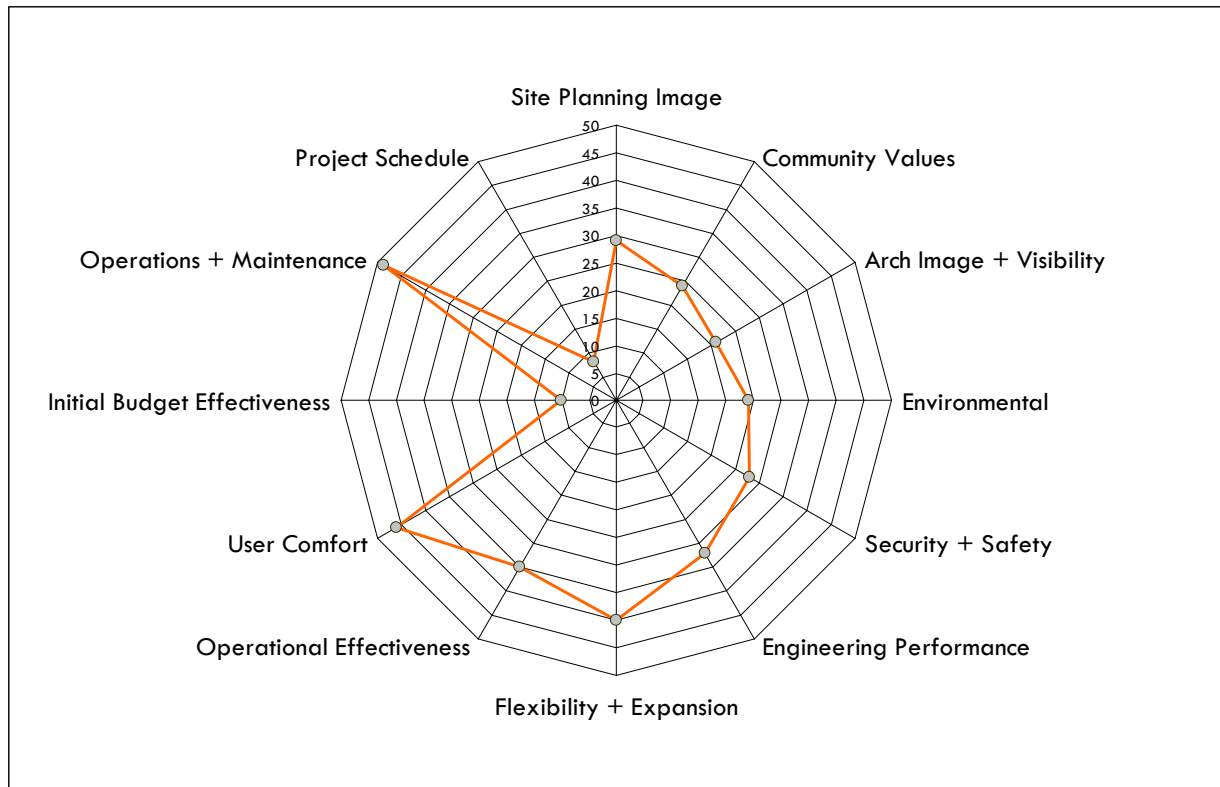

Topic: Architectural & Technology Visioning Meeting
Present: See attached attendance lists

1. **Introduction.** The DSA Central Michigan project team was introduced. DSA presented the agenda for the morning, as well as discussed the ground rules for the architectural visioning session.
2. **Project Statement.** CMU developed the following project statement:
 - The new EHS Facility will be a visible model for professional learning and collaboration where faculty, students, staff, and the community can successfully interact in an inviting, user-friendly, accessible, safe, and functional environment that is easy to clean, maintain, and operate.
3. **Architecture 101.** DSA presented to CMU a brief introduction to the language of architecture in order to ease the participants into the building process and develop a shared vocabulary.
4. **Quality Model.** CMU established the following twelve quality expectations of the **Education Building.**
 - **Site Planning Image**
 - The **Education Building** should have a Children's Playground
 - The **Education Building** should have a clear connection to parking.
 - The **Education Building** should not intrude on the campus mall.
 - **Community Values**
 - The **Education Building** should provide a connection to the community.
 - The **Education Building** should add definition to the campus mall.
 - The **Education Building** should be inviting.
 - The **Education Building** should provide multiple access points in response to the diverse users.
 - **Architectural Image + Visibility**
 - The **Education Building** should establish that EHS is important to CMU.
 - The **Education Building** should be a good neighbor.
 - The **Education Building** should continue and maintain the campus mall, while still providing a distinctive image.
 - **Environmental**
 - The **Education Building** should be LEED certified. A silver rating is desired, but dependent on project development.

- **Security / Safety**
 - Security for the **Education Building** should be provided within and around the building while maintaining openness, both spatial and temporal.
 - Within the **Education Building**, access to the Child Development Center must be clearly defined and separated.
 - The **Education Building** must provide complete accessibility.
 - Within the **Education Building**, security of the information backbone must be maintained.
- **Engineering Performance**
 - The **Education Building** must have excellent engineering performance.
 - Within the **Education Building**, temperature and lighting should be able to be modulated by users.
 - Within the **Education Building**, the Instructional Materials Center (IMC) must have humidity control.
- **Flexibility + Expansion**
 - In the **Education Building**, technology should not be obsolete. Consideration should be given to accommodating technology changes.
 - Within the **Education Building** common spaces, with a variety of sizes, types, and uses, will be shared by all EHS departments.
 - Within the **Education Building**, expansion and contraction of programs and divisions within the EHS should be accommodated.
- **Operational Effectiveness**
 - The **Education Building** should balance space efficiency and spatial elegance.
 - In the **Education Building** programmatic adjacencies are critical.
- **User Comfort**
 - Discretion.
 - The **Education Building** should provide an identity for the Child Development Center.
 - The **Education Building** should have a collaborative environment throughout.
 - The **Education Building** should encourage learning to continue outside the classroom.

- **Initial Budget Effectiveness**
 - The **Education Building** project budget parameters are defined.
- **Operations + Maintenance**
 - The **Education Building** should be designed as a 100 year facility.
 - The **Education Building** should be easy to clean and maintain.
 - The materials and equipment used in the **Education Building** should be selected from CMU's standards, whenever possible.
 - The initial and operational costs of the **Education Building** should be balanced.
 - Design strategies should minimize the amount of dirt coming into the **Education Building**.
- **Project Schedule**
 - The **Education Building** project schedule is set and this schedule must be adhered to.

CMU then voted on these quality expectations. This vote resulted in a quality model that will be utilized as a decision making tool throughout the project. The final quality model will be voted on at the end of programming.



5. **Envisioning the Year 2020.** DSA facilitated a visioning exercise, centered on learning environments in the year 2020. Five aspects of learning environments were discussed by five groups, one representing each of the following: CMU student, K-12 student, faculty/staff member, CMU President, and CMU Facilities Director. The statements below are some points of discussion that were recorded.

a. **Provide technologically advanced learning centers and laboratories.**

- Technology is hassle-free access, anywhere, anytime!
- Technology is not place specific -- one can access technology from the dorm, house, etc.
- Mock teaching rooms with appropriated technology are provided.
- Virtual classrooms are provided that simulate diverse teaching situations.
- Technology provided at CMU meets or exceeds experiences outside of CMU.
- Technology is adaptive to disabilities.
- Technology is developmentally appropriate.
- Technology is child scaled.
- Technology provides enhanced distance learning.
- Video conferencing technology is available.
- Video production technology is available.
- A technology repository is available at CMU for learning impaired students such as deaf and blind students, expanding their learning opportunities, while allowing them to stay in comfortable environments.
- Technology allows extended outreach.
- Technology allows simultaneous integration of the wider world with CMU.
- Technology is on the cutting edge, not the bleeding edge.
- Technology provided is simple, user-friendly, and flexible.
- A variety of technology setups are available.

b. **Enhance learning via versatile, innovative, and interactive environments that promote technological proficiency.**

- Faculty and environment use and model use of technology.
- Technology is integrated in the building and curriculum.
- Dedicated space to the pedagogy of technology.
- Environments provided are interactive. Small groups are encouraged to work in flexible environments with pervasive wireless access.
- Large monitors are provided to ensure the multiple users can see the same information.
- Social interaction is reinforced through the application of technology.
- Simple life skills are connected to technology, ensuring that students don't lose site of the person who is using the technology.
- Technology is constantly updating.
- Technology is "user-friendly."
- Technology is easily replaceable.
- Technology is student focused.

c. **Foster and empower students to learn independently and acquire life-long learning skills.**

- Distance learning employed for continuing education credits.
- Critique and feedback provided as a part of technology.
- Interactive technology is provided.

- The technology tools provided make technology accessible to multiple intelligences, allowing independent learning.
 - Non-traditional life-long learning is provided.
 - Service learning is provided.
 - Pervasive distance learning provided.
 - Easy way finding provided throughout the **Education Building**.
- d. **Enhance learning outcomes through the use of innovative instructional technologies**
- Learning outcomes are enhanced through constant feedback.
 - Innovative instructional technologies allow improved student teacher monitoring for CMU faculty.
 - Larger screens increase the number of students who can view the same information.
 - Virtual technology improves video conferencing and allows more K-12 students collaborative access to the EHS.
 - Improved video-conferencing allows for better contact with off-site staff members.
 - Interactive walls provide immersive collaborative environments.
- e. **Extend the conversation outside of the classroom.**
- Lounge areas, accessible to students, faculty and staff, with integrated technology are provided throughout the building.
 - Collaborative technology is provided within lounge areas for partnering with other learning institutions.
 - Virtual reality communities increase long distance collaboration.
 - Food is provided as an excellent medium for conversation and lounging.
 - Wireless connectivity is ubiquitous.
 - Web based learning is utilized to extend the learning environment outside the EHS.
 - EHS identity is balanced with global connections, expanding the students' worlds.
 - Innovative building materials are utilized to spark creative curiosity.
6. **Technology Visioning.** The Sextant Group presented a visioning session centered on technological advances and trends in instructional technology, at the university, primary, and secondary levels. Some of the challenges that were identified for the **Education Building** were as follows.
- How do you teach “digital immigrants to teach digital natives?”
 - How does the mode of learning impact the technology employed and the facility design?
 - How are evolving technologies, such as larger displays, multiple displays, increasing bandwidth, and increasing computation power, impacting educational methods?
 - How will simulated learning environments impact “real” learning environments and teaching methodologies?
 - How will students’ increasing need for personal, engaging, customizable, and pervasive content impact their preferred learning styles, technology systems and learning spaces?
 - Where are CMU and EHS on the technology adoption model?

At the end of the session, Sextant Group presented the 5 P Model - Profile, Principles, Perform, Practical Issues, and Plans - that they will utilize to develop the technology program for the **Education Building**. This initial meeting focused on the Profile phase; the next meeting will focus on the Principles and Perform phases.



The above represents the items discussed and conclusions reached. If there are any required clarifications please contact the undersigned.

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Education Building
Central Michigan University
Project No.: 7105.037.00



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Meeting Attendance – Technology Visioning
Date: February 2, 2006
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