



MIRACOSTA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

WORKSHOP

**2:15 P.M. – THURSDAY – MARCH 27, 2025
CONFERENCE ROOM 1131 – SAN ELIJO CAMPUS
3333 MANCHESTER – CARDIFF, CA**

AGENDA

I. CALL TO ORDER AND REPORT OUT FROM CLOSED SESSION

II. FLAG SALUTE / ROLL CALL

III. PUBLIC COMMENT ON ITEMS ON AND NOT ON THE AGENDA

ITEMS ON THE AGENDA: Members of the audience may address the Board of Trustees on any item listed on the agenda when that agenda item comes up for discussion and/or action. Comments will be limited to three (3) minutes per agenda item and a total of fifteen (15) minutes of public comment on any one item, unless waived by the board. Non-English speakers utilizing a translator will have six (6) minutes to directly address the board. Consent items are considered routine and customary district business, and are voted on in one vote; however, a board member or a member of the audience may request that an item listed on the consent items be removed and considered individually.

ITEMS NOT ON THE AGENDA: Members of the audience may address the Board of Trustees on any topic not on the agenda so long as the topic is within the jurisdiction of the district. Under the Brown Act, the board is not permitted to engage in public discussion or take any action on an agenda item not on the agenda, except that members of the board may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of the board may ask a question for clarification. A member of the board or the board itself may provide a reference to staff (superintendent/president) or other resources for factual information, request staff (superintendent/president) to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff (superintendent/president) to place a matter of business on a future agenda. Comments from visitors shall not exceed three (3) minutes unless the board waives the time limit. Non-English speakers utilizing a translator will have six (6) minutes to directly address the board. The board may also limit the total amount of time for speakers on a particular topic to fifteen (15) minutes.

DECORUM: Board Policy 2355 requires members of the public to observe order and decorum at board meetings and to conduct themselves in a courteous manner, avoiding profanity, obscenity, other abusive language, and threats of violence. The board president, as presiding officer, has the authority to run the meeting, which includes the authority to issue warnings, call for recesses, or clearing the boardroom in the event of disruptive behavior. Speakers shall speak to the issues and refrain from using defamatory or abusive personal remarks that disturb or impede the meeting or exceed the bounds of civility necessary to the conduct of the business of the district. Government Code section 54954.3(c) establishes that the legislative body of a local agency shall not prohibit public criticism of the policies, procedures, programs, or services of the agency, or of the acts or omissions of the legislative body, and California Penal Code section 403 makes it a misdemeanor for any person to willfully disturb or break up any assembly or meeting with lawful authority.

IV. CHANGES IN AGENDA ORDER

V. WORKSHOP

A. Shaping the Future: Foundations of Futures Thinking at MiraCosta


VI. ADJOURNMENT

UPCOMING MEETING

**4 p.m. – April 17, 2025
Regular Meeting**

In compliance with Government Code §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Board of Trustees in advance of their meetings may be viewed at the Office of the Superintendent/President, One Barnard Drive, Oceanside, California, or by clicking on the Board of Trustee's website at <http://www.miracosta.edu/OfficeOfThePresident/BoardofTrustees/Agendas.htm>. Such writings will also be available at the board meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Jeanne Koschwanez, executive assistant to the superintendent/president, at 760.795.6610 or by email at jkoschwanez@miracosta.edu.

Audio recordings of board meetings are available upon request. Please contact the MiraCosta College Office of the President at 760.795.6610 or at jkoschwanez@miracosta.edu.

Subject: Shaping the Future: Foundations of Futures Thinking at MiraCosta!	Attachment: Link to slide deck
Category: Information	Type of Board Consideration: <div> <div>✓</div> <div>Information</div> <div>Consent</div> <div>Action</div> </div>
Institutional Goals: mcc_mission_statement.pdf (miracosta.edu)	Institutional Goal Supported: <div> <div>✓</div> <div>Goal 1</div> <div>✓</div> <div>Goal 2</div> <div>✓</div> <div>Goal 3</div> <div>Goal 4</div> </div>
	Approved for Consideration:  <hr/> Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

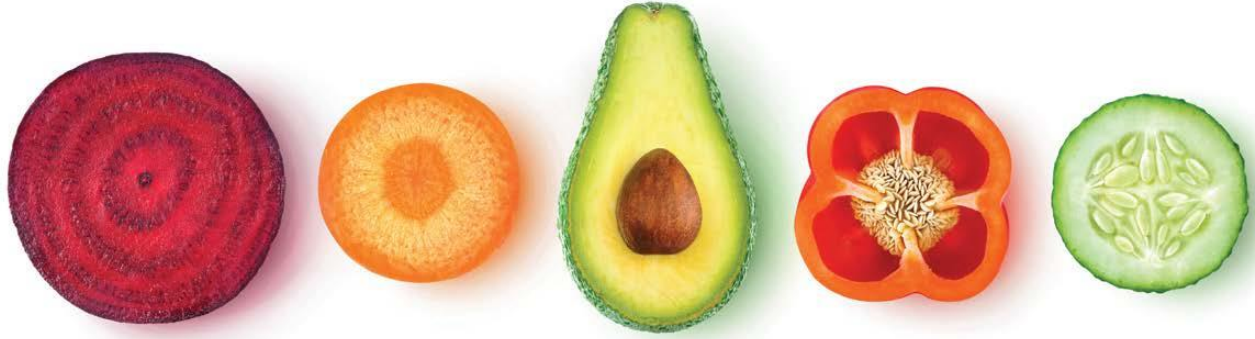
In today's rapidly changing world, higher education institutions face numerous challenges and uncertainties. From technological advancements to shifting demographics and evolving workforce needs, the landscape of education is constantly transforming. Futures thinking serves as a strategic approach and mindset that can help higher education institutions to navigate these changes effectively and ensure they remain relevant and resilient. MiraCosta has engaged in multiple efforts for the past five years to embed futures thinking into the campus culture. This approach has allowed us to anticipate and prepare for change, align with our inclusion, diversity, equity and accessibility efforts, promote innovation, and enhance strategic planning.

STATUS

Dr. Wendy Stewart will provide a workshop to introduce the core principles of futures thinking and equip the Board of Trustees with foundational knowledge and skills. Dr. Stewart will facilitate participation in activities to illustrate how future thinking can be applied in strategic decision-making while also showcasing current and upcoming projects at the college centered on futures thinking.

RECOMMENDATION

For information only.



5 Principles for Thinking Like a Futurist

By Marina Gorbis

PHOTO BY PHOTOCRAZY / ISTOCK (LEFT) MADELO 6/2/14

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In 2018 we celebrated the fifty-year anniversary of the founding of the Institute for the Future (IFF). No other futures organization has survived for this long; we've actually survived our own forecasts! In these five decades we learned a lot, and we still believe—even more strongly than before—that systematic thinking about the future is absolutely essential for helping people make better choices today, whether you are an individual or a member of an educational institution or government organization. We view short-termism as the greatest threat not only to organizations but to society as a whole.

In my twenty years at the Institute, I've developed five core principles for futures thinking:

1. **Forget about predictions.**
2. **Focus on signals.**
3. **Look back to see forward.**
4. **Uncover patterns.**
5. **Create a community.**



Forget about Predictions.

If somebody tells you they can predict the future, don't believe them. Nobody can predict large socio-technical transformations and what exactly these are going to look like.

We are getting better at making point predictions. There are prediction markets and all kinds of data-rich tools with which we're trying to predict elections, market share prices, and the success of product introductions. All of these focus on one particular event, a particular point. But a lot of our work at the Institute for the Future is focused on comprehending big, complex transformations—rather than just one thing, one event. We're looking at the interconnection between technologies and society and economics and organizations.

One way to think about this is to look at the difference between waves and tides. Waves are what we see on the surface. They are fleeting events, they come and go, appear and disappear. But there is something bigger underneath that is causing these waves. Underneath the waves is the tide, causing all kinds of disturbances of which waves are just one sign. Our work involves trying to understand those tides, the deeper forces underneath the waves.

Futures Thinking

Is about Readiness

So, if no one can predict the future, why think about it? Because doing so helps you to inoculate yourself. In the medical field, inoculating yourself prevents you from falling ill. In futures thinking, if you've considered a whole range of possibilities, you're kind of inoculating yourself. If one of these possibilities comes about, you're better prepared.

Futures Thinking

Is about Seeing New Possibilities

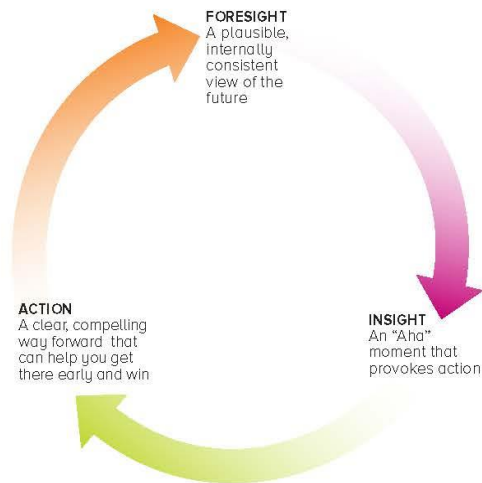
Thinking about the future is also about imagining. It's about transforming how we think. It's about creating a map to the future and looking for the big areas of opportunity. We like to think about transformations, for example, in learning and work, and how they get connected and intertwined in various ways. And then we start thinking about zones of opportunity. How can we shape the future to make it more equitable? How can we amplify learning outcomes? What do we need to do to achieve these outcomes?

The future doesn't just happen to us. We have agency in imagining and creating the kind of future we want to live in, and we can take actions to get us there.

When we think about the future at the Institute, a ten-year horizon is our "sweet spot." This is for multiple reasons. Ten years is a safe place. People don't bring a lot of turf issues when thinking that far out, and they can agree on a desirable future to consider and to prepare for.

We use a cycle that we call the F-I-A process: foresight to insight to action (see figure 1). We believe that any successful strategy is based on a good insight about the future. So, as you think about the future and consider the tides—that is, as you develop *foresight*—ask yourself a question: What does it mean for us? What's the *insight*? The same foresight, the same possibility, or the same tide may offer very different insights depending on your type of industry or organization. For example, if we're moving to a new way of accreditation or credentialing, one very different from traditional degrees, the insights will likely vary depending on your institution. Ultimately the goal is to use this foresight and the resulting insight as a way to determine the *action* to take. Although the foresight is usually five to ten years out, the action may be needed today or six months from now. What do we need to do today or tomorrow to either prepare for that future or to shape it in a more desirable direction?

Figure 1. Foresight to Insight to Action Framework



Source: Institute for the Future, 2007



Focus on Signals.

What tools do we have to help us systematically think about the future and develop foresight? There is no data about the future; all the data we have is about the past. Historical data is useful when things continue as they are. You can just continue planning for the same trajectory. That's fairly easy.

The situation is different when things are changing and there are inflection points. I think we are in this space right now: notions of what learning is, how and where people learn, and the value of degrees and who grants degrees are all changing. What tools do we have to help us think about the future in this landscape? At the Institute for the Future, we use what we call *signals of the future* to help us develop foresight.

The science fiction writer William Gibson famously said, "The future is already here, it's just not very evenly distributed." Indeed, signals of the future are all around us today. Often these are things or developments that are on the margins. They may look weird or strange. They are the kind of things that grab your attention and make you ask: "Why is this happening? What is going on here?" A signal can be anything. It could be a technology, an application, a product/service/experience, an anecdote or personal observation, a research project or prototype, a news story, or even simply a piece of data that shows something different. Recently I read that 62 percent of jobs today do not afford people with middle-class livelihoods. For me, that was a signal. Unemployment is low, and the economy is booming. What is going on here? A signal is anything that makes you want to dig in and say: "Why? What is causing this situation?"

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Let's take as examples an old signal and a new signal. In 1995 eBay first appeared on the horizon and created a lot of excitement. Strangers began to trade with each other. You trusted somebody you'd never met to sell you something, and you agreed to pay them! The significant signal here, the critical innovation of eBay, was the creation of a reputation system for both the seller and the buyer. The creation of this online reputation system enabled strangers to conduct economic transactions easily. This idea could be carried into many different arenas, and it was. Today, all online transactions rely on some sort of a reputation system. Online reputation has become a new kind of currency. When I was a child, we were told: "Don't get into cars with strangers." Now most of us don't think twice about getting into Uber or Lyft cars with complete strangers. So, this signal, this notion of online reputation markets, changed the whole industry, allowing new kinds of transactions in which strangers come together. Just a few examples are Uber/Lyft, Upwork, LinkedIn, and the whole ecology of badges certifying that someone has certain skills or abilities.



That's the old signal. An example of a new signal is a video billboard in Sweden. It's placed at a bus stop. If someone at the bus stop starts smoking, the billboard plays a video of a person choking. What this signal shows

is that what used to be on our laptops and desktops—all of this information, all of this content—is moving into the real world. It will become available not just on billboards but all around us. We've talked about how the whole world can become infused with media, and that has happened. We can access content almost anywhere and interact with it.

If you are a futurist, you will get into the practice of looking for signals all the time. When you wake up in the morning and read the news, you will look at everything through the lens of these signals. You will naturally ask about events: "Is this a signal of something? Why?" This kind of curiosity and the ability to continually sense while also sharing with others is very important.

Ideally, people in organizations will think about signals and get together to share their observations. I call this *seeing*. To be a sensing organization, staff need to create some means, formal or informal, of aggregating these signals and working to interpret them. This will allow feedback and discussion on what to do next.



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Look Back to See Forward.

I said earlier that there is no data about the future; the only data we have is about the past. While we cannot fully rely on past data to help us see the future, there are large patterns in history that we tend to repeat over and over again. Thus, we need to look back to see forward. I've started to think of myself as a historian as much as a futurist. I'm trying to understand the larger story and to place what is happening today and what we see on the horizon into a larger context. We don't repeat our history completely, but we do repeat patterns. If we look at the invention of the printing press and the debates and worries that people had at that time, we see that those concerns are very similar to our current debates and worries about fake news, computational propaganda, bots, and

how they skew our public opinion.³ It's almost eerie. People were talking about fake information and propaganda and lies all those years ago!

What is the larger pattern? Changing our fundamental information, communications, and infrastructure changes our society in very dramatic ways. Why? Because of power dynamics. New media tools alter who has the voice, who has the platform, and who has the ability to shape opinion. In Gutenberg's days, the authority was with the church, which held the ultimate truth. But with the printing press, people could distribute leaflets. Luther nailed his thesis on the church doors. At that time, the transformation in the media led to social transformations, to scientific revolution, and even to wars. Eventually people created new rules, new regulations, new principles around how to value and assess this information and how to decide who has the authority to say what is true or not true. We are in the process of trying to figure this out again. This is our Gutenberg moment.



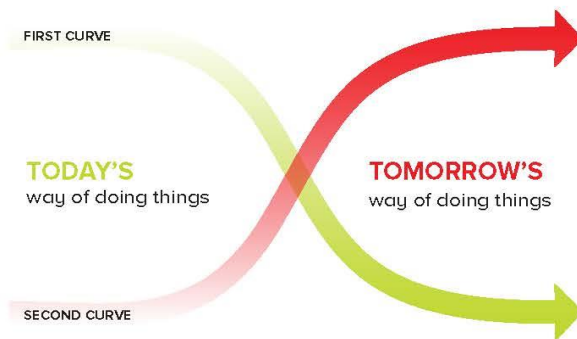
Uncover Patterns.

Ultimately, the goal of aggregating signals and connecting these to the larger historical context helps us understand patterns of change—the deeper tides I mentioned earlier. It helps us understand how we got to key developments shaping our future. What is the larger story? What are the tides of change? At the Institute for the Future, we've been working

with a pattern that we call the Two-Curve Framework. It comes from Ian Morrison, former president of the Institute for the Future, who wrote the book *The Second Curve*. In the book Morrison argues that in any period of large transformation—which I think we're going through now—we are simultaneously living along two curves (see figure 2).

The first curve is the descending curve. This is the curve we've lived on for a long time. We have rules, we have regulations, we have usage patterns, we know how to live this way. But that way of doing things is slowly declining, and we don't know the exact angle of the decline. At the same time, a new way of

Figure 2. The Two-Curve Framework



Source: Ian Morrison, Institute for the Future, 1996



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