Agenda

Review Team Charter
BGSU Future and Mission
Visioning for Learning
  Outcomes & Strategies to Achieve
Review Work Plan
Review Communication Structure
Topics for Next BGSU Visioning Session
Reference Material
Q&A
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ACADEMIC VISIONING TEAM – KICK-OFF

NOVEMBER 14, 2012

Perkins Eastman
**STRUCTURE**

- **Senior Leadership Team** (BGSU)
  - Energy Model & Infrastructure
  - Landscape Master Plan Coordination
  - Greek Village Coordination

- **Executive Planning Team** (BGSU, JLL, PE, LC)
  - Academic Advisory Group
    - "Space Model Team"
    - "What do we Have?"
  - Academic Planning Team
    - "Visioning Team"
    - "What do we Need?"
  - Steering Committee Evaluation & Validation

- **Implementation Team**

- **Project Delivery Teams**

- **Project User Groups**

---

**Academic Advisory Group**
- "Space Model Team"

**Academic Planning Team**
- "Visioning Team"

**Steering Committee**
- Evaluation & Validation
MASTER PLAN ORGANIZATION – TEAM MEMBERS

**Senior Leadership Team** (BGSU)
- Permanent: M.E. Mazey, S. Stoll, R. Rogers, S. Krakoff
- Variable: TBD

**Executive Planning Team** (BGSU, JLL, PE, LC)
- Variable: S. Stoll, Exec. Team support consultants as required
- Permanent: D. Kielmeyer, S. Krakoff
- Variable: TBD

**Academic Advisory Group**
“Space Model Team”
- Permanent: B. Waddle, J. Frizado, C. Cox, K. Dean, L. Waggoner, S. Huston (or designate)
- Variable: TBD
- Permanent: R. Rogers, S. Krakoff, J. Ellinger, 8-12 actively teaching faculty, Center for Teaching and Learning, Students, Res Life, Academic Affairs, select Deans
- Variable: TBD

**Academic Planning Team**
“Visioning Team”
- Permanent: R. Rogers, Provost, Deans, Faculty, IT, USG/GSS
- Variable: TBD

**Steering Committee**
Evaluation & Validation
- Variable: Project dependent (Key users: Media and Communication, Math/Stats, Business, Eppler/Tech, Health and Human Services, etc.)

**Implementation Team**
- Executive Planning Team
- Permanent: Capital Planning, Design & Construction, BGSU IT, Campus Operations
- Variable: A/E’s, GC’s, Vendors, TBD

**Project Delivery Teams**

**Project User Groups**
## TEAM INFORMATION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Name:</td>
<td>Academic Planning (Visioning) Team</td>
</tr>
<tr>
<td>Team Formation Date:</td>
<td>November 2012</td>
</tr>
<tr>
<td>Team Dissolution Date:</td>
<td>Upon completion of design for final building within the project scope</td>
</tr>
<tr>
<td>Team Leader:</td>
<td>Rodney Rogers</td>
</tr>
</tbody>
</table>
| Permanent Team Members: | Steve Krakoff  
8-12 Actively Teaching Faculty (specific members TBD)  
Center for Teaching and Learning  
Student Representatives  
Res Life  
Academic Affairs  
Deans (specific members TBD) |
| Variable Team Members | TBD                                                              |

Refer to Master Plan Implementation Org Chart
### Team Goals

The Academic Planning Team is responsible for establishing the vision for the next generation learning spaces by providing the pedagogy based planning guidelines and metrics for future academic spaces including classroom sizes, density, technology and support systems necessary to utilize the spaces. Based on the established metrics, a Prototype academic space will be constructed and scheduled for classes as a working model to verify/modify the metrics prior to roll out across the campus.

### Team Objectives

- Review current pedagogies
- Establish Teaching Pedagogies and space attributes for future classrooms, formal and informal learning spaces and faculty offices: 1) Large, 2) Medium and 3) Small classrooms
- Identify specialty classroom needs and desired space attributes
- Assist in the development of the Prototype Teaching/Learning Space
- Identify evaluation criteria and protocol for the Prototype space
### Team Deliverables

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Due Date(s)</th>
<th>Responsible Party(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm the objectives, process, schedule and deliverables for the Academic Visioning and Planning phase.</td>
<td>November 14, 2012</td>
<td>TBD</td>
</tr>
<tr>
<td>Narrative: Next Generation Teaching and Learning Environment at BGSU (including metrics used for future Space Model)</td>
<td>December 19, 2012</td>
<td>TBD, Perkins Eastman</td>
</tr>
<tr>
<td>Approved Prototype Concept Plan</td>
<td>February 6, 2013</td>
<td>TBD, Perkins Eastman</td>
</tr>
<tr>
<td>Assessment criteria for prototype space</td>
<td>May 01, 2013</td>
<td>TBD, Perkins Eastman</td>
</tr>
<tr>
<td>Final Prototype Design Criteria Drawings</td>
<td>May 01, 2013</td>
<td>Perkins Eastman</td>
</tr>
</tbody>
</table>
### TEAM MEETING SCHEDULE

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Meeting dates (recurrence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visioning Workshop</td>
<td>• November 14, 2012</td>
</tr>
</tbody>
</table>
| Visioning Working Meetings to develop classroom metrics and Prototype Concept Space | • Dec. 5, 2012  
• Dec. 19 2012  
• Jan. 16, 2013  
• Feb. 06, 2013  
• Feb 27, 2013  
• March 20, 2013                                                   |
| Visioning Working Meetings to develop Assessment criteria for Prototype Space and ongoing assessment meetings on a three week basis as necessary | • April 10, 2013  
• May 01, 2013  
• Ongoing……                          |

*Refer to Master Plan Implementation 6 Month Project Schedule*
<table>
<thead>
<tr>
<th>Risk/Obstacle/Need</th>
<th>Risk/Obstacle Mitigation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrics developed do not fully address the ongoing needs of the university.</td>
<td></td>
</tr>
<tr>
<td>Next generation designs for future academic space are not developed in time to</td>
<td></td>
</tr>
<tr>
<td>meet the Implementation Schedule.</td>
<td></td>
</tr>
<tr>
<td>University stakeholders are not in full agreement with next generation designs</td>
<td></td>
</tr>
<tr>
<td>for future academic space.</td>
<td></td>
</tr>
</tbody>
</table>
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ACADEMIC VISIONING TEAM – KICK-OFF

NOVEMBER 14, 2012
ACCELERATING CHANGE

CHANGE IS HARD

70% of change efforts fail

Based on the books and articles by John P. Kotter
©Harvard Business School Publishing
It’s time to get over our change fatigue… and learn about proven processes.

Based on the books and articles by John P. Kotter
©Harvard Business School Publishing
Change Requires Leadership and Management

**MANAGEMENT**
- Planning and budgeting
- Organizing and staffing
- Controlling and problem solving

**LEADERSHIP**
- Establishing direction
- Aligning people
- Motivating and inspiring

**PRODUCES**

**PREDICTABILITY AND ORDER**

**CHANGE**

The larger the change, the more leadership is required.

Based on the books and articles by John P. Kotter ©Harvard Business School Publishing
BECOME A CHANGE LEADER

Our organization needs many more change leaders.

- Leaders exist at every level.
- Leadership is a choice.
- Change begins one leader at a time.

We must:

- Model the change.
- Not force the change upon others.
Kotter’s 8 Steps

- **Step 1**: Establish a sense of urgency
- **Step 2**: Create the guiding coalition
- **Step 3**: Develop a change vision
- **Step 4**: Communicate the vision for buy-in
- **Step 5**: Empower broad-based action
- **Step 6**: Generate short-term wins
- **Step 7**: Never let up
- **Step 8**: Incorporate change into the culture

Based on the books and articles by John P. Kotter ©Harvard Business School Publishing
STEP 1

ESTABLISH OUR SENSE OF URGENCY

Based on the books and articles by John P. Kotter
©Harvard Business School Publishing
ESTABLISH OUR SENSE OF URGENCY

True urgency is a prerequisite to change.

Based on the books and articles by John P. Kotter
©Harvard Business School Publishing
ESTABLISH OUR SENSE OF URGENCY

Heart and Head

See → Feel → Change

is more effective than

Analyze → Think → Change

Based on the books and articles by John P. Kotter
©Harvard Business School Publishing
We must not:

- Leap to creating vision or strategy before we’ve made our urgency *undeniable*
- Focus exclusively on building a “rational” business case with lengthy, expensive analysis

Based on the books and articles by John P. Kotter
©Harvard Business School Publishing
Complacency and false urgency kill change.
ESTABLISH OUR SENSE OF URGENCY

Truly urgent behavior is:

- Focused externally on important issues
- Alert, fast-moving
- Relentless
- Continuously purging irrelevant activities to make time for important ones, and to prevent burnout
ESTABLISH OUR SENSE OF URGENCY

Tactics for building *true* urgency:

- Bring outside reality in.
- Behave with urgency every day.
- Find opportunity in crisis.
- Communicate!

Based on the books and articles by John P. Kotter ©Harvard Business School Publishing
ESTABLISH OUR SENSE OF URGENCY

What are we urgent about?

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FOUR BIG QUESTIONS
CAMPUS 3.0
HARD PLACE

ROCK
We are currently preparing students for jobs that don’t yet exist, that will use technologies that have yet to be invented, to solve problems we don’t even know are problems yet.

- Karl Fisch
  Shift Happens, 2006
LEARNING OUTCOMES

Critical areas of knowledge, skill & abilities

- Intellectual and Practical Skills
  - Critical and Constructive Thinking—Inquiry, Examining Values, Solving Problems Creatively
  - Communication—Writing, Presenting
  - Engaging Others in Action—Participating, Leading

- General and Specialized Knowledge

- Personal and Social Responsibility

- Integrate, Apply and Reflect
THE HARD PLACE | NEW STUDENTS
WHY TODAY’S COLLEGE CAMPUS GETS A FAILING GRADE
AND WHAT TO DO ABOUT IT

The average semester

HOW STUDENTS SPEND THEIR ON-CAMPUS TIME

<table>
<thead>
<tr>
<th>SPACE USED FOR</th>
<th>GRADE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP PROJECTS / COLLABORATION</td>
<td>36%</td>
</tr>
<tr>
<td>STUDYING ALONE</td>
<td>32%</td>
</tr>
<tr>
<td>GROUP STUDY</td>
<td>31%</td>
</tr>
<tr>
<td>BETWEEN CLASSES / SOCIALIZING</td>
<td>31%</td>
</tr>
<tr>
<td>LARGE LECTURE</td>
<td>19%</td>
</tr>
</tbody>
</table>

ALL GPA F

* Percentage of students reporting that the space used was effective

Only 29% of students ranked any space as “inspirational”

STUDENTS CONSISTANTLY RATE SPACE AS INEFFECTIVE & UNINSPIRING

XXXXX XXXXX XXXX
What are students trying to tell us?

We want **independence** & **quiet** but aren’t getting enough of either

The classroom **isn’t delivering** what we need

Technology is **overplayed**

- 71% prefer studying alone
- 66% prefer quiet
  - But only 39% actually find it

- Only 13% break out into groups in class

- Pen and paper is the top rated tool above laptops and wifi

How can the campus adapt?

**TAKE BACK THE LIBRARY**
Structure spaces to ensure quiet

**RETHINK THE LECTURE**
Move collaboration into the classroom

**INSPIRE**
Invest in experiences not just technology

The majority (85%) of respondents were ages 17 to 28. What can this teach us about how the next generation will approach work and life?
EDUCATIONAL EXPERIENCE

CHANGE
Redesign the Baccalaureate Experience
When implemented, this would become BGSU’s signature identity in terms of recruiting undergraduate students
LARGE LEARNING SPACE

NOT!!!
WE MUST ENGAGE LEARNERS
Blended Learning:
Optimizing achievement of learning objectives by applying the “right” learning technologies to match the “right” personal learning style

- Focus on learning objective vs. delivery method
- Supports many different personal learning styles
- Offers “just-what-I-need” learning…“just-in-time”
Active Learning:
Principles of a research-based, learning environment

- Flexibility
- Technology
- Comfortable Context for Learning
- Potential to Evolve
- Accessibility
- Supports Multiple Fluencies
- Enables Student Engagement
- Fosters Professional Development

“Making the Case for Space”
University of Minnesota
UNIVERSITY OF MINNESOTA
THE ROLE OF FACULTY
PRINCIPLES OF LEARNING SPACES

- Excellent Teaching Environment
- Flexibility in furniture, infrastructure and technologies
- Support for diverse disciplines, learning styles, pedagogies
- Experimentation to inform the development of learning environments
REAL TRANSFORMATION
- April 18, 2008...iTunes was launched
- iTunes store: Sept ’12
  - 400 million active users
  - 315 million devices
Five years from now you’ll be able to find the best lectures in the world on the Web for free...

So... place-based learning will be five times less important than it is today.

- Bill Gates
  Microsoft
  August 2010
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PHASE 1: DISCOVER AND VISION

#1 | 14 November 2012 (1.5 hrs): *Project Kick-off and review of Objectives, Approach and Schedule*

#2 | 5 December 2012 (3 hrs): *Visioning Workshop - Outcomes*

#3 | 19 December 2012: *Visioning – Implementation*

**Deliverable #1:** Narrative: Next Generation Teaching and Learning Environment at BGSU (including metrics for future space model)

President’s Visioning workshop – January 4th
PHASE 2: DEVELOP FRAMEWORK

#4 | 16 January 2013: Objectives of the Pilot Project

#5 | 6 February 2013: Teaching in Transition

Deliverable #2a: Final Pilot concept plan

#6 | 27 February 2013: Active Teaching/Learning Workshop
PHASE 3: PILOT IMPLEMENTATION

#7 | 20 March 2013: Respond to Feedback
Review of Feedback from Active Teaching / Learning Workshops

#8 | 10 April 2013: Teaching in Transition 2

Deliverable #3a: Teaching and Learning Environment Design guidelines – technology, equipment, furnishings, lighting, acoustics

#9 | 1 May 2013: Launch Implementation

Deliverable #3b: Final Pilot design criteria drawings
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A C A D E M I C V I S I O N I N G T E A M – K I C K - O F F

N O V E M B E R 1 4 , 2 0 1 2
NEXT GENERATION | CREATE A "MARKETPLACE" FOR LEARNING SPACES

Duke University: The Link
- Create a flexible, interdisciplinary learning environment
- Promote collaborative, authentic, project-based learning
- Support intensive and interactive technology use
- Support the complete learning process, within and beyond class time

Duke University: The Link
NEXT GENERATION | CREATE A “MARKETPLACE” FOR LEARNING SPACES
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Technology & Pedagogy: Designing for the Future

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LSR Comparison Studies: PSTL 1131

- N = 86
- Two sections compared, ALC and traditional
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