

Think Big



Phase 3 design workshops

Refine the best ideas constructed by the Phase 2 Design Group

1. **OUTCOMES**
What are the results we're looking for?

2. **DELIVERY MECHANISM**
What is the space, concept, program, etc., that delivers the outcome?

3. **ENACTED BEHAVIOR**
What are the behaviors that the WMU community will need to enact if we are to be successful?

01

OUTCOME

Graduates gain habits and strategies to maintain health and wellness over the course of life.

OUTCOME

Graduates leave with an articulated career goal that has been honed throughout college.

OUTCOME

Graduates have grit: stamina, passion and perseverance, in pursuit of long-term goals.

04

OUTCOME

Graduates possess demonstrated proficiency in employer-desired skills.

OUTCOME

Graduates have a competitive resumé and interview-ready story, based on demonstrated experience upon graduation.

OUTCOME

A career game plan that maximizes the number of career opportunities through change-ready skills.

OUTCOME

Graduates possess a portfolio of experiences that combines a university education with professional skills.

OUTCOME

Graduates establish lasting and meaningful relationships with others who support a journey to be well.

OUTCOME

Graduates have integrated their degree, passion/purpose, and goals.

010

OUTCOME

Graduates can articulate how they are agile and resilient thinkers.

011

OUTCOME

Graduates receive a high-quality education.

012

OUTCOME

Graduates internalize a growth mindset: they believe their ability to learn can change with effort.

OUTCOME

Graduates possess a strengthened body and soul that complement an enhanced mind.

DELIVERY MECHANISM

INSPIRATION AND EXPOSURE

Provide numerous and varied experiences that expose students to a broad array of careers and life pathways. Available to all, but especially focused on first- and second-year students. Designed to provoke new thinking and create new personal insights.

EXAMPLES:

Passion Panels interactive panel discussions with people who have awesome careers, and unusual life and career paths.

Story Slams to expose students to hidden and unexpected careers and lifestyles.

One-day Internships in the first six weeks of college to expose students to the nature of work in their chosen field.

DELIVERY MECHANISM

PERSONALIZED ASSESSMENT AND PLANNING TOOLS

Students use tools that help them find their strengths, passions and lifestyle preferences. Tools range from technology-enabled, on-your-own exercise, to high-touch guidance from counselors, advisors, etc.

EXAMPLES:

Clifton/Gallup Strengths Finder: All freshmen complete Strengths Finder or a similar assessment. They are guided through a reflection on how the results influence their goals.

Integrated Planning: Degree works (course planning), career goal, and plans for extra-curricular activities are combined into a personal WMU Experience Plan that achieve the student's goals.

Integrated Guidance: Advising, career counseling, and mentoring all align into an integrated and holistic coaching model.

DELIVERY MECHANISM

EMERGING PATHS TO SUCCESS

As students gain more exposure to college and the nature of work, their passions and plans evolve. It's the rule, not the exception. But university structures and social expectations run counter to the reality. We'll change that and set ourselves apart by embracing emerging student paths without compromising completion.

EXAMPLES:

Adaptive Class Schedules: Assess registration information to find the most common major changes and create fall-of-year-2 pathways for changing majors that keep students on track to 4 year graduation.

+1 Paths: Identify degrees that have limited flexibility due to accreditation or professional exam requirements. Create a +1year model for students who are not 100% sure about the major.

The Exploratory Hero: Encourage students, who are uncertain of a major, until spring of their freshman year. Redefine "undecided" as bold and courageous. Develop pathways for these students that enable them to graduate in four years.

DELIVERY MECHANISM

THINK AND REFLECT

Students process milestone-learning-moments to hone thinking around career and life. Milestone moments might be the end of an experiential learning project or internship, the two weeks before class registration, the end of a school year, the culmination of a first year-experience, etc.

EXAMPLES:

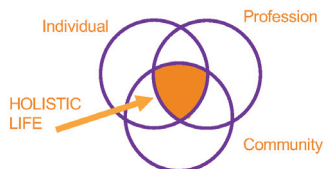
Reflection Coach: students intentionally establish career and life goals and continuously hone them. Coaches and technology tools guide student's reflection at milestone-learning- moments. Coaching can be one-on-one or in groups.

Adaptive Planning

Evolve the student's college plan to align with emerging personal insights about goals and future. Planning is focused on career, opportunities, and lifestyle.
Not just a job.

Reframe Purpose: Reframe goal questions like "What's your major?" and "What do you want do to?" to "What problems do you want to solve?" and "What opportunities do you want upon graduation?"

DELIVERY MECHANISM



INTEGRATIVE PLANNING

The traditional college framework is orderly: choose a career, pick a major, get the degree, get a job. But that's not really how life works. Career is heavily influenced by the individual's passion, the role they want to play in his or her profession, and if/how they want to be part of a local, national and global community. We will disrupt the sequential nature of college and career by helping students plan in three spheres: the individual, the profession, and the community in a non-linear manner.

EXAMPLES:

A new framework: Guide students to think about their future as an individual, professional and community (local, national, global) member.

Functional Integration: Academic Advising, Career Services, Student Services, Community Outreach are all integrated as one coherent service that takes a holistic approach.

Non-linear Reflection: Frame the three spheres as a framework to help students think deeply about the life they want to live. Identify and create moments where such reflection is most transformative and insightful.

DELIVERY MECHANISM

YOUR WMU COACH

High-touch coaching sessions help students process milestone learning moments to hone their thinking around life and career. Milestone-moments might be the end of an experiential learning project or internship, the two weeks before class registration, the end of a school year, the culmination of a first-year experience, etc.

EXAMPLES:

Empathic Expertise: Coaches have personal experience or can deeply empathize with the student's career journey. (i.e. an engineering coach has deep subject matter expertise in engineering careers)

Holistic Mindset: Student reflections are guided in the context of not just a job or career, but a life. "How does your WMU experience enable living out a passion," or "What's your 'why'?"

Lower Barriers to Reflection: Offer experiences and spaces that make it comfortable for students to open up and reflect about uncertainty. For example provide both individual and friend-group engagements to create a sense of safety. Help students learn how to form and ask questions about themselves and their world.

DELIVERY MECHANISM

CAREER FROM DAY 1

Every student has the opportunity to participate in a resumé-building experience every year at WMU, resulting in demonstrated success and evidence of competencies and skills. Experiences are integrated into the student's resumé and career goals through reflection and feedback from mentors, offering opportunities to find a career that reflects their interests and passion. EXAMPLES:

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Year 1: Students are involved immediately in professional experiences, completing 30 hours of engagement associated with their interests. They write and receive feedback on initial academic and career goals, learning how best to take advantage of opportunities at WMU. Year 2+: Students continue to engage in resumé-building experiences through experiential learning, involvement in student and community organizations, internships, etc. Experiences are integrated into career goals and resúmes through reflection and feedback from mentors.

Years 2+: Students continue to engage in resumé-building experiences that demonstrate skills and competencies. Each culminates in a reflection and refinement of career and life goals.

Final Year: The final year includes a culminating experience that demonstrates the student's knowledge and skills. Students are able to articulate and apply their career goals through their resumé and interview narrative to achieve their goals.

DELIVERY MECHANISM

THE epiCENTER

Any idea is only as good as its execution. The epiCENTER is the nexus that integrates experiential learning opportunities among students, faculty and external partners. It assists faculty with administrative aspects of experiential learning, helps students find projects and develop professionalism, and serves as a front door for external partners seeking engagement and solutions. It also oversees quality assurance, accountability and evaluation of all participants.

EXAMPLES:

Engagement Experiences: Facilitate the creation and deployment of experiential learning opportunities. Serve as a one stop shop for faculty, students and partners.

Professionalization: Ensure professional-level connections and experiences. Help students develop professionalized habits and skills. Occurs in both interpersonal and digital spaces.

Impact: Establishes university-wide student learning outcomes for engagement. Develop and implement an impact and assessment plan. Regularly evaluate experiences. Ensure quality and accountability among all parties.

DELIVERY MECHANISM

THE WELLNESS FOUNDATION

WMU can claim an added role and purpose for higher education in society—wellness (physical, social, mental, financial and spiritual). We believe that career success and wellness are inextricably linked. Many of the ills that individuals and society face can be ameliorated by wellness success. Wellness combined with a strong mind and becomes central to our purpose.

EXAMPLES:

Mental Wellness: Embrace positive psychology that focus on promoting human flourishing. Programming that enables all to find meaning, cultivate positive emotion, hope and flow.

Physical Wellness: Exercise has dramatic effects on mental performance and well-being. We offer nourishing organic food, cutting edge fitness facilities, and workplace movement.

Social Wellness: Relationships are central to a happy and meaningful life but require skillful practice. We equip students, faculty and staff with relational skills to forge connections at work and in life.

Spiritual Wellness: We provide training, space and resources for individual and group practices that promote mindfulness and selflessness. Spirituality can be religious or secular.

DELIVERY MECHANISM

RELATIONAL PRACTICE

The world is increasingly interconnected and relational. Nearly every successful endeavor will require effective relationship skills. Authentic, meaningful, relationships are at the center of everything we do.

EXAMPLES:

Programming: Develop relationship skills through programming for students, faculty and staff. Retreats create empathy, break down barriers, and build community. Shared challenges (i.e., tech sabbath, CrossFit competitions, step counting, etc.) create an environment where everyone can support one another.

Accompaniment: Advising, career counseling, and mentoring align with an integrated coaching model. Coaches help students assess their well-being, integrate their physical, mental, social, financial, and spiritual wellness, and set goals. They accompany them on their wellness journey. Students, faculty and staff make it a deliberate practice to encourage one another.

DELIVERY MECHANISM

WELLNESS CURRICULUM AND ASPIRATION

Expose students, faculty and staff early in their time at WMU to the science, vocabulary and outcomes that come from wellness.

EXAMPLES:

Curriculum: Modeled after Harvard's most popular class (i.e., *Happiness, How to Live a Great Life*). Additional curriculum focused on topics like "Nutrition and High Performance" and "How to Build Relationships". Classes that explore relationship between wellness and career success.

Aspiration: Connect freshmen with senior students who are living a wellness lifestyle. Host 5Ks, marathons, cross country ski clubs. Host inspiring speakers. Curated video content on wellness from YouTube for students, faculty and staff. Required reflection activities to support ongoing wellness journey.

DELIVERY MECHANISM

THE WELLNESS CAMPUS

The WMU campus(es) will embrace and encourage wellness in every space and experience.

EXAMPLES:

Spaces: Physical spaces promote movement, relationship building, and connection with nature. Renovated fitness facilities offer cutting edge equipment and communal workout classes. Faculty and staff have access to standing desks, tread desks, and ergonomic workspaces.

Nourishment: Healthful, organic and locally sourced food options conveniently located throughout campus. Partnerships with local farms provide seasonal produce.

Culture: Walking meetings are normalized behavior. Meeting up for a fitness class and grabbing a smoothie becomes commonplace among students. Classes might begin with a minute of mindfulness meditation to center and focus. Faculty, staff and students take on campus and interpersonal challenges with a relational and problem-solving mindset. In-person engagement pushes against device culture.

E1

ENACTED BEHAVIOR

SPEED

We are in a race against our competitors. We must move faster while remaining intentional. If there are obstacles in the way, how can we remove them?

E2

ENACTED BEHAVIOR

OPENNESS

Open, honest and thoughtful communication. Concerns and celebrations alike are brought into the open. Internal communication is much more robust.

E3

ENACTED BEHAVIOR

ACCOUNTABILITY

We are all accountable for the future of WMU and the enactment of the final vision of Think Big. We are each accountable for your own voice and being aware of what's happening. We are mission-focused.

E4

ENACTED BEHAVIOR

COLLABORATIVE RISK TAKING

We need new bold, provocative, disruptive ideas and implementation. We need to take risks together. Let's create space where calculated risk-taking is safe and encouraged.

E5

ENACTED BEHAVIOR

OPTIMISM

We believe our best days are before us. That all problems have a solution—though some are easier than others. We can assume and encourage the best in each other and behave in ways that earn such trust.

E6

ENACTED BEHAVIOR

TEAMWORK

Honor the idea that we will look for ways to partner and help support each other. This will build on our trust.

E7

ENACTED BEHAVIOR

NEW THINKING

We have a bias for solutions-focused problem solving through inter-professional learning and interdisciplinary exploration.

E8

ENACTED BEHAVIOR

ACTION

Do it, and iterate. Preference bringing good ideas out into the world as pilots and tests and then improving them over time and shy away from perfecting ideas that take too long to enact.