



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 process of determining the language, strategies, goals, and vision to drive our planning? What questions should we be asking? Given our context, what is the most audacious question we should be asking at the beginning stage of planning?
- B. Have we assembled an initial planning team able to bring the presence and perspective of a diverse community of stakeholders to the planning table at appropriate times? What questions should we be asking? Given our context, who needs to be at the table? What is the most audacious question we should be asking?
- C. As a planning team, are we preparing to take advantage of tested tools for planning and strategic thinking (such as visual sense-making) to reach a common language and mental image for advancing our planning? Do we understand our institutional culture for planning? What questions should we be asking?

FINAL QUESTIONS

- ? Is the pursuit of audacious questions reflected in goals and vision that drove our planning? Are they also reflected in the emerging designs for the spaces for which we were responsible? What is the evidence?
- ? Did the diversity of the planning group make a difference? What is the evidence?
- ? Has our community embraced our project? Have they engaged with us in identifying, exploring, and addressing audacious questions, shaping the goals and vision for our project? What is our story?



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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](#)



Are we designing gloves or mittens?

—2017 LSC University of Missouri Kansas City Roundtable

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?*

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.





HAVE WE PUT THE LEARNER/USER AT THE HEART OF OUR ATTENTION TO SPACES THAT WORK?

INITIAL QUESTIONS

- A. What do we know, need to know, about our students—21st century undergraduate learners—as we begin our planning? How will that influence our planning? What questions should we be asking? What is the most audacious question we should be asking about our students—those on our campus now and our students in the future?
- B. As we begin our work, what do we know, need to know about the world in which our graduates will live and work, about the society our institution serves? How will that knowledge influence our planning? What is the most audacious question should we be asking about the changing context?
- C. What do we need to know about how the experience of being in a space affects the learner, affects the experience of learning? How will that knowledge influence our planning?

FINAL QUESTIONS

- ? How did putting the learner at the heart of planning influence our efforts? How did what we learned about their backgrounds and career aspirations, their motivation, persistence and success as learners, influence our attention to learning spaces on our campus? What is the evidence?
- ? What did we learn about the changing context, about the world beyond the campus—where and how our graduates will be living and working---that influenced our planning? What is the evidence?
- ? What have we learned, from research, experience, and practice, how space influences the learning experience of each student, of all students?



HAVE WE PUT THE LEARNER/USER AT THE HEART OF OUR ATTENTION TO SPACES THAT WORK?

RESOURCES FROM THE LSC ROADMAP

- ❓ How can a campus create common ground for discussions about what student success means for the community and what improved learning would look like?
- ❓ What does student-centered planning mean? How might we address in our planning the need for spaces?

— [LSC spaces that work portfolio](#)

- ❓ How do we create a safe space for learning, for people of different backgrounds, abilities, aspirations?

— [LSC Roundtable Collection I: Essays on Designing for Inclusion and Equity](#)

A PROMPTING QUESTION: WHAT KEEPS ME UP AT NIGHT?

My dream is about the journey of students; my nightmare is about my students walking into a space and not knowing what they are to be doing in that space. They are walking in cold and unprepared. They are asking about why they are there then....

I see space as part of the learning journey, whether it is a lab space or a single classroom that is different from other learning spaces s/he has experienced. My dream is that spaces are to be built to facilitate the student's journey of understanding what learning is about. My dream is that in their journey that their spaces—and their faculty—allow students to become sharers, collaborators—regardless of their personal dispositions. Facilities can make that happen.



WORDS OF WISDOM

How can America's colleges and universities be redesigned to enhance creative outcomes and educate students to be innovative? In an era where educational "success" has been too connected to standardized tests and the development of narrowly focused skills in preparation for particular jobs, how can we prepare our graduates to respond creatively to the complexities of the modern world? Every individual is capable of creativity, and in every discipline—even in our daily lives—we face choices where we can "break out of the mold" and do something different. These creative actions may be small, but with similar contributions from others, they can lead to real change. In the words of Maya Angelou, "You can't use up creativity. The more you use, the more you have."

— Oxtoby, David. "The Creative College: What Higher Education Can Learn from Kindergartens and Neuroscience." [AAC&U Liberal Education, Summer 2018](#).

