



# THE HIGHER ED REDESIGN INITIATIVE

design thinking for higher education innovation

## Workshop Evaluation Summary

The Higher Ed Redesign Initiative team gained valuable information and insights from the October 11, 2012 workshop held at the University of Minnesota. The results of the workshop, evaluations from participants, and insights from the Advisory Group members in attendance have been guiding our next steps towards a launch of a pilot year Design Associates program that will be launched in Fall 2013.

The October 11th workshop inspired the interest of over 100 participants from the University of Minnesota and Twin Cities community. The event participants responded overwhelmingly positive to their experiences with the workshop both while interacting during the workshop and when reflecting back through the evaluation. Of those who responded to the evaluation, 70 percent found the day to highly or best meet their expectations and 72 percent would most likely participate in a design thinking event again.

Some comments for improvement from both the participants and advisory group members following the event included: providing more information prior to the event so that participants know fully what is to come and to ensure all participants are united in their tasks for the day; providing more clarity of the design challenge problem, defining it so that everyone understands what the problem is and why they are working toward a solution; and provide the participants with information on how their work during the workshop will be used moving forward.

Participants also commented on what they perceived as valuable experiences and take-aways from the event. Several participants commented that the application of design thinking to higher education problems was interesting and has the potential to be successful. As is the nature of brief workshops on big problems, many participants were excited to know what the next step would be and where this work would go next. Finally, participants overwhelmingly appreciated the opportunity to engage with a diverse group of individuals who were exchanging ideas and knowledge.

The Higher Ed Redesign Initiative team considers the October 11th workshop a success and great learning tool moving into the pilot year Associates Program. We look forward to continuing to learn more as we develop the full year program and will continue to seek thoughts and suggestions to improve our application of design thinking to higher education issues and problems.



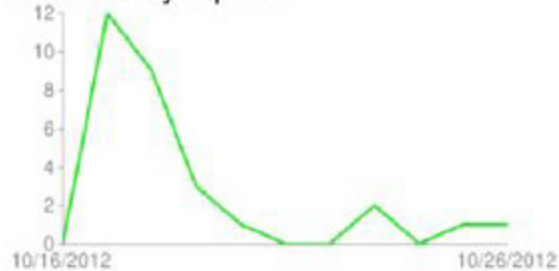
# workshop

# EVALUATION

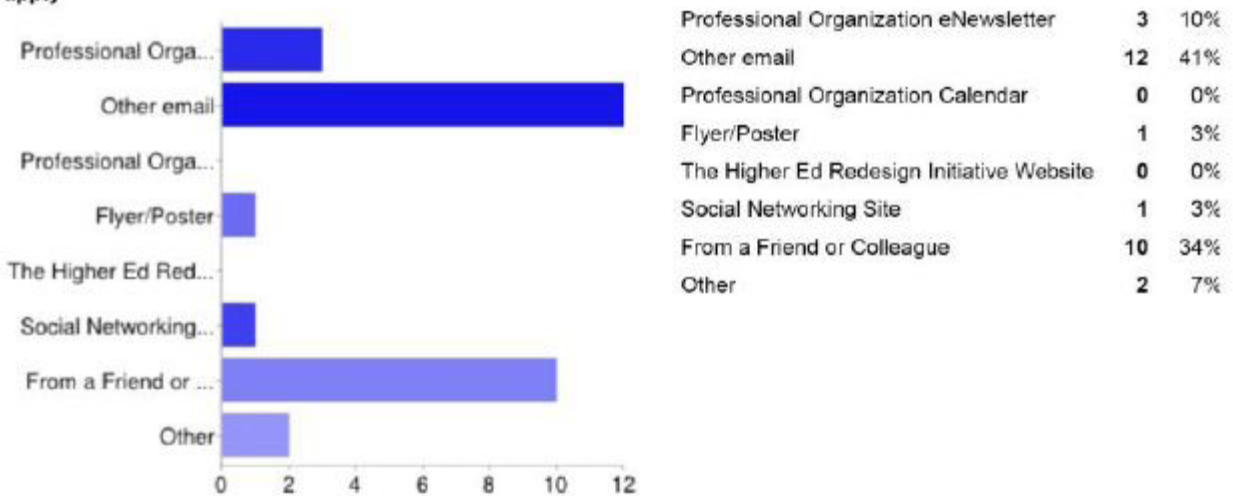
**29** responses

**Summary** [See complete responses](#)

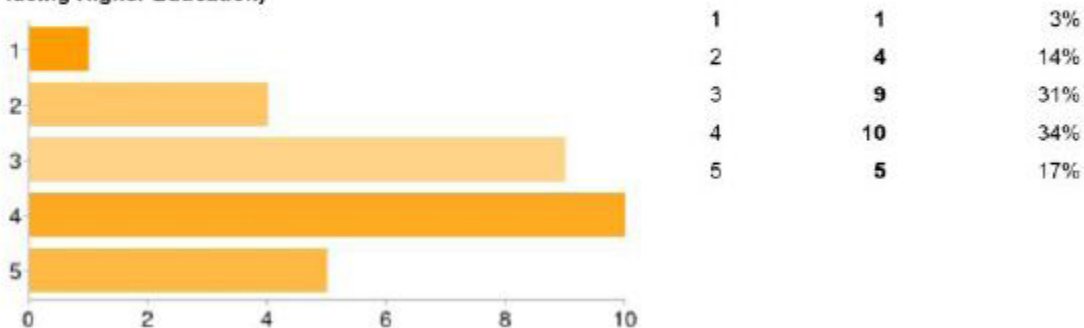
Number of daily responses



How did you hear about the Design Thinking for Higher Education Innovation workshop? Please check any that apply



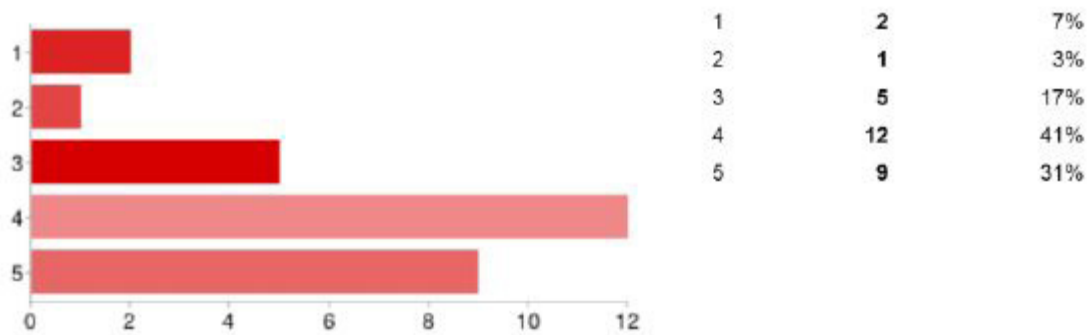
Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Presentation by Larry Isaak (Challenges facing Higher Education)



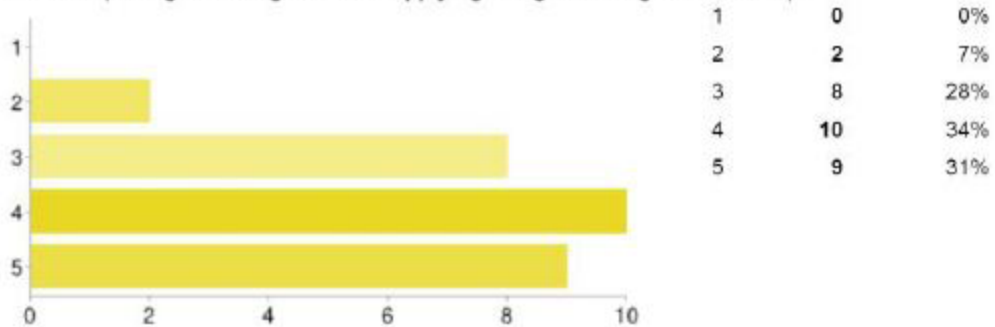
# workshop

# EVALUATION

Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Initial presentation by Virajita Singh (What is Design Thinking?)



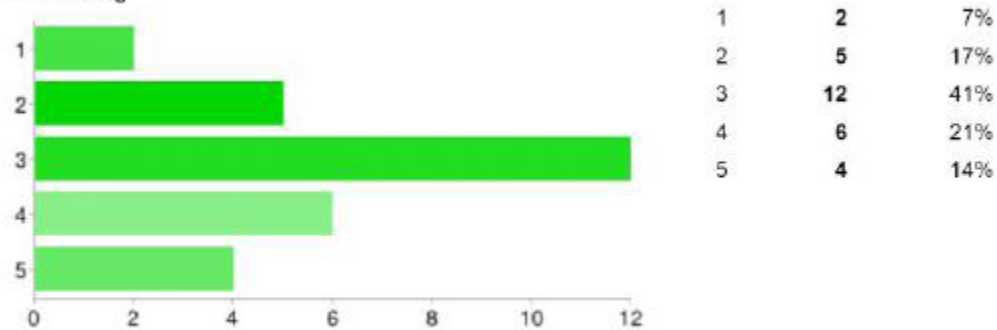
Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Presentation by John Comazzi (College of Design work on applying design thinking in education)



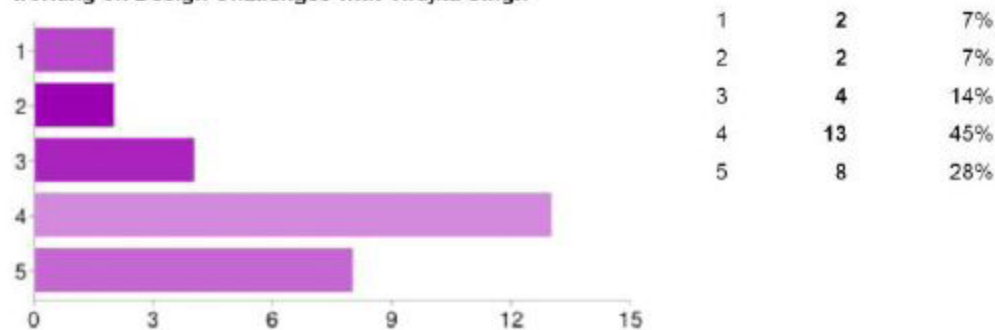
# workshop

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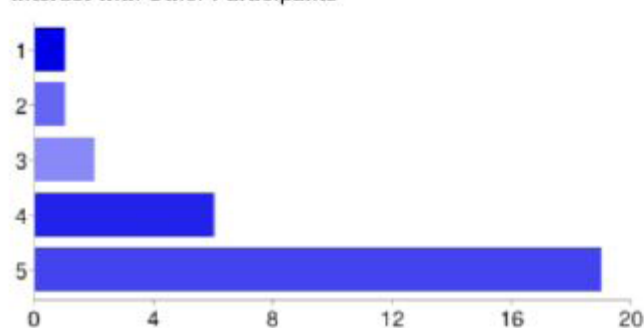
Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Icebreaker Activity by Laura Bloomberg



Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Instruction/Direction for working on Design Challenges with Virajita Singh



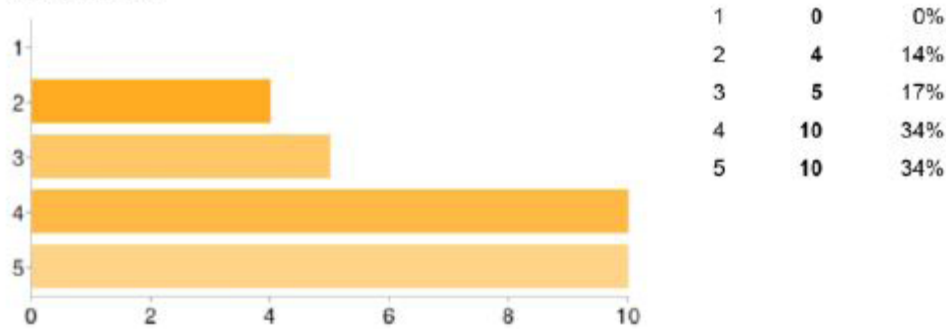
Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Opportunity to Interact with Other Participants



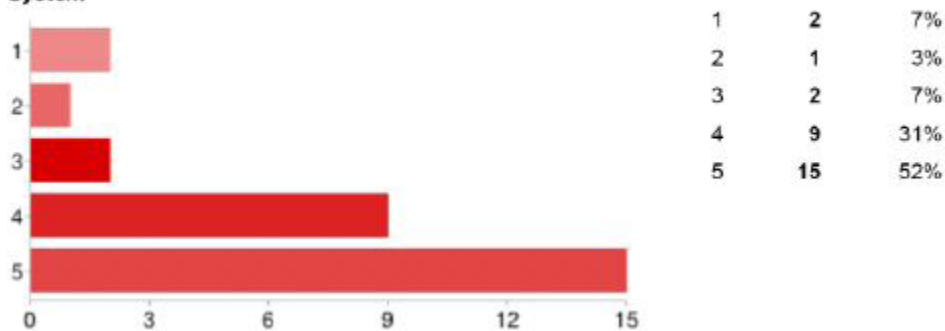
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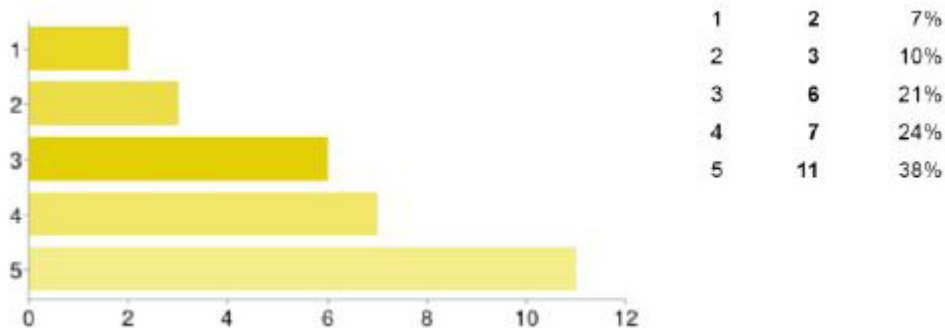
Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Overall Experience with the Event



Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Registration System



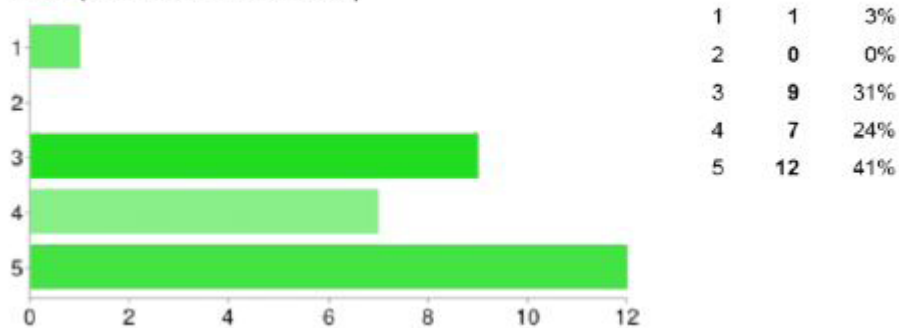
Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Parking



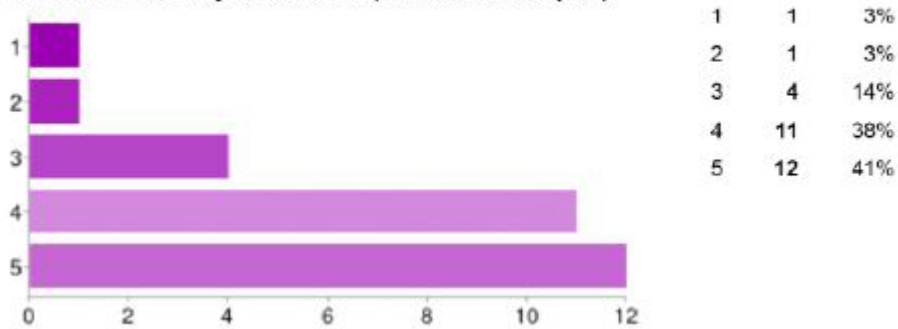
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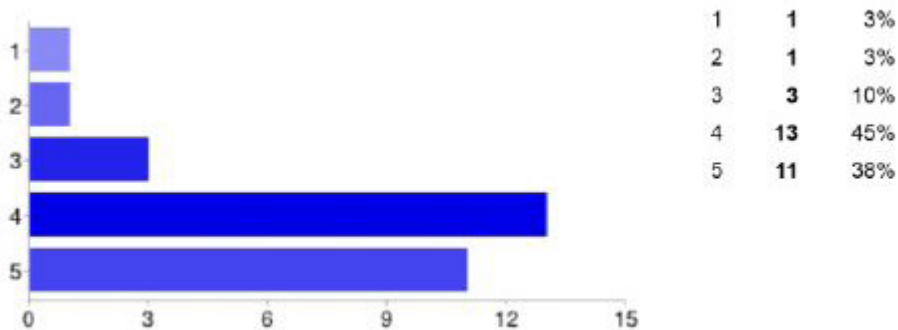
Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Event Venue (McNamara Alumni Center)



Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Selected Time of Day for the event (8:30 a.m. to 2:30 p.m.)



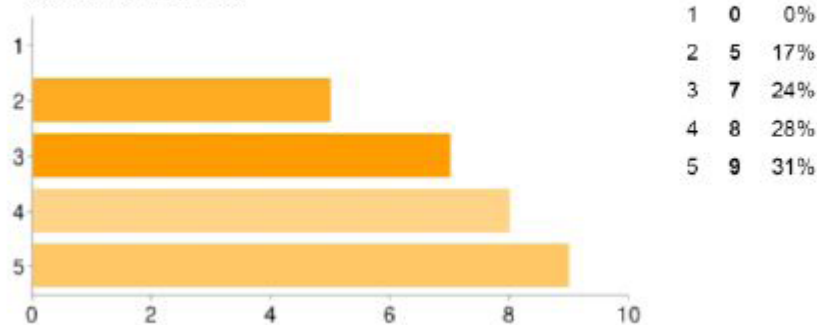
Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Selected Day of the Week for the event (Thursday)



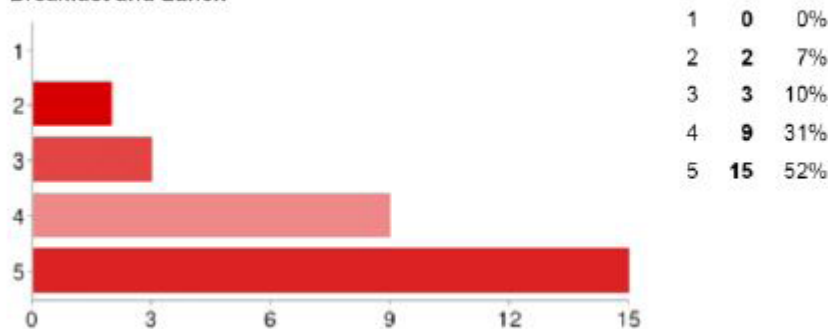
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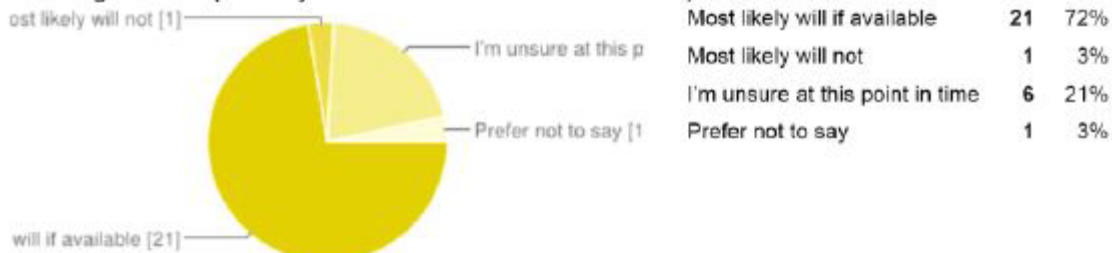
Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Duration of the Event



Please rate the following according to your expectations (on a 5-point scale, 5 means Best Met My Expectations, and 1 means Least Met My Expectations) - Breakfast and Lunch



Based on your experience with the Design Thinking for Higher Education Innovation workshop, would you consider participating in another workshop in the Design Thinking series? Please choose one of the following answers. (You may comment in the next field if desired).





# workshop

## EVALUATION

### **Please provide any comments on whether you are likely to participate in another workshop in the Design Thinking series.**

There was a lot of information projected on the screen. If you asked the participants to list any of the design thinking qualities...would they be able to?

It will depend if the topic to which Design Thinking is applied fits my interests. The complexity of the issue is the key; Foreign policy...Affordable Housing...Higher Ed was perfect.

Great event!

Please give more info on what the workshop is. I completely misunderstood what we would be doing. I thought we would be going over how to use design thinking in our classroom. Also, mention who your target is, because I do not think I was.

My involvement will depend on how it is layed out. I'll ask more questions before registering. I love the concept of innovation and higher ed and am specifically interested in new ways to serve our students and the institution (credit generation, revenue streams) so creative idea sharing and generating, but more so content presentations by the experts would definitely get me there.

I appreciate the thought that went into this forum. I wonder about the outcomes, though. We have very little time to engage in workshops, etc. How do we know that this was the BEST use of university resources? What are the outcomes from it?

As a higher education administrator, I'm very interested in this topic. It felt creative and open, which is rare in our field.

If I had the sense that doing these workshops was actually producing material that is being used I would be likely to attend another to help build on and learn more about what was created. For example, what if there was another session that took the three best ideas (or whatever) from this past session and had a group chew on them to further develop them? I'm not sure whether this would be another event as

large as the first, but smaller groups might coalesce around more specific ideas and take them further if they had some support for it.

Got so much out of the workshop. If another is offered, would make it a priority to attend.

I feel that the first workshop provided me with enough information and ideas to meet my current goals, but I may participate in another session depending on the content.

Interesng group of smart thinkers, so YES

The sessions are very good, and very afordable or free! Terrific.

Yes, I would participate. It was a great exercise in a different way of thinking about higher ed. Reminded me of the reasons of why I got into this field in the first place...I love thinking outside the box regarding higher ed.

Yes, I would participate because I don't think I got a full understanding of the process from this initial workshop.

Very interested in the next step. Please invite me if the opportunity arises. My doctorate is in the future of education and work, and this conference fit very well with my interests and education.Thank you!

I am very interested.

Design Thinking was not defined very well, leading me to wonder whether a (complex proactive) systems approach might have worked better.



# workshop

## EVALUATION

### **Please provide feedback on the Design Challenge Questions? Were the right issues addressed? What was missing? How could the Challenges be improved?**

The challenges were far larger than practical.

The challenges DID challenge us, without doubt. But the challenges suffered a detachment from policy. Surely, Design Thinking must have something to do with policy or, at the least, 'protolicy'.

I would have preferred classroom related questions.

The correct issues were addressed (good case study examples). I would recommend shortening the amount of time for the workshop and making it faster-paced. It felt like it was dragging and repetitive a few times. Members of my team were losing interest (and disappearing!) by the end of the day.

The topics were good, glitch was that these topics are already being addressed and we kept on going back to solutions already in place, rather than breaking out and looking at new ideas

I think more should have been provided on the design framework...I never really felt like I got an understanding of the process steps and objectives.

The questions should have been developed by the group! Our table discussed this topic and felt the questions should have been different, and should have come from the group. This was considered a major weakness in the conference.

The challenges were so right on - very real.

Questions were perfect...extremely relevant.

Some great ideas were generated, but how many of them were realistic? and doable? Missing the next step of the implementation plan.

Some of the questions seemed to sub questions of others. Perhaps another question about how to actually get an idea

implemented within the higher education system itself (not a short challenge).

Our question ("Maria") was good and it was relevant to my own work.

Good questions. Cost. Learning. Partnerships with the community. How can technology be incorporated while address the students' needs.

### **What did you like best about the workshop?**

It takes constant application of force to move from a static, traditional, system. Higher Education needs to adapt so it is a good idea to have such workshops to get people from different experiences to gather and work in a team.

I liked everyone at my table, and learned much through our exchanges.

Food

I liked the presentations at the beginning.

Chance to interact with colleagues from multiple institutions and with different perspectives.

Brainstorming and thinking about solutions with my table mates.

Hands-on activities.

I like that we were assigned tables and with a diverse group of people with various backgrounds and skills.

Opportunity to network, be engaged, and really expand my thinking. I feel like we can so easily get in a thinking rut. It was great to step out of that.

Overall interaction of the group members. The participants functioned well together.

I liked the opportunity to learn more about Design Thinking while connecting with others who share that interest in our community.

The interaction with colleagues.



# workshop

# EVALUATION

## Exchange of ideas

Diverse ideas, x-section of professions. smart people. great energy

I liked the opportunity to meet other professionals who were interested in similar topics as me (higher ed and design) but had very different backgrounds and credentials. It was invigorating to work with them to brainstorm solutions and ideas. Our discussions were rich and interesting.

Going through the entire design cycle with a team.

The ability to work closely with people I wouldn't normally meet, of very diverse ages and backgrounds.

I really enjoyed the mix of people and the opportunity to discuss these issues from several angles. It brought up many more ideas than if the group had been more homogenous.

Interacting with my table team.

## What could we improve for future workshops?

This is a one-shot deal. Participants go home a little wiser, a little more engaged perhaps, but students could be there in their own group. The actual needs could be determined and then the questions formed.

A little less conferencing Mickey Mouse. The foot stamping routine was embarrassing.

Better description and suggestion of targeted attendees.

I would love to see the examples of higher ed innovation - happening across the US and on campus. I would love to have more content. I would suggest less obligation to just one project.

More clarity around tasks, and more direct linkages to higher education (including higher education scholarship).

Don't start an event that is supposed to be about innovation and non-standard thinking with rather traditional and rigid presentations by academic administrators. One of the two

design school professors should have started the event, setting the tone.

I would recommend shortening the workshop by 1-2 hours and making it faster-paced. I would also recommend strongly encouraging people to stay the entire time of the workshop. It was frustrating to me to know that 50 people were on the wait-list (several of whom I know!) and so many people left early and didn't participate. We lost a lot of energy and momentum by the end.

About half of the participants seemed to disengage at the model-making segment and went off to have discussions or complain that they were "not creative". Some of those who did participate, however, could appreciate the process of "thinking with their hands". I wonder if doing a "lower res" version of the model building would be less intimidating for those who are not used to it - maybe just provide materials at all of the tables from the outset and have at least one or two people who are used to using those materials there to encourage people to play with the stuff during the process of discussion and brainstorming? Instead of having a separate activity, playing with and manipulating materials could then be incorporated into the process with less attention on the activity and the "product" and more on the ideas that are (hopefully) being facilitated. Some groups may choose to create 3D models and other groups may decide to use just words or words and images on paper to illustrate their ideas, and that would be fine since it's the ideas we're after in the end. It might also shorten the event. There were a lot of people who left after lunch and the energy level in the room was diminished.

Wonder if there is any way to leave participants with a guide of some kind about how they can take the design thinking method back with them? That would be really useful.

Share the slides electronically. would have liked to have them on my computer during the session to take notes on.



# workshop

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I wonder if there would have been a way to make use of twitter or something similar as a way to share between teams while we were working?

I felt that the program could have been shorter. After about 1PM, half of my team had left to teach classes or return to work or other appointments. I think that if it had been held, timewise, to a single morning or single afternoon, it would have a more sustained turnout.

Perhaps have a planted facilitator that could keep people on track...and on topic. However, that wasn't a huge problem.

better problem-solving space, where you could throw things up on wall, study them, move around. Sitting around the table and taking notes at the table was less conducive to problem solving

Have Kaler pick 2-3 great ideas that came out of this one, and focus the next workshop on how to actually implement those ideas.

More clarity of the framework and associated activities. I don't think the workshop held together very well as the objectives for each stage and how it fits with other stages was not clear.

Obtain preliminary input on the topic from prospective participants.

I am not sure I understood what the goal or outcome was for the workshop. Was it an opportunity to learn more about how to apply Design Thinking? Was it a think tank for solving issues at the University of Minnesota? Both? I am interested in both but at some point I started thinking about outcomes which distracted from the experience. You could state the goals and expected outcomes at the beginning of the workshop.

I think the segments dividing our approach to the exercise were too fragmented. It would have been fine to let us go a little longer on our own dynamics without interruption.

**Please provide any additional comments for future events in the Design Thinking series or for the Center for Integrative Leadership.**

We need to know what is meant by Design Thinking and integrative Leadership.

Be more specific- target different groups at different days.

I think I might have gone into the workshop with a different lens/expectation. I wasn't prepared or expecting such a significant creative/collaborative process and was anticipating more content and information that would help influence how I do my work and/or think about my work. There was a point, where the groupwork began to simply fill silly (at the end when we were trying to wrap things up), and it wasn't clear what I was supposed to take away from the day besides the idea of thinking outside the box. Again, I simply think I entered the workshop unprepared or with different expectations as it seemed my group was having the time of their lives - For real!

I am interested in how design thinking can be used in applied research. (H. Simon's ideas from his book the Sciences of the Artificial). How is research done by engineers and architects, and how can we apply these principles in social science research?

Your workshop series is incredibly important in how it brings together varying experiences and expertise to solve real-world problems. For higher ed professionals, it's important that we learn how to think creatively and approach problems as designers, rather than as traditional policy wonks. I felt invigorated and motivated to solve problems when I left, using design thinking and other creative processes. Thank you!

As a designer, I love this model and I think it's a really valuable one to share with the University community. But there's a risk involved in creating a perception that this "playful" process doesn't lead to anything that will actually be incorporated into policy or change. It's really important for participants who are new to this type of ideation process to



# workshop

# EVALUATION

see evidence that what they create is being taken seriously so that they can feel that they aren't wasting their time.

Glad there was a photographer and videographer. Hoping you'll send us links to photos and video when they are ready so we can use those to tell the story of our experience there. Thank you sooooo much!

More time to go through process....initial research (interviews, observing) with 'end users". Structure it so there is time to do the expansive brainstorm, where the NEW ideas may come out...then pare it down and further develop the ideas that seem desirable and do-able. More time for all of the stages of a design thinking exercise

Great event! A perfect balance of learning/thinking and fun.

Good first effort...it has some good potential for facilitating needed conversations using a new methodology.

Good first step!

I would like to see a physical space dedicated to Design Thinking, Collaborative Design, and Innovation at the University of Minnesota. We discussed such a facility at the events in March. Is that a possibility? Could we get the Weisman Art Museum involved with their new Collaborative Design Studio? I would welcome the opportunity to discuss and vision such a space and its benefits for our institution.

Include creativity. Make people take an opposite role. Have people think of a human-centered learning process that works and ask could HiEd use that?

See higher ed as a component in a well balanced life...life long learning--not just training for a job. But once in a job... what does higher ed have to offer?

there should be a NA on the survey. Parking was not an issue for me...