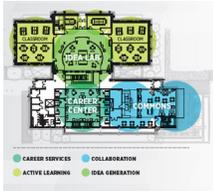
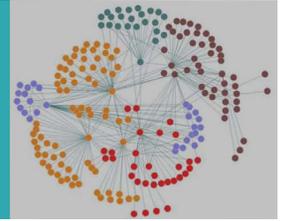


LSC National Colloquium

SNAPSHOTS OF THE ARCHITECTURAL POSTERS



Realizing spaces that work is a complicated undertaking that involves many stakeholders and extends over many years. Two critical early steps in this process—no matter the scope of the project—are: i) surveying the field; and ii) creating a checklist for planning at the campus-level.

The LSC Colloquium offers many opportunities to survey the field—in particular through formal and informal poster sessions. These posters will be visible in the main meeting room throughout the Colloquium. An informal poster session will take place during the pre-dinner reception on Friday. Following dinner, self-assembled small groups will begin to draft checklists for action, based on the Opening Plenary and the informal review of posters.



The formal Poster Session Saturday evening is an extended opportunity to have informal consultations, discussions with architects about the most interesting questions that drove the planning of the project, about how students now experience the spaces, and more.

Sunday's sessions focus on the future, challenged by the charge in the Opening Plenary: do not plan the spaces you can now imagine; plan the spaces you cannot yet imagine. Architects will have an opportunity to share their final thoughts about what next, about how to plan today for the spaces none of us can yet imagine.



SEMANS-GRISWOLD ENVIRONMENTAL HALL

Washington College

Ayers Saint Gross

Washington College's Semans-Griswold Environmental Hall will provide teaching and research laboratory, academic, and office spaces that embody the environmental science program's commitment to sustainability and local ecology. The project is pursuing Living Building Challenge Petal Certification and aims to be net-positive for energy, gracefully integrating a 91 kW array on the south-facing roof. The building provides sweeping views of the Chester River landscape its occupants will study, and serves as a teaching tool to educate students and visitors about sustainable design and the mission of the Living Building Challenge.



VERS UN HABITAT INCLUSIF!

Clark Nexsen

Most standardized tests, like the SATs, are famously centered on assessing verbal and mathematical competencies. And most office and learning environments follow suit.

We have effectively premiated the verbal and the mathematical. In doing so, we have consistently included and supported some individuals, but not all. What we have not explicitly included, we have (de facto) excluded.

As legitimate as they are, the verbal and the mathematical are but two of the many recognized modes of processing information – of thinking, of learning, of working. There is also (at least) the visual, and the musical, and the physical.

image: learning modes/multiple intelligences
image: statistics - percentages of each kind of learner

We are now more aware of these fundamental distinctions. But awareness is not acceptance, and mere acceptance does not constitute inclusion.



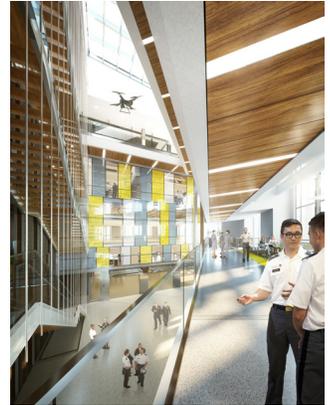
CYBER ENGINEERING AND ACADEMIC CENTER

US Military Academy

EwingCole via the Jacobs-EwingCole JV

For the new Cyber Engineering and Academic Center (CEAC), one of the primary objectives established by the Superintendent of West Point was that the new building create an environment where cadets are being trained in the same cross-disciplinary environment that they will experience in the real world.

The US Army requires the worldwide coordinated effort of intelligence, manpower and materials. CEAC has been designed to create learning environments that enhance the opportunity for cadets to collaborate and solve real world problems while at the US Military Academy. Cross-disciplinary labs that support the activities of Robotics, Mechatronics, Cyber Engineering, etc. have been created in a single building that maximizes the opportunity for cadets to efficiently work together within the time available as part of their military education.



EARTH, ENERGY, AND ENVIRONMENT CENTER

University of Kansas

Gould Evans

Breaking down historic academic siloes: A more integrative model for student learning, student success, and improved post-graduate readiness is developed via an array of methods.

Integration between Earth Sciences and Engineering, as well as integration between energy research and environment research. In both cases these disciplines tend not to talk to each other in university settings, but work closely together in the real world. This project changes the old campus paradigm.

Strategies to integrate advanced engineering research and academic programs with industry partners despite being in a non-urban area: The planning at KU implements several strategies to help serve as a magnet for related businesses, offering value back to keep partner businesses competitive in their respective areas of industry. Methods and benefits include the Outreach and Technology Transfer Center, supporting faculty to acquire research funding, and knowledge enhancement of faculty via industry partnerships.



STUDENT SUCCESS CENTER

Harcum College

Herman Miller, Inc.

The renovation of the Student Success Center at Harcum College provides an inclusive environment that serves a diverse student body engaged in a wide variety of programs. Administrators recognized that the original space was not a space where students wanted to hang out and thought that it was sending the wrong message to students coming in for tutoring and academic support. That is when Harcum College reached out for assistance in planning a space that was welcoming—a space that served the individual needs of their students while supporting their need to belong to the broader campus community. Natural light, organic shapes, warm neutrals, and pops of color creates a vibrancy that attracts students and staff.

If use of and activity within the new center is any indication of its success as a place of community, inspiration, and engagement, then the center has met its goals. Students come in for more than tutoring. They come in to work, relax between classes, and meet with other students.



ACADEMIC WORKPLACE DESIGN

George Washington University, Morgan State University, University of Southern California

HOK

While a revolution has taken place in corporate workspace environments in response to changes in technology and organizational models, higher education institutions have been slower to evolve. Now, ever more spurred by financial and competitive pressures, forward-thinking campuses are rethinking their approach to Academic Workplace design.

As interdisciplinary education and research have organically led to a convergence of workplace and higher education, today's students are now more entrepreneurial, connected, collaborative and agile. These students are also tomorrow's faculty and administrators, making it critical to understand and address their needs. The professoriate is increasingly taxed to balance research with teaching. Administrators must continually assess faculty recruiting. And a surprising imbalance between space and mission is further magnified by seismic shifts in the delivery of education and evolving demographics of campus populations.

These seemingly incongruent influences present an opportunity to assess space utilization and the impact on occupant wellness, academic and research effectiveness, and professional satisfaction.



CENTER FOR NATURAL SCIENCES, MATHEMATICS AND NURSING

Bowie State University

Perkins&Will

Arise, Advance, Amplify: Planning and Branding Strategies

The 150,000-sf Center for Natural Sciences, Mathematics, and Nursing at Bowie State University, an historically black school, directly addresses its mission and strategic plan as well as those of the University System of Maryland and the Governor of Maryland's STEM Taskforce. The new building collocates the departments into one connected, vibrant community with shared facilities, resources, and programs. The building—open, transparent, and accessible—represents a commitment to those pursuing degrees in science and to a more collaborative way of learning.

The Center includes multidisciplinary undergraduate teaching laboratories, research laboratories, and active learning classrooms. The Center is designed to promote innovation in collaborative teaching and research within an advanced energy-saving environment and is important for student recruiting and retention.



NEW CENTER FOR THE SCIENCES

Valparaiso University

Research Facilities Design

Valparaiso University's new Center for the Sciences opened in 2017 as the first phase of a master planned STEM quad. It is strategically located near the existing Gellersen Engineering facility and houses growing programs in Chemistry and Biochemistry in a 2-story laboratory-intensive building. The facility houses teaching laboratories for General Chemistry, Organic Chemistry, Physical/Quantitative Chemistry, Microbiology, Genetics and a shared laboratory for Biochemistry, Molecular Biology and Cell Biology. The teaching laboratories are designed to facilitate hands-on, team-based, active learning pedagogies and incorporation of technology to enhance learning outcomes. Faculty/Student research laboratories include shared spaces for Environmental Chemistry, Synthetic Chemistry, Physical/Analytical Chemistry, and a shared open Interdisciplinary Research Laboratory to promote collaboration and discovery in Cell/Molecular Biology and Biochemistry.



EXECUTIVE HALL FOR ENTREPRENEURSHIP AND INNOVATION

University of Missouri Kansas City

The Sextant Group

The new Executive Hall for Entrepreneurship and Innovation, named in honor of business visionary Henry W. Bloch, is a place for instilling critical characteristics in the next generation of business leaders. The school offers a broad spectrum of active-learning classrooms (ALCs) and hands-on learning environments where students learn by doing. Packed with state-of-the-art technology, the 64,000 GSF facility contains five ALCs, all of which include raised access flooring and reconfigurable furniture, allowing maximum flexibility and utility. These rooms accommodate high levels of distance learning, fostering collaboration with remote participants.

The advent of collaborative, self-directed, and globally-connected learning has ushered in significant pedagogy changes at the University of Missouri. This in turn caused a fundamental flip in the way students are taught and how they learn. As a result, preparing the faculty to utilize these modern learning spaces and the technologies within was an effort parallel to and commensurate with building design and construction.

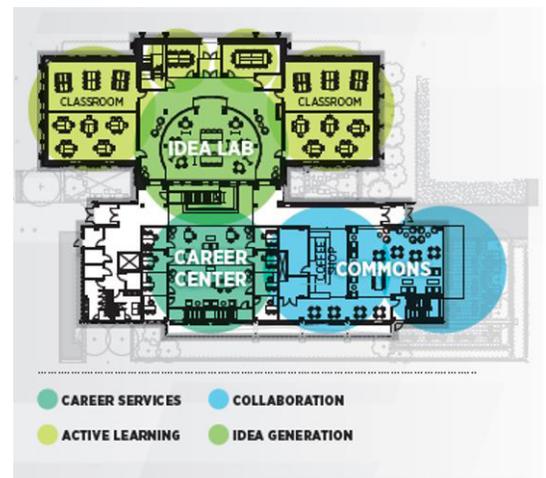


CENTER FOR INNOVATION AND COLLABORATION

Loyola University Maryland

Shepley Bulfinch

This project adds new spaces for innovation to a building and campus steeped in tradition, creating new elements to support student life and academic success for the next generation of students. The addition to historic Beatty Hall presents a new face to the campus edge and creates space that encourages faculty and student collaboration. It pairs career services, a café and common space for collaborative work with interactive, flexible instructional spaces. Shepley Bulfinch's early work on the project included campus-wide engagement to define program and space characteristics that would deliver the University's aspirations. Space visioning and designs are articulated with high impact visuals to develop project support. These initiatives were vital advanced the creation of long-term, flexible ecosystems of learning while also clearly showing the opportunity to stakeholders today.



MILSTEIN CENTER

Barnard College

Skidmore, Owings & Merrill LLP

Barnard College's Milstein Center (located in New York, NY) serves as a crossroads for the campus, the community, and the city. It is an interdisciplinary place where students and faculty can learn by doing, engage in robust dialogues, and visualize ideas. Within this centrally located building, all disciplines have equal access to a variety of academic centers including the Center for Engaged Pedagogy, Digital Humanities Center, Empirical Reasoning Center, Movement Lab, Sloate Media Center, and Computational Science Center. The suite of centers within the Milstein Center provides students and faculty with powerful digital technologies to craft robust solutions to classroom problems, and encourages all disciplines to utilize data science in classroom instruction and research. Students and staff can check out a book from the library, watch a dance performance in the Movement Lab, or visualize data in the Computational Science Center all within one accessible, permeable environment.



CREATIVITY AND INNOVATION DISTRICT LIVING-LEARNING COMMUNITY

Virginia Polytechnic Institute and State University

VMDO Architects

Virginia Tech's Creativity and Innovation District (CID) is envisioned as a signature interdisciplinary innovation hub located at the eastern edge of campus, where Virginia Tech meets downtown Blacksburg. Bringing students and faculty together from different corners of campus, while also inviting in collaborators from local and global communities, the CID will create a place for students, faculty, and external partners to advance experimentation involving the arts and technology. Echoing the vibrance of the district, the new CID Living-Learning Community will provide a playful, creative, and inspiring environment with a range of indoor and outdoor spaces for the arts, performance, education, demonstration, and research – all rooted in a residential environment that builds identity and a sense of belonging for residents.

The 596-bed CID Living-Learning Community features nearly 30,000 square feet of public space devoted to artistic-, performance-, and research-based experiences that will support engagement and meaningful connections within the CID, Virginia Tech, Blacksburg, and beyond. Critical to the CID LLC and Virginia Tech's residence life programs are apartments that allow live-in faculty to be fully immersed in the interdisciplinary activity within the district and engage with students in ways that enrich the dynamic academic community.

