



Council of
Independent
Colleges

2023 PRESIDENTS INSTITUTE

Designing the Future >>>

Designing the Future

A Guide for
Presidential Leadership



Fluid Hive

Experience Sponsor



Welcome!

Dawan Stanford
President, Fluid Hive



Facilitation Team



Ryann Hoffman



Karen Hold



Riley Leary

What is Design Thinking?

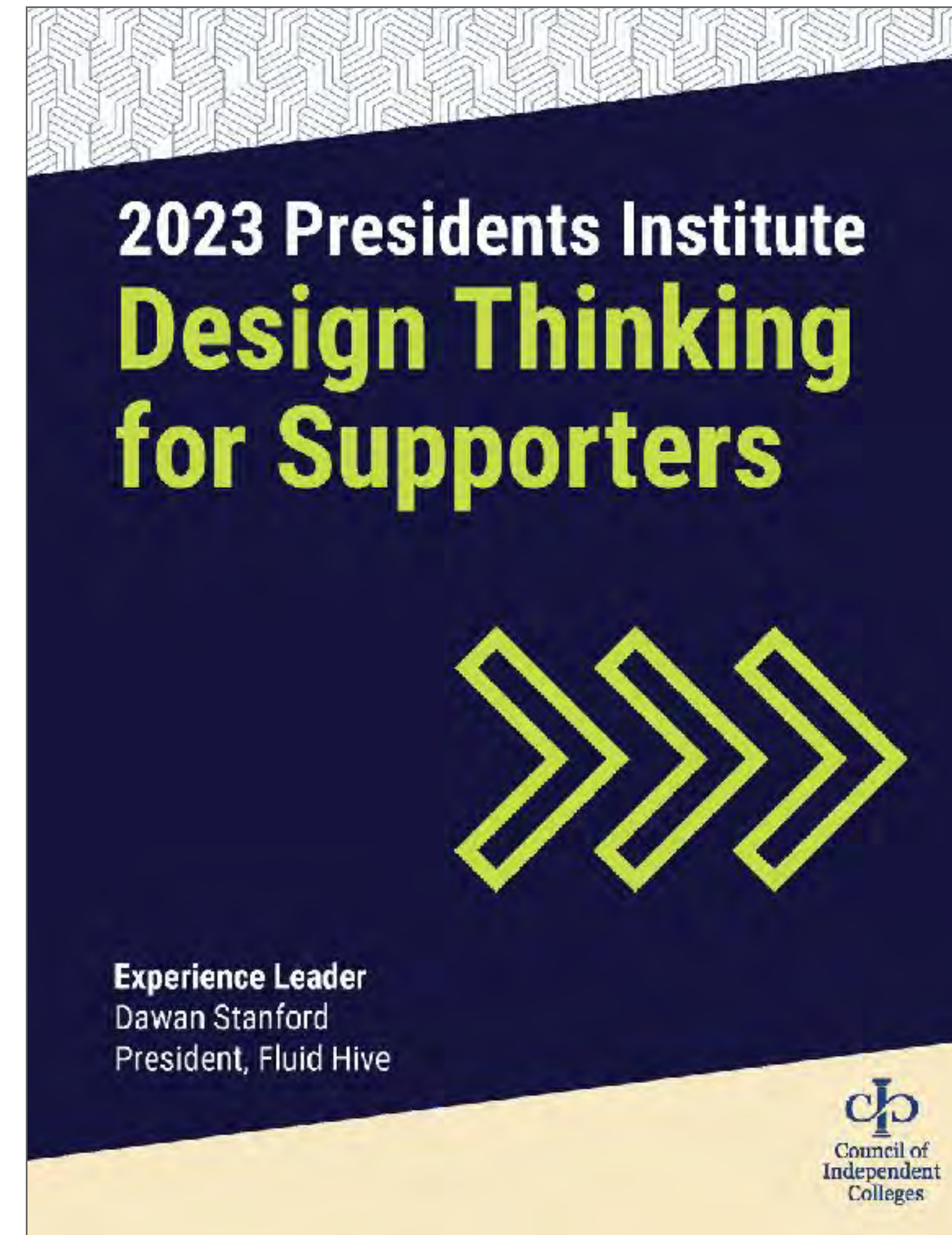
The discipline of finding human problems worth solving and creating viable new offerings in response.



The Road Ahead



Experience Workbooks



Fluid Hive's Design Process



frame

find and describe
a valuable
starting problem

explore

listen to people,
gather evidence,
reveal insights

generate

create ideas based
on what you
gathered

prototype

combine ideas
while making to
learn and test

cultivate

choose a solution
to nurture, deliver
and grow



Fluid Hive

Challenge Questions



Fluid Hive

Challenge Questions



How might we lead independent higher education *business model adaptation* and change?



How might we create new ways independent colleges and universities can lead in support of *democracy and civic engagement*?



How might we realize the dream of truly *equitable education* in a demographically changing nation?



How might we create mission-driven responses to *digital transformation's* pedagogical, intellectual, economic, political, and social implications?



Fluid Hive's Design Process



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Fluid Hive

Fluid Hive's Design Process



frame

explore

generate

prototype

cultivate



Fluid Hive


Fluid Hive's DTQ15

Questions for Leading
Design Thinking



Fluid Hive

Framing

A close-up photograph of a person's hand holding a black pen, poised to write on a notebook. The notebook page features a hand-drawn diagram with rectangular boxes and connecting lines, some of which are labeled with circled numbers like '4' and '1'. The background is softly blurred, showing more of the notebook and the person's arm. A light blue circular graphic is overlaid on the center of the image, containing the text.

**find and
describe a
valuable starting
problem**

DTQ15 Framing Questions

What problem are
you trying to solve?

DTQ15 Framing Questions

How do the people living the problem, or the people who are the problem's beneficiaries, understand the problem?

DTQ15 Framing Questions

How might you describe
the better world created
by solving this problem?

Design Story

Experience Workbooks

Challenges

Below are four Challenge Questions. These challenges all flow into designing the future of independent higher education. Which Challenge Question most influences the vision, mission, strategy, values, and history of the college or university you lead?

Choose one of the Challenge Questions below. During the day, you'll apply Fluid Hive's DTQ15 — questions for leading design thinking — to how you might answer this question.

- How might we lead independent higher education **business model adaptation** and change?
- How might we create new ways independent colleges and universities can lead in support of **democracy and civic engagement**?
- How might we realize the dream of truly **equitable education** in a demographically changing nation?
- How might we create mission-driven responses to **networked digital information's** pedagogical, intellectual, economic, political, and social implications?

1

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Presidents

Challenges

Below are four Challenge Questions. These challenges all flow in to designing the future of independent higher education. Which Challenge Question furthers the vision, mission, strategy, values, and history of the colleges or universities you serve?

During the day, you'll apply Fluid Hive's DTQ15 — questions for leading design thinking — to how you might help colleges and universities answer the Challenge Questions below.

- How might we lead independent higher education **business model adaptation** and change?
- How might we create new ways independent colleges and universities can lead in support of **democracy and civic engagement**?
- How might we realize the dream of truly **equitable education** in a demographically changing nation?
- How might we create mission-driven responses to **networked digital information's** pedagogical, intellectual, economic, political, and social implications?

1

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Supporters

Experience Workbooks

Framing

Framing is about finding and describing a valuable starting problem. You've chosen a Challenge Question from the last page, now answer the three Framing questions from the DTQ15 to focus and go deeper.

Q1: What problem are you trying to solve?

Q2: How do the people living the problem, or the people who are the problem's beneficiaries, understand the problem?

Q3: How might you describe the better world created by solving this problem?

2

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Presidents



Framing

Framing is about finding and describing a valuable starting problem. How might you serve a college or university wrestling with each of these Challenge Questions? Write a few notes under each, then choose one and make notes on how you might respond if a college president asked you the three Framing questions from the DTQ15.

How might we lead higher education **business model adaptation** and change?

How might we create new ways independent colleges and universities can lead in support of **democracy and civic engagement**?

How might we realize the dream of truly **equitable education** in a demographically changing nation?

How might we create mission-driven responses to **networked digital information's** pedagogical, intellectual, economic, political, and social implications?

Framing Questions

Q1: What problem are you trying to solve?

Q2: How do the people living the problem, or the people who are the problem's beneficiaries, understand the problem?

Q3: How might you describe the better world created by solving this problem?

2

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Supporters

Chose Your Challenge Question

Presidents

Choose a Challenge Question to work on. After you choose, write notes on the three framing questions and how you might answer them in relation to that Challenge Question.

Supporters

Consider how you or your organization best support a college working on each of these challenges? Next, choose one of the four Challenge Questions. How might you respond if a President asked the three Framing Questions? Write down your thoughts.

What did you choose?

At each table, starting with the person closest to me:

Presidents


Share the Challenge Question question you chose.

Supporters

Share the Challenge Question you might support well.



Exploring



listen to people,
gather evidence,
reveal insights

DTQ15 Exploring Questions

How are you using
qualitative and
quantitative research to
understand and reframe
the problem?

DTQ15 Exploring Questions

How are you listening to the people experiencing the problem?

DTQ15 Exploring Questions

How has your research shaped and identified what a good solution should do?



A tiny **Design Rant**

Experience Workbooks

Exploring

Exploring is where we listen to people, gather evidence, and reveal insights about a challenge. The Exploring questions below are phrased as you would ask them. For today, capture ideas about actions that might put you in a position to answer each question well.

Q4: How are you using qualitative and quantitative research to understand and reframe the problem?

Q5: How are you listening to the people experiencing the problem?

Q6: How has your research shaped and identified what a good solution should do?

3

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Presidents

Exploring

Exploring is where we listen to people, gather evidence, and reveal insights about a challenge. The Exploring questions below are phrased as a president or leader might ask them. For today, capture ideas for the actions that might put you in a position to answer each question about your Challenge Question.

Q4: How are you using qualitative and quantitative research to understand and reframe the problem?

Q5: How are you listening to the people experiencing the problem?

Q6: How has your research shaped and identified what a good solution should do?

3

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Supporters

How might you explore?

Presidents & Supporters

Work independently and silently. Take notes on how you might respond to Questions 4, 5 and 6 on page 3 of your workbooks.

Up Next





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Break

Break
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EIIA®



PIONEER
College Caterers

Find a partner.

You can't take cliff selfies.



Give your partner gifts.

With you partner, share your Challenge Question and your qualitative research and listening ideas from Q4 and Q5.

Give your partner ideas and questions about what else they might explore.

Find a NEW partner.

(Ok, getting weird is optional.)



With your NEW partner.

Q6. Discuss how you might ensure that this research is used to identify what a successful solution to your Challenge Question should do.

A hand-drawn diagram on a whiteboard. A hand is holding an orange marker, pointing to a pink circle. The pink circle contains the word "Generating" in bold black text. The background shows a whiteboard with various handwritten notes and arrows in blue and orange. The word "Generating" is the central focus.

Generating

A hand-drawn diagram on a whiteboard. A hand is holding an orange marker, pointing to a pink circle. The pink circle contains the text "create ideas based on what you gathered". The background shows a whiteboard with various handwritten notes and arrows in blue and orange. The text "create ideas based on what you gathered" is written in a bold, black, sans-serif font. The background is a blurred image of a whiteboard with various handwritten notes and arrows in blue and orange. The text "create ideas based on what you gathered" is written in a bold, black, sans-serif font.

**create ideas
based on what
you gathered**

DTQ15 Generating Questions

How are you creating or helping people create ideas based on what a good solution should do?

DTQ15 Generating Questions

How are you creating or guiding the creation of ideas that are uniquely possible here and build on our talent, assets, values, and history?

DTQ15 Generating Questions

How are you involving people affected by the problem in creating ideas?



Example



Fluid Hive

Experience Workbook

Generating

This part isn't about creativity. It's about discipline. Generating ideas that matter happens when we are guided by what we learned while Framing and Exploring. This exercise will help you Generate ideas for your Challenge Question and experience the thinking that asking the Generating questions encourages.

Q7: How are you creating or helping people create ideas based on what a good solution should be?

Solution Guide: A good solution will ... 3 different ways you might make that happen

Q8: How are you creating or guiding the creation of ideas that are uniquely possible here and build on our talent, assets, values, and history?

Q9: How are you involving people affected by the problem in creating ideas?

Ideas from group:

4

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A good solution will ...

Work independently and **silently**.

With your Challenge Question in mind,
identify three things a **good solution**
should do.

Generating

This part isn't about creativity. It's about discipline. Generating ideas that matter happens when we are guided by what we learned while Framing and Exploring. This exercise will help you Generate ideas for your Challenge Question and experience the thinking that asking the Generating questions encourages.

Q1: How are you creating or helping people create, based on what a good solution should do?

Solution Guide: A good solution will ... 3 different ways you might make that happen

Q2: How are you creating or guiding the creation of ideas that are uniquely possible here and build on our talent, assets, values, and legacy?

Q3: How are you involving people affected by the problem in creating ideas?

Notes from group:

4

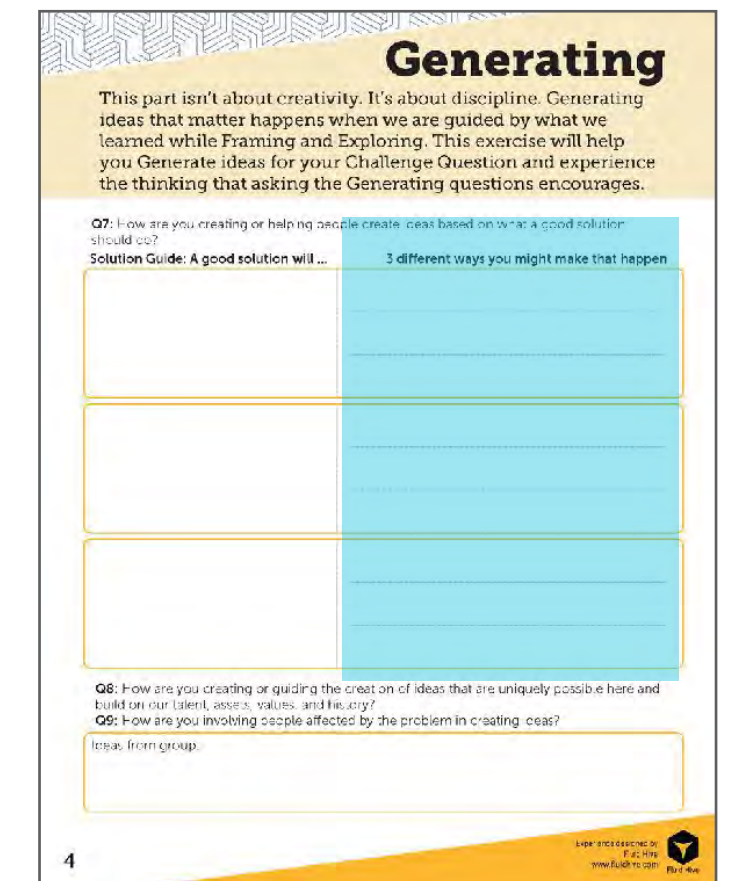
Use resources in Fluid Hive to build your idea.

Generate Ideas Using Solution Guides

Generate 3 ideas for each solution guide.

Each idea should be one way to make that solution guide happen.

Go for ideas that are uniquely possible at your college or university.

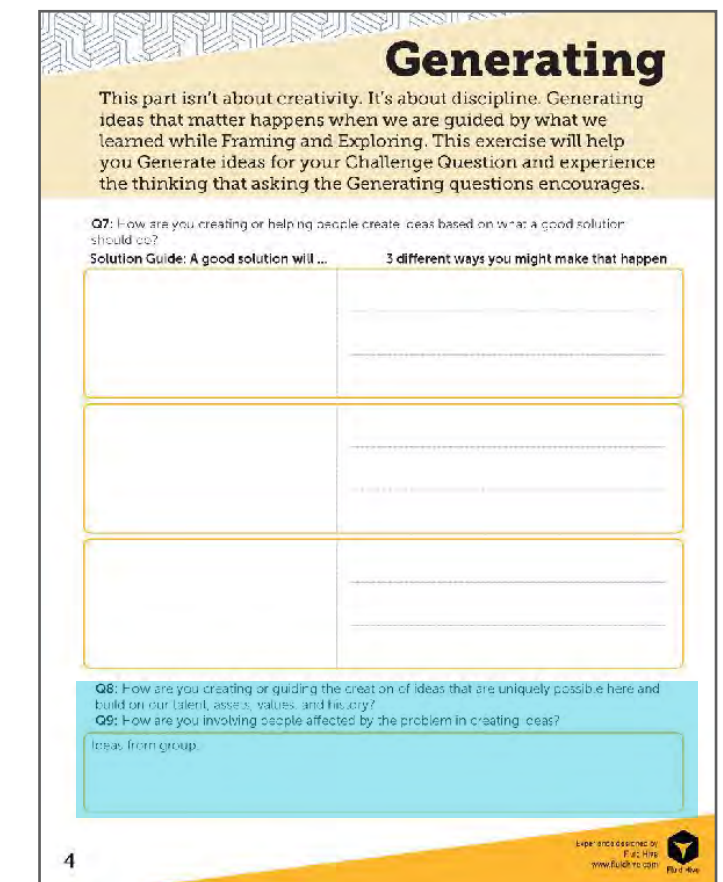


Expanding Ideas

Yes, and ...

Form groups of three (2 if needed).

Each person takes a turn presenting ideas for **2** minutes and the other group members expand on it for 2 minutes.



Up Next





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Break



Break sponsors

Prototyping

The Planner

2. PROBLEMS

Which problems do
There could be more
eg. existing solar so
a good investment (

TOO MANY
POINTS FOR
COMPARISONS

Hard to
coordinate

combine ideas
while making to
learn and test





DTQ15 Prototyping Questions

What are the competing solutions you are using to learn what will perform well?

DTQ15 Prototyping Questions

What have you learned from testing competing solutions and feedback from the people you serve?

DTQ15 Prototyping Questions

How are you using what you've learned to refine solutions and choose among them?



Design Story

Experience Workbook

Prototyping

Prototyping is “making to learn.” Prototyping makes its best contributions to our outcomes when 1) we have multiple competing solutions, and 2) we incorporate what we learn into the creation process. Below, you’ll experience the value of considering competing responses to your Challenge Question.

Q10: What are the competing solutions you are using to learn what will perform well?
What would you do or cause to be done if you only had 90 days to launch an initiative that responds to your Challenge Question?

In-my-sleep Version	Exceed-my-Limits Version
Ignite: Days 1 to 15	Ignite: Days 1 to 15
Accelerate: Days 16 to 60	Accelerate: Days 16 to 60
Sustain: Days 61 to 90	Sustain: Days 61 to 90

Q11: What have you learned from testing competing solutions and feedback from the people you serve?
Q12: How are you using what you’ve learned to refine solutions and choose among them?
How might you encourage your leaders to make to learn?

5

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Making Prototypes

Work independently and silently on two 90-day plans: What would you do or cause to be done if you only had 90 days to launch an initiative that responds to your challenge question? Create an in-your-sleep version and an exceed-your-limits version.

Developing Prototypes

Designate one person as partner A and one person as Partner B. Partner A will share for 4 minutes and receive feedback from Partner B for 3 minutes.

Switch after 7-minutes. This is quick. Keep track of time and be sure everyone gets to share.

Helping People Make to Learn

How might you
encourage your leaders
to make to learn?

Helping Leaders Answer Q11 & Q12 Well

Q11. What have you learned from testing competing solutions and feedback from the people you serve?

Q12. How are you using what you've learned to refine solutions and choose among them?

Helping People Make to Learn

How might you
encourage your leaders
to make to learn?

More Prototyping Ideas

Storytelling: Bringing concepts to life and making them feel real.

Visualization: Translating ideas from text to imagery in a clear and compelling way.

Hubris Hunting: Surfacing the assumptions behind your ideas.

We Over Me: Enjoying co-creation and actively inviting others to co-create with you.

Sweet Spot: Understanding the trade-off between too much and too little detail.

Walkthroughs: Vividly visualizing a new experience or concept and making it real.

Up Next





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Lunch

Lunch
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Bibliu



HURON



Cultivating

A close-up photograph of a black plastic seedling tray filled with dark brown soil. Numerous small, light green seedlings with two leaves each are growing in the individual compartments of the tray. A large, semi-transparent orange circle is overlaid in the center of the image, containing the text.

**choose a
solution to
nurture, deliver
and grow**

DTQ15 Cultivating Questions

How have you involved the people who will deliver and maintain the solution in implementation planning?

DTQ15 Cultivating Questions

What signals will you listen to to refine the solution after it launches?

DTQ15 Cultivating Questions

How will you protect this solution from the systems it intersects with and shifts in institutional priorities?

Experience Workbooks

Cultivating

People often stop thinking and solving like a designer after choosing a solution, but implementation is part of the design process. The Cultivation questions make sure the benefits of design thinking extend into making sure our solutions survive contact with the world.

Q13: How have you involved the people who will deliver and maintain the solution in implementation planning?

Q14: What signals will you listen to to refine the solution after it launches?

Q15: How will you protect this solution from the systems it intersects with and shifts in institutional priorities?

6

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Presidents



Cultivating

People often stop thinking and solving like a designer after choosing a solution, but implementation is part of the design process. The Cultivation questions make sure the benefits of design thinking extend into making sure our solutions survive contact with the world.

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Q15: How will you protect this solution from the systems it intersects with and shifts in institutional priorities?

6

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Supporters

Hearing from Presidents

Designate a timekeeper at your table.
Divide the time among the **presidents** at your table.

Each president shares their thoughts on how they might **cultivate** a solution to the Challenge Question they chose.

Timekeepers alert the table when it is time to switch.

Supporters Respond

Supporters, how might you help presidents with the cultivating questions? How might you help with the thorniest parts of what you just heard?

Choose a new timekeeper. Divide the time among the supporters at your table.

Presidents on Applying these Design Thinking Tools

Fluid Hive's Design Process



frame

explore

generate

prototype

cultivate



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Leading Design Thinking

DTQ15

Retrospectives

Performance

Rituals

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Thank you!

hello@fluidhive.com

