

CMU: Examples™

“The future belongs to those who give the next generation reason to hope.”

The 2008 crisis has changed the situation but really it has accelerated the reshaping of American educational systems, including K-12 and Higher Education, that were already starting to transform because of people like Scott McNealy, the CEO of Sun Micro.

<http://fastflip.googlelabs.com/view?q=education#RMvh3ZFITJZ4SM>

The ideas in the interview above with CEO McNealy of Sun Micro are not totally new. But they are gaining momentum among policy makers. Pay close attention to the author's final words on a “fidelity versus convenience” model,

*“The Harvards of the world won't go away. They will continue to be the high-fidelity players in the fidelity/convenience trade-off. But a large swath of the population might decide that going deeply into debt before even starting work is too high a price to pay for a high-fidelity education when a more convenient version will do. **They will pull out of mid-level universities.** Just as surely as many consumers gave up music CDs for Internet downloads, many students will soon decide to put aside a four-year stint at a traditional university for a cheap, easy, and good-enough degree delivered through laptop screens and smart phones. **Schools in the middle of the pack—neither high-fidelity nor high-convenience—will have to adapt or suffer.**”*

If Central Michigan University desires to become one of the top twenty-five **21st century universities**, then CMU will need substantial new funding from a variety of sources. Those monies need to be seen as a viable INVESTMENT versus DONATION in the future. It cannot be seen as another expense to sustain a **20th** century university model.

The following are just a few examples and do **not** reflect the current science, engineering, materials, etc. emphasis at CMU for higher paying job and headquarters creation.

1. **Collaborating in an “OPEN SOURCE EDUCATIONAL ENVIRONMENT” (SEE MIT’S AND 20+ OTHER UNIVERSITY PROGRAMS) and creating the new brand for CMU’s long distance education programs.** A couple of wild examples might include creating the **NORTH AMERICAN UNIVERSITY or UNIVERSITY OF THE AMERICAS**. It could function as a subsidiary organization. It would build very expensive higher educational modules. They could cost \$5,000,000+ to build a course but you might eventually have 500,000 students who take that course. So, it would only cost \$10 per student. Modules could then be used, sold or franchised to other universities amortizing the cost over a large student population. CMU needs to avoid becoming another diploma mill.
2. **Creating a segment of the 21st century K-12 educational Industry** (for profit and non-profit) building upon CMU’s expertise and credibility in educating teachers for Michigan public education. CMU could possibly access the 48 superintendents who have been meeting for 2+ years every quarter and sharing ideas. They might become the CMU Education LAB for developing and testing 21st century learning modules built on the Alternative Reality Game industry described below. However, programs need to be fully funding and incentivized.

3. **Build a state of the art “design curricula across most disciplines” for “Gifted and Talented”** students that would attract and keep a higher proportion of those graduates in Michigan. This would be a new emphasis but critical in a **Design Society by 2020**. The shift to a Design Society from a Knowledge Society is already happening. You can see it articulated over the last 3 years in Fast Company magazine in its free archives. www.fastcompany.com. This emphasis will also assist with current enrolment issues as CMU builds a new type of relationship with rural communities as described in item #5.
4. **Create one of the top three “North American Gaming Institutes”** in the world around the emerging Alternative Reality Game or Puzzle industry. The top one will probably be in California or Seattle, Washington. But the next two sites are up for grabs. This institute could specialize in the underlying technologies associated with designing innovative 21st century education modules, e.g., software, storytelling and puppeteering. See www.avantgame.com CMU could easily spend \$50+ million on a new Gaming Institute. This technology will be one viable methodology for designing new 21st century K-12 and higher education modules.
5. **Rural Economic Development, Headquarters and Higher Paying Job Creation through creating subcultures of “innovation and design.”** Most of the problems we talk about in Michigan are symptoms. The underlying solution lies in recreating Michigan, both rural and smaller cities, as cultures of “innovation and design” versus “mastery and engineering.”
 - ✚ **Local Design Studios** An example of one prototype can be found at www.design-corps.org and www.rugged-engagement.com. Michigan was a culture of “innovation and design” through approximately the early 1950’s. Headquarters were created often in smaller rural communities like Midland, Kalamazoo, Holland/Zeeland, Fremont, etc. The theories regarding the “aggregation of intellectual capital” to create many, varied and unusual applications of existing R&D, jobs and headquarters are not always borne out by history. Headquarters and industries are launched because of the “creative application” of technology.
 - ✚ **Proof of Concept Centers** CMU could also focus on both university-based and community-based Proof of Concept Centers. See www.kauffman.org for more info on two “Proof of Concept Centers” costing at least \$20,000,000 each to set up at MIT and U of California: San Diego primarily for the venture capital community. These two centers are university-based. CMU may already have the structure for a university-based option. Community-based proof of concepts centers create a demand-pull as contrasted with supply-push sales strategy.
 - ✚ **The Michigan Community Foundation** could be initiated and then spun off as a separate entity with the mission and driving force being:
 1. Create a database of high potential technology and inventions from universities, corporations and serial inventors.
 2. Raise designated funds local Design Studios and Proof of Concept Centers
 3. Advocate and raise monies for “community-based investment” options.

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