

E³UDRES² Future-casting Training Concept: the Methodology

CONTENT

1. Introduction to future-casting training concept.....	2
2. Literature review	4
3. Digital tools	7
4. Integrated System for Future Vision of E ³ UDRES ²	9
Annexes (templates)	11
1. Questionnaire on the governance of individual E ³ UDRES ² universities	
2. Future Casting Workshop agenda	
3. Regional Stakeholders Workshop agenda	

1. Introduction to future - casting training concept

The work package “Future Universities as Drivers for Smart and Sustainable Regions” provides knowledge and experience about future challenges and opportunities for higher education institutions as an important basis for the overall development of E³UDRES² from individual, regionally anchored, national universities to a European multi-university campus for smart and sustainable regions.

E³UDRES² co-creates outstanding ideas and concepts for future universities for future-skilled learners, integrates challenge based education, mission-oriented research, human-centred innovation as well as open and engaged knowledge exchange as interrelated core areas and establishes an exemplary multi-university campus across Europe.

E³UDRES² develops and offers training towards future universities for academics and non-academic staff.

E³UDRES² initiates Resonating Innovation Cycles that adapt successful innovation methods to the specific needs of future universities. These maturity spirals start with small, manageable, easily calculable, prototypical tasks and actions. While the analysis of errors and inadequate results serves as the basis for new ideas and concepts, the following steps are repeated with promising approaches: (1) share, pool, map, discuss and reflect on existing knowledge, experience and good practice, (2) prioritise missions, identify and define challenges, (3) co-ideate promising approaches, (4) co-create using human-centred design to develop and explore prototype solutions (5) test and experiment within defined environments and frameworks, (6) evaluate: measure output, verify outcome, determine impact, (7) learn and improve: document new knowledge, reflect on new experience, collect good practice examples.

Closely related to these resonating innovation cycles, E³UDRES² establishes I-Living Labs for future universities and smart and sustainable regions. These living labs provide human-centred learning, research and open innovation environments that help gain and train future skills and co-create solutions to relevant challenges. The partners will co-ideate new concepts and approaches, co-create new knowledge, provide good practice and share experience.

E³UDRES² future-casting training concept provides the background information and references for all the activities of the work package “Future Universities as Drivers for Smart and Sustainable Regions”, especially in the relation to:

- 1) being a think tank of the future vision of European University;
- 2) exchanging information and future training within and outside the project team on the future mind set and approaches.

There are three templates, which were created during the preparatory stage of this work package and will be used in next phases of the project. The questionnaire on the governance of individual E³UDRES² universities provides the information for mapping different aspects of E³UDRES² universities, in order to set common framework for



further co-creation of European University model. It is especially important, as still no face-to-face visits are possible due to Covid-19 restrictions, and at least partially the analysis and comparison of different governance aspects provides better understanding among different partners. The template of Future Casting Workshop agenda provides the basic structure for this type of workshop as two more Future Casting Workshops are planned during the project. The template of Regional Stakeholders agenda provides the basic structure for different stakeholders workshops in all the E³UDRES² partner countries. Each partner was free to adapt this agenda to their local needs keeping in mind the main goal of these workshops: to use future sighting methods and identify the context of future universities from the external stakeholders point of view.



2. Literature review

Various methods have been assessed in order to develop the topic of the 'future of higher education/universities'. It has been approached from various angles. We give a short review of the most current results below.

- **Scenario planning**

A first method to develop a possible future for European universities could be the technique of scenario planning. "Scenarios are alternate futures in which today's decisions may play out. They are stories with beginnings, middles and ends. Good scenarios have twists and turns that show how the environment might change over time. A good set of scenarios will contain two to five different narratives. (...) Each scenario should contain enough detail to assess the likelihood of success or failure of different strategic options."¹

One recent result of scenario planning was undertaken by the UAS Rotterdam (Hogeschool Rotterdam) in order to plan for the post-covid 19 period: <https://www.hogeschoolrotterdam.nl/onderzoek/hoger-beroepsonderwijs-in-2030/> . A similar method was also used by the University of Edinburgh in their development of the future university: <https://www.nearfutureteaching.ed.ac.uk/materials/future-universities/>

pro	contra
<ul style="list-style-type: none">• Provides clear-cut scenarios• Easy to set up	<ul style="list-style-type: none">• Usually needs a clear trigger to which the scenario needs to respond (covid19, climate change, financial stress,...) and this may lack here• Lack of external colleagues and opinions (is usually done within the own organisation)

- **Peer consulting**

The use of the Peer Consulting Method is quite wide-spread and easy to set up. "Collegial consultation is a form of consultation that exploits the knowledge and experience of colleagues, and which usually can be conducted without external consultants. A great many opinions, perceptions, perspectives, suggestions and solution approaches can be collected to aid the advice seeker."² However, the method also does start from a clear definition of the problem on hand. In the case of the future of European Universities, this is not so well-defined.

¹ <https://www.forbes.com/sites/stratfor/2015/01/08/scenario-planning-and-strategic-forecasting/>

² https://www.coverdale.de/fileadmin/Germany/Toolbox/Peer_consulting.pdf



pro	contra
<ul style="list-style-type: none"> • Easy to set up 	<ul style="list-style-type: none"> • Needs a clear situation to improve • Is action oriented (not policy development)

- **Expert consulting**

One could organise group sessions with various (external) experts on the question of the future of universities. It has been used, for example, to develop the EUA - [Universities without walls](#) – A vision for 2030, released 4/02/21. Or for the E.C. on “[Towards a 2030 vision on the future of universities](#) in the field of R&I in Europe”. It has also been employed by the Times Higher Education in their webinar: [Creating the universities of the future: webinar highlighting different perspectives](#). Another initiative using this method is the ‘[Future Universities Thought Book](#)’.

pro	contra
<ul style="list-style-type: none"> • Easy to set up • Involvement of external colleagues 	<ul style="list-style-type: none"> • Remains within the limits of the framework of these experts, often from within the work field. • Defines who is an expert and who not, thus risking to miss the input of various stakeholders

- **Human-Centered Design**

A more consultative approach is ‘human-centered design’. “Human-centered design is a creative approach to problem solving and the backbone of our work at IDEO.org. It’s a process that starts with the people you’re designing for and ends with new solutions that are tailor made to suit their needs. Human-centered design is all about building a deep empathy with the people you’re designing for; generating tons of ideas; building a bunch of prototypes; sharing what you’ve made with the people you’re designing for; and eventually putting your innovative new solution out in the world.”³ The interesting element here is the key involvement of (various groups of) stakeholders in both the design and implementation process.

pro	contra
<ul style="list-style-type: none"> • Stakeholders are available within the own organisation • Broader field of expertise and (first-hand) experience • Includes implementation issue from the start of the process 	<ul style="list-style-type: none"> • May be time-consuming • Large groups tend to aim for the status-quo rather than bold chances

³ <https://www.designkit.org/human-centered-design>



- **Stanford University Playbook**

As a consortium, we decided to work with the Stanford University Playbook⁴. The Playbook aims to offer ‘a comprehensive framework that offers a structured approach to find the big idea’. The flow of the overall method starts from ‘perspective’ to ‘opportunity’ and moves on to ‘solution, team and vision’. Each of those elements is supported by one or more appropriate methods.

In the first phase of the ‘perspective’, one uses Context Mapping + Progression Curves + Janus Cones, in order to ‘broaden your view of the problem space, helping you to better anticipate the future’. Within DEV 2.1, we will follow the steps in the Playbook to arrive at a shared vision, over at least two more steps. The advantage of the Playbook is that it offers methods for each of the steps along the way.

⁴ <https://app.box.com/s/i1q85p829xm1ez0xl0r9mjp2ana2ov9r>



3. Digital tools

Initially all the workshops were planned as the site events with face-to-face discussions. In order to adapt to the Covid-19 circumstances the workshops and discussions are taking place at the virtual environment as long as site events are not possible. The partners have tested various online tools and suggests several options for future workshops and methods:

- **Miro: www.miro.com**

Useful for:	Limitations:
<ul style="list-style-type: none"> • Ideation and brainstorming • Aligning on a collaborative, online whiteboard • Visual mapping and diagramming • You can group digital sticky notes and vote for the best ones 	<ul style="list-style-type: none"> • There is a free package, but it gets expensive if you use it frequently and you need licences for lots of users.

- **Padlet: www.padlet.com**

Useful for:	Limitations:
<ul style="list-style-type: none"> • Posting notes, images, links, videos, and documents on a common page • Free online tool • Easy to use and easy accessible 	<ul style="list-style-type: none"> • Only three Padlets for the free basic plan

- **Mentimeter: www.mentimeter.com/features**

Useful for:	Limitations:
<ul style="list-style-type: none"> • Interactive presentation platform • Preparing, presenting and analysing presentations • Live polls, quizzes • Live results (e.g. wordclouds, etc.) 	<ul style="list-style-type: none"> • Integration in MS Teams or other meeting tools • Formatting of results

- **Wonder: wonder.me**

Useful for:	Limitations:
<ul style="list-style-type: none"> • Breakout Sessions • Flexible discussion rounds • Informal meetings • High number of participants (1500) possible • Free Software (at least until end of 2021) 	<ul style="list-style-type: none"> • No phone mode now • No dashboard/statistic feature yet • Circles are limited to 15 people



- **Slido: sli.do**

Useful for:	Limitations:
<ul style="list-style-type: none"> • Involvement of participants in lectures, discussions • Keeping attention in lectures, meetings and events • Real-time comprehension testing (with quizzes, surveys and questions) • Involvement of silent participants (with the possibility to ask anonymous questions) • Analysis of the participation of lectures, meetings or events to improve their quality • Enrichment and diversification of the content of lectures, meetings and events 	<ul style="list-style-type: none"> • More complicated for the event manager / presenter: another platform must be used - Slido (if not integrating ppt or Google slides) • For convenience, participants need a telephone and computer to use the tool • The live event requires the Internet (Wi-Fi) connection to participate



4. Integrated system for future vision of E³UDRES²

In order to reach the following goals of work package 2:

- 1) E³UDRES² future training and exchange of experience;
- 2) Establishing a team working on possible scenarios;
- 3) Building regional learning hubs;
- 4) Checking scenarios against E³UDRES² vision
- 5) Developing E³UDRES² blueprint

the following integrated system for interaction among partners and stakeholders will guide the activities:

Timeline	Phase	Team	Approach/method	Event
Jan 2021 – March 2021 Preparation	Phase I – Perspective and grounding	WP2 Team members	Questionnaires, Context maps	Future Casting workshop 1
		Regional Stakeholders	Context maps, Progression curves, Janus Cones	Regional Stakeholders workshop 1
		Other WP members: learners, educators, researchers, innovators	Concept fact sheets	WP3, WP4, WP5 meetings
		Other representatives from management/policy makers in each partner university	Context maps, Progression curves	Partner universities local workshops 1
April 2021 – October 2021 Vision Check 1	Phase II – Opportunity and solution	WP2 Team members	To be defined after the conclusions from Phase I	Future Casting workshop 2
		Regional Stakeholders	To be defined after the conclusions from Phase I	Regional Stakeholders workshop 2
		Other WP members: learners, educators, researchers, innovators	To be defined after the conclusions from Phase I	WP3, WP4, WP5 meetings
		Other representatives from management/policy makers in each partner university	To be defined after the conclusions from Phase I	Partner universities local workshops 2
		Executive Board	To be defined after the conclusions from Phase I	Executive Board meeting



November 2021 – October 2022 Vision Check 2	Phase III - Vision	WP2 Team members	To be defined after the conclusions from Phase II	Future Casting workshop 3
		Regional Stakeholders	To be defined after the conclusions from Phase II	Regional Stakeholders workshop 3
		Other WP members: learners, educators, researchers, innovators	To be defined after the conclusions from Phase II	WP3, WP4, WP5 meetings
		Other representatives from management/policy makers in each partner university	To be defined after the conclusions from Phase II	Partner universities local workshops 3
		Executive Board	To be defined after the conclusions from Phase II	Executive Board meeting
Nov 2021 – Sept 2022 Vision Check 3	E ³ UDRES ² Blueprint	WP2 Team members	To be defined after the conclusions from Phase III	To be defined after the conclusions from Phase III
		Executive Board	To be defined after the conclusions from Phase III	To be defined after the conclusions from Phase III



Annexes



WP2 Future Universities: STATE of ART Questionnaire on the governance of individual E³UDRES² universities

The main aim is to map different governance aspects of E³UDRES² universities, in order to set common framework for further co-creation of the European University model.

Deadline for submitting the questionnaire: February 21, 2021

Part I Contact information

E³UDRES² university:

Name, surname, email for further references on these questions:

Date: ...

Part II Vision 2030

(please provide the responses to following three questions from 3 top management representatives)

Please name three keywords (in order of priority, if possible) that should describe your institution in 2030.

Please name three keywords (in order of priority, if possible) that should describe the European University in 2030.

Please name three keywords (in order of priority, if possible) that should describe your country's research (at national level) in 2030.

Part III Analysis of institutional strengths and weaknesses

What are your institutional strengths in the relation to European multi-university campus (max 1 page)? What are best practises you would like to share (max 1p)?

What are your institutional weaknesses in the relation to European multi-university campus (max 1p)? What are your current weak points where you see the European University could contribute?

What do internal stakeholders expect from European multi-university campus? How did you find out? What is the source for your answer?

What kind of information and data (or action) would convince internal stakeholders that European multi-university campus meets their expectations?

Part IV Regional profile

What are 3 main industries (including all sectors) in your region (in terms of both turnover and employment rate)?



What are 3 main industries (including all sectors) your university has the most active cooperation with (both for research and education)?

What are the specific opportunities of your home cities and their rural surroundings in relation to European multi-university campus?

What are the specific challenges of your home cities and their rural surroundings in relation to European multi-university campus?

Please share two examples (best practices) of your university's social and/or economic impact in the region.

Part V General information on the governance

On the university level, which department/unit is responsible for implementation of E³UDRES² project? Who owns the project? What is your strategy for internal dissemination and to increase awareness and ownership of the project?

Which internal governing bodies and procedures would you involve for discussion on your institutions potential as European University?

What is the subordination of your institution: regional or national? Which is the main external governing authority?

Please share if there are any limitations from your national higher education system what other E³UDRES² partners should take into account in relation to participation in a European University (think of language regulations, decrees on dual degrees, accreditation,...).

Part VI Approval process of E³UDRES² Blueprint 2030

On the university level, what are the main governance actors (decision-making bodies) for approval of an E³UDRES² Blueprint?

According to your country regulation, do you need external authority approval for E³UDRES² Blueprint 2030? If yes, please describe the procedure.

Part VII University strategy

When does your next strategy period starts?

Please add your current university strategy in English to this questionnaire.



Future Casting Workshop 1

January 28, 2021

Key words:

Future casting – predictions that try to remove the uncertainty from the future by forecasting what will happen based on the likelihood of certain events. ⁵

Future sighting (foresight) – the ability to plan for the future. It is a mix of mindset and methodology: a view of the future and the practice of looking forward. In particular, organisations use strategic foresight to help them develop long-term plans for new business growth. Foresight acknowledges that the future is ambiguous and aims to prepare decision-makers for how the future may change. ⁶

Future Universities as Drivers for Smart and Sustainable Regions – our innovation, opportunity area we want to pursue.

The aim of Future Casting Workshop is to get more detailed insight into various future casting and future sighting approaches.

The goals:

- 1) Share the examples, which WP2 partners propose for further development of joint methodology in the implementing WP2;
- 2) Try 1 or 2 the most suitable methods for the first phase of the project;
- 3) Propose next steps for the methodology (E³UDRES² future-casting training concept) and agenda items for Regional Stakeholders workshop 1.

Before the workshop

Each partner has signed up at MS Teams (WP2) for at least one of the materials from the list of available suggestions on future casting and future sighting (see the document “WP2 Literature Review”), examined them, and is prepared to present short summary during workshop.

Agenda for the workshop

Part I Introduction (30 min)

Welcome and introduction to the topic

Sharing examples and proposals for the 1st phase of WP2

⁵ Playbook for strategic foresight and innovations <https://app.box.com/s/i1q85p829xm1ez0xl0r9mjp2ana2ov9r>, p.35

⁶ the same source

Part II Breakout session (15 min); **Discussion** (10 min)

Testing the method “Context maps” (or any other, we agree on) – work in two groups for 15 minutes. Sharing results via joint discussion. (Description of the method is available on page 61-69 at:

<https://app.box.com/s/i1q85p829xm1ez0xl0r9mjp2ana2ov9r>)

Part III Testing method 2 or

Working on Draft for the methodology and agenda for regional stakeholders workshops (25 min)

Part IV Conclusion (10 min)

Each participant shares one take away from Future Casting workshop.



Regional Stakeholders Workshop 1 on Future Universities

The activity is part of the project “Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions (E³UDRES²)” and will contribute to the results of Work Package 2 “Future Universities as Drivers for Smart and Sustainable Regions”

Key words:

Engaged University – multidirectional information exchange and involvement of different stakeholders at all levels

Entrepreneurial University – proactive, applied, looks for solutions, takes initiative

European University – initiative from European Commission to create the best possible future university model what Europe can offer in higher education

Future casting – predictions that try to remove the uncertainty from the future by forecasting what will happen based on the likelihood of certain events.

Future sighting (foresight) – the ability to plan for the future. It is a mix of mindset and methodology: a view of the future and the practice of looking forward. Foresight acknowledges that the future is ambiguous and aims to prepare decision-makers for how the future may change.

Future Universities as Drivers for Smart and Sustainable Regions – the innovation, opportunity area that E³UDRES² partners want to pursue.

Background information: E³UDRES² promotes the development of small and medium-sized cities and their rural environments into smart and sustainable European regions and shapes a prosperous future with the best possible quality of life for self-determined people in a progressive European society. E³UDRES² co-creates outstanding ideas and concepts for future universities, integrates challenge-based education, mission-oriented research, human-centred innovation as well as open and engaged knowledge exchange as interrelated core areas and establishes an exemplary multi-university campus across Europe.

The aim of the regional stakeholders workshop 1 is to use future sighting methods and identify the context of future universities from the external stakeholders point of view.

The goals of the regional stakeholders workshop 1:

- 1) create a broader frame of future universities as drivers for smart and sustainable regions;
- 2) discuss the pattern of the university role in value creation for regions, the main milestones in the past and share experience with patterns from partners;
- 3) create a network of E³UDRES² shareholders;
- 4) create a heat map of shareholder's commitment;
- 5) explore the future steps they envision;

- 6) make explicit the milestones up till the present the future steps can build on;
- 7) to share these within the E³UDRES² consortium to create European change patterns

Before the workshop

For the first part of the workshop, we kindly ask every participant to think about the broader context and dimensions of future universities 2030.

The participants will be asked to think about these questions beforehand, in order to facilitate the discussion during the workshop:

Q1. What are the specific challenges and opportunities you see within the region as a medium sized city, and its rural surroundings, in 2030?

Q2. What is the preferable social and economic impact of a future European university within our region?

Q3. What are pre-conditions for successful cooperation for our future university and our stakeholders?

Q4. What kind of information and strategies would convince our regional stakeholders that

European multi-university campus meets their expectations?

Q5. When was the first time you heard of or felt the impact of HEI?

Q6. How do you see yourself (or your organisation) involved with HEI in 2030?

Hand out the brief to the meeting well beforehand inviting participants to think about how HEIs can become the drivers of smart and sustainable regions.

Invite questions prior to the meeting.

For the second part of the workshop, we kindly ask every participant to think about the value creation and impact in the region of future universities - what turning points and milestones in the past you would like to bring for discussion; what changed and when.

Agenda for the workshop

Working language:

Introduction (10 min)

Welcome and introduction

Short presentation of the E³UDRES² project and the role of Regional Stakeholders -

Part I Context maps for future sighting: Future University 2030 and Smart and Sustainable Regions (50 min)

Introduction to context maps method (5 min)

Work in teams via breakout session (20+10 min)

Sharing the results (15 min)

Working language:

Participants who join the workshop, Part II:



Part II Discussion on the pattern of the university role in value creation for regions, the past developments, main milestones in the past (50 min)

Introduction to Progression Curves method (5 min)

Joint discussion and sharing ideas (50 min)

Conclusion (10 min)

Each Regional Stakeholder shares one final take away for Future University 2030 based on the workshop discussions.

