INITIAL QUESTIONS

A. How can attention to the research, data, contextual analyses, and stories from the field found in national reports, advance our understanding of questions to ask in our discussions about 21st century learners— who they are and what they are to become?

B. How can attention to national reports advance our understanding of how integrated attention to learning experiences and to learning spaces is strategic (and essential) to shaping the institutional future?
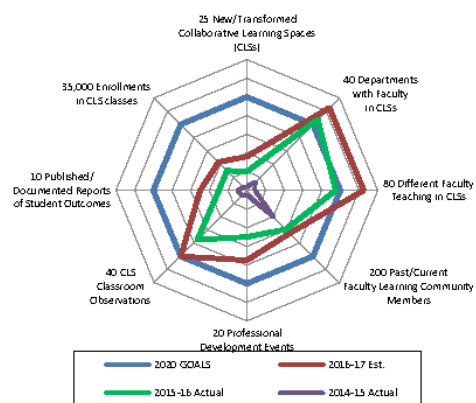
C. How can we capitalize on institutional assets—including structures such as centers for teaching and learning and colleagues well-connected to national conversations— to keep our planning aware of larger national issues?

FINAL QUESTIONS

? Has attention to national reports made us more comfortable with bringing audacious questions to our planning table in the earliest stages of our work? What is the evidence?

? Have our efforts to have our planning of spaces been informed by attention to national reports nudged further similar conversations across the campus?

? Have we—as individuals and as institutional colleagues—become more involved at the national level with discussions about recent reports—and potentially future reports.

INITIAL NOTES

A. Have we identified and engaged those in our community who fit the definition of "boundary-crossing agent," "change master," or "positive deviant?"

B. Have we identified internal practices, policies, and programs that offer opportunities to advance our planning?

C. Have we engaged our alumni, current and potential employers of our graduates to gather from-the-field evidence of desired skills and capacities of members of the 21st century workforce?

D. _____

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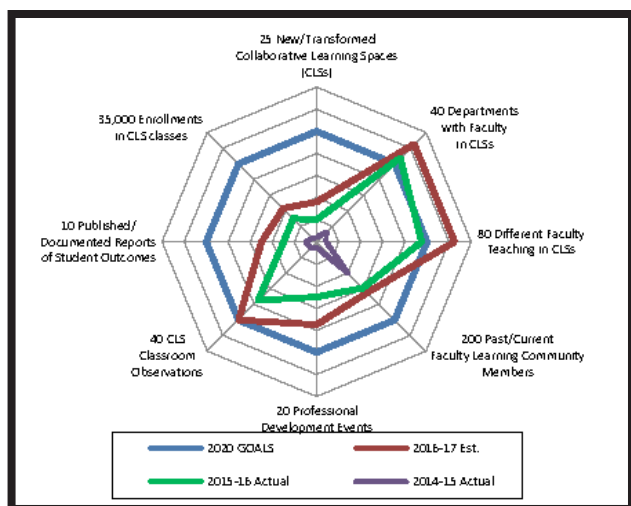
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FINAL NOTES

? Have we engaged a broad and diverse group of stakeholders in our planning? How are their unique contributions reflected in our planning, in the resulting spaces?

? Are we beginning to identify increasing returns on investments made by the involvement of a broader and more diverse community of stakeholders?

? Can we anticipate continuing and greater returns into the future that reflect decisions made throughout the planning process? What are they?

Using Space as a Mechanism to Promote Culture Change

— University of Arizona. From an LSC Webinar.

RESOURCES
FROM THE LSC ROADMAP

- Personal Reflection: What Would It Mean If We Began Identifying Existing Institutional Assets in the Early Stage of Planning

FROM AN LSC COLLABORATING PARTNER

NACUBO's Business Officer Magazine

- The *July/August Special Issue: Culture, Ingenuity, and Pride*

- *The December Issue: Reshape Your Space*

FROM THE LSC ARCHIVES

A collection of reflections by STEM faculty honored almost two decades ago as recipients of the *NSF Director's Award for Distinguished Teaching Scholars*.

A Project Kaleidoscope publication of interviews with DTS Awardees was prepared for distribution within and beyond the PKAL community. This question prompted the interviews:

> *If a visitor were to come into your classroom and/or lab—the environment in which you work with students—what impression would she/he leave with?*

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FROM AN LSC WEBINAR
USING SPACE AS A MECHANISM TO PROMOTE CULTURE CHANGE

- To realize an institutional goal for campus-wide adaption of evidence-based approaches to teaching and learning requires both spaces well-designed for collaborative learning and faculty and students well-prepared to make most productive use of such spaces.

- It takes a strong collaboration with facilities management, IT, faculty, and administration; a project manager who has teaching experience; and a committed and vocal administrator within the institution to mobilize attention and action toward well-designed collaborative learning spaces.

FROM THE FIELD: WORDS OF WISDOM

Positive Deviance. *In every community there are certain individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and facing similar or worse challenges ... The Positive Deviance approach is an asset-based, problem-solving, and community-driven approach that enables the community to discover these successful behaviors and strategies and develop a plan of action to promote their adoption by all concerned. (Positive Deviance Initiative, 2016)*