

HOW DO WE DISRUPT THE SYSTEM?

REPORTING OUT: A ROUNDTABLE GROUP

"We were asked to articulate and visualize the most audacious question to be asked by a planning team of academics or of academics and architects at the very beginning of planning.

We intend to challenge the current planning process, by asking this question:

How do we disrupt the system?

We began, as most early planning discussions do, talking about how faculty might be involved, how to accommodate different styles of teaching and learning, how to accommodate generational differences. **It quickly became clear we were going around in the usual circles and that the only way a big change in the process could happen was if we disrupted the entire paradigm of planning from the first."**

"If you look at how much disruption is going on in businesses today, you will see how those that are challenging the status quo, that have found a new way to disrupt the old paradigm of doing business are changing the game and having success in doing so.

We want to disrupt, break away from some of the planning processes now in place; we want look at how we plan learning spaces by asking questions that are disruptive.

*How do we create the platform for experimentation?
What does it look like to explore?*

The sandbox classroom is an example of a platform for experimenting used on many campuses. This is a space intentionally designed or repurposed for active-learning, one in which faculty can sandbox (to coin a verb), gaining insights about how teach in such spaces--what works and why--and report back to the planning team. **Faculty could experiment in the sandbox, trying new things, failing and trying again."**

"Our third question is not really disruptive or audacious, but one that must be asked at the very beginning of planning:

How will communities of learners on our campus inform the planning process as we move forward?

Earlier we had discussed existing learning communities—primarily of faculty and staff. Then we thought about student learning communities. **Our main idea is utilizing a community to inform the process. Individuals alone can't bring forth what a group can bring in the overall planning process."**



"This diagram represents our overall process of what questions to ask and when to ask them.

- The middle square represents the learning communities.
- The bubbles are the stages of the process.
- The little sparks are the "disruptions" that create the lightbulbs or the ideas that help to inform the process.

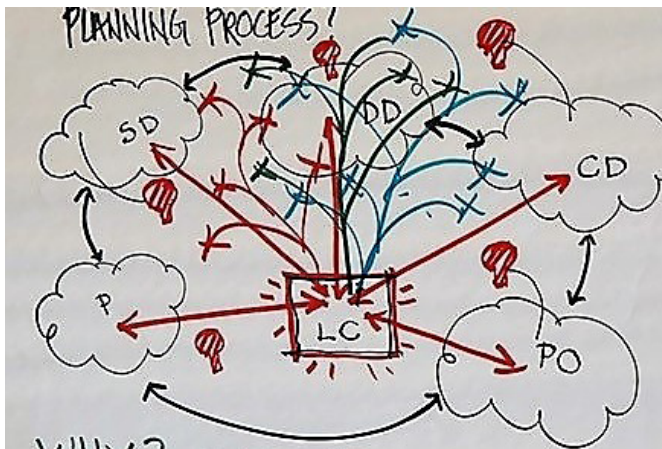
There is a feedback loop to and from the learning communities at each stage of the process. Planners are informed from the very beginning of the planning process all the way through post-occupancy, but always, again and again, going back to the learning communities."

"Why do we suggest this planning process: to support and guide and realize innovative change.

This process should not be top-down exclusively because if administration tells you 'this is what we are going to do' and if faculty doesn't buy in, it will not work. If faculty are the innovators, that's good, but if they don't get support from higher up, it's not going to work. Having an integrated process that includes experimentation from the very beginning and allows all stakeholders to be involved, to have informed input into the process, based on their experiences within and beyond the sandbox, is critical. When do we do this?

We suggest always.
Start yesterday and forever.

The message of our visual is the importance of the feedback loop from the questions we are asking, what we are learning from the experimenting and exploring that is underway, from mining the data from those exploring that informs future planning. Recursive evaluation."



2017 LSC Roundtable
University of Colorado Boulder

Question posed to
Roundtable participants:
*What is an audacious
question to ask at the earliest
stages of planning?*

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