Building an Emerging Technology and Futures Capacity in Your Organization

EDUCAUSE
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1. Mindset
2. Methods
3. Organizational layers
4. Your thoughts
1. Mindset

- Adding new habits of mind
- Allowing mental space to step outside immediate crises and routine
- Reduce reliance on history, a kind of path dependency
- Be social about it
2. Grappling with the future: methods
Environmental scan

- Trends identified, tested, projected
Trend tracking and analysis

FTTE reports, January-December 2013
Scenarios
Stories about futures
- Event and response
- Creativity
- Roles and times
- Emergent practices and patterns
Consume the literature

- Technology writing
- Education writing
- Popular culture
- Science fiction
- Design
Domain deep dive

- Assemble experts
- Seminar-style exploration
- Brainstorm and cross-fertilize
- Multidimensional forecasting
Integrate methods

- Environmental scan -> scenario drivers
- Delphi reports -> Identify trends
- Test trends by extrapolation
- Environmental scan -> Identify trends
3. Organizational layers

Starting close by:

- Your department
- Campus populations
  - faculty
  - support staff
- students
3. Organizational layers

Farther out:
- local community
- professional networks
- world at large
Practical actions

- Use methods in-house
- Nudge staff into becoming method practitioners
- Use methods in campus community, looking for expertise
- Check for institutional interest and support (i.e., library futures collection)
Practical actions

Take advantage of outside projects

**Degree-Planning Tools**

**Scenario**

Brenna has an associate’s degree and has worked for several years as a nursing assistant for a home-health organization. She has decided to complete a bachelor’s degree and become a registered nurse. She enrolls at a large local university, which offers dozens of degrees and has an extensive course catalog. When she meets with her advisor, Dr. Howell, they discuss requirements, including options for electives. She tells him that her ultimate goal is to be a nurse practitioner. She also mentions that part of her funding comes from a program that provides tuition assistance in exchange for a commitment to work in an underserved part of the city. Because the funds are only good for two years, it’s important that she complete her degree in that period of time.

Howell shows her the institution’s degree-planning tool. He explains that it provides recommendations tailored to her background and goals. Brenna logs in and sees which requirements she has met, through transfer credits and placement tests. Beside each course is her final grade and credit hours awarded. Howell shows her where to specify her career plans and indicate that time to completion is a primary concern. Brenna also adds information about the kind of

1. **What is it?**

   Degree-planning tools provide personalized guidance to students about navigating higher education. Whereas degree audit tools have long furnished students with planning grids based on generic requirements, degree-planning tools are tailored to individual students. One might use a degree audit to see how many elective credits are required for a degree. A degree-planning tool, on the other hand, recognizes each student, accesses data from various institutional systems, and makes recommendations based on the student’s goals and the tool’s design. Some tools, for example, are intended to help students find the most efficient path to degree completion. Others focus on enriching students’ college experiences by helping them choose courses that satisfy program requirements in ways that match students’ passions, diversify their perspectives, or deepen their exploration of a key theme within an academic discipline.

2. **How does it work?**

   As “smart” applications, degree-planning tools require students to log in, at which point the tool can access their profiles and information from the student information system.
Practical actions

Track trends and signals from the world
Practical actions

Observe humans and their use of technologies

Japanese Schoolgirl Watch: Tobacco Vending Machines Block Underage Smokers

By Brian Ashcraft 03.24.08

The legal smoking age in Japan may be 20, but schoolgirls in need of a nicotine fix have always had an easy workaround: "Vending machines can't tell if you're 16," says Haruka Narazaki, a student in Osaka. The ubiquitous dispensers have long sold packs of Marlboros and Mild Sevens to anyone with the yen, and they never asked for ID — until now. Earlier this year, the Tobacco Institute of Japan began issuing "taspo" (short for "tobacco passport") age-verification cards, which must be scanned at newly installed smart vending machines before a purchase can be made. The integrated circuit-embedded cards will also be equipped with an electronic money function that lets customers buy stuff with a simple swipe. In keitai-crazy Japan, where phones can be used like credit cards, it shouldn't be long before taspo-capable mobiles begin to appear — for gals 20 and over. High school girls will just have to find some other way to look cool and sophisticated.
Practical actions

• Identify useful future-oriented people
The futures-oriented organization

What it looks like in process:

- Thinking of the future
- Gathering intelligence
- Working together with futures methods
The futures-oriented organization

- Sharing observations + ideas internally
- "" "" "" "" externally
- Collaborating with the campus and beyond