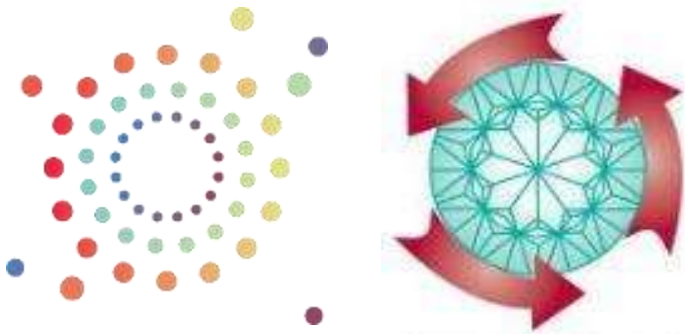


PROCESS—Engaging Stakeholders

Learning Spaces Collaboratory Webinar



NOVEMBER 13, 2017



Moderator
Jeanne L. Narum – LSC

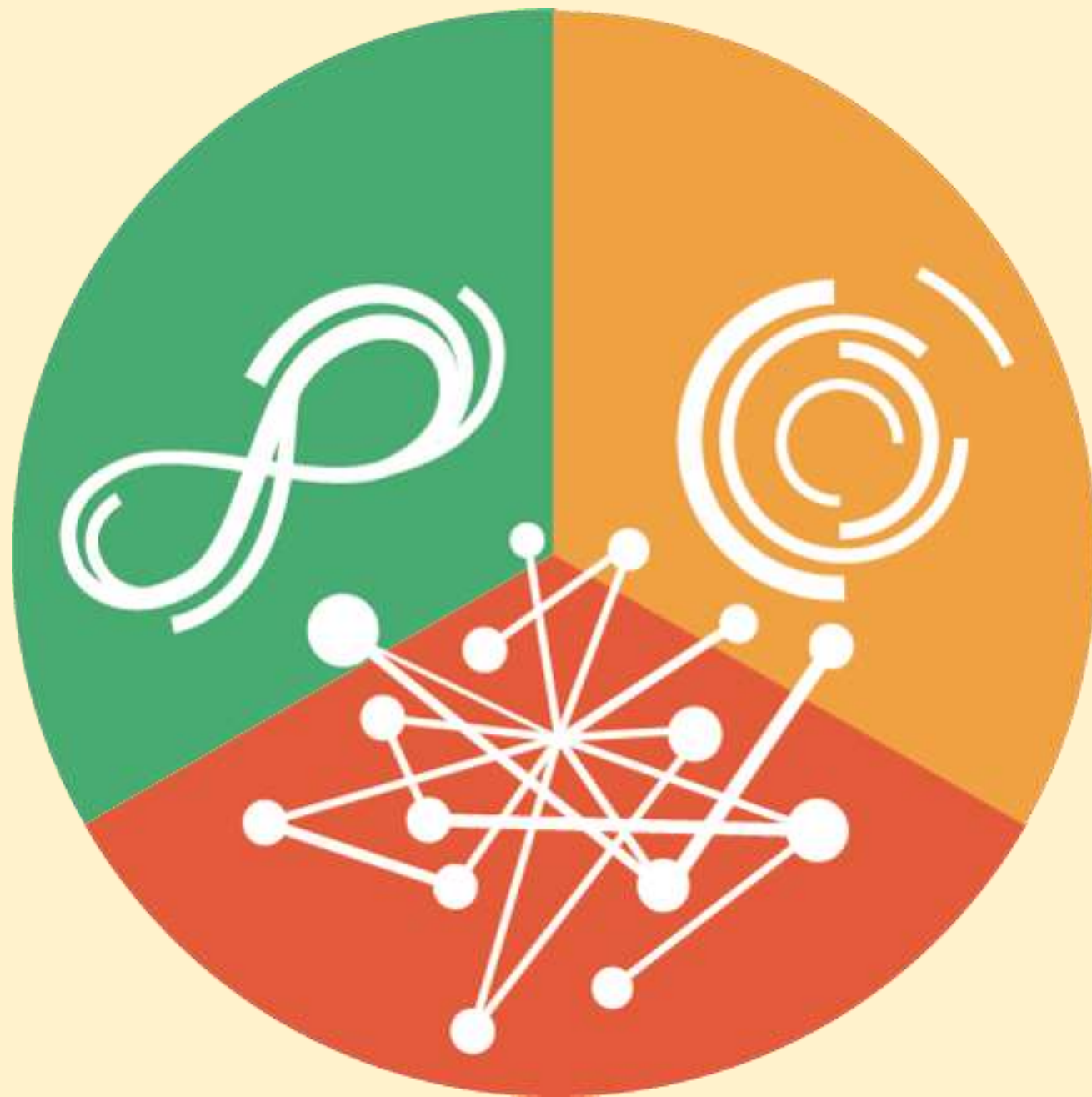
Facilitators

Bennett Goldberg
Director of the Searle Center for Advancing Learning
and Teaching – Northwestern University

John Starr
Principal – Lord Aeck Sargent

Jim Swartz
Dack Professor of Chemistry and Director of the Center
for Science in the Liberal Arts – Grinnell College

Tim Winstead
Regional Director – Ewing Cole



LSC ROUNDTABLES



Jim Swaine - Cornell College

- How do we get key stakeholders to agree on reasonable underlying assumptions?
- How do we get the right people effectively + continuously engaged in the process?
- What if the renovation planning committee in 20 years is saying about our planning process-outcomes



We need to get make-spaces right - feedback will refine and improve them.

gradual plan!

MS 1.0 → MS 2.0 → MS N.0

short term long term

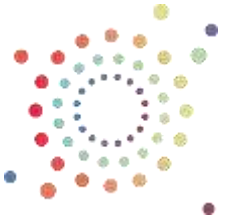
MS 1.0 ≠ MS N.0

How? Thoughtfully engage the neglected stakeholders. feedback relationships.

WHAT ARE THE METRICS FOR A SUCCESSFUL LEARNING SPACE?

Metrics

WHAT ARE THE METRICS FOR A SUCCESSFUL LEARNING SPACE?



LEARNING GOALS for this webinar

- How academics and architects engage throughout the process in conversations about shaping spaces for learning
- How to engage faculty and other stakeholders in the process
- How a driving vision of how learning happens and shapes the process of planning
- How the institutional context and culture influences the process for planning

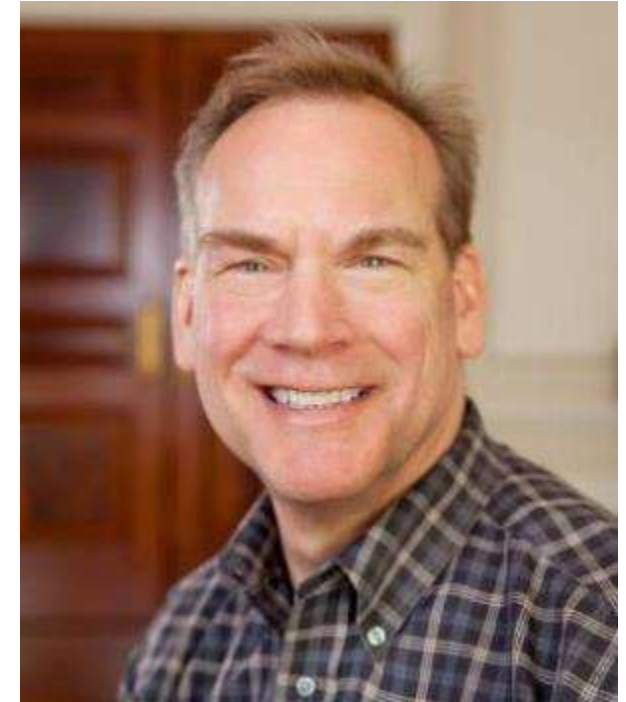
PROMPTING QUESTION

... from the Roundtables



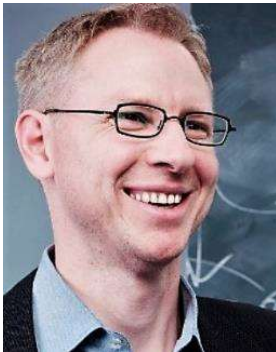
What keeps you up at night when thinking about learning spaces?

Bennett Goldberg



Director of the Searle
Center for Advancing
Learning and Teaching –
Northwestern University

Comments from Colleagues



John Starr

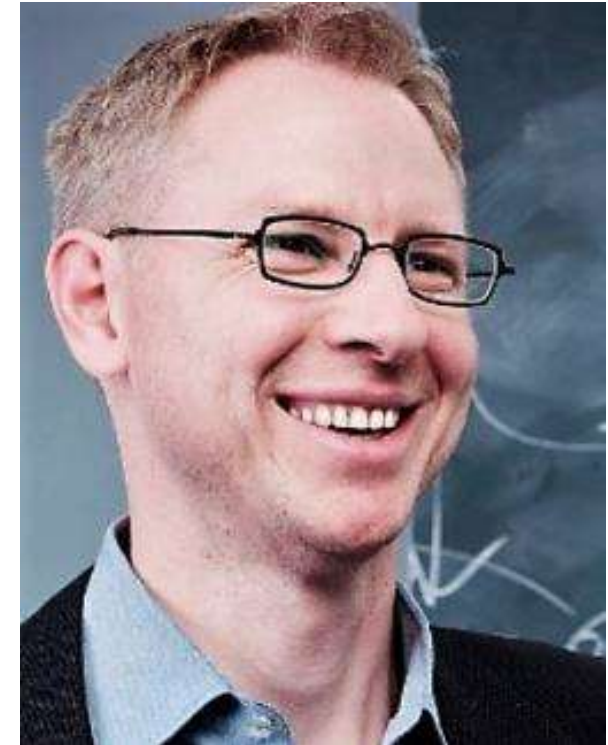


Jim Swartz



Tim Winstead

John Starr



Principal – Lord
Aeck Sargent

Comments from Colleagues



Bennett Goldberg

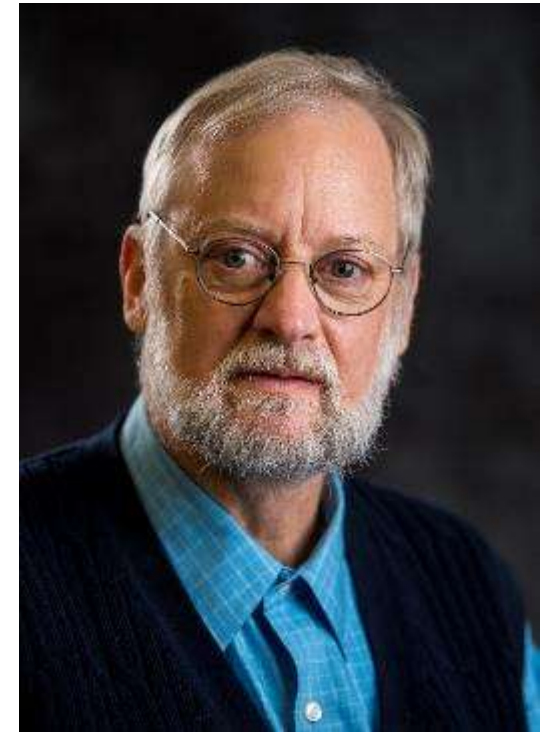


Jim Swartz



Tim Winstead

Jim Swartz



Dack Professor of
Chemistry and Director
of the Center for
Science in the Liberal
Arts – Grinnell College

Comments from Colleagues



Bennett Goldberg

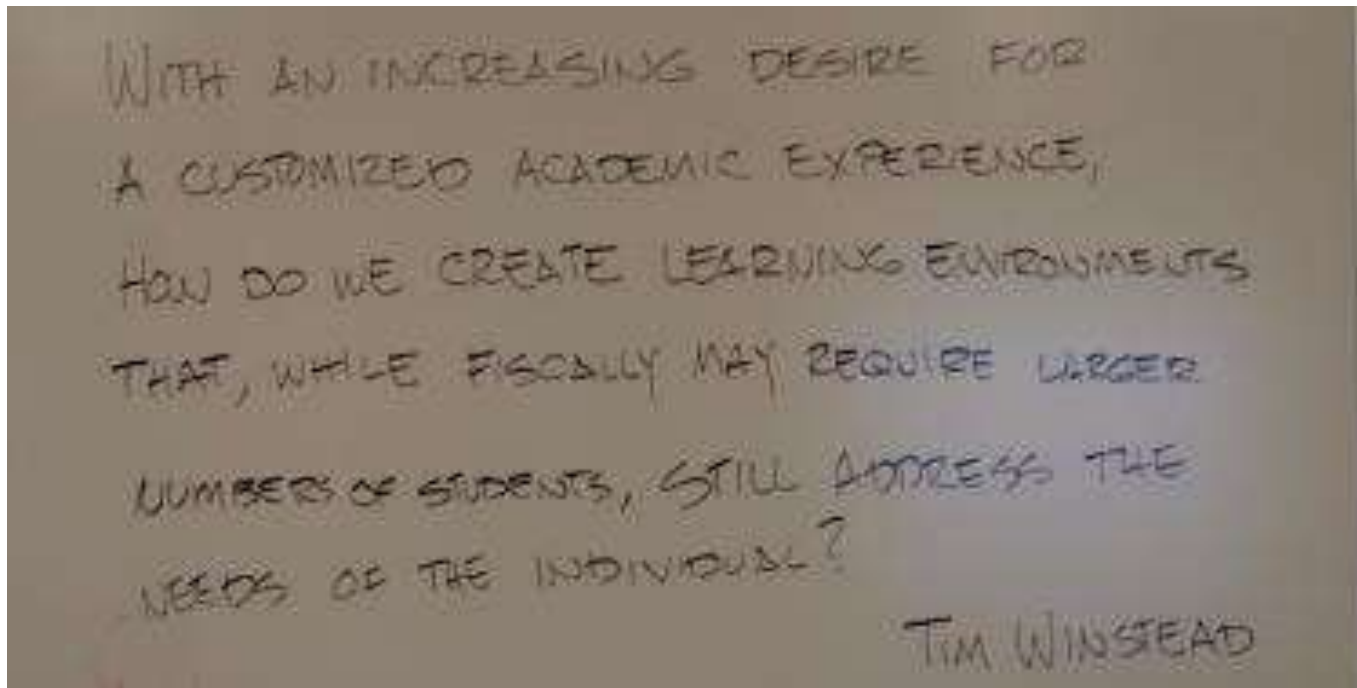


John Starr



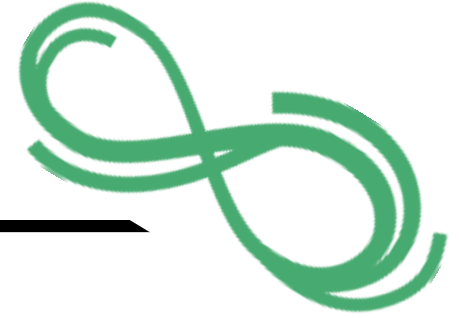
Tim Winstead

Tim Winstead

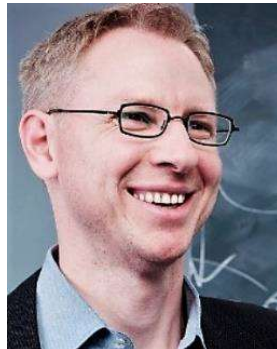


Regional Director –
Ewing Cole

Comments from Colleagues



Bennett Goldberg



John Starr



Jim Swartz

There is a definable sequence of activities which are at the heart of all acts of building, and it is possible to specify, precisely, under what conditions these activities will generate a building which is alive. All this can be made so explicit that anyone can do it.

— Christopher Alexander. *The Timeless Way of Building*. Oxford University Press, 1979.

Tim Winstead



Regional Director
Ewing Cole

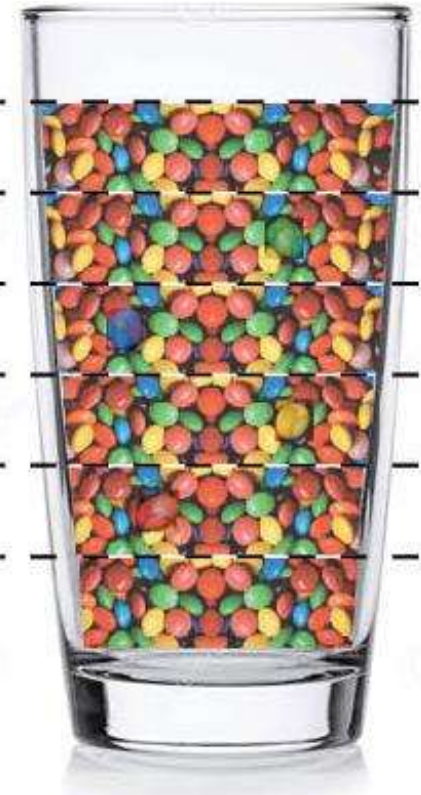
Recognizing Diversity

Engaging all Stakeholders

Challenging Standards

Celebrating Outcomes

A Glass Full of M&M's...



The Factors ...

variety of institutions...



Liberal Arts



Minority



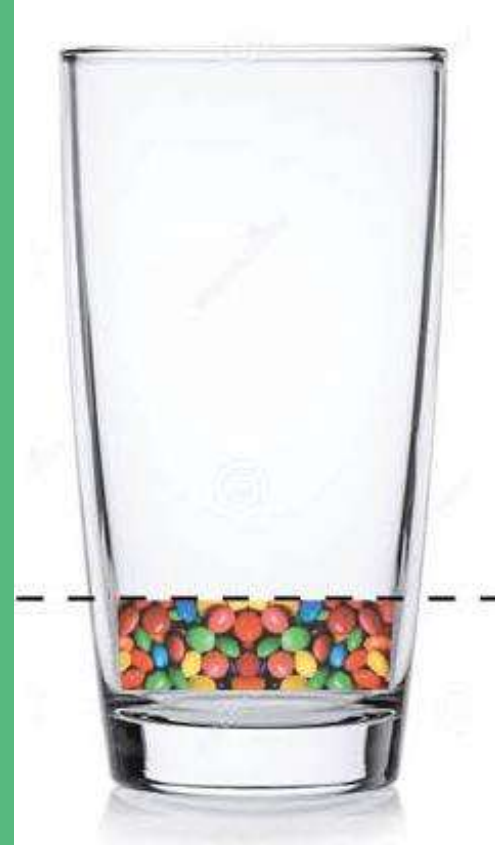
Religious



Public



Private



The Factors ...

variety of institutions...



Liberal Arts



Minority



Religious



Public



Private

variety of methods of learning...



Individual



Group



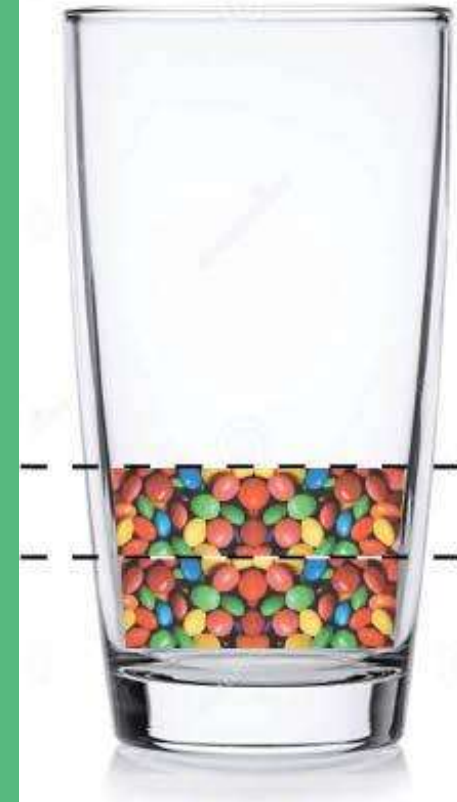
Auditory



Visual



Tactile



The People ...

faculty – style and methodology...



Inspiring



Reliable



Engaging



Innovative



Supportive



The People ...

faculty – style and methodology...



Inspiring



Reliable



Engaging

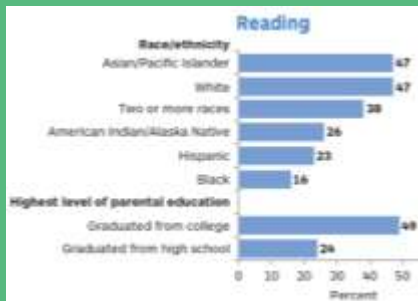


Innovative

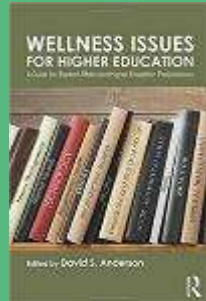


Supportive

students – traits and attitudes...



Acuity



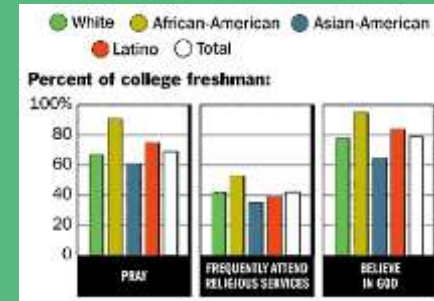
Physical



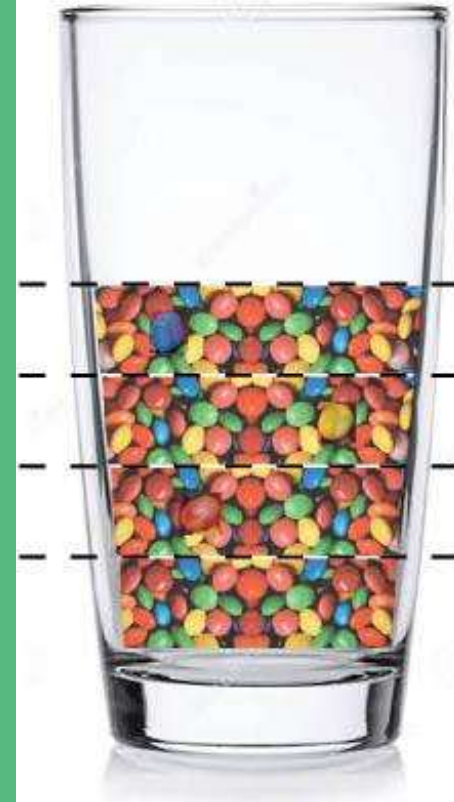
Cultural



Personality



Religious

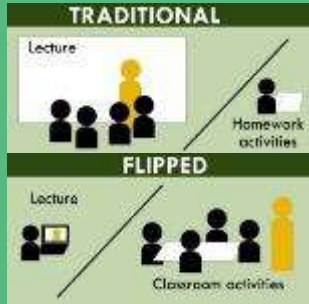


The Tools ...

expectation for technology...



BYOD



Online



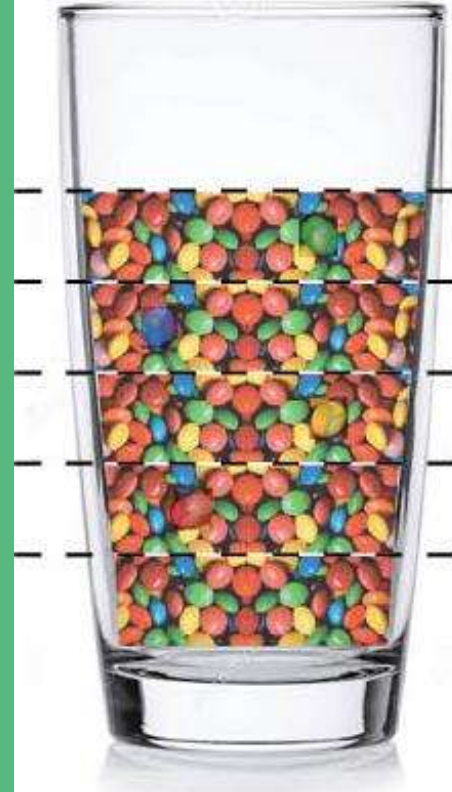
Collaboration



Lifespan



Fear

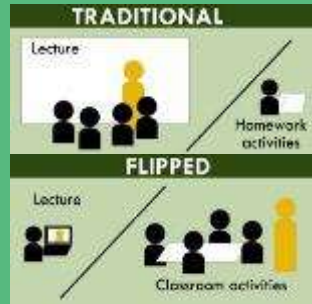


The Tools ...

expectation for technology...



BYOD



Online



Collaboration



Lifespan

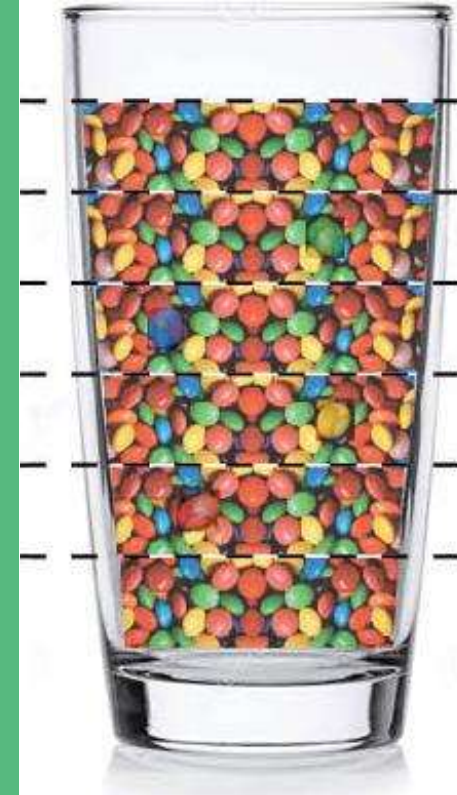


Fear

the learning environment...



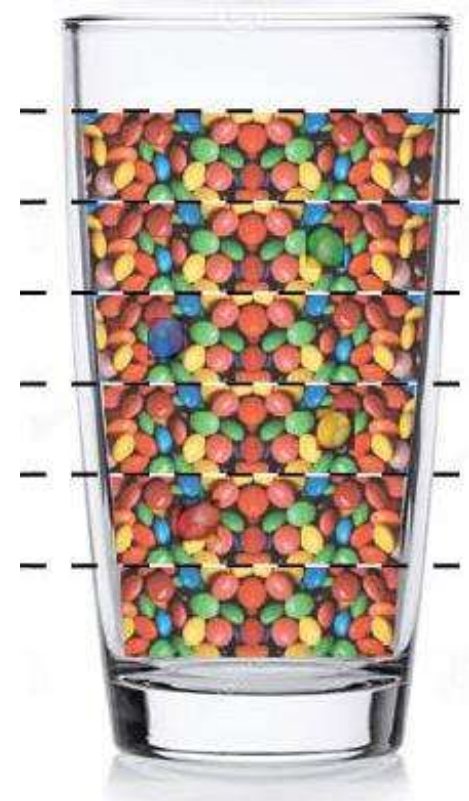
Working with what is available OR creating what will work moving forward



Personalized ... *for every student?*



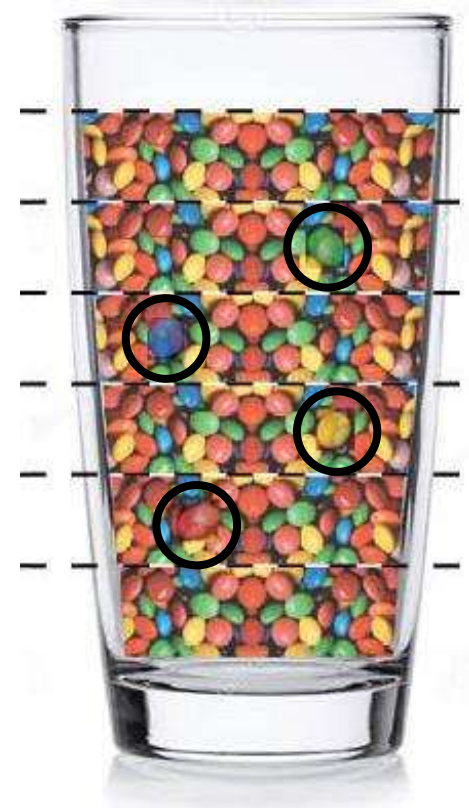
- Institutional ethos
- Learning differences
- Faculty preferences
- Student personalities
- Technology
- Learning environments



Invisible Students ... *where?*



- Institutional ethos
- Learning differences
- Faculty preferences
- Student personalities
- Technology
- Learning environments



Learning Labs ... *for everyone?*



- Connections, not content
- Diverse needs
 - Ability
 - Language
 - Culture
- Agency – Students and Faculty
 - Wellness
 - Control
 - Belonging
- Affect
 - Comfort
 - Community
 - Belonging

Across Campus ... *residential*



University of Delaware

Across Campus ... *academic*



North Carolina Central University

Across Campus ... arts



North Carolina School of the Arts

Across Campus ... *libraries*



Anne Arundel Community College

Diversity... *consider all aspects*



*accommodating
diversity in our learning
spaces is more than
just getting the right
tables and chairs*



*personalization and
our ability to identify
the invisible students is
an important part of
planning for the future*



Comments from Colleagues



Bennett Goldberg



John Starr



Jim Swartz

Bennett Goldberg



Motivating Stakeholders

Supporting Risk-takers

Rewarding Participation

Thinking about the Learning
Experience



Searle Center for Advancing Learning and Teaching

- Structural silos of stakeholders with misaligned priorities, diverse languages, and different motivations and institutional roles.
- Motivating humans to pivot from a space of private experience (as instructor in higher education) to evidence-based, exploratory and innovative change agent.

Faculty and administrative innovation and buy-in --- Provide support for risk taking

The challenge in undergraduate education now lies less in knowing what works and more in getting people to use proven techniques.

- Faculty reward system and time
- Disciplinary tradition and socialization
- Institutional structures

- Fear and aversion to risk

Human behavior change is driven by:
Motivation; Ability and Opportunity

Open classroom initiatives

Support risk taking:

- Provide time; rewards; recognition
- Motivate individually and collectively
- Create cohorts and affinity groups
- No student evaluations for a year

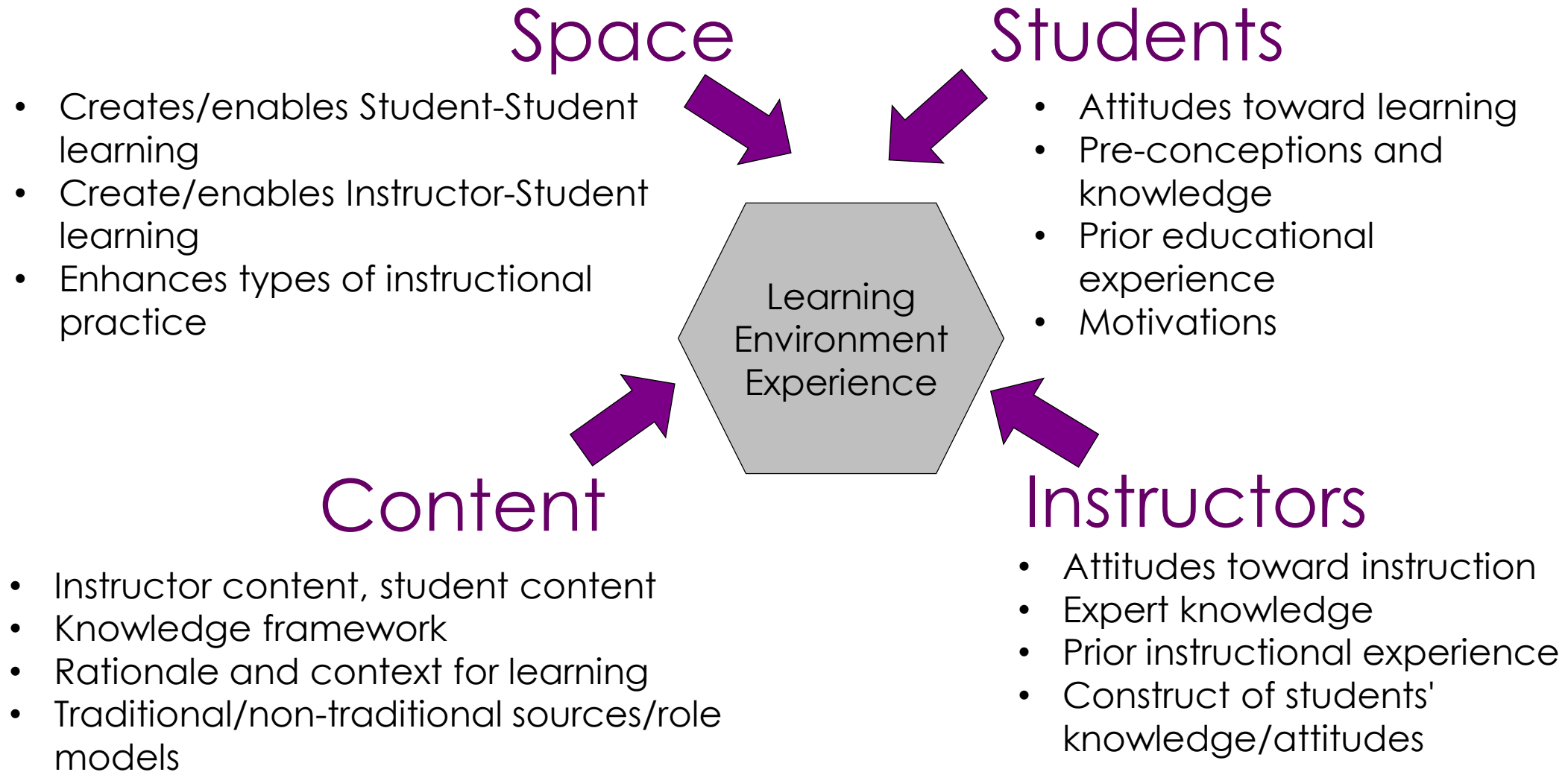
Active learning is "anything that involves students doing things and thinking about what they are doing"

A collaborative learning space is

- where **both** students and faculty feel empowered to **engage, share ideas, work product, and provide feedback.**
- the **power dynamic** between faculty and students around who controls and owns learning **is minimized.**
- **small groups are enabled**, the singular focus on the front of the room is removed equalizing the surrounding walls.
- **work sharing is enabled** among a small groups of students, both electronically and traditionally to the entire class.



Thinking about the learning experience



Comments from Colleagues



John Starr

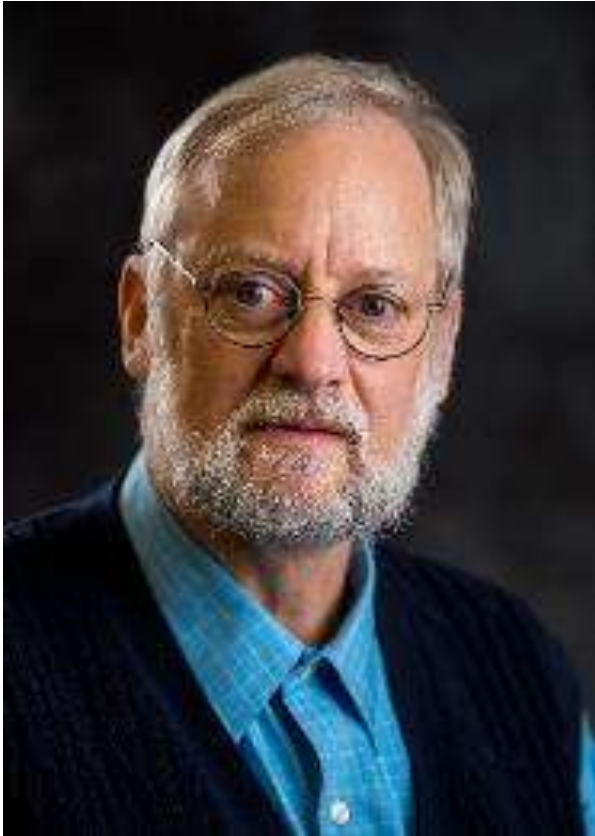


Jim Swartz



Tim Winstead

Jim Swartz



People & Process & Politics

Project Shepherd

Academic Stakeholders
Design Professional

The Project Shepherd

- Keeps the project moving forward toward a common vision of the project
- Ensures all voices are heard, orchestrating meaningful discussions and timely decisions.
- Has an overview of the entire project.
- Is a relentless advocate for the project and the vision.

Institutional Context

- Work with institutional leadership to establish overarching planning assumptions relating to vision and mission, costs and quality.
- Work with all stakeholders to ground planning discussions and decisions on a common vision of institutional culture and context.
- Work with institutional leaders and faculty stakeholders to develop planning assumptions relating to enrollments, etc.
- Help design team and project leaders to understand institutional culture of process and decision making

Key Questions

1. About your institutional vision of what you want your learners to become, be able to do in the world beyond your campus
2. About what kind of learning experiences your faculty think they will need to have to achieve that 'becoming'
3. About what kind of learning spaces are needed to support your learners to achieve that becoming

Current Project: Humanities and Social Studies Complex



Pedagogy-Led Design

- Inquiry-based teaching
- Flexible, highly-adaptable teaching/learning spaces
- Digital liberal arts

Interdisciplinary Collaboration

- Academic neighborhoods
- “Intellectual collision” spaces
- Informal learning, collaborative, and social spaces

Student-Faculty Collaborative Research

- Student research spaces
- Showcases for student work
- Faculty offices that encourage time with students

A Challenge

- The users are uniquely qualified to articulate the goals of the project and the kinds of activities that the spaces should support.
- The design team is trained to design spaces to support those goals and activities.
- Since we tend to be trained as problem solvers, we have a tendency to try to solve the problem, but give your design team space to suggest solutions and then be critical reviewers of the proposed solutions.

Wearing different hats

- Manage planning and design schedule
- Manage the design team
- Manage the budget
- Help to communicate with the executive administration, governing board, campus community, etc.
- Help with fund raising

Jim's experiences as a shepherd with different identities

- Noyce Science Center Phase 1– as a faculty member leading peers
- Noyce Science Center Phase 2– as a Chief Academic Officer, working with faculty colleagues
- Humanities and Social Studies Complex—as a faculty peer but not a building user and outside the included disciplines

Comments from Colleagues



Bennett Goldberg



John Starr



Tim Winstead

John Starr



Building Excitement

How do I feel?

Getting Ready

What do I need to do?

Rewarding Participation

What's in it for me/us?

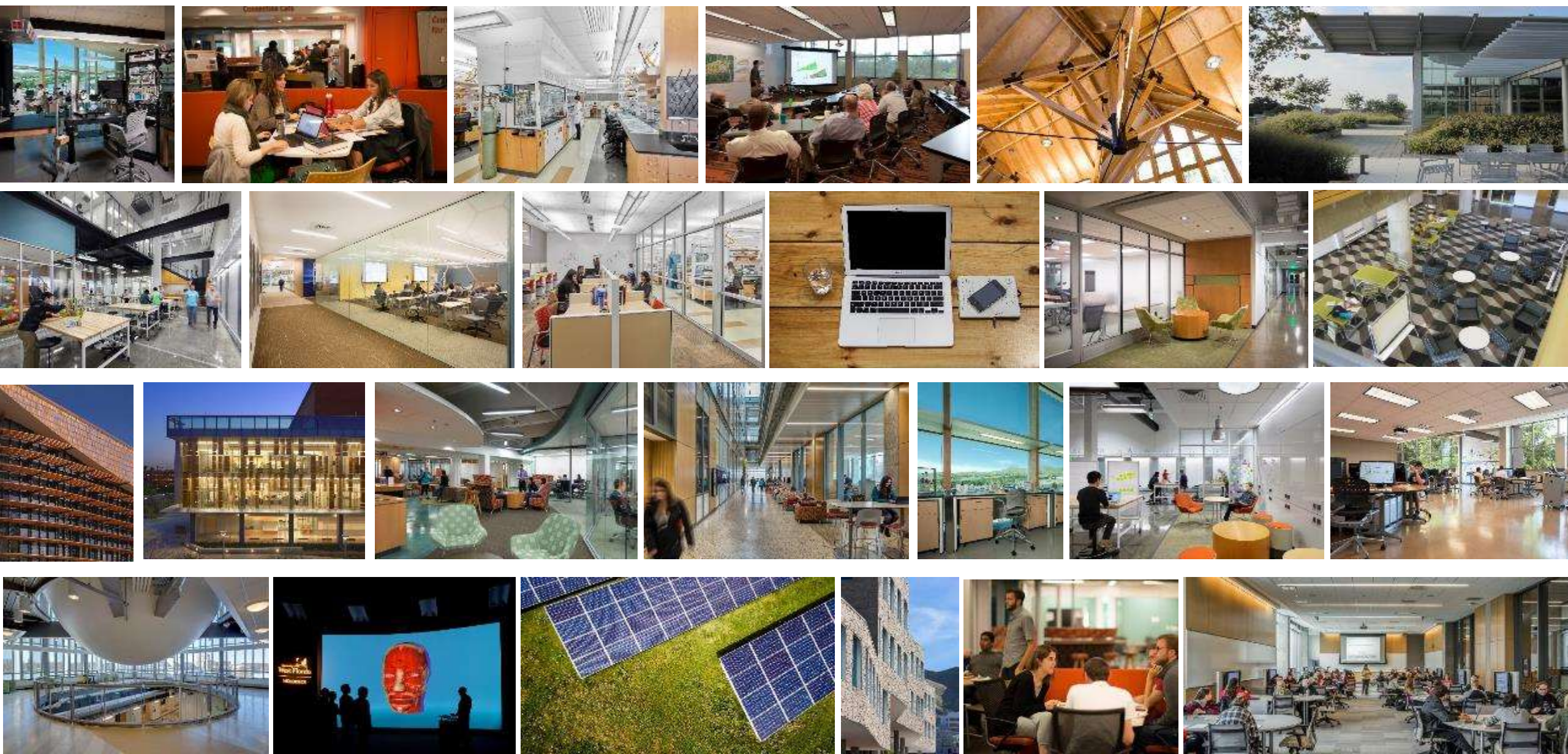
Building Excitement

Tell a story



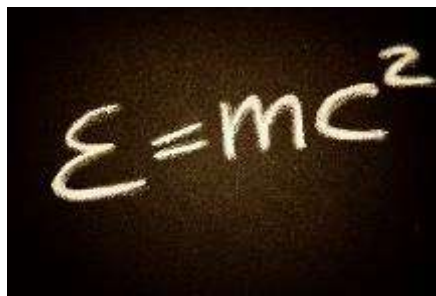
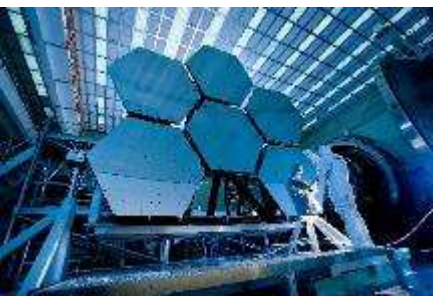
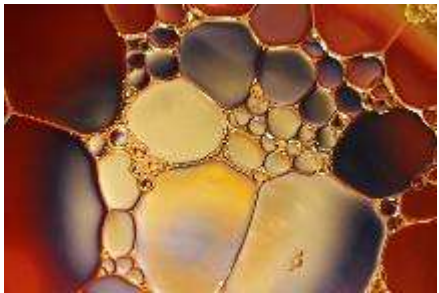
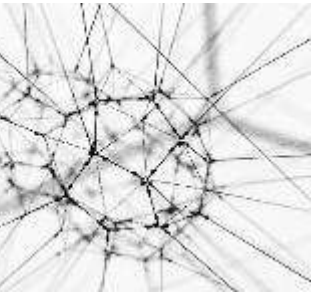
Building Excitement

Show Possibilities



Building Excitement

Show Possibilities



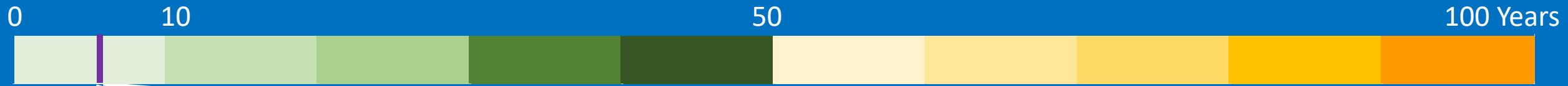
Getting Ready

Planning Roadmap



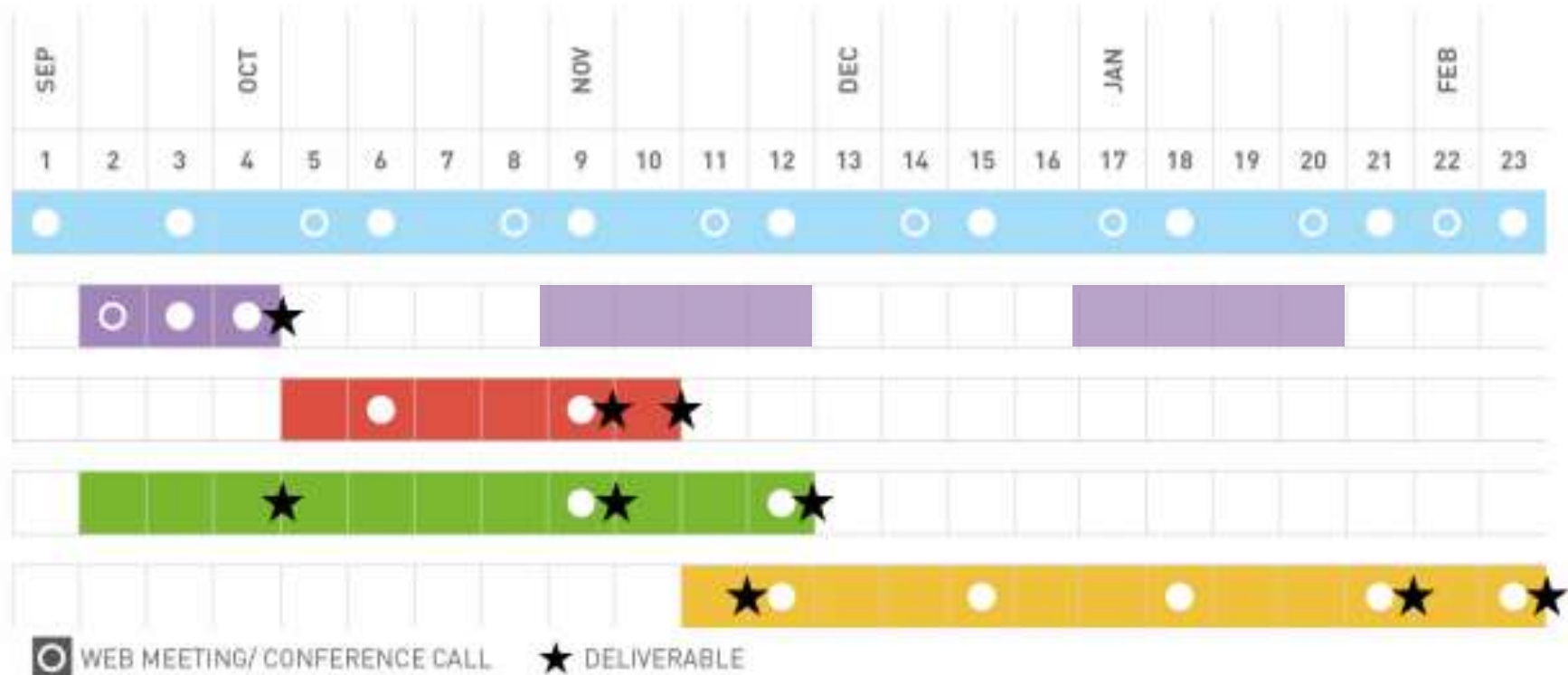
Getting Ready

Planning Roadmap



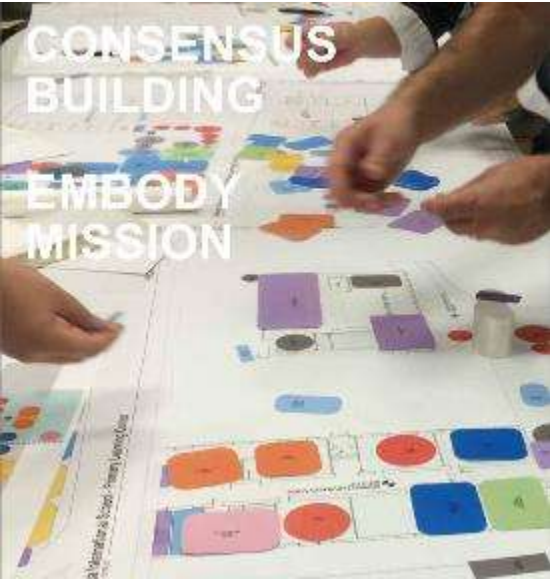
Change Roadmap Timeline

WEEK



Getting Ready

Hands On Activities



Rewarding Participation

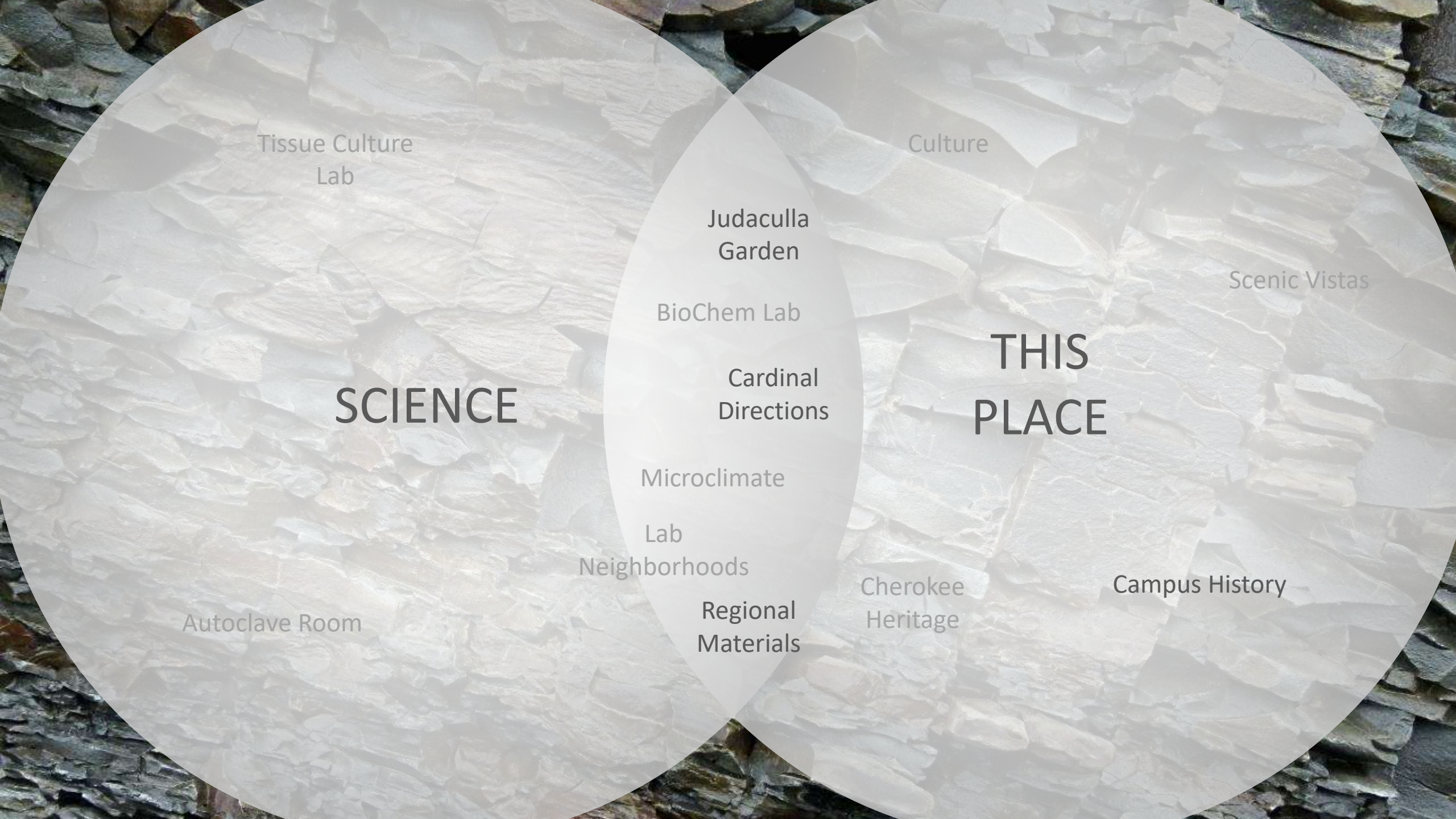
- Pizza/Beer/Coffee
- Travel
- Release Time
- Grants
- Considered in Faculty Reviews/Rewards
- Class Extra Credit
- Ability to Influence Design



In-Progress Example

Western Carolina University STEM Building





SCIENCE

Tissue Culture
Lab

Autoclave Room

THIS PLACE

Culture

Scenic Vistas

Campus History

Judaculla
Garden

BioChem Lab

Cardinal
Directions

Microclimate

Lab

Neighborhoods

Regional
Materials

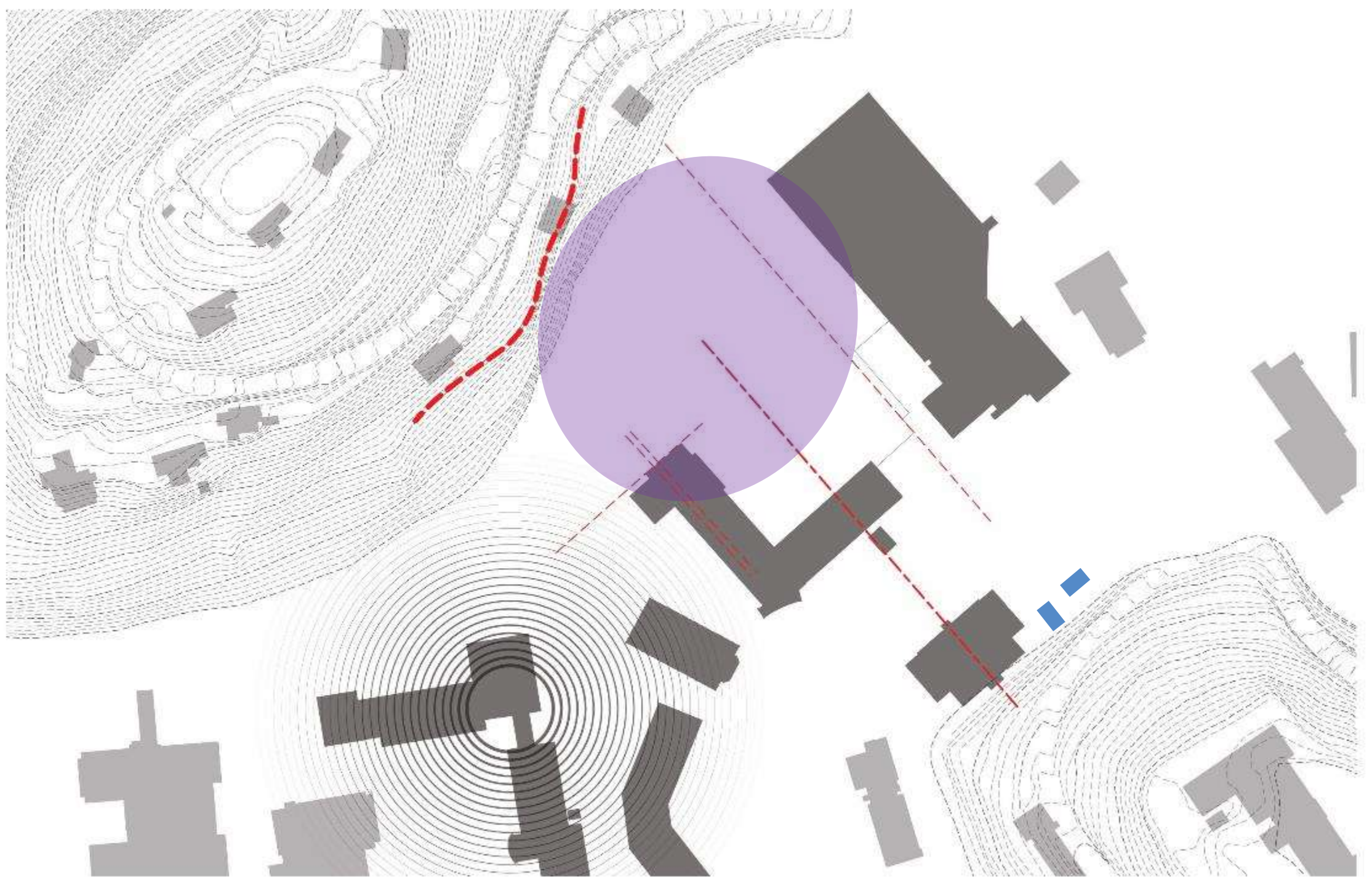
Cherokee
Heritage

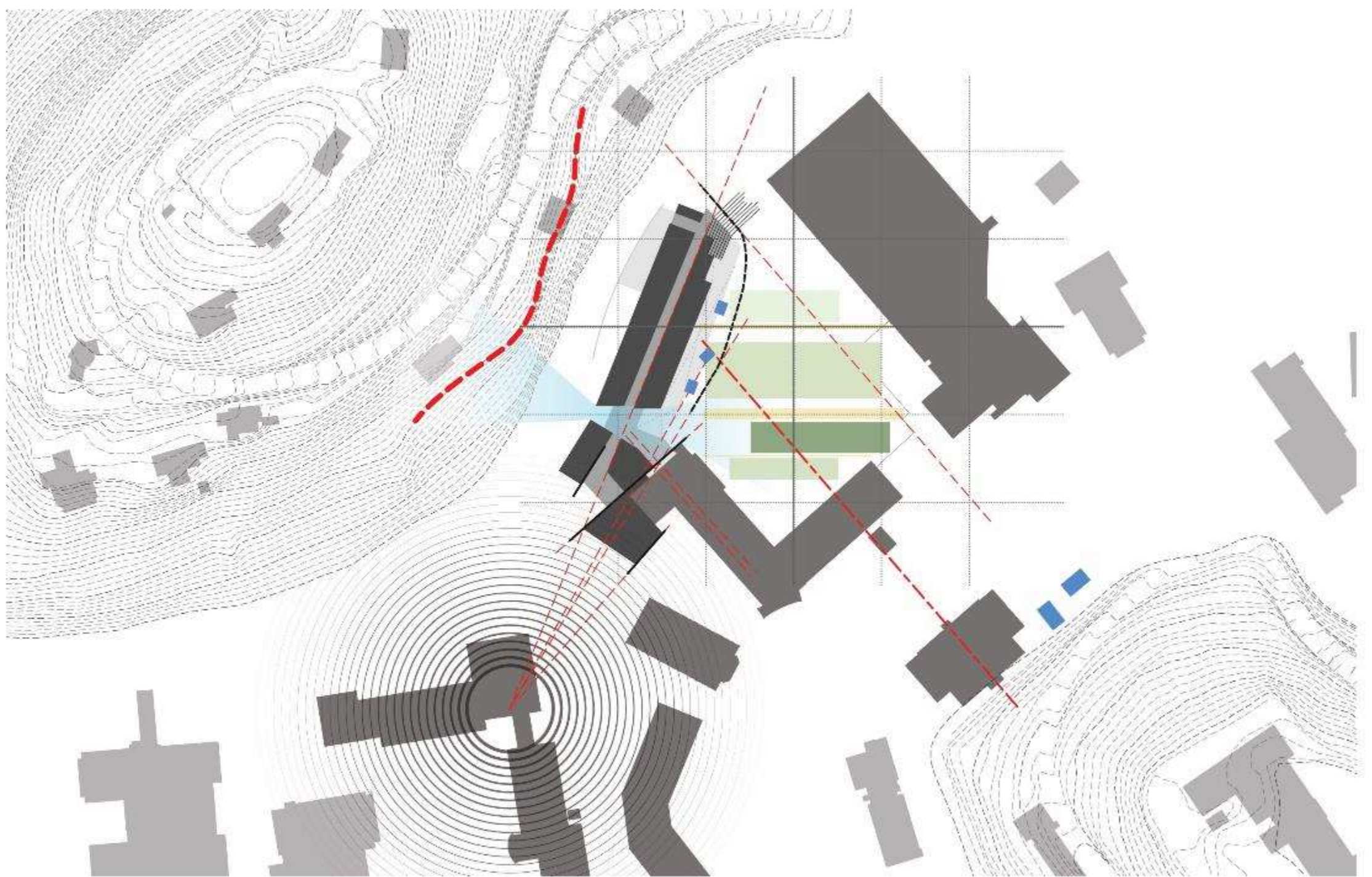


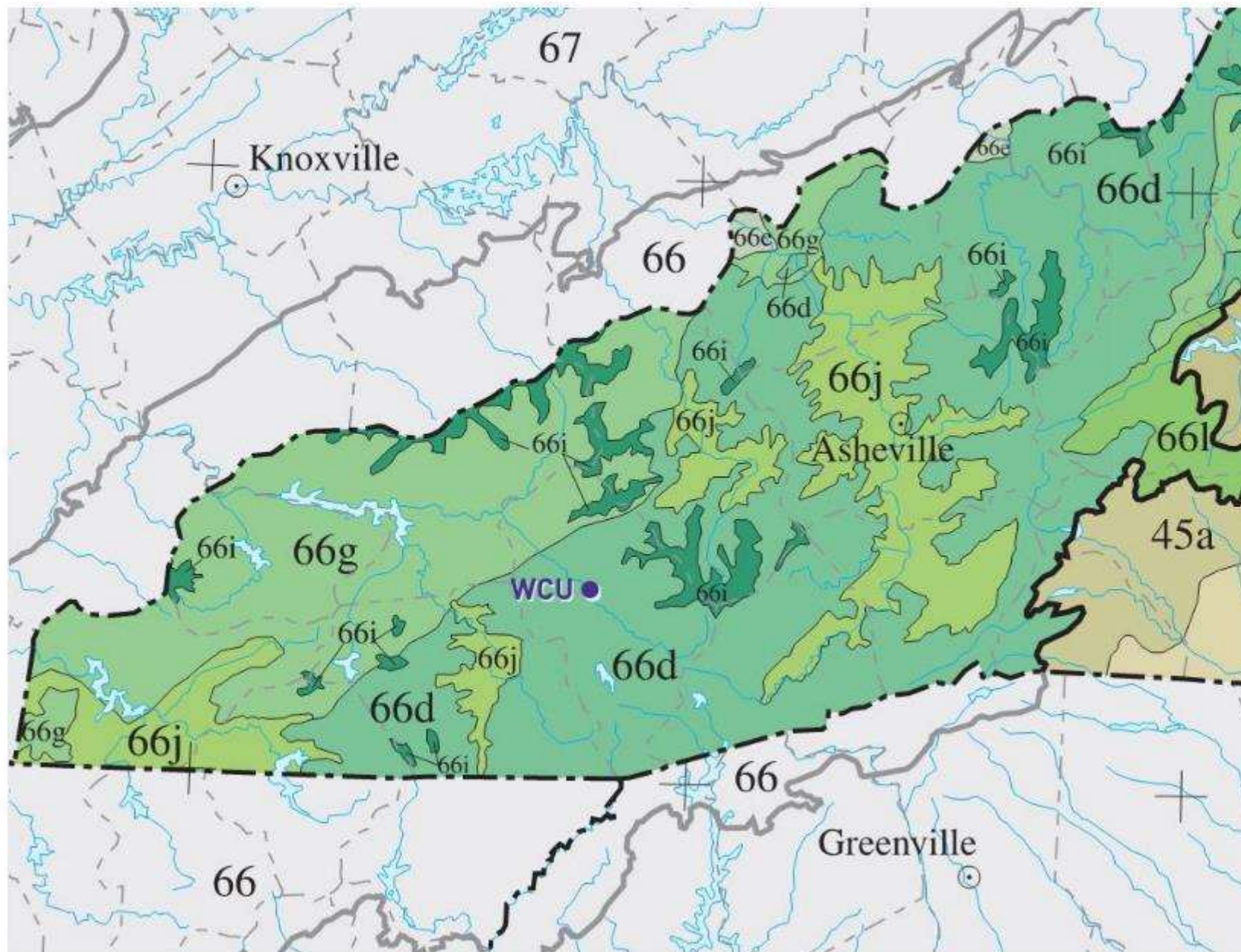
Photo by Larry W. Mull

Campus Heritage



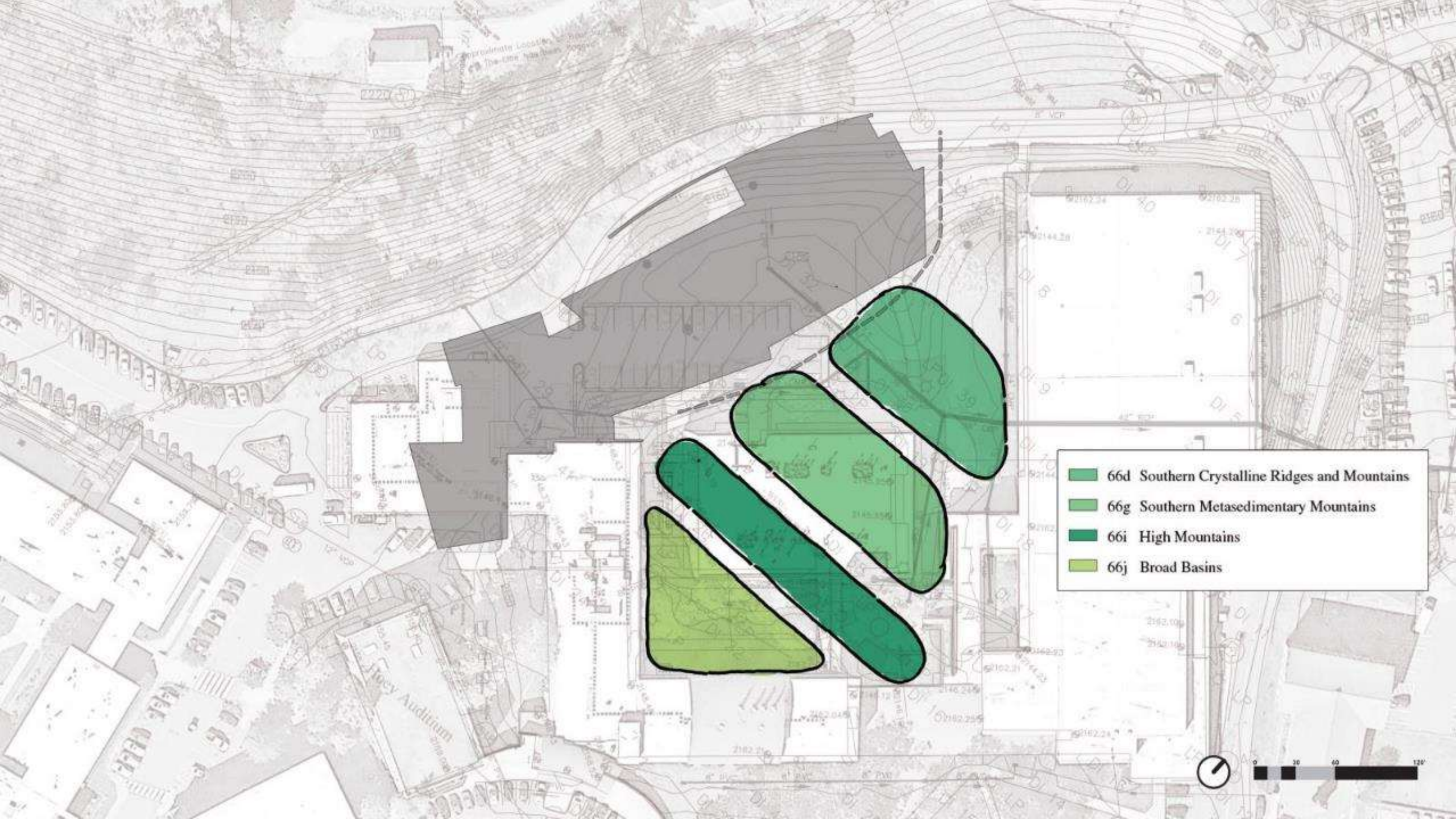






WCU Context: Blue Ridge EcoRegions

- 66d Southern Crystalline Ridges and Mountains
- 66g Southern Metasedimentary Mountains
- 66i High Mountains
- 66j Broad Basins





STONE RETAINING WALL

STONE WALL

VIEW

MEMORIAL

DROP OFF AREA

ENTRY

RADIATED PAVING PATTERN

PEO BREEZEWAY

PLAZA

STILWELL

±2160

SEAT WALL

1:20 SLOPE ADA PATH

PRESERVE TREES

OPEN AREA

BIO-RETENTION

BRIDGE

BUILDERS (TYP.)

ECOTONE CORRIDORS (TYP.)

INFORMAL PATHWAYS (TYP.)



0 60 120 FT



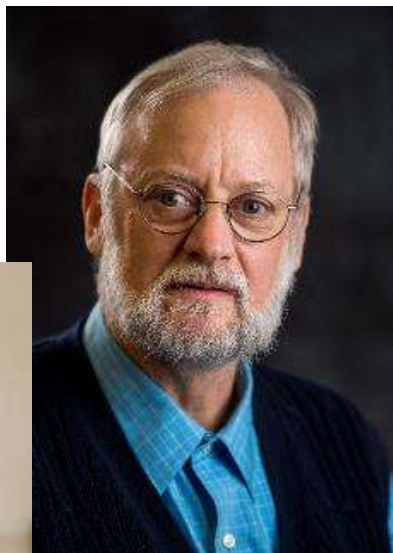
Gorge STUDY - STRATA







Conversation







FUTURE: Next Steps



USERS



**LSC Webinar: USER - 21st
Century Learners**

December 4, 2017
3:30 - 5:00 pm EST



PARTICIPANTS

Alexandria University - Egypt ■ Bentz/Thompson/Rietow, Inc ■ Brigham Young University ■ Cal Poly SLO, Robert E. Kennedy Library ■ California State University East Bay ■ Calvert Wright Architecture PC ■ Catawba College ■ Central College ■ Cuyahoga Community College ■ Dartmouth College ■ Dugdale Strategy LLC ■ Harvard University ■ Herman Miller ■ HGA Architects and Engineers ■ Hiram College ■ Lethbridge College ■ Loyola University-Monroe Library ■ OZ Architecture ■ Perkins+Will ■ Reed College ■ Research Facilities Design ■ Syracuse University ■ The Ohio State University, University Libraries ■ The Sextant Group ■ The University of Alabama, University Libraries ■ Toronto Public Library ■ UCLA Library ■ University of Alberta Libraries ■ University of British Columbia Library ■ University of California, Merced ■ University of Nevada Las Vegas, University Libraries ■ University of North Carolina Chapel Hill ■ University of Richmond ■ University of Rochester River Campus Libraries ■ University of Windsor ■ University of Wyoming