Preface

INNOVATIONS IN HIGHER EDUCATION SPACES

INTRODUCTION

Higher education has embarked on a unique and interesting journey in developing and reinventing its teaching and learning spaces. Collaborative efforts, technologies, and creative thinking are critical to the success of these efforts. Cases on Higher Education Spaces takes this opportunity to document case studies of collaboratively designed, technologically sophisticated information spaces that readers can use in the development, redesign, or invention of their own efforts and models. University Business magazine, in its “Collaboration Station” issue published in May 2011, documented the recent flurry of reinvented spaces and new construction that cater to students and university populations. The issue recalled the uninviting environments of yesterday and looked toward the future of designing higher education learning spaces. These spaces are undergoing radical transformation in an attempt to respond to the needs of 21st-century learners and a renewed interest in collaboration that spans beyond the walls of departments, colleges, and libraries.

Serving as inspiration for this collection, the Noel Studio for Academic Creativity emerged in 2010 as an innovative mission and vision at Eastern Kentucky University (EKU). The goal was not only to build a new space or to relocate existing programs but to transform the culture of the university by promoting active learning and the development of informed critical and creative thinkers who communicate effectively. Several areas of the university came together in support of one mission to make the space and programming in it a reality. A sustained collaboration began to take shape. The vision became more compelling when several stakeholders from throughout the university joined the ongoing conversation, including the Office of Quality Enhancement, Department of English and Theatre, Department of Communication, Library, University Programs, Information Technology, Institutional Effectiveness, and the Student Government Association. Goals for the new space
were ambitious, with efforts to reach every entity of the university through integrating services for writing, oral communication, research, multimedia, and creativity for students from across the curriculum. Students (and the faculty mentoring them) would have a space to discuss and design communication products in a technologically sophisticated environment. Years of planning took place before construction on the Noel Studio began, with regular conversations based on space design, flow of traffic, student engagement, technology, color, light, and the relationship and purposes of each space. These spaces were intended to complement one another, and the mission was intended to promote student success. Discussions about the pedagogy and interactive approach intensified.

Meanwhile, libraries, media labs, and other central higher education initiatives were (and still are) reinventing their spaces through remodeled centers and full-scale renovation projects. Likewise, some involve new, collaborative practices that respond to the ways that students, faculty, and staff communicate, research, and learn in the 21st century. Universities are drawing from successful reinvented corporate environments as they design their new spaces, libraries are becoming centralized hubs for collaboration and information design, and the information commons concept has taken on a new meaning for higher education leaders.

*Cases on Higher Education Spaces* invites representatives from higher education and related areas to ask questions about the future of higher education spaces, collaborative partnerships, and technologies that help inspire new environments or reinvent previously unused or underused ones. Specifically, this collection offers perspectives on ways in which technology, collaborative efforts, and creative thinking can be leveraged to envision new and redesigned higher education spaces.

The authors featured in *Cases on Higher Education Spaces* expand the ever-changing landscape of higher education spaces. Adding complexity to the challenge of space design, we also explore the role of cutting-edge technology, innovation, and collaboration in the chapters compiled in this collection.

**PRIMARY GOALS FOR THE COLLECTION**

*Cases on Higher Education Spaces* seeks to assemble major innovations in the design of higher education spaces through a collection of cases written by scholars, directors, and other leaders involved in developing or re-envisioning learning environments. This volume brings together representatives from a diverse range of areas in higher education, including libraries, communication centers, writing centers, digital media labs, learning commons, and new hybrid initiatives that integrate several of these areas in the design of innovative and technologically sophisticated learning spaces. The collection offers readers useful background information about
the current climate of collaboration, technology, and innovations in higher education spaces. The chapters provide instructive case studies of effective and emerging collaborative spaces in higher education so that these areas might create a dialogue with one another and readers might draw comparisons. More specifically, the chapters provide higher education leaders with concrete information about the need for collaborative, technologically sophisticated spaces and the value of reinventing outdated ones; insights to increase emphasis on collaboration and technology in the development of innovative spaces appropriate for 21st-century literacies and learning; and well-theorized speculation about the future of higher education spaces based on historical trends and projections about innovations, technologies, and collaborations. This speculation can help shape the future of collaboratively designed spaces and help stakeholders from campus and industry prepare for coming challenges and opportunities.

The chapters included in this collection suggest that higher education faculty, staff, students, and administrators with an interest in facilitating cross-campus cooperation play a leading role in shaping the scope of innovative spaces. Moreover, higher education leaders interested in developing 21st-century learning environments or reinventing previously unused or underused ones can learn from the collective programmatic and space design experience of those who have shepherded similar initiatives. Too often, the design of higher education spaces overlooks the many models of success derived from industry and the community. As this collection suggests, an intentionally collaborative approach can yield innovative uses of interdisciplinary thinking, emerging technologies, and partnerships that span the campus.

While writing centers, for example, have historically existed in peripheral spaces within our institutions, this collection attempts to argue that much can be accomplished through a collaborative lens that privileges an objective of leadership through shared vision. This pursuit began by exploring what writing centers and libraries have to gain through collaboration and quickly expanded to examine the role of writing centers and the potential for alignment with communication centers, media labs, and information commons. This collection assembles pieces from around the United States and the world to ask questions about the potential for innovations in space design as we look toward the future. If we accept that millennial learners are team-oriented, high-achieving, and technologically sophisticated, we should also consider how these students interact within our spaces. The number of innovative new construction, renovation, and refurbished projects taking place on university and college campuses is impressive. Never in our history has such attention gone into the design of our spaces. At the same time, we are reconsidering the ways we teach students. Teaching strategies now give preference to environments where students and faculty have regular contact, offer reciprocity, privilege cooperation, engage in active learning, and facilitate regular feedback. This collection attempts to place
innovative space design concepts at work in higher education into conversation with one another. While many conversations have emerged on national listservs, at regional and national conferences, and in earlier collections and journals, they often overlook the potential for innovative concepts to emerge through sustained collaborations.

During its construction phases, the Noel Studio at EKU attracted a variety of visitors, including scholars, administrators, distinguished guests, and politicians, for tours. The conversations that emerged during this year-long period generated many possibilities for the design of that particular space and others following it. We learned quickly that higher education spaces were changing and that the innovative designs of the future, including well-theorized speculation, would serve as the catalyst for even more research on the subject. These conversations revealed that writing centers were talking to libraries, that there was interest in what was going on in communication centers, and that these spaces in collaboration with one another were not the same as they were in isolation. With this renewed collaborative spirit, an integrative approach geared toward developing and sustaining partnerships that would support students in the development of writing, research, and oral communication skills—especially when two or more were integrated through multimodal composition processes—gained momentum.

**APPROACH**

With its parallel emphases on higher education spaces, technological advancements, collaborative relationships, creative innovation, and engaging pedagogy, this collection serves as a resource for academic administrators, instructors, librarians, and industry leaders. The range of projects in this collection includes practical essays that provide educators and administrators with the strategies necessary to implement their own innovative learning spaces, theoretical pieces that will help readers develop useful ways of thinking about collaborative efforts that pave the way for designing innovative spaces, and speculative essays that anticipate new directions in higher education spaces, educational technology, and collaborative relationships.

Topics addressed in this collection include innovative, successful collaborative higher education spaces with an emphasis on best practices for uses of technology. Authors also explore approaches to space design through collaboration and use of technology to shape teaching and learning experiences. Collaborations between and among library, learning commons, knowledge commons, writing centers, communication centers, digital media labs, and new emerging hybrid spaces also provide insight into new institutional structures and pedagogies for those spaces.
Cases on Higher Education Spaces places scholars from multiple areas in conversation with one another to consider the ways in which space design informs work from related fields such as writing centers, communication centers, libraries, the scholarship of teaching and learning, and technology. This collection also promotes productive conversation so that we can better understand space design across departmental and institutional boundaries. Through this collection, I hope to answer several questions: What can we learn about the design of space from cross-institutional collaborations? How might design concepts used in libraries inform the way we design writing, communication, and multiliteracy centers? What are new, innovative collaborative opportunities for bringing related areas together on our campuses?

LESSONS LEARNED FOR HIGHER EDUCATION SPACES

Technology is emerging not only as a tool but as a teaching and learning resource. In some cases, higher education spaces are designed to teach students how to compose texts with technology—developing a technological literacy. In other cases, the technology serves the pedagogy employed in the space.

The chapters in this collection also suggest the power of creativity in forming collaborations, engaging students, and designing learning spaces in higher education environments. Creative relationships developed on campuses lead to innovative practices, concepts, and designs not previously available or realized.

Newly designed or renovated spaces are trending toward informal learning environments. These spaces highlight the importance of collaboration, creative thinking, hands-on learning, and the use of technology. They are interactive, visual, and flexible. The spaces described in this collection offer students the opportunity to learn in environments that provide them with compelling experiences that are relatable to the 21st-century workplace.

Collaboration is a thread that transcends nearly every project in this collection. The models, stakeholders, and approaches might differ, but the goal of effective space design and pedagogical approach are clear. Many of the relationships documented here emerged over time, in some cases after years of conversation and sustained hands-on work. While some groups have come together out of necessity, others have learned that collaboration has strengthened their missions and visions.

Many of the cases documented in this collection feature innovative pedagogical approaches. Successful teaching and learning are key to engaging students. A renewed focus on pedagogy has inspired the way we design teaching and learning spaces—from writing, communication, and multiliteracy centers to cutting-edge classrooms, meeting spaces, and libraries.
STRUCTURE OF THE BOOK

This collection places innovative projects and spaces into conversation with each other in ways that will inspire further collaboration on campuses throughout the US and internationally. Thus, the chapters are organized in such a way as to promote further collaboration across previously delineated boundaries.

Providing a context for the collection, Chapter One begins with a theoretical perspective on pedagogical spaces. Internationally known scholar McWilliam joins with experienced professors Sweet and Blythe in remembering pedagogical spaces, reviewing the value of informal learning spaces that inspire creative thinking and collaborative learning.

Providing a research-oriented perspective, in Chapter Two, Gierdowski reviews methods for learning space research and describes the initiatives taking place on learning space design at North Carolina State University. Gierdowski reminds us that we must continually seek the most effective research methods possible when making decisions on the design of learning spaces. Through this chapter, Gierdowski places fields such as physics into conversation with library sciences in her review of learning space design research.

We then turn our attention to perspectives and approaches for confronting challenges of designing or redesigning spaces. In Chapter Three, Lee, Alfano, and Carpenter discuss the spatial implications of a move toward the design of multimodal texts. The authors first explore the concept of multimodal invention—that is, exploring the rhetorical process of finding the most convincing way for students to plan and arrange their texts—and how the Hume Writing Center, a space reconfigured for digital media consultations, and the Noel Studio for Academic Creativity, a space designed as a multiliteracy center, can borrow and build on concepts from one another.

Our focus then turns to re-envisioning existing spaces. Lauren, in Chapter Four, addresses the question of how small spaces can be designed in usable ways in his case study of the Florida International University Digital Writing Studio. Lauren’s study argues for a user-centered approach to designing digital media labs. This chapter addresses the challenge of time and space that many programs must face.

Many initiatives in years to come will be redesigned with digital literacy in mind. In Chapter Five, Littlejohn and Cuny, colleagues from the writing center and communication center at the University of North Carolina Greensboro, discuss the collaborative process leading to the renovation of a library space into a new digital commons. The authors address challenges of space and pedagogy, a challenge of interest to anyone beginning a new renovation project that will bring together multiple stakeholders.
Any discussion of space design should include sustainability. Cusick, in Chapter Six, provides the unique perspective of designing spaces that educate university members of the importance of sustainability. With conversations of creating environmentally friendly spaces on campuses around the world, Cusick’s case offers perspectives on how we might educate students and prepare them for futures after their formal education.

Integrating technology and virtual spaces into the classroom is an important conversation in any discussion of higher education spaces. Offering perspective from research conducted with 30 lecturers, Bond and Goodchild, in Chapter Seven, explore the relationships between technology and learning using the third space as a lens.

We have seen interesting new models for the design of teaching and learning spaces recently—from the design of classroom spaces to computers labs. In Chapter Eight, Eaton, Hennessey, and Koester discuss the changing student and faculty need for computer labs at Carnegie Mellon University and their implementation of the Collaborative Teaching Clusters (CTC) to foster interaction between faculty and student, collaboration, and sharing student work.

Chapter Nine then describes the Transform, Interact, Learn, Engage (TILE) initiative at the University of Iowa. Ingram, Jesse, Fleagle, Florman, and Van Horne offer perspective on the factors that contributed to a new strategic vision and change for course delivery leading to the design of technology-rich learning environments.

Violette, Daniel, Meiners, and Fairchild, in Chapter Ten, work toward their view of the ideal classroom at Eastern Kentucky University with the Learning Environment for Academia’s Future (L.E.A.F.) model of teaching and learning, a convergence of redesigned physical space, pedagogy, and technology. Their cross-disciplinary approach challenges compartmentalized thinking and what it means to be a teacher in the 21st century.

Next, we explore innovations fostered in higher education spaces. In Chapter Eleven, Elsayed, Guevara, Hoda-Kearse, Li, Lyons, Rosa, and Sehgal discuss the process of establishing the Information Learning Commons (ILC) at Hostos Community College/CUNY that reconfigured physical spaces throughout campus, including the library and academic learning center. This case offers insight into the collaborative relationships—and innovative thinking—involves in designing spaces around students’ needs.

Parrish and Szczyrbak then inspire us to think innovatively about designing higher education spaces. In Chapter Twelve, the authors examine the design process of a renovation in the Millersville University library. This chapter takes us through their experience of creating changes based on interdisciplinary collaboration and building new partnerships, implementing their vision of a re-imagined library.
Petit and Bielavitz, in Chapter Thirteen, then tackle innovations and how they renovated library space at Portland State University, showing us how to employ collaboration and an entrepreneurial spirit to accomplish spatial improvements.

Providing a unique perspective, Doan and McGee, in Chapter Fourteen, position us to view the renovation process from the eyes of the head librarian and designer. The authors share their experience of developing a successful partnership that required creative and in-depth collaboration to accomplish a renovation of Purdue University’s Parrish Library.

Beginning with Chapter Fifteen, we then turn our attention to innovative models for cross-disciplinary collaboration and space design in higher education. Schendel, Garrison, Johnson, and Van Orsdel at Grand Valley State University describe the physical and programmatic designs of the Knowledge Market—an effort that brings together stakeholders from the library, writing center, speech communication center, and other student support services.

The focus on transformative collaboration continues in Chapter Sixteen, where Carpenter, Valley, Napier, and Apostel propose a model for collaboration, innovation, and space design. The authors offer a rationale for a studio pedagogy in designing student-centered spaces, specifically using Eastern Kentucky University’s Noel Studio for Academic Creativity as a model.

Ellis, West, Grimaldi, and Root in Chapter Seventeen discuss a unique program and space designed for students pursuing a graduate degree in accounting—the Ernst & Young Leadership and Professional Development Center (LPDC). The authors highlight how the cross-disciplinary collaborations in this case promote learning in physical, virtual, and external spaces.

In Chapter Eighteen, Kleine presents the case of a collaboration that led to the creation of a new learning space at Bowling Green State University that helps students develop business skills through integrative and innovative thinking and effective communication. Spaces, in this case, are designed to foster creative collaboration and experiential learning.

The final chapter provides us with considerations as we look to the possibilities of higher education spaces. In Chapter Nineteen, Lemley’s experience developing the Learning Studio at Abilene Christian University provides the ideal final case for the book by showing us how connections—collaborative solutions—have helped the space respond to the technologically sophisticated needs of 21st-century higher education and careers.
SCOPE OF THE BOOK

*Cases on Higher Education Spaces* seeks to fill a significant void in the literature by placing key scholars with experience in space design, collaboration, and innovation at a variety of levels in conversation with one another. The book in itself is an ambitious project, one that I have had in mind since my early days directing the Noel Studio at EKU. The many conversations that occurred on campus were, on their own, worthy of documentation. In addition, the collaborative efforts that spanned many time zones as a result of this project reminded me of my research into space design in writing centers. While I understood in mid-2009 that our writing center spaces, and campus spaces in general, would undergo substantive change, I am not sure that I foresaw such an engaging conversation that would involve so many campuses of varying sizes, cultures, and contexts.

The chapters offered in *Cases on Higher Education Spaces* represent years of conversation and hard work on the part of many institutions in the US and internationally. The innovations accomplished on these campuses are impressive and inspiring. Moreover, the models offered here highlight the significant role of space, technology, innovation, and collaboration, especially when placed in conversation with one another. What might be more impressive are the approaches to innovation documented here and the willingness to confront these challenges without wavering in the authors’ excitement for student success, as was the case with the original planning group that helped to make the Noel Studio a reality.

This collection is an attempt to take into account many years of conversation and to combine and compare methods for designing innovative spaces for 21st-century learners. I have had the good fortune to be able to consider writing center spaces from multiple perspectives and to develop a number of initiatives that involved collaborations and technological innovations. Although I spent years working in writing centers, I became interested in exploring the potential for other stakeholders on campus to complement this work—including emerging interests in communication centers, libraries, digital media labs, and engagement offices—and began to connect these areas. The result might appear to be just one version of the multiliteracy center, which deserves additional conversation in its own right. We might also call it a studio. However, this collection explores these spaces and more in an attempt to define them, in a way, but also to activate them on higher education campuses throughout the world.
FEATURES

As this collection suggests, space design is a timely and important conversation. While institutions from across the US and internationally consider how students learn in the 21st century, they will continue to redevelop their spaces. We will continue to shift and refine theoretical lenses to adjust the ways we organize and align our spaces within the context of the institution. Thus, this collection is organized into themes that do not necessarily follow institutional guidelines but weave a conversation about innovation, collaboration, and technology that flow to and from library spaces, writing centers, communication centers, digital media labs, learning commons, public spaces, classrooms, and into the virtual sphere.

This collection features pedagogical approaches to space design from a variety of different lenses. In addition, readers will find perspectives from both the administrative and design side of higher education spaces. Cases feature resources such as key terms and definitions, questions and answers, an epilogue, lessons learned, and further readings and resources. In addition, each chapter features materials that reflect and extend lessons learned.

CONCLUSION

*Cases on Higher Education Spaces* is inspired by the many interesting conversations, questions, and opportunities that arose from the implementation phases of the Noel Studio. I continue to be inspired by the productive collaborative relationships developing at institutions all over the world and the thoughtful iterations—from research to practice—that have emerged in an effort to re-envision higher education spaces. While this collection certainly sets out to examine higher education space design, one of the features that I continue to find exciting is the cross-campus conversations that have led to many of the spaces included here. Much like the leadership at EKU has experienced with the Noel Studio, I expect that the concepts, collaborations, and visions in this collection will continue to grow, develop, and evolve.

Readers can approach *Cases on Higher Education Spaces* in many different ways—from cover to cover, by section, or by space and project interest. Readers can also assemble selections that reflect the changing nature of higher education spaces at their institution, gaining perspective for the potential partners and opportunities on their home campus. The collection assembles perspectives that will help academics, researchers, administrators, and designers explore collaborative models and institutional structures that have led to exciting changes in higher education.
spaces. As the contributors have helped shape and expand the reach of higher education spaces, it is my hope that this collection will inspire regular conversation that transcends disciplinary and departmental boundaries.

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