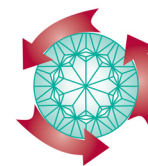


FROM THE ARCHIVES: NOTES FROM A 2005 PKAL FACILITIES PLANNING WORKSHOP



As our focus on facilities within the panoply of PKAL activities advanced, we began to capitalize on what we are learning—from research and from the field—to build a robust body of resources for the larger PKAL community beyond those participating in a particular workshop. Here we present remarks at the close of a PKAL Facilities Planning Workshop: TAKE-AWAY, TAKE HOME LESSONS LEARNED:

- The value of "campus-walk-arounds" to imagine new was to use what we already have, to find spaces that provide potential for redesign at low cost.
- A reminder to take the perspective of the students, to be very clear about the first impressions that students have when walking into and through a space. First impressions matter. They send implicit messages to the students about what is to happen in the space.
- A caution that we are not designing facilities, but rather spaces for learning.
- The importance of a balance of kinds of spaces, formal and informal, flexible and fixed, for collaborative and reflective learning, spaces for tranquility and inspiration to flourish.
- That planning is directed toward achieving spaces that will last beyond the current generations of planners and users, so the planning must be focused on the future.
- The ideas about how an intentionally diverse planning team can be—one involving students, our visual and creative art faculty, as well as our custodial staff—as well as the importance of having campus "big picture" thinkers at the table (and of the importance of avoiding those with narrow interests and an inability to imagine a different future).
- The need to keep moving toward a common language within the planning team—to press the design professionals to explain to their teams and to be certain that campus-based team members (our colleagues) to clarify what they mean—for example "engaged learning."
- Begin by thinking about the end result. Clarify project goals. Provide evidence of the value of current projects.
- Link assessment of facilities planning of learning spaces to larger institutional assessment structures and initiatives.
- Most simply, to ask faculty if their spaces for learning serve their goals for learning.

NOTE: It is possible to imagine the conversations—formal and informal, in plenary sessions, breakout groups—between an architect and a campus team that resulted in these reflections. Hundreds of architects and design professionals volunteered as workshop leaders and as consultants to campuses. For PKAL Volume III, *Structures for Science*, over twenty-five architects contributed ideas, essays, and editing services over the two years of production.