workplace Adaptation

Social/Technical Adaptation

Designing a Universal Learning System

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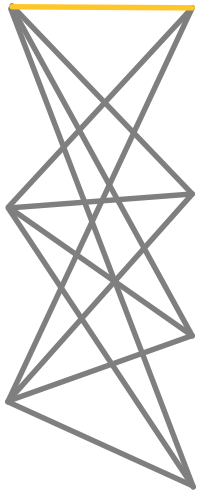
Traditional Students

Workplace-Affiliated Learners

Workplace-Affiliated Cohorts



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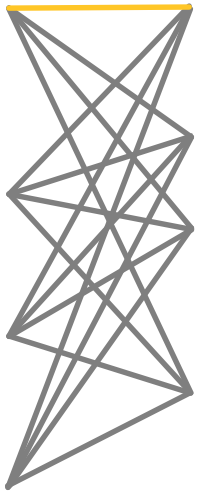

Why

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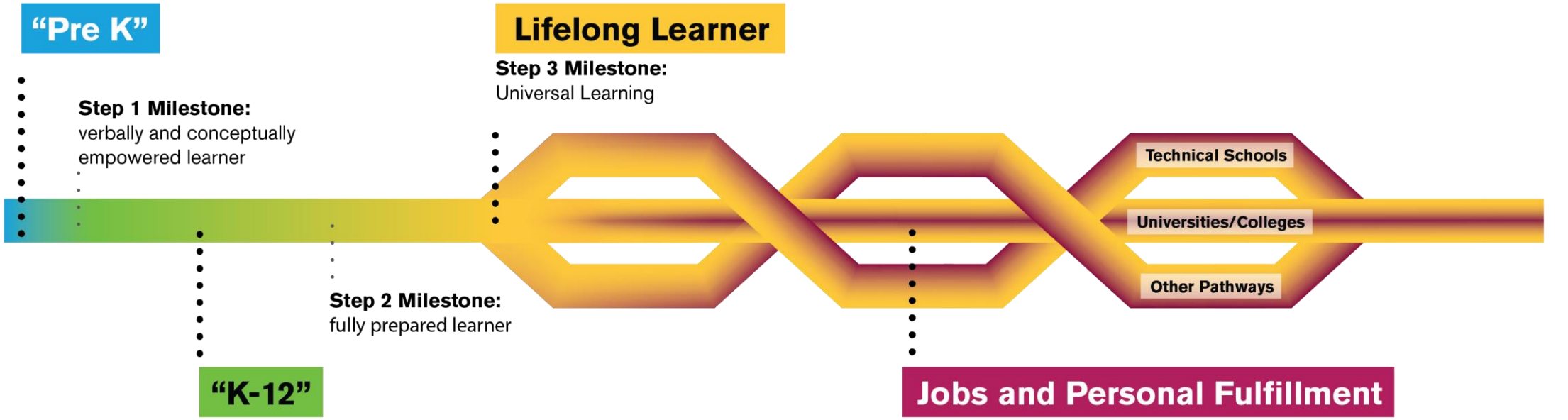
ASU Universal Learning™

An Aspirational Design



Complexity of University-Workplace Partnerships

cultures

funding mechanisms

credentials and certifications

clock speeds

stakeholders

learning modalities

Building Blocks of Information Transfer

Generic Information

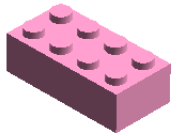
Transfer Organization

Efficiently transferring existing codified knowledge

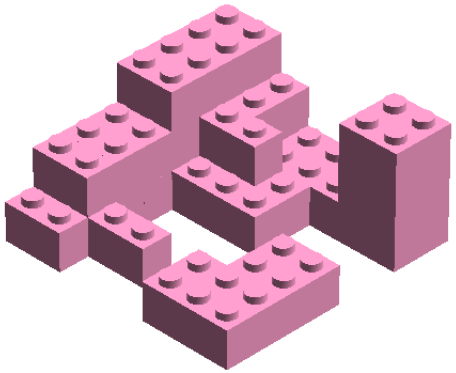
Generic Information Transfer Organization

Designed to efficiently transfer existing codified knowledge

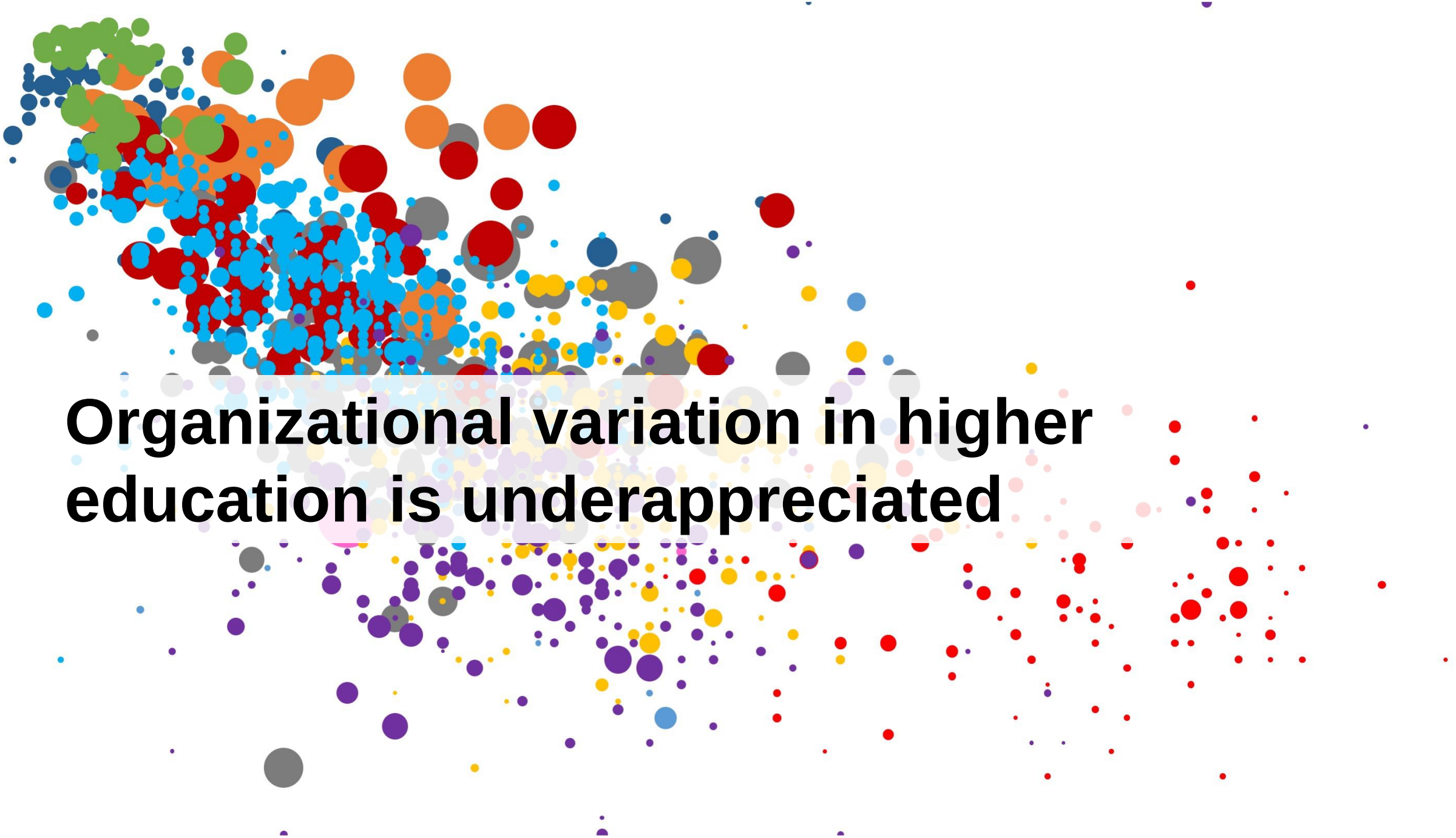
Example:
ITT Technical Institute-Boise



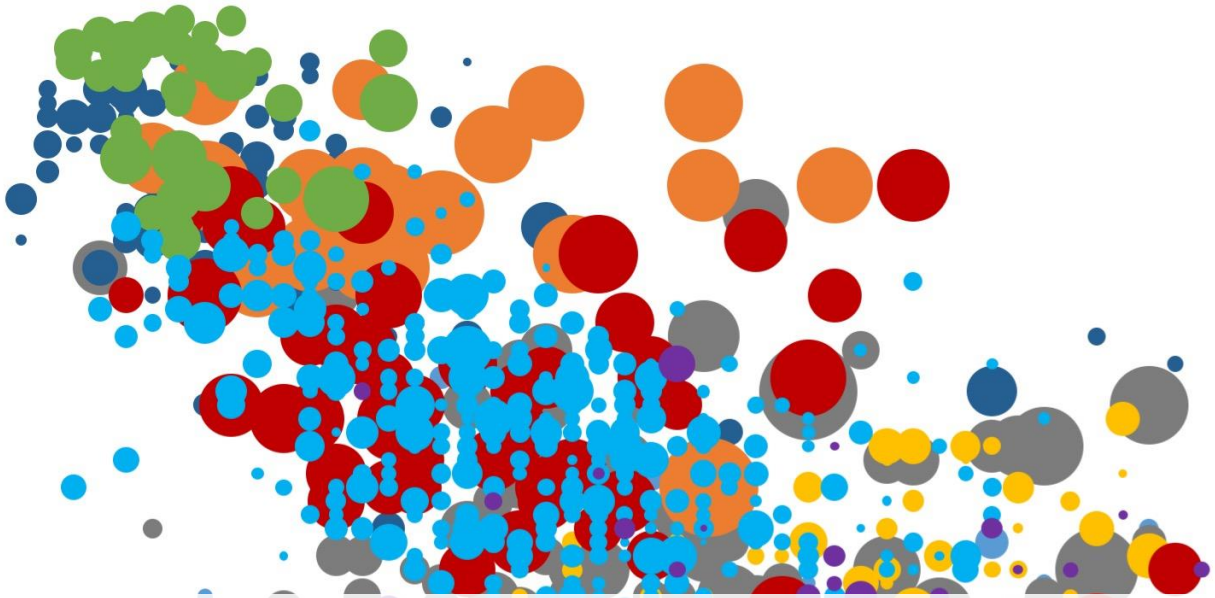
Example:
Full Sail University



Example:
University of Phoenix



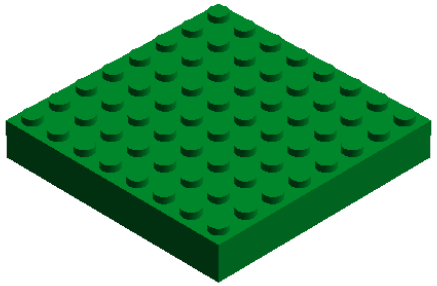
Organizational variation in higher education is underappreciated



A cluster analysis of 1,525 four-year public and private colleges and universities found at least 12 organizational types

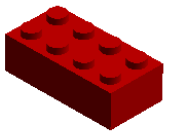
Building Blocks of a (New) University

Knowledge Core



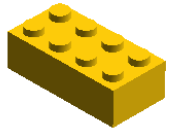
Furthering the pursuit, understanding and sanctity of knowledge, as well as the storage, synthesis, analysis, creation and transfer of knowledge

Academic Enterprise



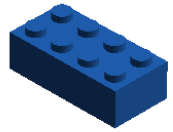
Operating and evolving immersive teaching and learning systems

Knowledge Enterprise



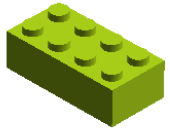
Supporting and advancing research, discovery, innovation, and translation activities throughout the university and community

Learning Enterprise



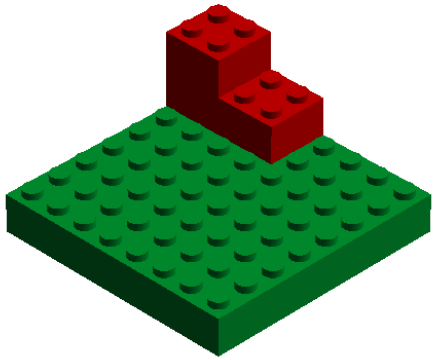
Creating and operating new pedagogical tools for massive-scale digital immersion and lifelong-learning opportunities

Partnership Enterprise

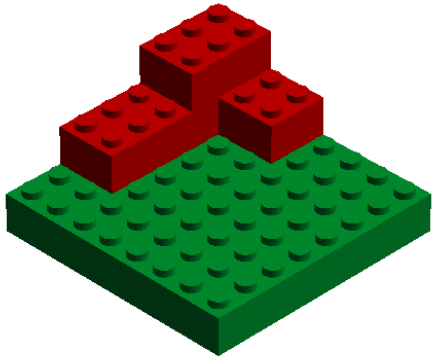


Developing and leveraging external partners to help the university achieve broad mission of social transformation

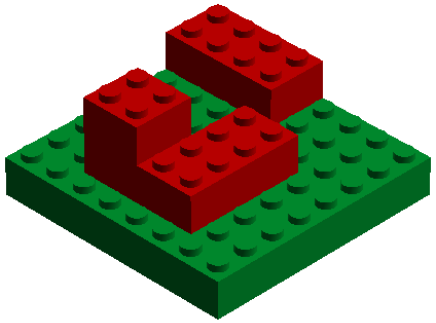
Teaching and Scholarship University/College Clusters



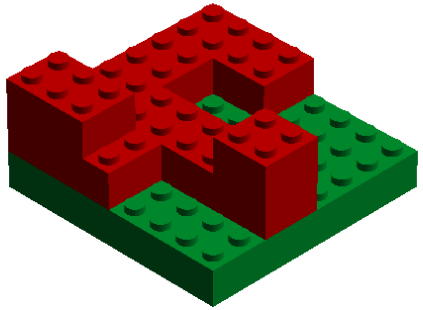
Cluster A.
e.g., Beloit College
e.g., Bennington College
e.g., Gustavus Adolphus College



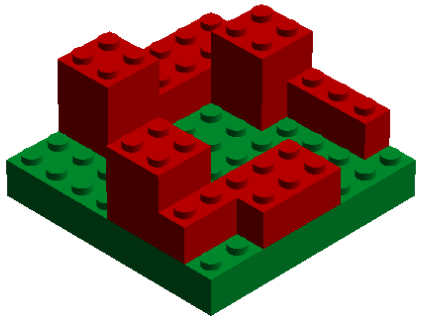
Cluster B.
e.g., Angelo State University
e.g., Bemidji State University
e.g., California State -Dominguez Hills



Cluster C.
e.g., Dakota State University
e.g., Dickinson State University
e.g., Western New Mexico University



Cluster D.
e.g., Alabama State University
e.g., Chicago State University
e.g., Grambling State University

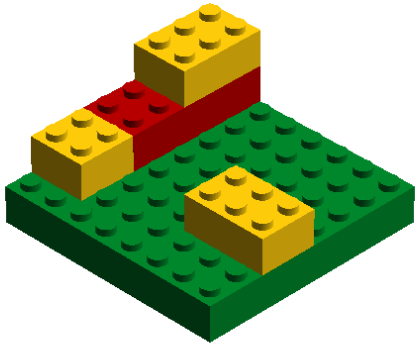


Cluster E.
e.g., BYU-Idaho
e.g., University of California-Merced
e.g., University of Hawaii-West Oahu

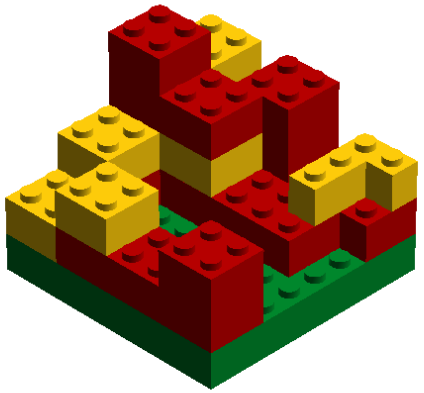
Academic Enterprise

Knowledge Core

Moderate Scale Research University Clusters



Cluster F.
e.g., American University
e.g., Colgate University
e.g., College of William and Mary



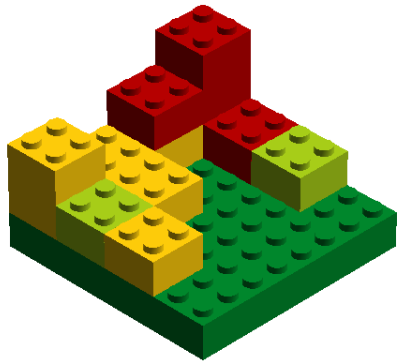
Cluster G.
e.g., Boise State University
e.g., California State-Long Beach
e.g., Florida Atlantic University

Knowledge Enterprise

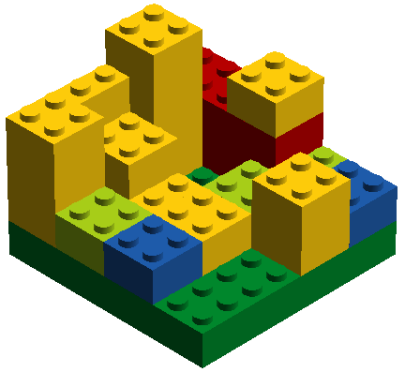
Academic Enterprise

Knowledge Core

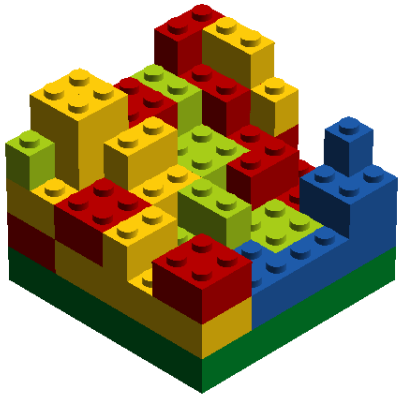
Comprehensive Research University Clusters



Cluster H.
e.g., University of Arizona
e.g., Drexel University
e.g., Oregon State University



Cluster I.
e.g., Carnegie Mellon University
e.g., Georgia Institute of Technology
e.g., Harvard University



Cluster J.
e.g., Arizona State University
e.g., Purdue University
e.g., University of Washington-Seattle

Learning Enterprise

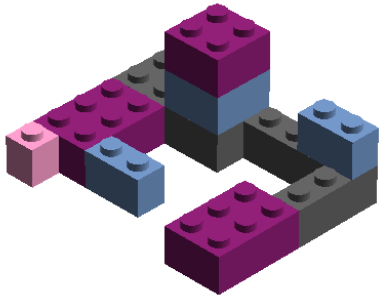
Enterprise Partners

Knowledge Enterprise

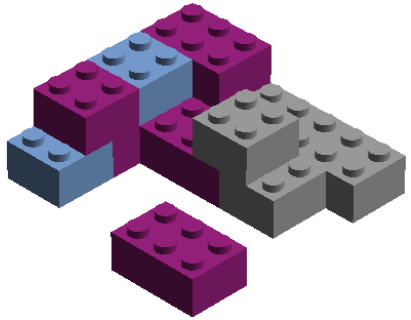
Academic Enterprise

Knowledge Core

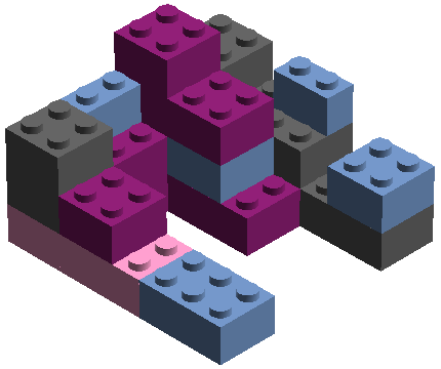
Workplace Partners



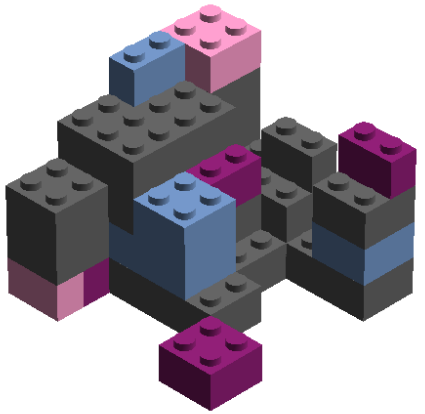
Example:
Retail Corporation



Example:
State Government



Example:
Technology Manufacturing Corporation

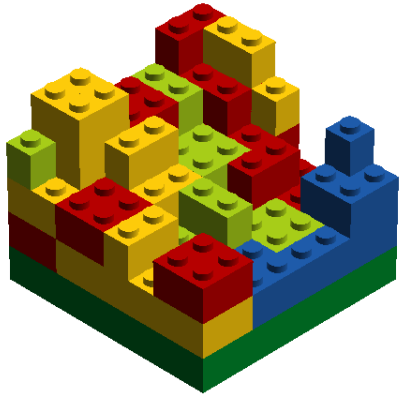


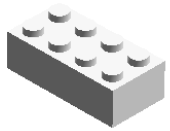
Example:
Air Force

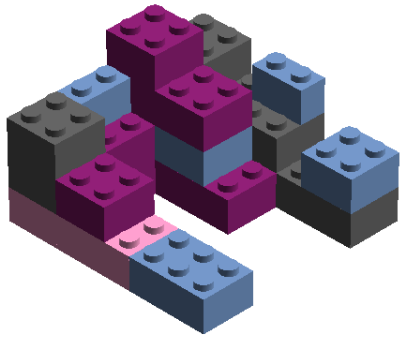
Universities/Colleges and Workplaces

Do Not Easily Fit Together

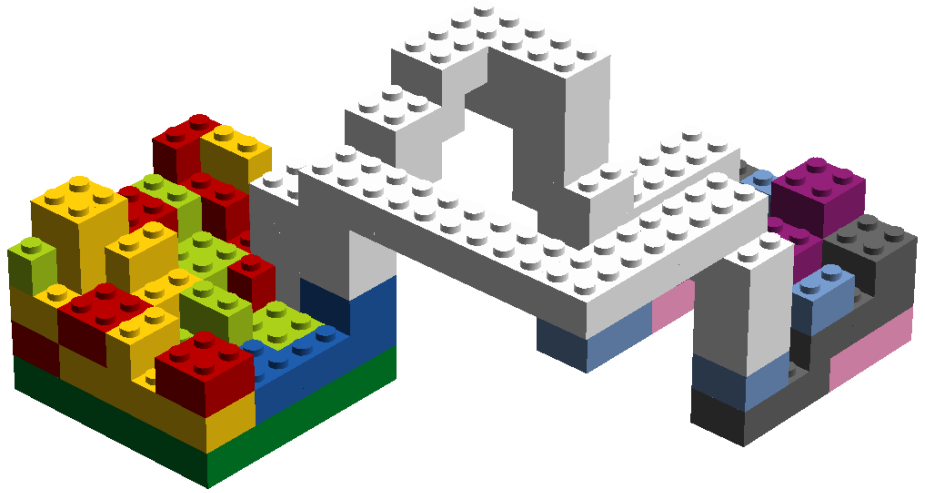
Boundary Spanning Organizations Bridge the Gaps







Learning Systems Have Multiple Potential Configurations



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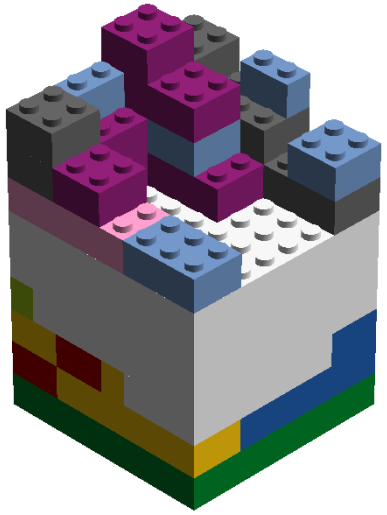

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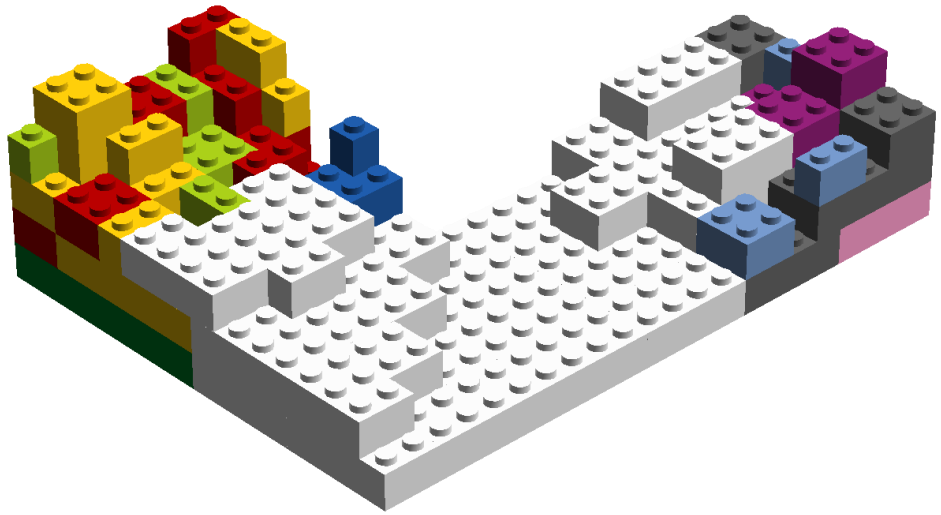

What would an effective boundary spanning organization do?

Accelerate our understanding of corporate social impact

Develop new pathways for learners

New conceptualizations of employee education benefit ROI

InStride

Creating a future of universal learning will require new technologies, new policies and changes in cultural norms and expectations.

Technologies We Need

Full Immersion

21st century digital learning spaces

Artificial intelligence-based advising

Ubiquitous content delivery tools

Intelligent tutoring platform

Personalized learning at scale

Digital Immersion - Massively Open

Technologies that derive value from scale

Content and delivery for any life stage

Multi-organizational pathway mapping

Infinitely Scalable Learning

Infinitely scalable teaching

Seamless integration of individualized learning across life stages

Lifelong intelligent tutoring

Digital Immersion

Technology to support relationships and build organizational affinity

“Integrated” human-tutor interface

Real time assessment development-based assessment

Education Through Exploration

Virtual augmented reality for learning

Direct human cognition linkages

Conversation-based AI tutoring

Group learning tools

Math and science Mastery for all

Policies We Need

Federal

Creation of tax-advantaged employer-sponsored tuition savings accounts that allow employers and employees to contribute to educational expenses

Establishment of a new higher education classification system

Provision of direct operating support of national-scale universities

Collection of student-level performance data

State

Incentive structures for university social impact performance

Enterprise investment approaches for education

Employers

Treating access to education as a social imperative

Increased employee flexibility in the workplace

Cultural Norms and Expectations We Need

Employers

Creation of a culture of reward around education and learning

Recognition that employee upskilling improves enterprise competitiveness

De-commodification of labor

Higher Education

Increased clock speed in designing and launching courses

Active recognition of the emerging human development revolution

Adoption of entrepreneurial methods and mindsets

State

Active recognition of long-term regional and global labor market trends

Aspirational peer selection based on a broad set of public value outcomes

Society

Increased awareness that learning within formal organizations does not end at an arbitrary age

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