



ENDs Monitoring Report

Planning and Innovation

March 12, 2018

Presented to:

Jackson College Board of Trustees

Presented by:

Dr. Daniel J. Phelan, President

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Prefatory Section

As described in the Board ENDS and in Formal Institutional Monitoring Board Policy, the President will provide monthly reports to the Jackson College Board of Trustees which allow the members to engage in formal monitoring and inspection of the College's performance in those essential areas, as determined by the Board.

The area for this month's Board review is a new reporting area, *Planning and Innovation*. Innovation and creativity are considered by many strategists a vital element in advancing the success and prosperity of any organization. To that end, this report will provide an in depth look at how the College identifies, evaluates, selects, develops, implements and scales new or improved processes, services, or programs.

Furthermore, this report will also consider the metrics of innovation: increased number of new initiatives, the improved quality of those efforts, the efficient implementation of the quality of ideas, and the level of improvement resulting from success achieved from the implementation of new and innovative initiatives.

Executive Summary:

As noted previously, it has become increasingly apparent that innovation within the higher education industry is no longer an optional luxury, but a necessity in order to be sustainable and remain competitive. The President and College's Leadership Council have undertaken a number of innovative and intentional change-driven initiatives designed to not only provide incremental and sustaining improvements in existing practices, but also aggressively pursue possible new dimensions for not only sustainability, but also growth. *Blue Ocean Strategy* authors W. Chan Kim and Renée Mauborgne would describe this as laboring simultaneously in both Red Oceans (i.e., traditional competition-based markets) and Blue Oceans (i.e., new and differentiated markets).

The principal archetype that is under reimagining by the Leadership Council currently the design of the College's current business model (i.e., which describes the rationale of how the college creates, delivers, and captures value, in educational, economic, social, cultural ways). We believe that our business model underpins the entirety of our work at the College in its many dimensions. Consequently, the College reached out to Saul Kaplan and the Business Innovation Factory (BIF) to consider a new operational design. Ultimately the College collaborated with the Alliance for Innovation and Transformation (AFIT) [formerly CQIN], which ultimately invited 5 other community colleges nationally, to create a new business model for the College using BIF's Design Methodology. A snapshot of the BIF Design Methodology can be found in Appendix A. Also a copy Jackson College's approach is presented as Appendix B in this report. Upon completion of this training, the team will work on embedding the resources and tools gained with employees to help invoke a culture of innovation and transformation, which will provide

the structure for the ideation, consideration and implementation of new operational practices.

Even though we are still somewhat neophyte in this work, we have made good progress resulting in the introduction of a few initiatives that are a result of our reframing challenges we face to help provide alternative solutions. Notable examples include: 1) Auto-awarding degrees to students; 2) Finish Line Scholarships; 3) Seven-week semesters; 4) Competency-Based Education; and 5) The Innovation Fund. These and other ideas continue to come forward as we reiterate the necessity of risk-taking, and ensuring that we provide a safe environment for introducing research-based ideas, as well as prototyping and testing them.

Goals for the ensuing 12 months include the completion of the new business model training, increase employee usage of the innovation fund, to incorporate innovate thinking amongst employees, and to prototype and implement the 7-week semesters, CBE, and expanded distance-learning programming. We are confident this work is achievable especially as we continue to keep the development of our employees in the forefront which is critical to transformation.

Institutional Context

The success of transformational change and innovation is reliant on the culture of an organization. If employees are not ready to embark on major transformation, we will not be successful. This reason is why we continue to encourage development opportunities for our employees. Innovation is not just for the Leadership Council of the College, but is instead a capability that must be instilled within employees to become part of their normal daily thinking. As part of this attention, we have expanded our leadership development efforts by creating our own internal Leadership Development Institute. Additionally, we have expanded the allocation of professional development funding for faculty, and we continue to provide support to employees in attending the Michigan Community College Association's (MCCA) Leadership Development Institute, as well as other local, regional and national opportunities. We are also working to reassure employees that failure is often a part of this process and are therefore creating a safe environment for them to do so. Culture is also a vital part of ensuring success for innovation. To that end, we are confident that our 5-Star Talent Formula work that has been occurring over the last several of years, has helped us create a culture of trust, such that we believe that we are ready to increase our institutional attention on innovation and transformation campus wide.

External Context

It is not hard to find articles on vital nature innovation in the workplace and notably, community colleges are not immune from these discussions. Innovation, both 'sustainable' and 'disruptive' has become somewhat of a buzzword in the work environment, but the reality is we must work to build innovation and transformation into

our daily work and incorporate into our culture as a 'norm.' Constant benchmarking among peers, as well in organizations outside of higher education, looking for ways to combine and recombine practices and programs to capture and add value to the consumer/student, is essential. This approach is built upon the external assessment of current higher education business model as ineffectual, given that the majority of the consumer base now sees its outcomes as a private good, versus a public good. Finally, a SWOT analysis of innovation suggests the following:

Challenges/Threats

Private for Profit Education
Reduced Resources
Fear of failure
Increasing competitive forces

Opportunities:

Partnerships
Distance Learning/Technology
Changing workforce (millennials/iGen)
New Business Model Development

Institutional Performance Reporting

New Business Model

The Leadership Council is currently participating as an Early Adopter with five other community colleges nationally, with the Alliance for Innovation & Transformation (AFIT, formerly CQIN) in partnership with the Business Innovation Factory (BIF). Our team has completed the first working Design Sprint '*From Tweaks to Transformation*' last fall. Three days were spent on shifting, the organization's lens to enable leaders to see transformational opportunities from the customers perspective. This focus on understanding the customer experience as a foundation is a critical part of the design work. As part of the shifting process, interviews are already in progress with students from Jackson College (both former and current students). These candid conversations will help provide us with true insight on the needs and realities of our students. In the beginning of April, the Leadership Council will attend the second Sprint, which is focused on the conceptual design of the business model. This occurs when the 'Customer's-Job-To-Be-Done' is identified. In this way, we can imagine what the new customer experience should look like. The third and final Sprint will occur during the AFIT Summer Learning Institute at Kansas City, in August. The theme for the 2018 Summer Institute is 'Reinventing the Higher Education Business Model.' This is the prototype and testing phase stage of the new business model process. During this stage we will work with a conceptual next practice or new business model that we can test. Following several months of market testing, we will be positioned to commercialize our new business model. (Of course, we are concurrently continuing to work on the previous innovations notes (e.g., 7-week semesters, etc.).

The new business model is one of the three-year goals on the College's current Strategic Agenda. Over the next several years, we will be aligning the new business model initiatives with our HLC AQIP Projects as well. (As you know, our current Action Project is Competency Based Education). We will be submitting our progress on this action project for review the end of March and are pleased with where we are to date.

Advancement of Strategic Agenda Initiatives

To date, we have made significant progress on the current (17-18) strategic plan initiatives. Human Resources has rolled out the new NEOGOV software and has provided training to hiring managers on how the process can be streamlined using the software. Alertus and TIP 411 safety systems have also been rolled out to employees. With guidance from the Board of Trustees, we have begun the new ENDS monitoring report schedule, with new areas of monitoring that will ensure we are providing in depth inspection opportunities of relevance, as well as incorporating the correct reporting metrics. Coffee and Conversation sessions were just completed last week and Community Advisory Committee meetings are in process of being scheduled for the spring. Additionally, the Leadership Council has selected 4 college employees, from various disciplines, to attend the next MCCA Leadership Institute.

Oasis Center

In the fall of 2017, we proudly opened the doors to the Oasis Center in partnership with Family Service and Children's Aid to offer students and employees a wide range of behavioral health services. During a student's college experience, they may experience a variety of situations that may impact their learning experience. By providing the opportunity to meet with a licensed mental health care provider, we hope that this service can help students with whatever struggles they are having such as test anxiety, life and family pressures, anxiety and teach them coping skills. The addition of the Oasis Center is part of our plan to ensure we are taking care of the student as a whole which is increasingly needed to ensure academic success is achieved. Additionally, a number of the College employees participated in the Mental Health First Aid USA certifications (see: <https://www.mentalhealthfirstaid.org/>) designed to assist employees identifying and providing early assistance to employees, students, and guest who exhibit the signs of mental health instability.

Jackson County Early College (JCEC)

As the first in the State of Michigan, and perhaps nationally, Jackson College is excited to be partnering with the 13 Jackson County High Schools to create a pathway for students to begin their college experience earlier. Students can enroll as early as 9th grade and have the opportunity to earn their diploma and complete an associate degree from Jackson College with a 13th year of education. This program begins this fall 2018. This innovative approach was the result of the creation of the Jackson Preparatory & Early College effort that the Board undertook some 5 years ago. Through its creation, the Jackson College Board demonstrated a way to better serve students in the county.

Innovation Fund

All employees are part of innovation and we want to encourage employees in all departments at all levels in the organization to feel they have the freedom to bring ideas forward. Although the Innovation Fund idea was released to employees about two years ago, save a recent proposal, employees have not yet taken advantage of this opportunity like we had hoped. We are re-looking at how we can encourage employees to bring ideas forward without the fear of failure. The process and submission forms will also be reviewed and updated over the next month.

7-Week Semesters

We have begun piloting 7-week semesters in a few disciplines and are gathering feedback from students as we determine what accelerated semesters might look like for Jackson College students. Teams are planning two benchmark visits to learn best practices at Trident Technical College and Odessa College. Following these visits and additional planning we will work on prototyping and testing to ensure adjustments are made prior to full scaled implementation. We are mindful that other instructional aspects, such as Prison Education and the recently established Jackson County Early College may still require traditional semester structures, at least initially.

Summer JETS Program

This summer 2018, the College is offering a pilot program for approximately 60 students. This 6-week program is geared for students who do not yet academically qualify for housing. The instruction side of the program will include math, reading, business, communication and computer/digital literacy. Co-curricular activities include team building, leadership, trips and challenge course experiences. In addition, a student mentor program is in development.

The Sandbox

Employees have welcomed the Sandbox space in Bert Walker Hall. It is perfectly designed to provide an open space to encourage a free-range of ideas and discussions that lead to organizational improvements. A range of meetings, workshops and trainings occur in the space on a regular basis. Examples of recent innovative developments include Text Book Zero, Text Book Zero Device testing, JetNet Discussions, Open Education Resources Adapter Webinar, and so many more gatherings that covered topics such as Process Mapping, Summer Jets, Instructional Coaches and Pathways. We are very pleased about the utilization of this space.

Finish Line Scholarships

Recently Jeremy Frew tasked a work group to research and recommend scholarship options to assist students with completion. This group researched best practices on micro grants and retention grants and brought forward a proposal which included the Finish Line Scholarship. This model recommendation comes from Georgia State University (a leader in student success, who we invited to present at Jackson College). This scholarship targets current and or returning students that are within 15 credits of a degree or certificate and are no longer eligible for financial aid, have a business office hold or both. This scholarship would allow students the opportunity to reach their academic goals while simultaneously increasing Jackson College's overall completion

rate. Appendix C provides links to the resources the group used as part of their research.

Auto Awarding/Graduation

With student completion at the top of our priority list, we continually look at how we can capture the low hanging fruit. It was discovered that many students had completed their degree requirements, but never actually applied for graduation. Effective fall 2018, students who do not apply for graduation after successfully completing their program will be auto-awarded their credential.

Goals for the Next 12-Month Period

Increased Usage of Innovation Fund

While we have received minimal interest in this initiative, we believe that by revisiting the documentation as well as putting more emphasis on the initiative we can increase the interest. We hope to receive a minimum of three submissions in the span of a one year time frame. Employees whose ideas are brought to fruition will be recognized with a monetary award.

Implement an Initiative Resulting from the BIF Design Methodology

Upon completion of the Summer Institute, the team will have completed the first three phases of the BIF Design Methodology. The final step is to commercialize the new business model. We anticipate having many portions of the new business model including competency based education completed in the next year.

Incorporating Innovative Thinking as Professional Development on Campus

As the leadership team continues their training on the new business model design methodology, we plan on incorporating training within administrators, faculty and staff to share this knowledge. This training will include an overview of the BIF Design Methodology as well as discussion on increasing innovative thinking across campus. Potential articles incorporated into this training are included in Appendix D.

Conclusion/Judgment

Given the newness of this monitoring report, we will need to build data trends in order to present the aforementioned metrics of innovation: increased number of new initiatives, the improved quality of those efforts, the efficient implementation of the quality of ideas, and the level of improvement resulting from success achieved from the implementation of new and innovative initiatives. These will be presented in our next annual report.

Incorporating innovation and transformation into our daily work is no longer a luxury, but is a necessity. Jackson College is proud of the large and small strides taken towards a new business model. Innovators have strong points of views, but they also know that something is missing. Keeping this weakness in mind is critical to ensure we keep seeking out new and better methods for the work we do.

We are focused on continuing to create an environment that provides employees a safe place to take risks and to understand that they will sometimes fail, but without taking any risks we will not feel the positive impact of innovation and transformation. Most importantly, we know that transformational work is about developing people and we must keep this commitment to the amazing workforce here at Jackson College. We are affirmed in our work and take pride in the innovations that we have deployed, or are nearly-deployed to-date, given the numerous requests that we receive for information, presentations, campus visits, conference calls and articles. We appreciate the Board's support of our change and innovation work.

Appendices

Appendix A: BIF Design Methodology

<http://www.businessinnovationfactory.com/what-we-do/our-methodology/>

INSTITUTIONAL LEADERS KNOW THEY NEED A NEW INNOVATION APPROACH.

BUSINESS MODELS DON'T LAST AS LONG AS THEY USED TO. DISRUPTION IS EVERYWHERE.



TODAY'S INNOVATION STRATEGIES ARE PRODUCING TWEAKS NOT TRANSFORMATION.



BIF HELPS LEADERS EXPLORE, TEST, AND COMMERCIALIZE NEXT PRACTICES AND NEW BUSINESS MODELS.



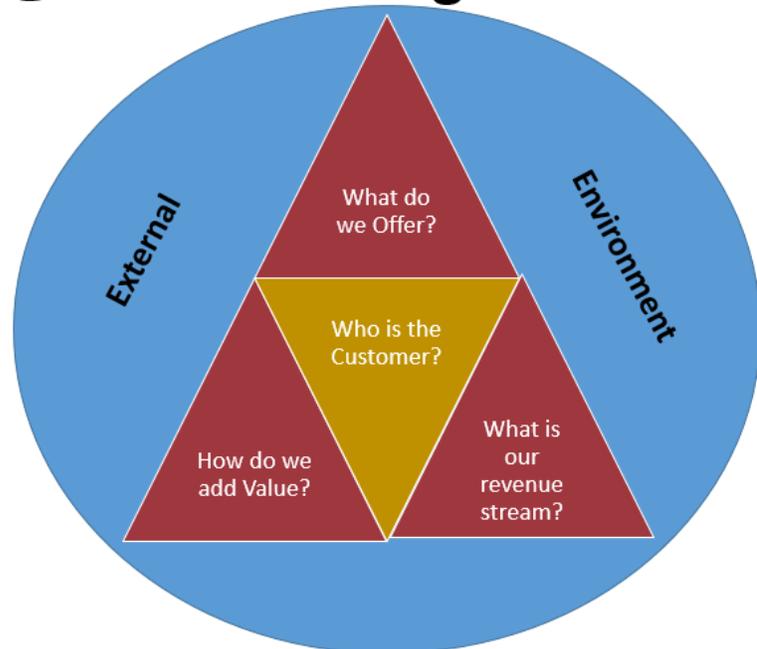
Appendix B: Business Model Innovation at Jackson College



Business Model Innovation @ Jackson College

Points for Design Consideration:

- Who is our target customer?
- What do we offer to the customer?
- How do we create the value proposition?
- How do we generate revenue?



Appendix C: Finish Line Scholarships

Georgia State University: <http://success.gsu.edu/initiatives/panther-retention-grants/>

EdSource: <https://edsource.org/2018/colleges-offer-micro-grants-to-get-cash-strapped-students-across-finish-line/593912>

Appendix D: Innovating Thinking Professional Development Tools

10 Reasons Colleges Fail at Business Model Innovation”

<https://medium.com/bif-speak/10-reasons-colleges-fail-at-business-model-innovation-5e5a4b3de6e2>

“Don’t Get Netflixed: R&D for New Business Models is the New Strategic Imperative”

<https://medium.com/bif-speak/don-t-get-netflixed-4929b30a7f77>

“Stop Treating Business Model Innovation as Change Management”

<https://medium.com/bif-speak/stop-treating-business-model-innovation-as-change-managementc6ac5f957d34>

“Reinvention as a Life Skill”

<https://medium.com/bif-speak/reinvention-as-a-life-skill-c544129e9dd1>

“CEOs Must Create A Business Model Innovation

Sandbox”<http://sandbox.businessinnovationfactory.com/articles/ceos-must-create-business-model-innova>