Designing Partnerships for Social Impact and Transformation

ASU GSV Summit
"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

- Pre-K
- K-12
- Technical School
- Undergraduate
- Graduate

Age:
- 0
- 40
- 80+
Designing a Universal Learning System

Who
Traditional Students

What
Undergraduate Degree

Why
Life and Career Empowerment
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 is 36 million.
Average annual earnings of people who started college, but did not earn a bachelor’s degree: $33,800
Average annual earnings of people who hold a bachelor’s degree or higher:

$67,700
Percentage of people who started college, but did not earn a bachelor’s degree who work for a for-profit company: 69%
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

**What**
- Undergraduate Degree
- Single Course
- Micro-credential
- Graduate Degree

**Why**
- Career Adaptation
- Personal Fulfillment
- Workplace Adaptation
- Social/Technical Adaptation
Designing a Universal Learning System

**Who**
- Traditional Students
- Workplace-Affiliated Learners
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**What**
- Undergraduate Degree
- Single Course
- Micro-credential
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**Why**
- Career Adaptation
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ASU Universal Learning™
An Aspirational Design

“Pre K”

Step 1 Milestone:
verbally and conceptually empowered learner

“K-12”

Step 2 Milestone:
fully prepared learner

Lifelong Learner

Step 3 Milestone:
Universal Learning

Technical Schools
Universities/Colleges
Other Pathways

Jobs and Personal Fulfillment

0 40 80+
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
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
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
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
Learning Systems Have Multiple Potential Configurations
Learning Systems Have Multiple Potential Configurations
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
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**
- Technology to support relationships and build organizational affinity
- “Integrated” human-tutor interface
- Real time assessment development-based assessment

**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

**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**
- Technology to support relationships and build organizational affinity
- “Integrated” human-tutor interface
- Real time assessment development-based assessment
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

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<thead>
<tr>
<th>Employers</th>
<th>Higher Education</th>
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<tbody>
<tr>
<td>Creation of a culture of reward around education and learning</td>
<td>Increased clock speed in designing and launching courses</td>
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<td>Recognition that employee upskilling improves enterprise competitiveness</td>
<td>Active recognition of the emerging human development revolution</td>
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<td>De-commodification of labor</td>
<td>Adoption of entrepreneurial methods and mindsets</td>
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<th>State</th>
<th>Society</th>
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<td>Active recognition of long-term regional and global labor market trends</td>
<td>Increased awareness that learning within formal organizations does not end at an arbitrary age</td>
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<td>Aspirational peer selection based on a broad set of public value outcomes</td>
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