Mapping Our Way to Academic Success: Using Innovation Configuration (IC) Maps

Handout 2: Innovation Configuration Map Template

What's the program ("Innovation") that you want to map?

What are the key components of your program?

A component is often the answer to a "what" question—what does the innovation consist of? What are its "moving parts"? What are the main "buckets" the elements of the innovation fall into?

Below is a template for one component of an innovation. You can repeat the template for as many components as you need.

COMPONENT NAME:

COMPONENT: A component is often the answer to a "what" question—what does the innovation consist of? What are its "moving parts"? What are the main "buckets" the elements of the innovation fall into?

DIMENSION 1	a. IDEAL	b	c	d. LESS THAN IDEAL
Dimensions are qualities of the component.	• If this dimension was executed perfectly, what would it look like?	•	•	• If the dimension were implemented poorly, what would it look like?

> The levels in between, which can be harder to define. Acceptable practice should be in here somewhere.

DIMENSION 2	•	• •	•	•

DIMENSION 3	•	• •	• •	• •

DIMENSION 4	• •	• •	• •	• •

Here's an example!

COMPONENT NAME: Mentoring			
COMPONENT: [describe the component] *Mentor and mentees form relationship designed to support the mentee in defining and achieving her or his aspirations.*			

DIMENSION	a. IDEAL	b	c	d. LESS THAN IDEAL
Mentor-mentee engagement frequency	• Mentor checks in with mentee weekly by email. • Mentor schedules monthly in-person meetings. • Mentor attends group mentee/mentor events two times a year.	• Mentor checks in with mentee by email two to three times a month. • Mentor schedules in-person meetings about every two months. • Mentor attends mentee/mentor events two times a year.	• Mentor checks in with mentee by email once a month. • Mentor schedules in-person meetings about mentee every two months. • Mentor attends mentee/mentor events one time a year.	• Mentor checks in with mentee less than once a month by email. • Mentor does not schedule regular in-person meetings. • Mentor does not attend mentee/mentor events. • Mentor does not initiate contact with mentee, waits until mentee reaches out.
DIMENSION Encourages post-secondary success	• Mentor consistently asks mentee about postsecondary plans. • Mentor shares his/her postsecondary journey. • Mentor understands mentee's postsecondary goals and provides resources and information specific to supporting those goals.	• Mentor periodically asks mentee about postsecondary plans. • Mentor shares his/her postsecondary journey. • Mentor understands mentee's postsecondary goals and provides some resources and information specific to supporting those goals.	• Mentor rarely asks mentee about postsecondary plans. • Mentor shares his/her postsecondary journey. • Mentor understands mentee's postsecondary goals and provides general resources and information about postsecondary pathways/options rather than information specific to supporting mentee's goals.	• Mentor never asks mentee about postsecondary plans. • Mentor does not share his/her postsecondary journey. • Mentor does not have an understanding of mentee's postsecondary goals.