D R A F T

LSC Virtual Roundtables – Recording Links, Reports, Transcripts, Notes (2020 – 2021)

Sep 29, 2021
https://us02web.zoom.us/rec/play/Y1PwMaA8cYayNQOmZoZ4QNCLyJu3VI5TiCoesTf6mhn7I5d6MD_q
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Sep 22, 2021
https://us02web.zoom.us/rec/play/XypaWQInuyHSu8AwfBYxkBfi_OdvZos2snodxlBltPucwOvJKGOwcew
w0YSy6D-Oxfb5eJ--3gRXgeg2.v5fEfQd-M9xjhEm4

1. QUICK NOTES FROM CONVERSATION 9/22/2010 with LSC Sponsoring Architects.

What has changed?
Rapid response to pandemic led to a massive adoption rate of alternatives to tradition and new technological platforms for learning. Glimpses of the future are filled with opportunity, uncertainty, and unintended consequences. The "why", the mission of educational institutions, has not fundamentally changed, but, as we entered into a global pandemic, everything else – the "where" and "how", especially the massive disruption to the use of physical spaces for learning seemed to change overnight. Now, as we tentatively exit the urgency of the moment towards a new horizon, we have developed new tools and formats for education.

What are we learning?
How to integrate the past and present, the technological and the physical classroom extremes of the learning ecosystem, into the future of how and where we learn, also how virtual and physical are no longer either/or, but work together.

Technology can be a multiplying force, for good and bad. Through the lens of inclusivity, diversity, and equity, we recognize how technology can help close gaps (e.g. increase paths for student engagement, offer new realms of support and prostheses for a wide array of learners, and equip students with necessary skills to succeed in the information age through digital scholarship and active learning) while introducing new gaps to overcome (including the widening socio-economic digital divide, cyberbullying and data privacy, and the high institutional cost of keeping pace with constant technological innovation). Institutions are learning, on the fly and sometimes by accident, how to best leverage the benefits of this new technology adoption while avoiding or mitigating the pitfalls. We are also refining, through rapid prototyping and deployment, what technologies and configurations are now fundamental basics of the learning spaces of the future. What can technology bring to the table? How can it be employed in a positive way that reinforces and enhances the overall experience? What boundaries should be set? How can we engage the wider tech community to tackle some of the tech discrepancies?
- How can we incorporate wellness into design and use as a teaching tool along with sustainable practices?
- Redefine space use/type with lessons learned from pandemic i.e., how does sq ft per person adjust to respond to pandemic/endemic with the likelihood that there will be more to come.
- How to reestablish our connection with nature to instill a reverence and respect for the environment and the need for decisions that enhance health and wellness.
- What do students really need to learn? How do students best learn? How does education theory and practice need to be reformed to fit new models? How do remote and in-person learning become equitable experiences from a learning and social standpoint.

2.
Institutions are facing similar challenges, with different impacts, and shifting priorities. As a result, new values, core issues and questions continue to emerge. Institutions are simultaneously experiencing multiple crises of our time: climate change, an unprecedented pandemic, an increasingly mobile tech-enabled society of learners, and critical issues of equity, inclusion and social justice. New questions always arise during a crisis...

Pandemic

- How might we leverage the open-air campus?
- In what ways can campus life flourish outdoors?
- How might we reimagine the spaces that capture the social benefits of lingering?

Climate

-
  How can the campus serve as a tool to teach future sustainable citizens of the world?
- How might the built environment become a climate-centered learning tool?

Learning

- What is the true value of being in a classroom?
- How will remote (or hybrid) learning fundamentally change the spaces of teaching?
- What new forms of personalized learning might occur?
- What kinds of spaces do we need to address these changes?

Equity, Diversity & Inclusion
- What excludes and must change?
- How can we value and steward a historical campus while making it welcoming for more diverse communities than previous generations?
  How must our process for planning change to be more inclusive?
- How do consciously resist planning and designing in the 'generic' ways of the past, and think about how our methods must be entirely shaped to address the diverse identities and populations on a specific campus today, tomorrow?

DEI is a many faceted issue. Must first define the problem to inform what must be researched. Questions to ask:
- How is community created?
- How do different cultures, races, religious worldviews, genders etc. vision community?
- What are the different norms each group brings?
- What archetypes and symbols do each group envision as positive, negative?
- How to incorporate the differing worldviews, social mores and structures that are represented on a campus?

Summer LSC Open Conversations were wildly successful and really touched on topics that seemed of broad interest. It was interesting that, for every conversation, questions around DEI arose. I think you've got some great topics – biophilic design, virtual learning, in-person meeting/agora spaces, libraries, and topophilia – that give us a lens through which to consider how to design and plan for DEI.
What I would actually love to see is something like the LSRS or LEED but for inclusivity - like a well-researched, point-for-point more in-depth way of looking at considering spaces for all learners to belong. I am especially interested in the overlay of virtual learning and how this is going to shake up the physical campus. LSRS only looks at classrooms, but I don't think the majority of learning is going to take place in classrooms moving forward. I actually question how much longer classrooms are even going to be around. I am pretty sure the physical campus footprint is not going to grow, but the spaces themselves are going to get drastically reimagined as an institution's virtual and social footprint grows.

Sep 1, 2021
https://us02web.zoom.us/rec/play/TdWijTKoaH-Qk5tagy1uNKjIMHPD4rVppF0ZT5R7E_ZhOvpLQBDKEFNY96O4fGU3dqTQQMf0gQ7d4Jy_.zWGF1ObDiL0p9_fB

Jun 16, 2021
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May 19, 2021
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Apr 22, 2021
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Mar 24, 2021
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Mar 1, 2021
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February 17, 2021
https://us02web.zoom.us/rec/play/My6aoIaCcQ6X9mnfWxj0YWKpLNTpPt2o7dMSJiy7PSCXGMtcz294nHY-CmHFmwoeaXtFD7PlnM25mBPp.R9phUUL7ClvUPK6W

A QUICK CAPTURE OF THE 2/17/2021 TRANSCRIPTION
• We went back and forth between two different issues. One related to how we begin to produce 'conversations'—materials/resources for sharing that: i) really capture both the depth and the 'aha' questions and insights from our ten Virtual Roundtables (beginning 5/19/2020); ii) are coherent, instructional, and engaging for the broader community.
* How do we make certain that individual conversations are the most provocative and relevant as possible? As a topic and potential conversationalists are identified, can we have something like an 'ideation' session—a time for speakers meet with an informal group, working through issues, examples, research findings, whatever relevant to the topic. This would allow the maturation of an idea, illustrate how different perspective on the table are valued and result in more provocative and relevant ideas that make sense to a broader community.
*That is an interesting thought. I think how frustrating it is when people just sit and listen. I think how much is lost in the learning when people just listen. I wonder how much more valuable our stories might be if somehow, they represented/captured the essence/the excitement of our discussions.
* What if we find a way for people to record his/her thoughts for review privately before discussing as a group? And/or if a small group wanted to have and record a conversation that it would then share with the larger group?
Ed's experience at Duke: We have a recorded brown bag lunch with conversations recorded and then that recording is available to all interested and people convene informally in small groups to discuss a topic of particular interest to that group. Then there is a system for sharing and advancing their thoughts.1 We bring everyone to the table who we think has a relevant opinion. We keep constantly talking and assessing what we are talking about… The restructuring that we have done/are doing internally (before and during COVID) is carefully assessed and we are trying to determine how, given the reduced revenue stream, what works well in this new ecosystem. We are not going back to what we think was the old normal…new kinds of challenges are required, new kinds of decisions.
We are learning that hybrid learning levels the learning field, giving students equal access to learning environments and experiences. This is a big key for us moving forward… how to keep

this moving forward happening. We are working with faculty on how to redesign their teaching and thus to how rethink/redesign the spaces in which that learning happens.
Royce's experience at MSU: Listening to this conversation, I am thinking of our how faculty of architecture quickly realized the need to shift from studios—as spaces in which their students learned…especially as the kernels of meaning about learning began to include attention to issues of race or social justice. Our faculty began thinking about inequities in the learning, the learning environment. I am trying to think that the kind of conversations that this group is having, has been having, are conversations that our students need to hear, to know about, to participate in.
1 Question from Jeanne: This sounds like something that we should explore…how this works at Duke and if/how
other campuses represented in our virtual Roundtables do something similar. I've no idea about if/how this is also a
pedagogical approach?
Pam's reflections about her world at CSULA: What we are also working on and something our students are also interested in are issues relating to: access, to how we integrate attention to access with our institutional mission. On our campus we have much need but not many dollars; I think our students need to be involved/heard in these conversations. The students may listen to us and I know we would learn from them.
Susan Whitmer's comments on the conversation she and Rich are preparing: We were going to begin to address our topic, perhaps beginning with how to address the challenge of honoring the uniqueness of each individual. Rich: I am thinking we will be talking about the convergence of all these issues: what will we be doing post-pandemic; the notion of inclusion; a spotlight on a multitude of modalities for learning; how the LSRS V3 might inform some of these conversations and our planning moving forward...the design of inclusive learning spaces; about how to apply DEI to designing physical learning spaces.
• As an architect, I do walls. I need to know what is an inclusive learning space. I find this a very interesting conversation.
• As an architect, the question I would like to ask is: if what we are trying to do is build community in our spaces, what can spaces do to reinforce community? If that is the question, it is really critical to bring students into these conversations. We need an empathic view of design.
• Yes, this is the next big struggle. The next big question is: what does inclusivity mean? Response: It means to make everyone feel 100% included.
• Yes, but also included as part of a group, a concern that brings attention to racism in our discussion.
• I wish to affirm the importance of the student viewpoint; what do we know/understand from the student's perspective about what belonging means. Within the community of higher education— one size does not fit all. There are a lot of commonalities and a lot of variety. It is not easy to come up with a universal solution.
• I would like us to remember that part of learning theory that states that students like to hang out with people, that there is a dimension/factor relating to culture in all these discussions.
• As an architect, we are having conversations similar to this within our firm.

January 13, 2021
https://us02web.zoom.us/rec/play/rCxI5ZY2ejadKDoyITrA16VLswmhpePL5Njk32RcdDjXHYMMFREIQ2R
w9hXFE4a8FX3iwZGGEQ_gwKEt.6brRpjQl7j1h_pee

To all zoom people: Here is my transcription from our conversation re: agora/assessment last month. I think this is a powerful start to preparing a strong essay/"ted talk" on this topic.
   1. FROM the LSC "AGORA/ASSESSMENT" *ZOOM.*

These are selected and edited. They are a prelude to further conversations between academics and architects about linking institutional visions to what learners are to become to institutional visions of learning environments in which that becoming is experienced—for individual learners, groups of learners and for the community of learners that the spaces serve.

- *The problem is that we are talking about measuring the unmeasurable. We cannot fall back into the 'metric' trap as we consider this question.*

- *As an architect, I keep wondering if we have ever measured the impact of a space that might be something like an agora, wondering what we learned from that experience?*

- *As a librarian, what we do is pay attention to the interactions in the space. What is happening? Are the groups diverse? It is possible to measure this whether the environment is virtual or physical.*

- *As an architect, I just ask the students. We might think they like x, y, or z, but find out they do not. The success of a space is defined in different ways by different groups.*

- *As a librarian, I echo that. With all our building projects, we try to gather qualitative data about how the experiences and the attitudes of the users (the learners) change as the space is changed.*

- *As a dean, I must also echo that. At this moment, we have several new building projects underway. I recently reviewed an early set of designs. It was clear that there is a distinct difference in how the students and how the architects understand the purpose of the emerging spaces. The initial plans could have been for the extension of our regional airport. They reflected a 'build-it-and-they-will-come' design principle. As a dean, I asked "cannot we do better than that." This may not seem to speak directly to the 'agora assessment' question we are addressing, but it does.*

- *As an architect, I think the word we should be thinking is empathy. I think we should be putting ourselves in the place of the 'other,' of the learner, of the learner. If we do not understand who will be using the space and how they will be using the space, we will have no way to measure if the space "works" as intended.*

- *We are a commuter campus and I think an empathic campus. I think also our experience might inform this discussion about measuring the impact of an agora. Our first lady brings a concern for the health and well-being of all our students, as exemplified by a wellness garden (very welcome for our commuter students). We also have biophilic classrooms, which give learners a sense of well-being. The voice of the student is brought into the discussion of the efficacy of these spaces. They are indeed an asset in determining the efficacy of these spaces. Our assessment question is: did we hit our intentional goal?*

- *As an architect, I ask how we could think about the human dimensions of space. It is a particular heartache now to have these wonderful spaces that no one now can use.*

- *I am wondering what we are actually measuring, who we are involving—and how—in our measuring. Can we ask a class to share their individual and collective experiences in these spaces—virtual and on-site? We are wrestling with how we evaluate spaces that are different from other spaces. I think we are thinking about spaces at the level of micro- geography. I think we are thinking about a 'sense of place' on a tiny scale.*

- *As a faculty member, I am wondering if we can link an institution's efforts to promote well-being and wellness. I am concerned that we are using dated means of measuring. I am wondering if rather we should be trying to measure how people feel in a space. I am concerned that if we begin to focus on the architecture of the space if we are not focusing on the meaningful meaning of the virtual.*

- *Even with a vaccine, there will be a new normal. There will be a hybridization of learning spaces; there will be a new college experience of being together. As an administrator, I think*

we need to be thinking about what it now means, what it will mean, to be in a 'group.' We need to be looking at different ways of knowing. We need to be looking at different ways of measuring new kinds of spaces, of knowing how spaces work. We need to be 'in the space' of other experts, so we can expand what we had learned about spaces that work to embrace spaces that will be emerging in the new normal.

December 9, 2020, December 8, 2020, December 3, 2020, December 2, 2020

1. CALLS WITH ARCHITECTS
These are just quick notes from a few discussions. They reveal both philosophical thoughts and practical advice that they are and will be sharing their work with clients. General opening comment was of the value of the zooms as an opportunity for academics and architects to have open-ended, free-wheeling discussions, revealing both common themes (interested in beginning planning with attention to mission) and 'aha' ideas that push the envelope.

Some ideas:
- The idea of architects as "story-tellers" is fitting. Our stories should present both common themes and the 'odd-ball-why-not' idea. Perhaps a story curated around the theme of taking advantage of the spaces on a campus beyond the walls of a particular building—how this might help reinforce the notion of permeability.
- We should emphasize the importance of buildings and spaces that enable people meeting by chance; this theme may fit into a discussion of inclusivity, building communities, etc. We need to think further about meeting by chance virtually.
- Several mentions of the importance of attention to how the ecological setting of a building can itself be a teaching tool.
- Giving attention to existing institutional assets was mentioned often, connected to thoughts about how attention to repurposing is more critical now given need for different kinds of spaces when the future is one with little funds for major new facilities.
- Reports on how we are now beginning to work differently with current/anticipated clients could be important theme. This would be an opportunity to incorporate into our story some ways we are beginning to solve problems that we are dealing with right now… emphasizing that everything is a work-in-progress. (This is another reason for the value of these zooms—it has been an opportunity to capture our collective learning.)
- Comment about energy in the space, a question if there could be an assessment measure about 'energy,' how to set goals that are measurable (not 'why but but 'how').
- Several spoke more or less philosophically about the role of architects. (I am not reporting on that here, but I hope some philosophical thoughts are captured in your stories. My listening to these architects, I can imagine such reflections would add a different perspective in thinking about what a space is, what the experience of being in a space means, that there is a global, human experience of being in a space, of being on earth that is common between us all. I put the following quote in the 1995 PKAL facilities planning guide, for obvious reasons. (I'm having this digitized.)

December 9, 2020
https://us02web.zoom.us/rec/play/Vm8y4T-9VL-H_z_ffVq9r_yYA2jx1-pDpSP1I814Uhz8VkPJPsUEI3o6W23rCJfQUhz2Ww-_zHiB5Nn8.7U7_rI4HM0jXXS48

December 08, 2020
https://us02web.zoom.us/rec/play/hlaIFqJU2HETjfKkx5_x1xr3zGLYseWFpHasohebUzJk86XISk7WlFbI1jr
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Todd Griffith
- What was the 'ah-ha' moment from architects that pushed architects to think different types of spaces prior to the pandemic? -- Based on projects shared for the poster
- The lesson we learn moving forward is… X -- What is the question to get us there?
- Started with "cross disciplinary" that has now become, what happens when we have cross-campus types of spaces -- Multiple disciplines "banging into each other"
- Montana State University -- Arts and Humanities
- What about your space could be considered permeable?
- What might you say that helps students feel like they own that building?

Felix Kronenberg
Gary!
- Three Groups -- Faculty, Pedagogy, and Architects (?) --
- Concept of Question - Design Thinking --- i.e. Could students design for their own campus while in studio work?
- Did the space change the institutional culture? (Jeanne -- 2pg Essay and Check-List)
- Thinking as a community, not just a building on a campus
- Post-occupancy assessment -- Satisfaction and agency of users of a building and on campus feel towards the building -- How do you go back in and make adjustments? Most things are "set in stone" and cannot be changed, so why are some spaces used and not others?
- How do we go back in to look at our buildings?
- How do we know that inclusivity works in a design if we are not going back to assess the building?
- The "choice" for being on/off campus is changing
- Meetings have become more focused and accessible (in some ways and not others)
- Prestige of an office
- What snaps back and what continues to change? Do we lose the office?
- A great quote I like a lot: *"Almost no buildings adapt well. They're designed not to adapt; also budgeted and financed not to, constructed not to, administered not to, maintained not to, regulated and taxed not to, even remodeled not to. But all buildings (except monuments) adapt anyway, however poorly, because the usages in and around them are changing constantly."* (Brand, 1994, p. 2)
- Q: What would you have done differently in a recent project given the recent conversations about new types of learning, inclusivity, racial justice, and pandemic? -- Felix
- Q: What is now the language of your practice? -- Gary
- Q: In the project you posted on the LSC website, what would you do differently to meet the needs of tomorrow's users? --- Gary & Felix
- Will the campus still be there beyond Brick and Mortar

December 3, 2020
https://us02web.zoom.us/rec/play/yL0aX3u8XE85ZYxjOvC1bYXc1EhcfB7fEmWXWvEPK4IyIYNQ-
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Dave Taeyaerts
- As with other pandemics, there has been innovation; what will be the innovation that comes out of this?

- Peer to peer interactions missing - ability to track individual spaces and to have personal conversations to hash out ideas
- Converting spaces into small gathering spaces
- The 'agora' still stays important, however it is about the small spaces
- What happens to the offices? Space allocation can tighten up as telecommuting can dominate - offices can to to new space allocation or just close up to reduce carbon footprint
- Bent not broken - how do we learn from this and regroup, how do we find what is meaningful for the students?
- *If you are doing X, can you tell us what information you are gathering?*
- *What is the overarching question that everyone wants to know the answer to?*
- What is the qualitative information from students? How did they feel in that space? How did they feel about learning in that space? - The memory is tied to the experience and how they felt, not necessarily to the learning outcomes themselves. *Sense of Being or Belonging*
- Could questions on experience of belonging already exist based on biophilia or inclusivity? 'This is a space that I should feel welcome in.'
- Feeling Safe in a Space
- Can we talk to cultural anthropologists who are studying that behavior?
- What is a representative sample of students to as these questions to understand what is working and what could work better and what isn't working?
- Kalamazoo - Conversation against a curved wall vs a corner wall = embrace vs hierarchy
- Wendy X from Georgia Tech - *A person should be able to walk into a space and feel comfortable and welcome here?*
- Learning Spaces vs Learning Experiences -- Learner centric learning experience to make customizable spaces and parts/tools for students to craft their own learning. How can a student own their own experience?
- UIC - Start small in a sandbox, see how students react and develop and create new spaces. Continuous cycle of quality of improvement
- How to create a flexible space to then watch and observe how a classroom changes based on how students use it over the course of a semester and then ask questions about how students feel?
- Story Telling - Could we create a "sandbox" that we go to our clients or with the universities that we are working for and ask for a story of the experience? Could we target various levels of schools? Audio recording of the submissions by students. STORY CORE!
- Could we start with faculty stories and work our way downstream? What is the doable thing we can control? Find someone to 'tell their story' -- **LSC Voices from the Field** -- How do we create the pilot?

Prompt - What is the prompt given?

December 2, 2020
https://us02web.zoom.us/rec/play/Wd0Ez7iIBQwlUXBm3ApnGHCZvRi7KLVvPxLAbfS1hIcxFawWBKlUID5CR4xDGU69lsaJ2O4gGG04fZOb.jqIaE0Q-pIH91Ta3

November 11, 2020
https://us02web.zoom.us/rec/play/w7fMrtg0fLyU9ouApMFp-5qwRhtRpQw4UN6D111gGrJsAl_O_pOpW71e7vRJxuyqaIt75MYQHhaXhUju.KWu50Z9anYvxNrG7

TRANSCRIPTION FROM 10/14/20: AN UPDATE
I have done a rough transcription of our last *Zoom* discussion and will do a formal report to put in the google files at a later date. Here are my immediate takeaways that inform suggestions that follow:

1. This is not the time to ask anything of campuses that requires too much attention from them. It is also not the time to make any predictions about when will be the right time. Academics are really exhausted. Let's not set a date that we might have to cancel.
2. Our clients are so involved in dealing with the crisis in front of us. There are some things, however, that people are beginning to understand might have long life.
3. These Zooms have been of great benefit to those of us involved. How can we translate what we value from the Zooms into something of value for the broader community of academics and architects, something that is evidently important enough for them want to pay attention to it? As an architect, I think that focusing on questions is the right thing to do. We have to figure out what the right questions we should be asking. We should be turning the questions we have been asking into questions that everyone needs to be asking. I think we all agree that questions are the right thing to focus on if we are thinking about doing something of value, we could start to think of the timeline, anticipate where we might be in 5 months. We have to be working from an awareness that everything now is very fluid.
4. We have to remember that our essays represent our conversations which have been so confluent. After more than 10 Zooms, we've come to a certain way of looking at the world. Do we have a blind spot?
5. ICFAD people are really starting to take stock of learning spaces/learning communities. How they are changing, what is temporary, what is a triage, how many will have a long-term life
6. Another emphasis on questions: we should be seeking to know what information universities/colleges need to know and what they are asking now. I know that hi-flex is supposed to be very effective, but how do we know? What evidence is being collected? What do we know about outdoor environments? We need to gather evidence that universities are now gathering.
7. One way to look at our experience is that this is like having an intellectual spa treatment, a collective intellectual spa treatment…this is like comfort food, we have been creating room in our lives for new kinds of conversations.
8. I think we can say that we have been identifying barriers, talking about breaking down barriers, and we are doing this by asking questions, then creating room for more questions
9. As an architect, I think that focusing on questions is the right thing to do.
10. I like everything we are saying—about doing something that, in part is attractive and in part gives the community something inspirational, a sense of relief, a way to be thoughtful, a series of questions for campuses to regroup, to gain a sense.
11. I propose we think about gathering information via a senior architecture student. I propose we start figuring out the graphics of social distancing.
12. The LSC is not in a position to document what works, but can the LSC could help generate a list of evidence that would be of the greatest evidence to the largest number of people. One

service we could provide is by identifying key areas in which evidence is needed to improve something and also what traditional environments we need to value going forward. And what is working or not in the new kinds of spaces we are now experimenting with.

13. KISS — keep it simple stupid is how we should start. We should figure out one thing to do and do it well. We should figure now what is the most important thing that is now working in the COVID era, embrace it and move it forward as a permanent LSC institution in 2021/2022.

14. We should look also beyond academe to understand what is working for remote employees, a culture of health, feeling engaged AND to understand what works beyond a shelf life of 3 -4 weeks — how do we discover/uncover what students want, what students need — before and after formal class time.

15. Let me repeat that we need a good plan before we start to move forward, when we are sure that what we are about is something of value to others, not just because we think we have something to day.

16. I think the one thing that is missing is the voice of the students. This is the "market force." I think we might be interviewing students, or creating a series of questions to establish focus groups that we then work with and report back. We should be thinking about how learners think.

17. I think we have a great opportunity to gather information/data on challenges students and faculty and administrators are facing as they try to adjust. What disruptions are they facing, how are they triaging them, what experiments are they engaging in and what are they learning from those experiments. We need to document what's happening in this time of change. How can the LSC help with the collection of evidence?

18. Might we engage an architecture student who could work in tandem with a team?

19. What do we know now about what evidence we should collect that would be of greatest benefit to the community? I agree that the LSC is not is a position to document directly, but perhaps we can prepare something that could inform institutions on questions, key areas, and way to collect the evidence.

20. In planning to do this, we should think about looping in related fields of inquiry, such as environmental psychology, environmental neurology.

21. I think, as someone said earlier, we also need to be collecting information about what is not working — what might be of value and needs attention.

September 30, 2020
https://us02web.zoom.us/rec/play/klLNTCAy8pFdodkDm7Yb8Fa3u-I8u2NkcAh6clKBjDvAMqMpRINEgIe0bpycJfa0hos_VyIxEl7KYbUy.NxjPgKnW6suKKz37

September 16, 2020
This was essay breakout groups – no recording or notes

September 2, 2020
https://us02web.zoom.us/rec/play/3HlcB6VV4-fV-ilXwx5mC2xqIlZbLidgdv1y4tQKC1kibV-6uJIKJtSxkaP8hWvm43zboUpmT3gPbOM.pcyMHU-qiGwNs6lf

D R A F T

https://us02web.zoom.us/rec/play/WQ3oMEAqNzJLjcVdhbuTi8vc0aMl2ygshYxxF_fVw96B8gqXQ1zgevq1SyZomO5hBvAQyzdGQj1dH65m.UvbOOh05OAq2H_dH

Henry Way: Jeanne's Saturday Transcription
Henry, I am just going to give you the flow of the session, not trying to make the same kind of "as close as possible as I can be" when trying to capture the sense and flow of 60 minutes of conversation when it is merely back and forth among the 15 – 25 of us.
(I did not go back to capture you verbatim, for the obvious reason that there is a difference between an informal talk and an essay that I want to publish—which will still be different from a formal essay, since it will be capturing a conversation rather than a formal, professional essay.)
Henry: You began with a self-introduction –

a) A bit about your role/activity at JMU & mention that you are updating your presentation at the LSC National Colloquium in November (I want to make the connection as to why we invited you to speak with this LSC group). We have your PPT from November if you think it might be of value somewhere in this essay.
b) Then, as a geographer, you began with describing different ways that geographers think about learning spaces. FROM THE PERSPECTIVE OF:

ECOSYSTEMS
One way we think about them is as ecosystems. In doing so we use metaphors that emphasize dynamic flow, resilience, disturbance - we talk about ecosystems, biology, biotic.
Here you made some comments about how the term disturbance is important to think about in light of where we are now – with much breaking down between the edges, between online learning and in-person teaching that we all had been used to.
HUMANISTIC GEOGRAPHY
How does the field of human geography come into this discussion? This is where the term topophilia comes in. It relates to our natural human tendency to relate to spaces, to have a deep love of spaces, about our emotional and subjective understanding of place, that we need such attachments to spaces in order to thrive in the world. We need to think about how important it is to build spaces in which people feel comfortable, emotionally connected to space. About how bland or fragmented spaces that are faceless, how important it is to design impressive spaces (especially in STEM [which is where I am at JMU]), how important it is to have more organic and community-building spaces…think back about what kind of spaces are community-building spaces. Think about spaces in which everyone can feel that they are part of that community - that they are spaces that nurture inclusivity and that they are not bland, placeless spaces.
It was really good to have a reference like this [and the one below].[i]
UNBUILDING
Here I am thinking about Virginia Woolf's *Three Guineas* (Henry, this was a new essay and a new approach to planning – very provocative, thanks.) which helps us not to overthink this, the idea that intellectual and articulate creatively do not need as many props as might humanistic geography.
Unbuilding can be done in a rudimentary fashion. What does it mean in how we deliver new ideas in a time when universities are slashing budgets? We should not be over thinking how to invest in so many props. Unbuilding can be done in a rudimentary faculty. Ask 'what does it mean how we deliver new ideas such as high-impact practices?' Where are the spaces of contact—it is the human engagement that we should be thinking about. That is what we should be asking-about the human engagement.
HENRY: THIS IS THE QUESTION/CONVERSATION PART. Modest editing. You can always listen to the recording.
I think we can do modest phrasing of the questions. I think we may not identify the person asking the question, that decision not yet made.
? = William. We are truly going through a terrible time, a really real truly terrible time in human history. Is this a time for higher education to begin to reinvent itself?

HENRY. What really matters is how this is changing our relationships with our students; we are asking *what are the important connections we now have with our students*? We pivoted to online mid-spring semester. We are starting up again in an uncertain way. We will only be able to be asking questions

about how we did in December - how did we do with reinvent this new approach, use the only way we are going to reevaluate in December. We are all starting up in different places this fall - it will be good to ask that question in December. How did we do in reinventing this? There is one positive thing, the stakes are much lower for begin experimental because there are no rules - literally and figuring out new things - at the faculty level here a willingness to try things that we had not in the past.

? = Henry M. Talk more about the term *unbuilding.*

Henry W. This is about taking time to reimagine what really matters, what challenges our relationship with students. It means thinking about the unbuilding of universities. We have a tendency to think of a university as a material thing, something that has a material existence. We are driven by systems. We treat a universality as something made up of buildings and structure. What really matters are the ideas - the innovations, the human connection—a place for the exchange of ideas. We should be emphasizing first what the environment is all about? What is the new reality about? This new realizing reinforces to think of a university is all about. There was something lost in the last semester...clearly physical relationships matter, surely we are missing something when we Zoomify our curriculum - the easy answer to this pandemic - is that we can all learn in a Zoom. We should all be asking what are we thinking about when talking - what are we missing, what do we do in these spaces, what are we throwing away?

? = Felix: I am curious about how we talk about space vs place. Can you drill deeper into learning vs curriculum? Why do you think parents are so upset? I think it is not the formal learning, but the intangible dimension of learning that is difficult to recreate online. How do we enable students to connect within a specific community? Communities build and exist in places in which they come together. This is the social dimension of learning. Students are missing out on that kind of peer learning—in a lab, etc. cross-pollinating, cohort learning. They lift each other up through networks. This got me thinking: we've been thinking about training the faculty, but not training the administrators who work with learners so they know how to learn the way I am teaching them. I think that there are little points of learning at the end of the class where I am asking if anyone has questions when students are learning more - it is the points of access - where are the informal moments happen is where learning happens.

? = Shannon: universities place tenure decisions on research activities above classroom activities. Will universities change in recognizing the creativity and problem-solving and legwork that goes in to making this happen? This is forcing everyone into recreating.

? = Elizabeth: I am interested to learn more about topophilia, which part of the broad set of topics within the broad topics that you've been discussing with us.

Henry W: I've been pondering what would topophilic urban design look like and this is an interesting time, we are asking about what universities are for, how they work. I hope it is making us reflect on these days to rethink what really matters. This allows us to think through - respond and reflect, the potential creativity, the value of human connections - how individuals connect with each other rethinking the university as more that.

? = Parke: I've a number of questions that relate to social distance – porosity, the blend between the physical and the digital. My students, those just out of college and those still in college—all prefer to talk with me virtually. I think the why does not change, but the what might be changing.

https://www.researchgate.net/publication/251484582_Place_and_Placelessness_Edward_Relph

https://www.researchgate.net/profile/David_Seamon/publication/262008334_Place_and_Placelessness_Edward_Relph_Chapter_in_Hubbard_P_R_Kitchen_G_Vallentine_eds_Key_Texts_in_Human_Geography/links/53f4e0ff0cf2fceacc6eb015/Place-and-Placelessness-Edward-Relph-Chapter-in-Hubbard-P-R-Kitchen-G-Vallentine-eds-Key-Texts-in-Human-Geography.pdf

Endnote: Henry - Digital Humanities has a long history, initiating in the mid-1990's by NEH. It is now becoming mainstream.

August 5, 2020

https://us02web.zoom.us/rec/play/NIYOXUdziJ8yz48Avo338C7zOlmQ64LJps0PW80uqyn5R5XHS1mpR Az3uZzojPdhE9PTGUyV5Ry56o5q.roN4CEG22-ha9tgi

July 22, 2020

https://us02web.zoom.us/rec/play/ltDypLCAtOE_OekSBrm07OPQqLLx9Rs0852z4iHR7OHIk4U3SZuPwS UKMJOThkKHa0U5DrOHklfdHR89.tRU1tPD7EW7HduFT

TRANSCRIPTION—A loose transcription with heavy editing.

I.   From the Chat Sidebar

+   One of the biggest takeaways from LSC National Colloquium: educators want architects to do post-occupancy assessments. as much as we want to do them - they asked us to ensure they are built in our budgets.
+   Faculty need to be trained in how to use physical spaces; it is unfortunate that faculty aren't being trained to use the spaces that are (and have been) emerging.
+   We should think about producing a "how-to" manual on how spaces can be used.
+   Could attention to how the spaces are being used happen during the first-year assessment?
+   On my campus, we are having more discussions about hybrid spaces as a means to ease space constraints.

II.   Self-introductions New People

+   ICFAD: Royce Smith. Dean, College of Arts and Architecture, Montana State University.
+   FLEXSPACE: Rebeca Frazee (San Diego State University) & Lisa Stephens (SUNY Buffalo): FLEXIBLE LEARNING ENVIRONMENTS EXCHANGE –Platform for Sharing

III. Background on *Planning for Assessing* from the beginning of the LSC: The Duke University Story.

(Pages 38 – 39 & 76 – 77). In 2010, with NSF support, the LSC convened a diverse group of academics in a weekend retreat to determine the *modus operandi* of the LSC post-connection to PKAL. The decision made by the group was to structure LSC activities around a standard set of questions to guide attention to spaces: i*) what do we want our learners to become; ii) what kind of learning experiences will make that becoming happen; iii) what kind of spaces will enable those experiences; iv) how will we know?*

A. Comments by Ed Gomes, senior associate dean for Trinity College of Arts & Sciences, Duke University. Ed's comments in our zoom/roundtable was the story of a project designed to arrive at environments that could allow for experimentation with new pedagogies and technologies and to capture lessons learned from this project to inform the evolution of other learning environments on campus. The project included a requirement to conduct ongoing assessment of the resulting spaces (the Link) to confirm that the design principles set forth in planning were being followed in practice.

Ed's story was about an iterative process of assessing during planning and after the spaces were in use. *(Note: This is different that a post-occupancy assessment. jln).* A large and diverse community was involved, from senior leadership to students, IT people…and more. We used what we were learning from these assessments in many different ways. Everyone loved the white boards (*opened 2008*) so we began installing white boards in classrooms across the campus. This was part of repurposing based on evidence—when we received a bit of evidence, we asked ourselves: *what do we do now with this evidence?*

(The Link project—in its planning and its use—provided a significant opportunity for evaluation and

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assessment to inform future academic space planning at Duke. This process is repeated regularly to identify key elements of success and highlight areas for improvement.)

B.   Susan Whitmer, newly retired from a career at Herman Miller as lead assessment officer. Let me share three lessons learned. I was at first involved with a wide range of projects involved with assessing the student/faculty perspective as they are engaged in two different models of learning. This was a great way to come to understand, to make certain that HM would have collected a systematic body of information about what makes *a good learning environment.* My convictions are that assessment always be guided by what you want to do and that what you learn from assessment needs to be actionable. We did this for many years.

Second, I was also involved in assessment at HM from a different perspective—during the process of product development. Here we used what we called "lean practices," meaning we did something we called "pop-up" sessions. These lasted only a week (at the maximum) of observations and interviews. We understood that we could learn something in that short a time and be able pivot quickly based what was suggested by what we had learned from our analysis of those observations and interviews.

The third and final lesson learned that I would like to share with you—how important it is to understand student behavior in a space. We learned how to observe student behavior, student behaviors in a space and then shared what we had learned by traffic patterns—and more. I think this is something like what Royce described when telling his story about the garage at MSU. So, what we are about is how to advance how the communities of planners can move forward toward a more robust engagement in assessing.

C.   Pam Scott-Johnson, Dean of Natural and Social Sciences, California State University LA. I moved from Morgan State to Cal State LA with experience as "project shepherd" for the new Social Sciences building at Morgan. I've been engaged with PKAL for almost two decades, so I know space matters. One thing I did early on when I arrived at CSU/LA was to walk around the buildings for which I was responsible. My first sense was that there were too many dead spaces and too few spaces for informal learning, for student engagement. The NSS resource person and I toured the NSS buildings, documented both dead spaces and spaces where students were already gathering and took action.

Our first step was to outfit 15 spaces in the NSS complex (with comfortable seating and portable white boards). They are now always in use, in fact a student remarked it was almost necessary to "book" a space, One personal benefit is that when I enter these buildings in the morning, I can review all the white boards to see what our students are about. I am now receiving notes from alumni how much they appreciate these nooks. The dean for arts and letters has done the same. Let me make a final comment. Our president has made a major commitment to health & wellness. We've an IRB for tracking what happens (stress/blood pressure) in an experimental classroom opened up September 2020; some faculty are involved in this biophilic study.

IV. DISCUSSION

- Damon: architects come to different thoughts about assessment than do our academic colleagues. We need to have more dialogue with clients. We need to determine together how spaces get evaluated. Working alone as an architect is hard.
- Tanner. Assessment is invaluable to us, but…. We work with a campus through design and construction, yet we do not come back to see if what we thought we were achieving was really achieved. We have not yet taking advantage of what we know about how spaces matter and we do not even know what we need to know.
- Henry: We do assessment in an ad-hoc way. We are rarely asked to do this and when we do it, we engage in the process of assessment only after the facility has been in use for a year. Somehow this should be a joint undertaking. We need a template for assessment.

- Felix: Somehow, we should be educating those who would make the decisions about why this is important. Deans are not trained to determine if the spaces we are planning, what the architects are planning, reflect the actual mission and vision of the institution—the campus community. Sometimes we do not even know if the faculty are behind the goals set for the facility. In truth, post-occupancy assessment cannot change anything. What we should be asking (they should be asking) is how the people who will be using them, be owning them. There needs to be a guide for department chairs on how to determine if spaces work, if faculty know how use them.
- Pam. There does need to be a process of "training" faculty. Spaces are meant to change the behavior of faculty as well as of students. I am not in the loop of the literature on student engagement, but we should look for (or assemble) an edited volume of research and literature on student engagement.
- Shannon. Given what we've done/learned about assessment, are there other questions that we should be asking in this "new" world? Are there unofficial assessments being done from which we can learn? Is there research on flexible design?

The session concluded with Royce sharing his experience in reimagining the campus concrete parking lot as a place to reimagine and celebrate a learning community at MSU.

July 8, 2020
https://us02web.zoom.us/rec/play/p-pekMXc_P28BA7Cw7-aeh5LXmYiGa1NqmMI-5gI3ggkoDf5eWQfvw5Ie-wj9283P0_eqLjYWygE5Ty8.GUpu6CRSz734Mjmr

June 24, 2020
https://us02web.zoom.us/rec/play/FQqkPoST4N3Vlfu2RqCGTuoAL5AdjtuNTM78o5SncKCZ5crSQ_QA2VFr1W7zdJF4e5nC4LQ_ly76muds.BkkTghupyTjZf4cm

3rd ZOOM CALL: FROM THE TRANSCRIPT

Began with 15 minutes of informal conversation about how emergent technologies can enable the serendipitous encounters that play such a large part of building communities of learner.

- What do we know about "wormhole" technologies? What can we learn from how people now are beginning to connect via live-streaming? Is this kind of connecting more for extroverts?
- Are there examples of chance encounter spaces being considered for and built in-to spaces now being conceived and realized?
- What do we know about what new/existing technologies that students are already using, for example in gaming rooms
- What can we learn from places like SNHU and the University of Washington's spatial technology
- One example of technologies enhancing opportunities for serendipity, is each student with a battery-operated stand, with which they can wheel around and talk with faculty or….
- "Serendipity Spaces" in a library. Much opportunity for serendipity in a library, one example spaces on a first floor designed intentionally as a "gathering space," often with opportunity to post a notice of conversation upcoming/underway. Other institutions have a designated communal space.
- Caution, if we have open-access/on-and off-campus for on-line serendipity spaces, that there are lots of bad actors on-line, particularly with zoom-bombing comments regarding issues relating to race and justice, we would need to know and or plan for technologies to block such
- Aha…consideration of that would have to be built into our thinking from the beginning about this (how/if to shape virtual agoras that might serve as/become recognized as a next

generation agora. I am looking now for where in the professional world where they have experienced and dealt with such challenges.[1]

- I know of research on such spaces in libraries and will look for it….response: yes, we should be looking for and then be curating information we find, what works for one setting/community may work or might need to be adapted to become a universal agora—a place that signals that "this is a space for spontaneous interactions."

- I think we should remember that this is a great time to keep asking "why do facilities matter?," "how do they serve institutional goals relating to inclusivity, equity…?" Colleges have spaces now that might not be relevant in the future. What we should be talking about is how what they are now thinking about doing with the spaces that they might not need now? This gets us back to the question that surfaced after our last call. So, I am emphasizing here the importance of this question: *What question do we wish our clients were asking us now?* We should be saying: Help us help you figure out what to do with our campus now. Help us work with you to determine what to do, why that matters.

- We should be asking, what is the value of technology to learning? We still keep talking about technology when we are talking about learning spaces. How can we get the best out of each? The questions we should be asking are: What was the purpose of the agora? There must have been a reason for having an agora, an inflection point, perhaps, in shaping community, advancing what is known? How can we connect physical and virtual spaces in going forward? We don't have to make a choice between, but we need to be thinking about how we can make them partners. This will take many disciplines working together.

- What we should be working together (as architects) and with our clients is to determine short-term solutions that will make a difference over the long-term. We should be thinking about tensile classrooms, about how health care settings are evolving, about how people are moving away from single-purpose rooms to rooms that are planning to be switchable, that can swing to a different purpose as needed (hospitals are now doing this.)

- (several connected brief remarks): planning should move from planning for a single discipline to planning by and for people working cross-disciplines; could an interdisciplinary planning team develop a list of characteristics of such interdisciplinary/non-disciplinary space…do interdisciplinary research on characteristics of spaces of high interest; the opportunity to have spaces in which disciplines collide is essential—students need to learn in spaces that enable cross-disciplinary connections.

- I wonder, when I keep learning more about how students learn: Why do we need a campus? I wonder: How were we making the compelling case a decade ago about why we need a campus for learning, for learners. How did we connect how students are developing the way that they do, learning and developing with on another with the benefit of having a physical space? Can faculty, many of them came up majoring in biology at the undergraduate and graduate level now know how to shape interdisciplinary learning environments—capitalizing on current technologies, responding to current challenges?

- We must keep thinking about how space matters.

- I think of architects as people who do "experience" design. What we need to understand is the experience that spaces we are imagining can enable. In addition to asking *why spaces matter*, we should be thinking about *why students matter—about the psycho-social issues relating to the space/learner relationships.*

- There is both research and stories from the field about how people are better learners when they learn in team. We should be looking for comparative research in our emerging world of hybrid learning in teams.

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[1] NOTE from Jeanne: In the reform literature, this is looking for the "positive deviant"—the individual or institution scouting out into the future, arriving at transformative/pioneering solutions to systemic problems that the broader community are facing. This was one of my "aha" post/zoom/call reflection, about how much of the success of Project Kaleidoscopic was that we became a community looking for positive deviants, analyzing what they are doing and the evidence that it works, and then promoting adaptation. This is part of what we are about now in the LSC.

- We are all treading water. We are all processing new questions in real time. We need to the dialogue going between communities.
- This must be a cross-community conversation. All of us are concerned with what each of us is learning. This is a time of disruption. It will take many talents to describe the human condition now and into the future. This disruption has changed everything. We have to be looking at all of this through the "disruption lens." This is a multi-headed monster.
- One question that all of us want on the table is how spaces—as they emerge/evolve—make a more diverse population feel welcome.
- Yes, we have to ask how spaces for learning that we are now forced to reconsider, reimage reflect what is happening beyond the campus. How can campuses become places of inclusion?
- Beyond the philosophical, how can we offer a tool box of practical ideas about how to deal with a variety of issues such as equity?
- I think this brings to the table the need to bring to the table people who bring different perspectives, thoughts and priorities about what is important.
- Yes, I think we do need to ask the engineer about the human condition.
- I see undergraduates more diverse and more concerned with justice, equity, inclusion than my architecture colleagues.
- I see much insecurity in our office with the incredible rapid change, we are trying to determine short-term changes, long-term impact of those changes.

June 3, 2020
https://us02web.zoom.us/rec/play/UczXpLS-o84BV2fMcxVx2CU1W5WTu1ZBry7LWkZ-jhFevpAfHScZd7bgPgSxC7x_8VvAU15nxD3X1M_W.gsTyKtgqSVHkrvt-

2nd ZOOM Closing thoughts.
The individual closing thoughts centered on difficulties and opportunities to move forward through the end of year.
Difficulties/Opportunities:
- Understanding how students experience these new kinds of spaces in the fall, recognizing the spectrum of students: how first-year students and returning students respond; how returning students will respond. Returning students will be coming back with both experience in social distancing and with learning in an totally-interactive campus. For new students, this will be their initial experience as part of a learning community; they will not have established an "identity" as a college student. They need time and space and place (intentionally planned) to make this happen—for the individual learner, small learning communities, the broader campus community of learners.

- Might this raise questions about how non-formal learning spaces are conceived, about how attention to security and safety are calibrated into the planning/repurposing of such spaces? Architects have non-practical advice about how certain spatial characteristics contribute to a feeling of welcoming, a feeling that this is a place for me.

- As architects, we have to be thinking that we are planning for quite a new generation of students. We have to remember that we have a good notion of a thoughtfully planning physical space for learning. We have to remember that we do not yet have a good notion about a thoughtfully planning virtual or hybrid space for learning.

- We cannot only design for an immediate post covid world: spaces we are attending to now will be useful (or prototypes) for learning spaces for years to come. Everything is being disrupted and we

must keep that in mind, although the future is unknown.

- We are still in the information gathering phase, aware of how fast everything is moving. We do not even to know what questions we should be asking—as an individual architect to clients/ prospective clients. *More digging before we plant trees.*

- Everyone on campus is so busy now, this is not the time to send generic questions to all. We might think about crafting a single question/very brief questionnaire that might be posed in mid-October to the right people. It might be a simple paired set of questions: *what did you learn and what I puzzling you now?*

- What we, as a group, should be doing now is gathering a wide range of information on "what is happening now" from research, stories from the campus, etc. We may begin this with a soft approach, each of us talking informally with a client, but prompting our conversation with a common question, so we can discern some patterns, some "need-to-know," some successes and some non-successes.

- We have to take our time and outline an agenda for action for the rest of 2020. Nothing we can do now will make a difference in the fall semester. We have nothing to offer at this time.

Susan Whitmer, Consultant (formerly Herman Miller)
I have heard lots of conversations about the need for campus leaders to reflect on the foundational frameworks of their institutions, asking the question "Why do we exist?". Such a question offers opportunities for leaders and governance bodies to refocus on a student-centric framework that recommits to the pedagogical mission. There is lots of precedent work within PKAL and LSC to support this work.
"In this new environment, higher-ed institutions that are less in love with tradition and more in love with their students will be the ones that thrive."
— Michael Sorrell, President of Paul Quinn College

Michael Crow and William Dabars describe a "new model for the American research university [that] represents its reconceptualization as a complex and adaptive comprehensive knowledge enterprise committed to discovery, creativity, and innovation, an institution accessible to the broadest possible demographic representative of the socioeconomic and intellectual diversity of our nation".

Daniele Struppa, President of Chapman University in a forum last week talked of the evolution of information technologies. His statement is important to how leaders in higher education shift their thinking in planning to plan campus spaces. Here is a paraphrased version of what he said:

Over the last 40 years what I have witnessed is that information technology has moved from being an instrument or tool supported to being a completely central component of the learning process. I like to think about University in terms that we preserve knowledge; we transmit knowledge; and we create knowledge. Those are the three things that we do right? We preserve knowledge, we make sure that knowledge of the past is still alive, we transmit it to our students through our teaching and we create new knowledge that's our research mission. And when you

put in these terms then you realize that information technologies are absolutely a central component. It impacts every aspect of campus planning. It is also a shift from fixed mindset to growth mindset.

Meredith Bostwick-Lorenzo Eiroa, Architect
(Managing Director and Firmwide Higher Education Coordinator, Skidmore, Owings & Merrill LLP (SOM))
As we find ourselves amidst a global public health crisis, we must come to terms with several glaring challenges and issues facing Higher Education - many of which existed prior to the pandemic.

- What is the true value of teaching/learning in a physical classroom?
- Teaching & Learning is on life-support right now. How do we use this time to advance the thinking while addressing the acceleration of online learning? Jump starting new, effective modalities while ensuring equitable access;
- Change the previously ignored, wasteful aspects of our campuses: under-utilized space, too much space, indirect costs that do not directly support the education of a student; and
- The need in all things to become **sustainable**, and educate students to be responsible citizens of the world.

Arguably the worst time to plan for long-term scenarios is during a pandemic… however, the LSC can add value and help campuses survive the storm by providing strategies to "bridge" to a hopeful future. Not one size fits all - all institutions will weather the storm differently. Below is a good article that begins to outline what immediate actions and steps higher education should take to assess and begin to bridge the gap to a new picture of their institution, post-pandemic:

https://www.mckinsey.com/industries/public-sector/our-insights/coronavirus-how-should-us-higher-education-plan-for-an-uncertain-future

Approach to "Return to Campus"

1. Setup an Institutional "Nerve Center" to plan & manage COVID response (McKinsey recommendation)
2. Focus on the Near-Term:
   a. Student Success Online
   b. Financial Resilience
   c. Support of Faculty & Staff
3. Mid-Term Planning:
   a. Focus on Enrollment
   b. "Return to Campus" Scenario Planning
   c. *Developing Campus Operations SOPs: Health, Safety & Wellness*
   d. *Resilience Planning: Online Capability & IT Infrastructure Upgrades*
   e. *Pedagogical Innovation: Embracing Online Learning for the Interim Future*

Bridge to the Future:
6 recommendations for the future of campuses in 2013

1. Build no net additional square feet
2. Upgrade the best; get rid of the rest
3. Manage space and time; re-think capacity
4. Right-size the whole
5. Take sustainable action

6. Make campus matter

All are still valid. Managing space and time and rethinking capacity has been important for a long time. Now it is urgent.

Shannon Dowling, Architect + Planner, Ayers Saint Gross

Permeable - Now more than ever, we are experiencing this "permeable ecosystem of learning" that we discussed last summer. Unless higher education runs out of steam, I don't think we are going to permanently return to a rigid, carnegie-based 8 semester scripted learning experience. We are going to think more about what the goals of a learning experience are and what are the possible tools to get there… higher-ed is going to be more a la carte, with a blend of virtual and in-person learning, some scheduled, some serendipitous. Some, but not all, learning will take place on-campus.

Student First must be the guiding factor. What is the relationship of academic facilities with the ability to serve students? What does each facility and space contribute to the student experience? How does it contribute to identity, brand, and a sense of place? What is each campus experience contributing in terms of the return on investment that a student is making on their education?

What is the "campus experience" and how will its definition change as education becomes more personal and more permeable? Campus is where ideas are shared. Where knowledge is created. Where relationships are formed.

Communication as delivery v. communication as interaction v. communication as transaction. Instructors and students are co-communicators (Beebe, Beebe, + Ivy 2004) - student and instructor are collaborators in the learning process. the learner must engage with the information experientially. the aesthetics, comfort, and interest of the user must be considered.

In-Person Classroom experience and the "golden zone" vs the "shadow zone" (Park + Chol, 2014) - how do we accommodate both social distancing and learning proxemics. If we learn best in the "social zone" of 4-12', how will social distancing impact student success? What happens to proxemics in the virtual environment? How can different virtual tools improve the experience? What role does equity play? Everyone is the same size, different methods of interaction.

What existing spaces on campus will become obsolete? Is the lecture hall now irrelevant? (was it ever relevant?) Does this allow for a reinvention similar to the library as learning commons?
https://www.nytimes.com/2020/05/05/learning/when-the-pandemic-ends-will-school-change-forever.html

Jessica Figenholtz, AIA, LEED AP
Associate Principal, Higher Education Practice Leader, Perkins and Will

Resiliency and ability to flex and respond quickly - both are critical to the future of higher education. With the immediate jump to on-line learning, the transition proved the possibility of a more technology focused classroom. Campuses now need to consider what are the appropriate strategies to transition to the "new norm." Dynamic campuses can embrace the "Both And" approach, which leverages the face-to-face component needed to build community and trust, yet partnered with the flexibility of virtual connection to accommodate students and faculty needs. Evaluation of physical tools and resources along with skill-set needs to be assessed, along with access and equitable platforms. How can power-driven programs (i.e. GIS) be accessed remotely? Immersive simulation environments, research components, project based environments, etc. need to be re-imagined and not revert to the "old norm."

--student engagement in planning the most safe and effective return to campus

--impact and change in terms of technology focus and requirements

--designing deliberately connected physical and virtual learning environments—i.e. smaller informal team rooms that allow students to join classes virtually in groups of 4-10

A driver to success will be determining the appropriate integration of learning environments and virtual connections balanced with student and faculty safety and well-being.

Joe Atkins, AIA, LEED AP

Principal, Higher Education Studio Leader, VMDO

We are fortunate to be exploring new forms to promote (and embody) experiential learning. Would love to touch on Virginia Tech's Creativity and Innovation District and a student-led design-build project for three spaces within a significant on-going capital project.

From a whitepaper called "Higher Ed After COVID-19 Peaks and How to Plan for It" by advising leaders at brightpot strategy…

You've just gone through years of change in a matter of weeks… So, as you think about next semester and the next decade, don't go back to 'business as usual' just with fewer students and fewer funds. Don't run the playbook from the Great Recession… While time is short and pressure is high, you can change things now that were impossible just months ago.

Affordable access. Engaging learning. Holistic student support. Research with impact. Work with purpose. Diverse, inclusive communities. Remarkable places. Equity across race, income, and background. These are all within reach if you can build on the amazing work you've just done and take this moment as a unique opportunity to reimagine your college or university from the ground up.

https://www.brightspotstrategy.com/whitepaper/higher-ed-after-covid-19/

May 19, 2020
https://us02web.zoom.us/rec/share/uQ3xMzXJd96WFIqh87wHKMvmzLv-lGR42D-7eY2K9OKIIpuFq7-d033lGFCPHLxu.uZx8lSax6F8AIkz3?startTime=1589918003000

I. **FROM THE ST ZOOM CALL (5/19/2020) - Notes by Jeanne**

   NOTE: This version is for sharing with those I will be calling next week to invite them to join in our adventure.

   A. OPENING SELF/INTRODUCTIONS
   B. WHAT NEXT

C. FOLLOW-UP REFLECTIONS

A. OPENING SELF/INTRODUCTIONS
What we each are thinking about now, what questions should we be asking now (roundtable self-introductions?

= How what is happening now and what we do now will affect student success.

= Recognizing how so many different ways the future can unfold.

= Recognizing that one way libraries responded to the challenge of "technologies" as means for access to resources for learning—reinventing the library as an access to resources, resources that are valuable and accessible to all—serving all students/learners in a new way.

= What we did we know about experiential learning and what we are beginning to learn about how students now engaged as learners, in different environments for learning?

= That emerging technologies were once the game-changer, the new big elephant in the room. Can our experiences then inform our thinking in this time of uncertainty? How?
= That we do not now have to convince people that space matters, but we have already learned about how a challenge is dealing with the reality that space influences equity. People are asking what is the true value of teaching in a physical space. How are campuses thinking about being recognized for the value of their current physical spaces?

= Are the spaces we have now the right spaces for supporting access and inclusivity? As we look forward, how will they into the future? How do our institutions support faculty change and renewal into the future?

= That there is value in technology in serving spaces. That there is value in physical spaces. That higher education has never been good on post-occupancy assessment?

= That attention to mental health issues were always at the periphery of conversations/planning? So many related issues have been surfacing relating to such issues. Should we also be giving attention to mental health issues in regard to faculty, administrators, staff?
= Space matters. It has always mattered. Technology is just a commodity for learning. But space is becoming more precious, more valuable. How do we need to treat it now? How do we treat our spaces?

= How do we talk to people/ colleagues/friends about spaces? What services do our current spaces serve? Does a vaulted lecture hall say what or who we are today? Is our institution still "this" without "that" vaulted lecture hall? What do we do to make a virtual space a welcome space? How can spaces help us deal with student despair?
= What do we know, need to know about how spaces matter from a wellness perspective? Can a virtual space make the quality of relationships physical spaces can? Can this happen all across the curriculum. We can meet virtually constantly all the time, but we crave the non-virtual relationships. Spaces add value; they are what an institution is about; they create value to the experience of being a learner.
= I am home-schooling my 6-year old. He craves his community. We are not now missing our architectural offices but we are missing the in-between-spaces.
= As an architect, I am responsible for spaces in which things happen, like classrooms and labs, but I am also responsible for all the in-between spaces, the social spaces, the spaces for outreach. This are not spaces designed for social distancing.
= As an architect, I am always thinking about how people move throughout hallways.
= Thinking of how libraries responded to the challenge of technologies. This includes designing welcoming maker spaces that served all students. They are now spaces that provide access to everyone, that then and now support and anticipate digital resources/learning. What did libraries learn then about how to maintain their identity? How will we use this moment to solve this problem, address this challenge?

= This can be a real strain for students. Will active learning become more meaning full when they are back to campus? Will passive learning serve them the same way? Will they ask "why are we here? why are we doing this here?"

I am thinking that campuses should be asking if they have a real need for every current space. They need to make an audit about the capital cost of a space vs. its utility. They need to develop a new metric for what makes a space matter. They should think about having spaces on life support. Campuses should remember that learning does not happen between the four walls of a classroom or lab, or perhaps in a virtual classroom.

= What are we learning from students about how they are experiencing talking virtually with classmates? What are we already learning about how virtual learning works? Where are the conversations happening? How can hybrid teaching and learning be helpful now? How can we learn from this covid19 experience that we be useful moving forward? We have to remember tech is a tool—a commodity—a value. Think of today as just a disruption—a plague.

= That this financial strain would be an opportunity for campuses to audit their spaces—what do we need and how do we differentiate spaces we will need into the future? Can we adapt current spaces to serve today in ways that can be adapted into the future—beyond the current crisis.

B.   THINKING ABOUT WHAT NEXT

= I have been here to learn and I have learned much. I am thinking about the possibility of a series of discussions like this, first polling the community to see what others are asking/thinking about (faculty, architects, academic administrators and others [perhaps professional societies).

= I am thinking about clients we have at different stages of planning and about how at these different stages they are asking different questions. I am hoping we can help them through this decision process so they make no short-sighted decisions that limit or derail attention to spaces over the long-term. Emphasize that it is important now to incorporate long-team attention to the spaces for learning into the planning they are doing now for today and the immediate future of their campus and community. How can we work with them through sandboxing spaces of today so that there are lessons learned in the near future that serve the future?

= We have to work with campuses; how to do this?

= As architects, we have to work with our clients to make smaller moves that make a difference now and face the future. Small moves, such as pop-up spaces have always worked for the future.

= There is an opportunity now to really think of the permeability of spaces, blurring actual and virtual learning. We might be able to discover the best of both worlds.

C. POST-CALL REFLECTIONS

✓ **Meredith Bostwick-Lorenzo Eiroa, SOM**

As we find ourselves amidst a global public health crisis, we must come to terms with several glaring challenges and issues facing Higher Education - many of which existed prior to the pandemic.

- What is the true value of teaching/learning in a physical classroom?

- Teaching & Learning is on life-support right now. How do we use this time to advance the thinking while addressing the acceleration of online learning? Jump starting new, effective modalities while ensuring equitable access;

- Change the previously ignored, wasteful aspects of our campuses: under-utilized space, too much space, indirect costs that do not directly support the education of a student; and

- The need in all things to become **sustainable**, and educate students to be responsible citizens of the world.

Arguably the worst time to plan for long-term scenarios is during a pandemic… however, the LSC can add value and help campuses survive the storm by providing strategies to "bridge" to a hopeful future. Not one size fits all - all institutions will weather the storm differently

Notes from the call:

- How will campus spaces matter to the institutional future?

- Technology is a commodity, but space is going to become even more precious

- The virtual experiences that we are having now are revealing the true quality of relationships that a campus can curate, that a virtual community cannot

- We aren't missing being in the campus to be at our "desk" -- we are missing the broader campus experiences

The assessment of every campus space now needs to include an audit of the cost of that space vs its utility, and how it directly and measurably supports education.

The concept Virtual Classroom is being tested now. It's on trial, and arguably on life support because of equity and accessibility issues. Learning doesn't stop at the classroom, it extends everywhere on campus. Learning happens in multiple forms on a campus. But right now the virtual classroom needs to catch up to lend an accessible capacity that physical places do by offering learners with choices.

Takeaway:

What if LSC was to curate a series of webinars for a broad set of LSC constituents to participate, and engage in a conversation with others to learn from each other, and how others are 'weathering the storm' of the pandemic, and planning to plan? Start with a set of questions, include polling in a webinar to solicit active feedback/response from participants to help guide a conversation amongst a few invited facilitators. Structure a conversation around a set of bold questions.

✓ **Chris Garris, EwingCole**

Does Space Matter?
In yesterday's conversation we answered the question with a resounding **YES**!
During the last few months we have seen the nation and world self-isolate unlike any time in modern history. Technology platforms have provided us the opportunity to learn, communicate and work remotely. What has been missed and what technology has struggled to facilitate is connecting us on the emotional and human level. The benefit of physical SPACE for colleges and universities is they create a forum for serendipitous discovery and communication, that technology cannot yet replicate. As we move out of the quarantine/isolation and look at how we design spaces that matter we should reflect on recent history, but not let it drive design thinking for future generations of learning environments.
As a design leader on higher education projects, I have had the pleasure to work with numerous institutions nationwide. Each campus has an identity and soul that resonates with faculty and students alike. Understanding what attracts their next generation of learners is fundamental to understanding who they are. As we dig deep into why and how space matters it is important to understand that an institution's ethos should be reflected in their learning environments.
Balancing what **WE** know with who **THEY** are is an important part of designing spaces for an institution's academic success. Personally, I am interested in how resiliency planning has benefited institutions and their ability to function in this "new normal". What can we learn from what worked and what did not work? How can this inform learning spaces we create in the future?
Successful learning environments balance technology, collaboration, flexibility and spontaneity. They reflect an institution's culture and are nimble enough to pivot to meet the demands of evolving teaching

pedagogies and modes of learning. Our multidisciplinary team of designers, educators, futurist and strategist each bring a unique perspective and I look forward to our continued dialogue! Onward!

✓ **Rick Heinz, Research Facilities Design**

I was impressed by the collection of participants that you gathered and by their insightful comments, many of which I've also been considering. One of the themes was that, in the midst of this public health crisis, prior issues with higher ed institutions have become heightened. The pandemic has reinforced how much space matters as people who have been quarantined are aching for social contact, not just virtual contact. This may suggest that institutions should consider how to use space more effectively, especially considering that the amount of space is generally not the problem as much as the quality and attributes of the spaces.
My suggestion at the end that Jeanne asked me to send along in this message was something along the lines of the following:
Many institutions are suffering economic distress as campuses have been closed and there is uncertainty about the future. Private institutions may see lower levels of philanthropy as donors are experiencing their own economic concerns with significant drops in the stock market. Public institutions are seeing decreasing levels of state support due to the economic downturn. This situation has caused some new building projects to be delayed or even go on hold indefinitely. How can we, as design professionals, help institutional clients consider smaller moves that can have a positive impact while waiting for their bigger projects to get back on track with funding?

✓ **Joan Lippincott, CNI**

In terms of resources on space, COVID 19, and h.e., are you following the EDUCAUSE learning space listserv? Example below is a recent post.
https://www.educause.edu/community[2]

✓ **Elizabeth VanDerbeck, HOK**

What I am most interested in how we can help our clients to find the opportunity in this crisis to reinvent themselves, rethink, and reanalyze the use of space of on campus. The financial impact of COVID 19 to Colleges and Universities is significant and will impact future operations and in some cases their ability to survive. Institutions were already faced with many challenges prior to COVID which has only put a spot light on the issue and maybe provided new insights into alternative approaches.

I am more interested in the long term space strategy v. the short term physical impacts of COVID 19 as hopefully with the development of the vaccine, life can resume. The long term impacts and use of space are critical to the financial stability of the campus both in the cost of the capital assets, operations and the value to the attract and retain the best and brightest students. I think helping our clients could include the following steps:
1. Helping campuses (or departments) to define their mission, what is the core mission and how can space best support that? How do they differentiate themselves in the market?
2. Inventory all existing space on campus (how much/ quality of space/use of space)
3. Post occupancy evaluation of the space- how effective is that space in terms of the value it is providing to the students ability to learn and support the students emotionally in their journey/ discovery. I think developing a really great POE will be key to helping universities assess the value of space, what spaces need to be on an physical campus, vrs virtual on-line learning.
4. Extending this even further is the idea of helping universities to repurpose or divest of space, building on the concept of the yardstick and utilizing rapid prototyping of space, testing new ideas to develop more effective spaces with less capital investment until proven effective.

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[2] NOTE: we are and will be gathering resources as we proceed. We will ask permission before we do.

✓ **Susan Whitmer Herman Miller (rt)**

I firmly believe that there are two tracks or pathways that need to run parallel with each other. Both can be framed within "*What We Have Learned".* One is responding to the immediate needs of the institutions to move toward their new normal. There is lots of information already known to the folks on the call about how best to respond, not react to colleges and universities.
The other is a bit more of a role of conversations. We need to have conversations among leaders across campuses around how to start to build a collection of networked frameworks that will begin to create success for colleges and universities. This is more complex I know, but we know that universities cannot go back to business as usual. It is going to require new frameworks. We have so much foundational work that you have done going back to PKAL days that can help facilitate these conversations. That's what I am hoping to do along the way. I think it is important work. It may not be what the architectural community is most interested in at this point but it will benefit them down the road. I am sure of that.