



I. ARE WE PREPARED TO ASK AUDACIOUS QUESTIONS?

INITIAL QUESTIONS

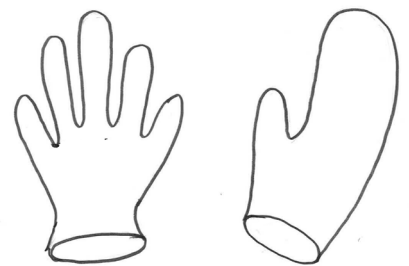
A. How do we reach a shared understanding of “questioning” as an essential tool in the complex effort to identify project language, strategies, goals, and vision? Can we see planning spaces as a problem to solve?

B. Have we assembled an initial group of planners that takes responsibility for establishing a strategy for bringing the presence and perspectives of a diverse community of stakeholders to the planning table—diverse in their expertise and and experience, spheres of responsibility and level of ownership in the outcome of our planning?

C. Are we ready to take advantage of tools for strategic thinking and problem-solving such as *visual sense-making* to prompt questions that go beyond current practice and anticipate the future—for all students, our campus community, and our society?

FINAL QUESTIONS

- ? Is the pursuit of audacious questions reflected in our final designs? What is the evidence?
- ? Did the diversity of our planning groups make a difference? What is the evidence?
- ? Has the process of questioning, and/or visual sense-making made our efforts more substantive, meaningful, fun? Is there any evidence? (Is there a story here?)



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PLANNING NOTES

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D. _____

_____?



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FINAL NOTES

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Are we designing gloves or mittens?

—2017 LSC University of Missouri Kansas City Roundtable

FROM THE LSC ROUNDTABLES

What we should be doing in the discovery/ planning process is asking some really absurd questions:

- *What if we did not think about flexibility as though everything had to turn on a dime?*
- *What if we had a better sense of the cadence of planning spaces across campus?*
- *What if we used this kind of early design process to come to an understanding of who owns the spaces, to break down the territoriality on a campus?*
- *What if...?*

— Questions Academics and Architects Should Be Asking

WHAT KEEPS ME UP AT NIGHT? — FROM VARIOUS LSC ROUNDTABLES

As an architect:

- *I am beginning to see the disruptive change that will be happening in higher education is already starting to be introduced at the K-12 level. My question is about what will happen when these young students enter our colleges and universities?*

How do we plan for something based on what is happening now when we do not really know what is coming next? What kind of questions should we be asking?

- *Thoughts keeping me up at night are not anxieties but rather the excitement of envisioning programs and spaces that allow us to hybridize experiential learning into disciplines where currently it does not exist? What kind of questions should we be asking?*
- *About spaces that create impact, about how to stay away from convention in our planning, how to stop using jargon in our work with clients. Too often we do not stop to realize they are not understanding our jargon.*

My audacious question, to my colleagues, is how do we avoid bringing conventional, pre-conceived ideas to the discussion.

- *How do we prepare our students to work in the world and how does this all weave together when we think about spaces and experiences of learning?*

FROM THE FIELD: WORDS OF WISDOM

Social creativity is based on the assumption that the power of the unaided individual mind is fundamentally limited. Although creative individuals are often thought of as working in isolation, much human creativity arises from activities that take place in a social context in which interaction with other people and the artifacts that embody collective knowledge are important contributors to the process. Because the fundamental problems of the 21st century are systemic, complex, and open-ended, they require the ongoing contributions of many minds, particularly from the people who own the problems and are directly affected by them. Unique new opportunities and challenges to enhance social creativity are facilitated by cultures of participation.

— Fischer, Gerhard. "Social Creativity: Making All Voices Heard." 2005.

