DIALOGUES Live 2019

MARK GOODMAN

Where's the research?

We have some... It's not widely shared!

AIA

Article published in 2014

5 YEAR journey

We're here today at Dialogues Live!

DINA SORENSEN

HOW MIGHT WE... Utilize + contribute Research as an INDUSTRY?

SCHOOL ENVIRONMENTS

5 AREAS:

1. PHYSICAL
2. LEGAL
3. POLITICAL
4. SOCIAL
5. CULTURAL

SURVEY SAYS:

90% CREATE THEIR OWN RESEARCH

BUILD / HACK the TOOLS.

70% DO NOT SHARE IT.

PROPRIETARY!

HOW CAN WE CHANGE THIS MINDSET?

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GEORGE AYE

GREATER GOOD STUDIO

SHARED EXPECTATIONS

- Put relationships first
- Bring your whole self
- Notice power dynamics
- Lean into productive discomfort
- No shame, no blame
- keep a learning mindset
- Respect each othev's time
- Remember our shared purpose

IT'S TIME TO DEFINE WHAT GOOD MEANS

→ honors REALITY
→ creates OWNERSHIP
→ builds POWER

What inspiration can we draw from adjacent areas to our own.

people adopt the CHANGE they were a part of making

SHAPING the CHANGE

← TENSIONS EXERCISE →

"Are we asking the right questions?"

"who is asking whom?"

"I HEAR WRONG QUESTIONS DROWNING OUT THE RIGHT ONES!"

AT LEAST WE'RE ASKING...

"Weie operating on antiqvated systems."

"WHAT ABOUT QUESTIONS WE DON'T KNOW To ASK?"

"WHAT IF WE ASK THE CHILDREN? THEY'RE VERY HONEST."

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POWER

→ *is the ability to affect* CHANGE
→ *is often* LOPSIDED

POWER ASSYMETRY:

LAW ENFORCEMENT
STRONG
DOCTORS
EMPLOYERS

GREATER GOOD STUDIO

DETAINEES
WEAK
PATIENTS
EMPLOYEES

GEORGE AYE

PEOPLE WITH LEAST POWER ARE OFTEN CLOSEST TO THE PROBLEM.

HOW POWER IS SHAPED BY OUR LANGUAGE:

+	vs	−
LEARNING OPPORTUNITY		INHERENT FLAWS
EXPAT		REFUGEE
OPIOD EPIDEMIC		WAR ON DRUGS
YEARS, DECADES, GENERATIONS		DAYS, WEEKS, MONTHS
SAVIORS		SAVEES

JULIE PFEFFER Ed.D.
Principal
Crow Island School

BEHAVIOR IMPACTS *Learning*

★ COLLABORATIVE *approach*

PHILOSOPHY IN BRICK

DESIGNED IN **1939** AND STILL RELEVANT

ARCHITECTS + EDUCATORS

STEWARDSHIP.

IS EVERYONE'S JOB.

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EVIE KLEIN
Architect,
Strategic Planner
CUNY

What questions are we asking TO INFORM the DESIGN?

SECRET OUTSIDER

MARGINAL PARTICIPANT

RECOGNIZED OUTSIDER

FULL PARTICIPANT

include STUDENTS IN THE RESEARCH

cuny_brokelyn_college

DANE STOKES
Design Technology
Specialist
ZGF Architects

PROJECT Centric

POE DATA IS OFTEN BURIED IN PROJECT ARCHIVES

Meaningful MODULAR **POEs**

LET'S NOT ALLOW LOUD VOICES DERAIL GOOD RESEARCH.

what if...
WE BUILT OUR QUESTIONS FOR THE LONG-TERM and RE-USABILITY?

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MELISSA MARSH
Founder + Executive Director
Plastarc

DATA IS THERE WE JUST DON'T SEE IT.

PHYSICS TOOLBOX

★★★ WARM
★ COLD!
MOVE!

WHAT DATA IS HERE *already?*

intellectual athletes
GATHERING DATA

"SMART BUILDINGS are SOCIAL BUILDINGS"

CUES, TOOLS + METRICS FOR BUILDING

SOCIAL INFRA-STRUCTURE

AMY EICHENBERGER
Sr. Project Manager
UVA

EQUITY + ACCESS TO ENVIRONMENTS

LEADER SHIP

Conneting the dots to the social aspects.

- WORK STYLE
- APPROACH TO WORK

WE NEED SOCIAL SCIENCE EXPERTS AS PARTNERS

ASKING ALL PARTIES:
what is IMPORTANT to you?

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KNOWLEDGE GENERATION +SHARING

STARTS with INCLUSIVITY

TAKE OURSELVES Less Seriously

START DESIGNING!

JERI BRITTIN
Director of Research
HDR, Inc.

RESEARCH RESULTS always IN FLUX

Never a be-all, end-all "RIGHT ANSWER". IT'S A PROCESS.

RICHARD GRAVES
Director, Associate Professor
University of Minnesota

LIVING BUILDING Challenge

RUNNING POE LIVING

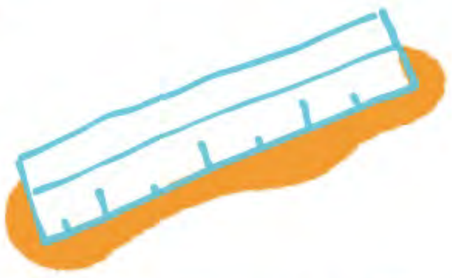
POST OCCUPANCY EVALUATION

REGENER-ATIVE DESIGN

CONNECT THE PROBLEMS

Everything CAN'T be quantified

MEASURE WHAT WE CAN.



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CHRIS PYKE
ArcSKoru

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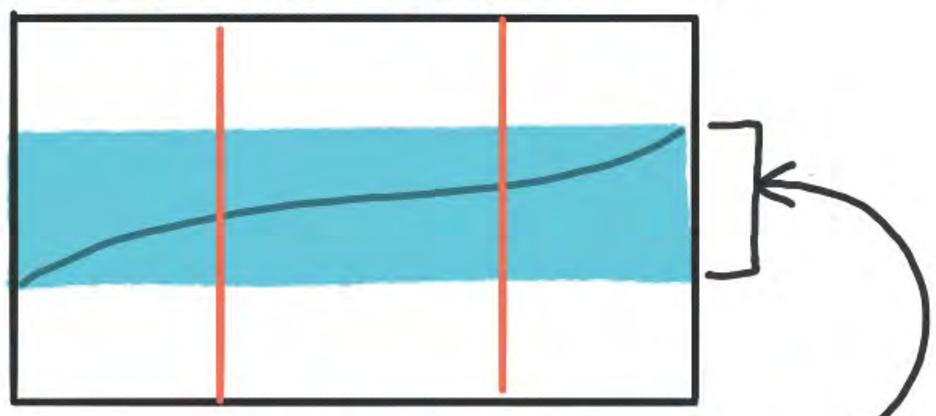
MAKING DATA POWERFUL

PEOPLE NOW EXPECT THAT GREEN BUILDINGS SHOULD:

- COST LESS TO OPERATE
- REDUCE EMISSIONS
- SUPPORT HEALTH & WELL-BEING

WE'RE GOOD AT AVERAGE CHANGE:



The lack of DISTRIBUTION *is the problem.*

ECO SYSTEM →

BASED MANAGEMENT

ADAPTIVE *Management*

LOOK AT THE *System* AROUND A FISH

MORE POWER:

1. MOVE THE GOAL!
   Delivered performance in built environments
   OPERATIONAL STATUS - NOT AN EVENT.

2. MANAGE ORGANIZATIONS FOR PERFORMANCE.
   Assessment, scoring performance
   ENGAGEMENT APPROACH TO MAKING CHANGE W/DATA AND INDICATORS IN MANAGEMENT IS THE FOUND

3. DESIGN FOR EXPERIMENTATION
   Mariposa Village had design strategies - executed them and then verifying w/ data.
   DEFINE NEEDS, DESIGN TESTABLE STRATEGIES, EXECUTE & DOCUMENT ACTIONS, MEASURE OUTCOMES AND ANALYZE RESULTS.

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CO-LAB SESSION:

UNPACKING THE CHALLENGE

Take time to pause and think about the deep issue and then tie it to the impact.

NO RUSH TO SOLVE!

UNDERSTAND BEFORE YOU JUMP TO SOLUTIONS

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CO-LAB SESSION:

WRITING POSITVE GOALS

PEOPLE + *Behavior*

We want _____ TO _____.

WHAT WE WANT MORE OF!

what is working well that may be happening in small areas, that we can make the norm?

A POSITIVE APPROACH

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CO-LAB SESSION:

NESTED WHYS

WE *Want*

TO (*new behaviors*)

OUR *Challenge* IS

SO *Therefore*

1. Why is this TRUE?
2. Why is this TRUE?
3. Why is this TRUE?
4. Why is this TRUE?

By articulating the **tensions** in a challenge, you can **pick your way** through a series of base assumptions that are bundled together.

IF YOU GET STUCK, GO UP A LEVEL IN YOUR WHYS!

5-WHY KILLERS:

How MIGHT we?

JUST RIGHT

"HMW provide the highest value when students and faculty are together?"

GOAL: MANY IDEAS!

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CO-LAB SESSION:

IDENTIFYING WHO TO LEARN FROM?

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TABLE ONE

CHALLENGE STATEMENT

Our challenge is The value of hypothesis-driven design is not commonly understood by clients & across firms, so therefore it is not consistently practiced.

POSITIVE GOALS

We want architects to share ideas with other architects; We want clients to challenge their architects to do better work; We want architects to teach clients the value of hypothesis driven design; We want architects to commit to practicing hypothesis-driven design.

NESTED WHYS

We want project teams to include diverse perspectives across firms and knowledge areas. Our challenge is the value of hypothesis-driven design is not commonly understood by clients & across firms, so therefore it is not consistently practiced.

WHY IS THIS TRUE?

Competitive pressures take precedence over professional sharing.

HOW MIGHT WE...?

Develop an opportunity for professional sharing between architects and between architects/clients that rises above any competitive pressures?

WHO CAN WE LEARN FROM?

AIA-CAE

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TABLE TWO

CHALLENGE STATEMENT

Our challenge is We don't have a complete understanding of the impact of design on mental health and the connection to school violence, so therefore it is challenging to convince clients to look to non-tactical solutions for school security.

We want architects, facilities, and students to bridge across different perspectives. Our challenge is operating effectively in outdated structures so therefore creating a cohesive vision.

POSITIVE GOALS

We want leadership to learn more about individuals to build better context and better teams; We want architects and designers to expand upon creativity for buildings and space design to better process systems; We want architects to seek new forms of feedback including diverse perspectives to inform better design; We want institutions to grow, ask for more depth of knowledge, experience and insight in our contract negotiations and compensation; We want owners/institutions to promote continuous growth & learning to try/pilot new programs and keep trying and measuring; We want academic and administration to bridge across perspectives.

NESTED WHYS

We want owners & architects to create a clear and cohesive vision. Our challenge is operating effectively in outdated organizational structures.

WHY IS THIS TRUE?

Risk accountability for existing ineffective vision, leadership, processes.

HOW MIGHT WE...?

Inspire lowering the risk of taking a leadership position (as an industry)?

WHO CAN WE LEARN FROM?

Simon Sinek, Brightspot/Eliot Felix, Chris Pyke, Dr. Nancy Post, Brene Brown, Vivian Loftness, Gail Braiger, Dr. Matt Trowbridge/Terry Huang; CBE

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TABLE THREE

CHALLENGE STATEMENT

Our challenge is the design team is only engaged with a project through its early life (first 5 of 50 years), so therefore – research, assessment and evaluation occurs for a limited time.

POSITIVE GOALS

N/A

NESTED WHYS

We want teachers and students to own their environments and modify them often and with intention.

WHY IS THIS TRUE?

Because we're asking for things that aren't standard practice from the design team.

HOW MIGHT WE...?

Find the right group/team that should/can take it (this) on and make it standard practice?

WHO CAN WE LEARN FROM?

AIA, Educational Researchers, Dr. Breithecker, Superintendents / Principals

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TABLE FOUR

CHALLENGE STATEMENT

Our challenge is to understand what makes a good evaluation tool, and what it is measuring is not mainstream, so therefore – both the design process and products are potentially compromised.

Our challenge is the practice of architecture is not providing an inclusive expertise to envision the problem, so therefore – this lack of inclusivity impacts the opportunity to generate life-long, holistic, experiential learning ecosystem.

POSITIVE GOALS

We want school systems / communities to value long-term stewardship; We want school communities to change the ecosystem to become learner-centered; we want architects to be inclusive in adding expertise and wisdom from multiple perspectives; we want students to be given a voice in design; we want architects to design supporting sensory intake; we want teachers to include inquiry-based practices; we want government to embrace the science of learning.

NESTED WHYS

We want teachers and students to own their environments and modify them often and with intention.

WHY IS THIS TRUE?

To ensure a particular spot in the job economy.

HOW MIGHT WE...?

Begin to generate more opportunities for transdisciplinary career paths to bridge language and design/research job opportunities?

WHO CAN WE LEARN FROM?

N/A

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TABLE FIVE

CHALLENGE STATEMENT

Our challenge is our profession is not taking a leadership role in integrating research in the design process, so therefore – we are foregoing the opportunity for including behavior, equity, data, sharing, creating a common language, developing relational contracts, etc.

POSITIVE GOALS

We want the AIA to lead in modeling innovative life-cycle evaluation systems.

NESTED WHYS

We want the AIA to lead in modeling innovative life-cycle evaluation systems; we want the AIA-CAE to develop a student-centered platform to allow students to rate or score their places of interest and how/when they learn best; we want teachers to be required to complete a certification course in architecture history and design; we want architects to share their results for all types of research they do.

WHY IS THIS TRUE?

It (the AIA) is not seen as being effective in this area and would require a change.

HOW MIGHT WE...?

Lower the risk of leadership (AIA) taking on a challenge.

WHO CAN WE LEARN FROM?

ASCA Michelle Russo and Nissa; NCARB; USGBC Anisa Metzger; Delos Rachel Gutter; Center for Active Design Suzanne Niemeyer; ASID Head of Research Susan Chung; Partners for Livable Places (developed 'indicators'); EDRA, Engineers, Interiors, Landscape; Project for Public Space.

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TABLE SIX

CHALLENGE STATEMENT

Our challenge is not addressing the school as a complex system that perpetuates inequities, so therefore - we are not creating systemic and lasting change that supports whole person development.

POSITIVE GOALS

We want representative, interdisciplinary, and community partnerships to enable systemic change initiatives that support whole person development.

NESTED WHYS

We want owners to allow end user participation in the design process; we want students and teachers to be engaged in the design and stewardship of their spaces; we want owners & architects to engage in and learn from research; we want owners to allow more time to better define objectives; we want architects to increase diversity of design team; we want owners and architects to forge long-term relationships; we want researchers to teach architects to use research more effectively.

WHY IS THIS TRUE?

Power asymmetries define who is at the table.

HOW MIGHT WE...?

Shift power so a broader representative group is at the table defining goals?
How might we...take more deliberate action when faced with complex systems?

WHO CAN WE LEARN FROM?

Jenny Seydel Green Schools National Network; Ron Berger EL Education; A. Akom San Francisco State Community; Ann Maston, Uof MN; Common Ground HS students led by Joel Tolman; XQ Super Schools; Sharon Haar Ann Arbor College of Architecture; Design for America student group; Rebecca Breuer, Liz Gerber.

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TABLE SEVEN

CHALLENGE STATEMENT
Our challenge is the "siloing" of research, whether between teams or firms or stakeholders, so therefore - we spend undue redundant efforts solving the same problems in isolation, hindering our ability to persuade clients of the value of innovative learning environments.

POSITIVE GOALS
We want clients to commit to full participation of stakeholders in research processes.

NESTED WHYS
We want architects to commit to broader knowledge sharing to accelerate research efforts; we want teams to prioritize and fund holistic research to change design outcomes.

WHY IS THIS TRUE?
We believe they better support learners and instructors in effective, supportive education.

HOW MIGHT WE...?
Commit to share a common body of knowledge that demonstrates proof of evidence?

WHO CAN WE LEARN FROM?
Chris Pyke; Dane Stokes; Amy Yurko; ILeTC – Melbourne Australia

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TABLE EIGHT

CHALLENGE STATEMENT

Our challenge is people inherently have their own frames of reference/different contexts and backgrounds), so therefore – there may not be a 'one-size fits all' target or metric of satisfaction.

POSITIVE GOALS

We want designers, educators, students, parents & community to collaborate throughout the process so they can "own" the outcome.

NESTED WHYS

We want teachers and administrators to develop common rubrics / criteria for their facilities; we want students to be able to use their environments to minimize anxiety and stress; we want parents and the community to be welcomed/included/feel ownership.

WHY IS THIS TRUE?

Because we believe that comparative data is what's widely accepted.

HOW MIGHT WE...?

Create an evaluation tool that expects a variety of factors but still leads to shared knowledge?

WHO CAN WE LEARN FROM?

Eve Edelstein – Dir of Human Experience Lab Perkins & Will; John Haymaker – Dir of Research Perkins & Will.

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