CAMPUS COMPREHENSIVE PLAN

WILLIAM & MARY

Learning Space Plan

SEPTEMBER 2025

WILLIAM & MARY: **2025**

WILLIAM & MARY: **2045 & BEYOND**

Campus Comprehensive Plan

COMPONENTS

The **Campus Comprehensive Plan** seeks to enhance accessibility, inclusion, mobility, wayfinding, campus character, land use, facility condition, utilization, sustainability, and resiliency in order to achieve a holistic approach to campus development that will benefit the campus community for decades to come. The Campus Comprehensive Plan comprises three core components: the **Framework Plan**; the **Learning Space Plan**; and the **Landscape Plan**. The Framework Plan provides guidance for the long-term development of both the Williamsburg and Gloucester Point campuses. It serves to structure, integrate, and provide context to more detailed planning efforts, including the previously adopted **Housing & Dining Facilities Plan** (approved by the Board of Visitors in spring 2022), as well as the new Learning Space Plan and Landscape Plan, integrating the different elements that comprise the William & Mary campuses and their unique development patterns, geographic conditions, and ecologies.

FRAMEWORK PLAN

2025

The **Framework Plan** adopts and integrates the Housing & Dining Facilities Plan and identifies new opportunities for housing, dining, community, recreation, and connectivity, strengthening campus life neighborhoods today and in the future.

CONSTITUENT PLANS

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Ten-Year Learning Space Plan
Contents

01

Ten-Year Vision for Learning Space

DEFINING LEARNING SPACE
LEARNING SPACE PRINCIPLES

A Vision for Learning Space

The Learning Space Plan establishes a path for the enhancement, investment, and transformation of learning spaces at William & Mary.

The plan codifies principles and guidelines, leverages capital investment, and establishes instructional neighborhoods to optimize the quality and quantity of learning space on campus over the next ten years. The Learning Space Plan serves as a roadmap for transforming our physical environments into dynamic, inclusive, and future-ready settings that empower every learner to thrive.

This plan is informed by input from faculty, students, and staff, and grounded in best practices in pedagogy and design. It addresses current challenges—such as aging infrastructure and limited flexibility—while anticipating future needs driven by evolving academic programs and technological advancements. By aligning our learning environments with our mission and strategic priorities, we aim to create a campus that not only supports but enhances teaching and learning.

Defining Learning Space

PLAN SCOPE

Learning happens everywhere on campus—not just within classroom walls. From collaborative work in the library to spontaneous discussions in hallways and ideas sparked in labs, the entire campus serves as a living, learning environment.

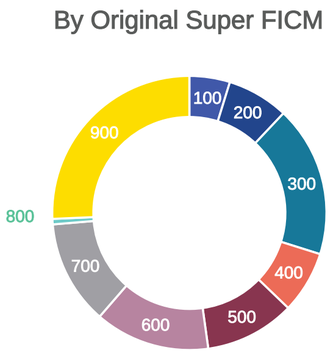
In the context of the Learning Space Plan, it is important to distinguish between the three primary categories of learning environments—general purpose classrooms, specialized learning spaces, and informal learning spaces—as each serves a distinct role in supporting academic and co-curricular engagement.

While the scope of the Learning Space Plan is intended to imagine the future of these spaces holistically within the broader framework plan, there is a particular focus on general purpose classrooms as an area of critical need and a foundational part of the educational experience. **General purpose classrooms** (FICM code 110) are flexible, multi-use spaces designed to accommodate a wide range of disciplines and instructional formats. They are the backbone of daily academic scheduling and must be adaptable to evolving teaching methods and enrollment patterns. Importantly, given their inherently non-specialized nature, they are good candidates for campus-wide management and scheduling to optimize their use. The analysis in this plan focuses on these spaces.

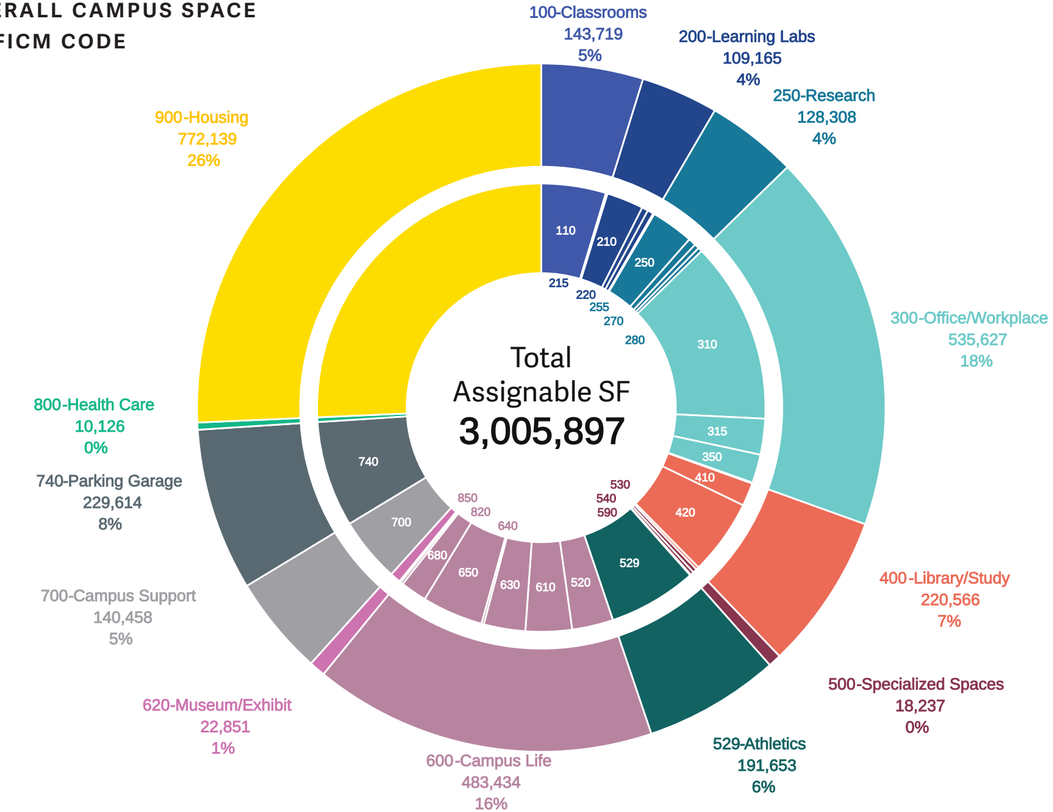
Specialized learning spaces (FICM code 210), such as teaching laboratories, art and design studios, and performance spaces, are discipline-specific environments equipped with specialized equipment and infrastructure. These spaces are tailored to the unique pedagogical needs of particular academic programs and often require controlled conditions, safety features, and technical support.

Informal learning spaces are unstructured environments—such as lounges, study alcoves, or group work areas—where students can collaborate, reflect, or study independently outside of scheduled class time. These areas play a vital role in fostering community, creativity, and peer-to-peer learning, and should be accessible, inviting, and technologically enabled to support a range of activities. While these spaces can be found throughout the campus, it's important to consider strategic placement within academic buildings as an integral part of the public realm near classroom clusters.

For the purposes of this study, a **public classroom** refers to any room not controlled specifically by departments within the Faculty of Arts & Sciences or by the schools of Law, Business, or Education: i.e., those controlled by the University Registrar or Information Technology or listed as "shared space."



OVERALL CAMPUS SPACE BY FICM CODE



Sources William & Mary course schedule data 2023–2024; William & Mary facilities data; Sasaki site visits.

Learning Space Principles

These Learning Space Principles were developed in collaboration with the Learning Space Planning Committee and are intended to guide the planning, design, and renewal of all campus learning environments. Informed by input from faculty, staff and students during the planning process, they are intended to serve as a common reference point for all types of learning environments—from classrooms and labs to studios and informal gathering areas—ensuring that every space supports meaningful, student-centered learning.

1

Support multiple modalities.

Learning environments should support multiple learning modalities such as lecture, discussion, breakout groups, and discipline-specific activities (e.g., dance, art, theater).

2

Encourage idea sharing.

Learning environments should have ample writing surfaces and display screens to allow for seamless sharing of ideas and information.

3

Create a safe & supportive environment.

Learning environments should be comfortable spaces, support well-being, and provide diverse seating options.

4

Foster interaction.

Faculty and students should be able to interact easily and naturally, before during, and after class.

5

Enable easy movement.

Instructors and students should be able to move smoothly throughout the entire learning space.

6

Promote informal learning.

Formal learning spaces should be complemented by adjacent informal learning areas for breakout sessions or after-class discussion.

7

Integrate technology.

Technology should be integrated to support learning activities; digital and physical learning environments should be unified.

8

Embrace universal design.

Prioritize universal design and accessibility to better address learning variability.

9

Expand sharing & interdisciplinarity.

Learning spaces should support shared use and interdisciplinary activity.

10

Strengthen central management.

General-purpose classrooms should be centrally managed, with departmental assignment of specialized learning spaces.

BIG IDEA

Learning & Research

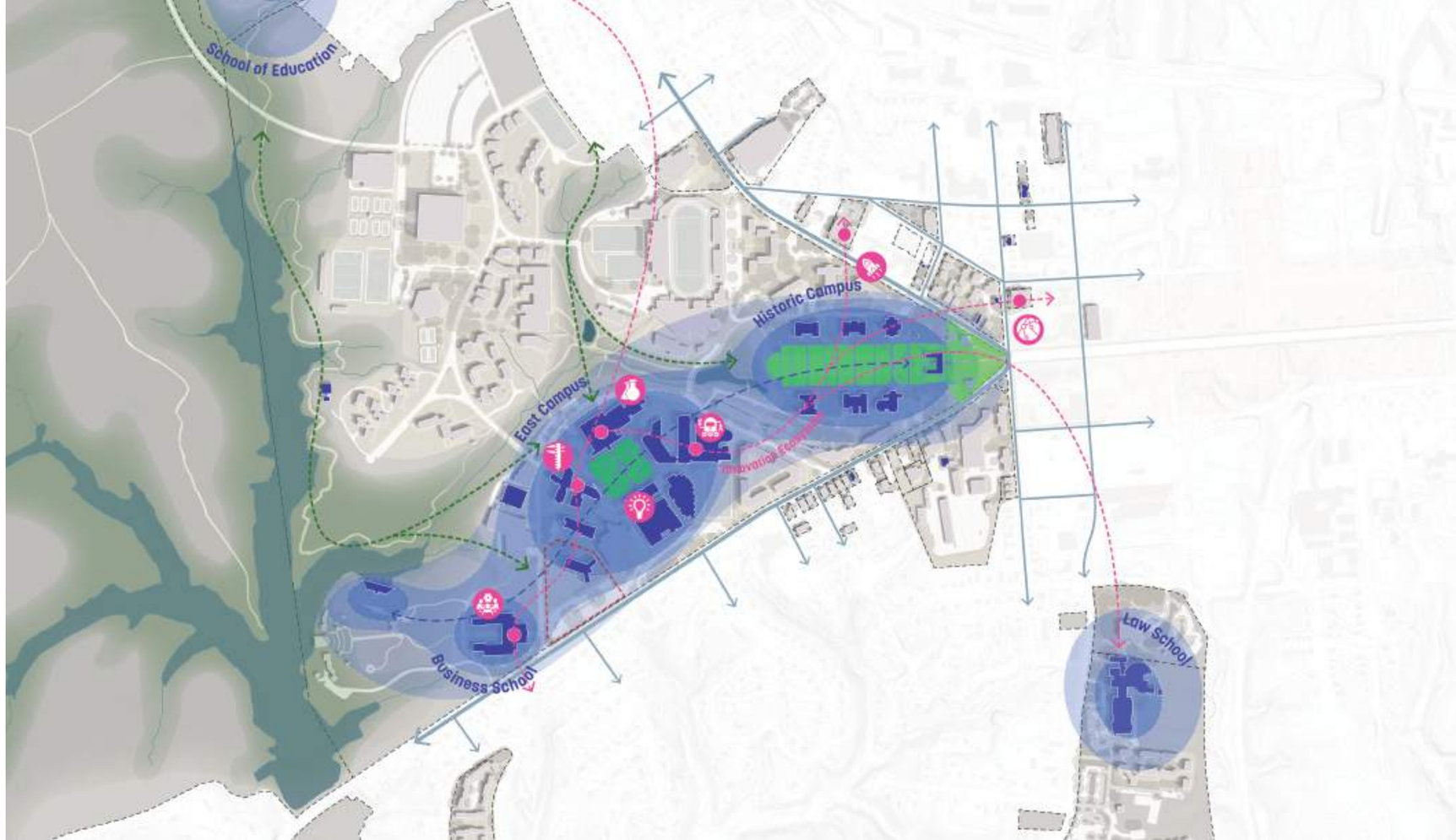
Strengthen the academic spine for interdisciplinary collaboration to promote one university supported by both specialized and shared resources.

The Campus Comprehensive Plan establishes five "Big Ideas" to help guide the framework for future development: Campus & Community; Campus Life & Inclusion; Learning & Research; History, Past & Future; and Performance & Beauty. While all of these ideas help inform the Learning Space Plan, physical development and renewal along the academic zone of campus is particularly important. There are several key aspects of this idea:

1. Reinforce a series of academic neighborhoods, anchored by Historic and East Campus that balance fostering individual academic departments and groups with distributing learning spaces across buildings in a way that strategically promotes cross-pollination and collaboration.

2. Enhance and add to the ecosystem of campus-wide academic and innovation destination spaces such as Swem Library and Entrepreneurship Hub.

3. Begin to bridge the gaps not only between Historic and East Campus, but also the professional schools and other more distinct locations such as the Matoaka Art Studio or locations to the west of the campus core. This is a particularly important area of integration with the Landscape Plan.



02

Existing Learning Space

CLASSROOM CONDITIONS & OVERVIEW
UTILIZATION & DEMAND ANALYSIS

Existing Learning Space

While existing learning spaces reflect years of dedicated upkeep and support, a clear-eyed assessment was a key early step in the planning process to help identify where learning spaces fall short of institutional goals and to guide renewal recommendations to meet evolving teaching and learning needs.

The evaluation and analysis of learning spaces included a comprehensive study that combined both quantitative aspects such as utilization rates along with a qualitative assessment of conditions and suitability. Key steps included:

Classrooms Condition Assessment The planning team reviewed existing data and visited the vast majority of classrooms on campus to establish photo documentation and evaluation of existing conditions

Interactive Surveys Planning was informed by a set of surveys that captured the experiences of the campus community relative to learning spaces. Surveys included CoMap, distributed to all students, faculty and staff, along with the Collaboration and Pedagogy surveys, distributed to faculty and staff.

Utilization Analysis This analysis was based on the 2023-2024 course schedule and documented daily use patterns, weekly room hours, seat fill rates, and seating density for both general purpose classrooms and specialized learning spaces.

Classroom Conditions & Overview

Classrooms at William & Mary span a wide spectrum of sizes, types, and quality. While some rooms appropriately support teaching and learning activities, most spaces exhibit deficiencies in areas such as environmental quality, furnishings and layout, tools and technology, and accessible and inclusive design that limit their functionality for contemporary uses.

Walking through learning spaces at William & Mary is an enlightening experience. Newer facilities such as the School of Education and PBK contain classrooms that are flexible and accessible, with a fairly consistent user experience. However, the experience in buildings such as Boswell and James Blair is much different and reflects the limitations inherent in facilities of their respective ages. For instance, these buildings contain a mix of rooms, some with dense clusters of small tablet arm chairs that limit interaction and others containing fixed, tiered seating that are not supportive for activities other than a lecture. In fact, of the 100+ general purpose classrooms on campus, over half contain one of these furniture arrangements, severely limiting flexible use for students and faculty.

Accessibility is another primary concern, with approximately 12% of classrooms located within an inaccessible building along with many more containing limitations within the room itself. Common challenges include inaccessible teaching and student stations, particularly within tiered environments, insufficient clearances that create difficulties for those using mobility devices, and seating that does not accommodate a wide variety of body types. As the number of students requesting accommodations increases, the current classroom inventory creates significant challenges for those tasked with meeting these requests.

Finally, tools and technology within classrooms are an integral part of creating a seamless physical and digital learning experience. While it is no small job to maintain and support such a large inventory, especially within the context of rapidly evolving technology, there are also challenges with regards to these tools in classrooms. The planning team encountered wide variability in user experiences and functionality while touring classrooms, with particular discrepancies between departmental and public classrooms.

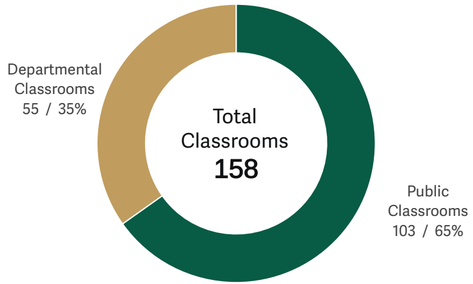

ISC 1127


Boswell 102

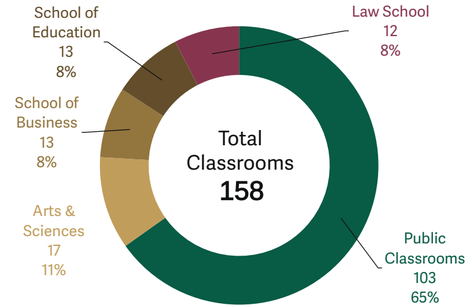

Chancellors 134

CLASSROOMS TODAY

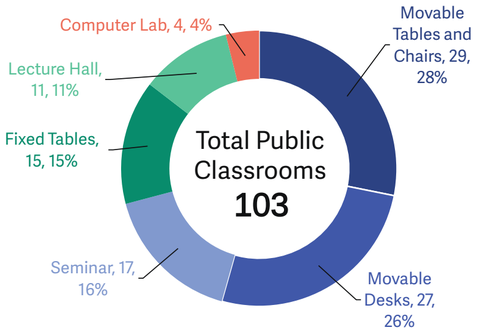
Public Classrooms vs. Departmental Classrooms



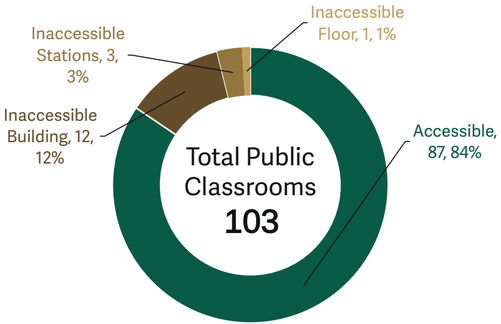
Public Classrooms vs. Classrooms by Departments



Public Classrooms: **Furniture Setup**



Public Classrooms: **Accessibility**



Sources William & Mary course schedule data 2023–2024; William & Mary facilities data; Sasaki site visits.

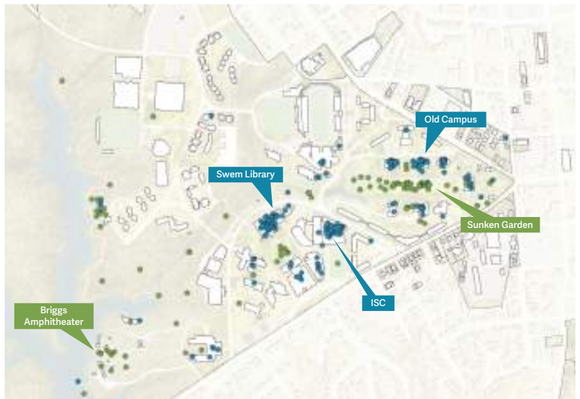
CoMap Survey

The CoMap Survey provided helpful insights into the learning experience of over 550 students, faculty and staff.

Several results from the CoMap survey are particularly relevant for the Learning Space Plan and helped to inform recommendations. Responses indicated a strong preference for learning spaces in Swem Library, ISC, and buildings along the north of the Sunken Garden. Conversely, a lack of affection for buildings such as Boswell, Jones, Andrews and those along the south side of the Sunken Garden indicate potentially prioritizing improvements to learning spaces in those locations.

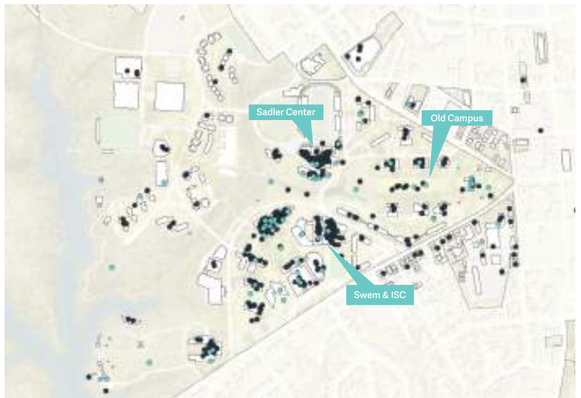
Responses regarding locations for study and collaboration generally reinforce the idea that learning happens everywhere on campus. Swem, ISC, and Sadler clearly show signs of being particular hubs for these activities. In contrast, a relative lack of responses in some academic buildings may indicate a need for more informal learning spaces that can better support these types of activities seamlessly before and after class.

LEARNING



- A Favorite Learning Space
- Where I Would Like to Learn Outdoors

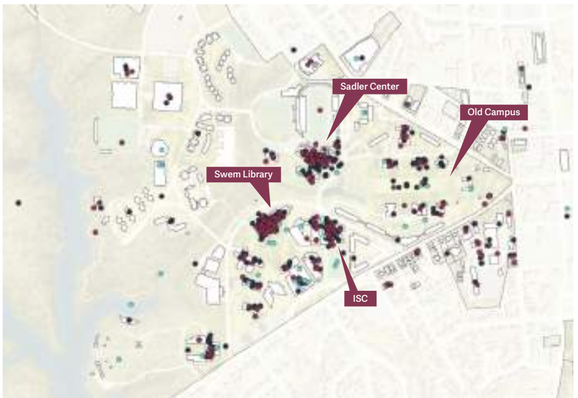
INDIVIDUAL STUDY & WORK



Where I ...

- Currently Study and Work Alone
- Would Like to Study and Work Alone

COLLABORATION



Where I ...

- Currently Study and Work With Others
- Would Like to Study and Work With Others
- Currently Collaborate

Source Sasaki collaboration survey.

Collaboration Survey

The Collaboration Survey helped identify interdisciplinary connections, understand the types of spaces desired to support these activities, and established patterns to inform space planning and adjacencies.

The Collaboration Survey received 242 responses, 78 of which were faculty with the remainder including administrators and staff. Based on this limited sample size, some potentially useful interdisciplinary patterns began to emerge.

Strong links were indicated between Arts & Sciences and administrative units and the Provost, such as between the Art & Art History department and the Muscarelle Museum of Art and between the Government department and the Global Research Institute. Education reported the most interdisciplinary collaborations of the professional schools. Given their peripheral location, this may indicate the need for creative physical strategies to support and foster these connections.

Lastly, the Batten School & VIMS reported collaborations with both Arts & Sciences and administrative units, which similarly may point to strategies that can help span physical distances, such as shared community spaces and programming that encourages face-to-face interaction on campus.

242 responses

649 collaborations registered

18 administrative & academic divisions represented

100+ departments represented

Source Sasaki Collaboration Survey.

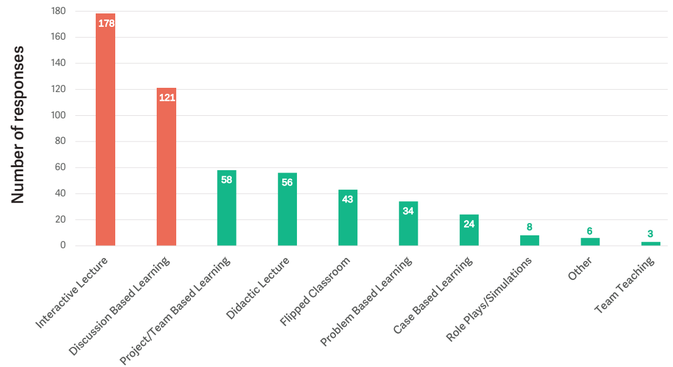
Teaching & Learning Survey

The Teaching & Learning Survey was launched to help to understand how a broad range of faculty use learning spaces today and to inform future planning for how they can better serve faculty and student needs in the future.

Of the 93 total responses, over two-thirds were from instructional faculty, yielding a response rate of approximately 7% of the 885 total instructional faculty. Responses were received from a representative distribution across faculty rank and school/academic unit. Key takeaways include:

- Learning spaces are viewed favorably in terms of location on campus, while the characteristics of the rooms themselves were viewed less favorably. Layout and furnishings were ranked least favorably, followed by environmental quality, ease of use, and tools and technology.
- Faculty utilize a broad range of teaching methods and strategies, with interactive lecture and discussion based learning used the most.
- Over half of the survey respondents felt that a lack of suitable rooms had prevented them from exploring new teaching strategies, along with 80% reporting having to adapt their teaching strategies to conform to an assigned classroom.
- Respondents would generally like existing technologies to be upgraded and more reliable, particularly for seamless video conferencing, effective A/V controls, document cameras, and environmental controls such as thermostats.

What methods and strategies do you consider to be most effective?



*Final results attained using a weighted average of responses regarding first, second, and third-choices methods and strategies.

91 responses

7 schools & divisions represented

35+ departments represented

Source Sasaki Teaching & Learning Survey.

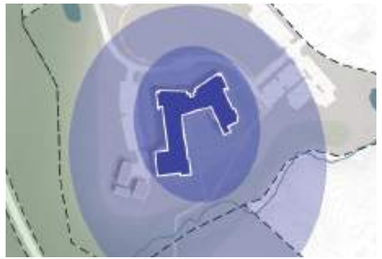
Instructional Neighborhoods

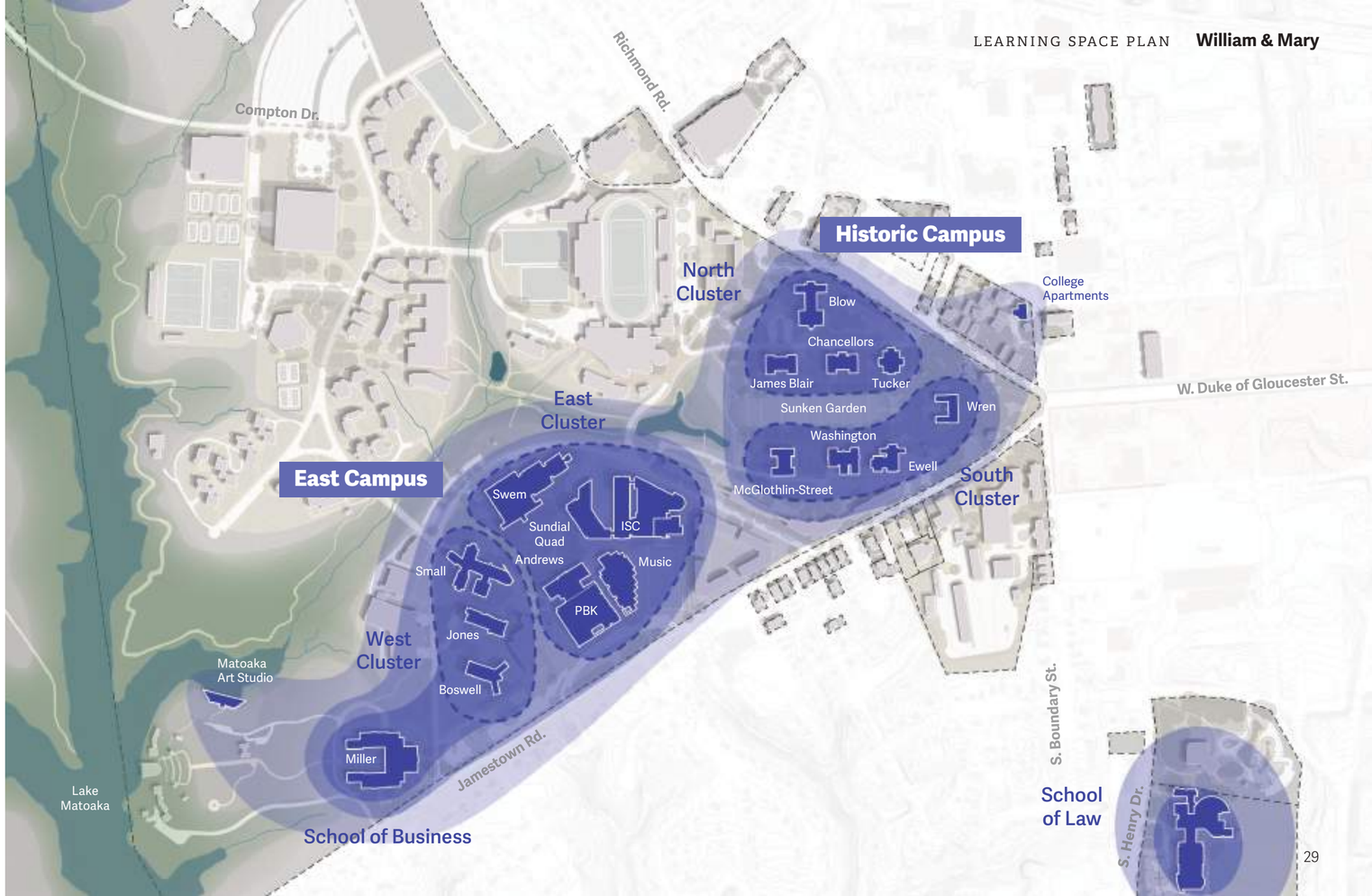
William & Mary benefits from a relatively compact academic core that allows for movement between most buildings during class change time. Conceptual neighborhoods can help to provide additional flexibility among classroom buildings.

The Learning Space Plan reinforces the existing physical organization of major academic buildings within the Historic and East Campus. It also recognizes that the School of Law and School of Education are unique in terms of locations separate from the academic core. This is particularly important in relation to the use of general purpose classrooms, as class change time does not allow for student pedestrian movement between these areas, thereby limiting opportunities for shared use across disciplines.

Within the context of the Historic and East Campuses, the Learning Space Plan recognizes somewhat natural clusters or neighborhoods of buildings. This is most prevalent at Historic Campus, as the Sunken Garden creates groupings of buildings to the north and south. At East Campus, the buildings with strong frontages on the Sundial Quad are somewhat distinct from those located further to the west, down the hill towards Jamestown Road. The Learning Space Plan recommends considering these natural clusters of buildings while planning for the distribution of future learning spaces, particularly when it comes to the size and types of general purpose classrooms.

School of Education





Classroom Utilization

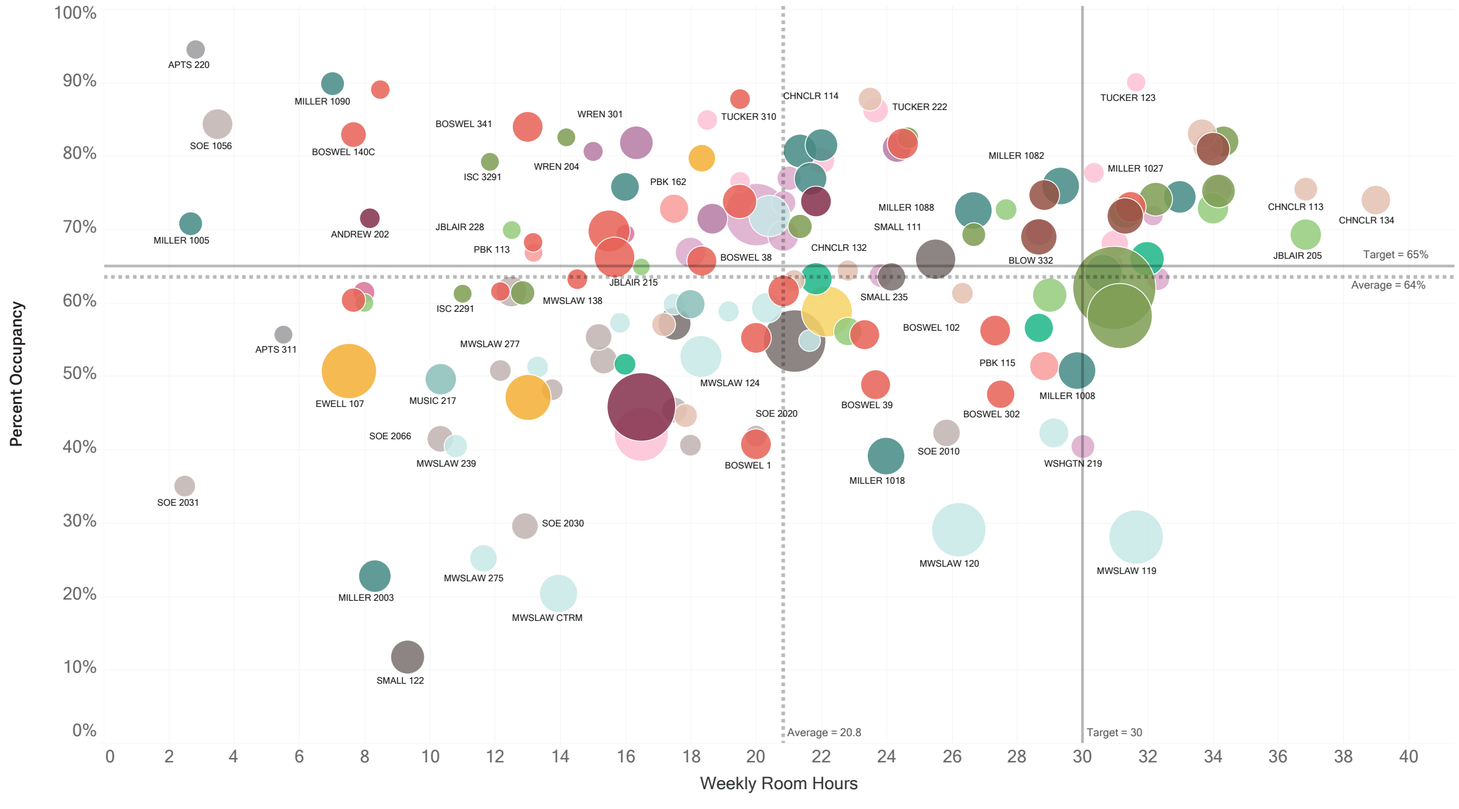
WEEKLY ROOM HOURS & OCCUPANCY

The classroom utilization analysis helped uncover opportunities to better support teaching and learning by making the most of existing spaces and guiding smart, strategic improvements.

The classroom utilization analysis was based on the peak activity from the fall 2023 and spring 2024 course schedules. Based on similar institutions and best practices, utilization is compared to a target of 30 hours per week of average room use and an average seat fill of 65%. The current average utilization rate at William & Mary is approximately 21 hours per week with an average seat fill of 64%. In some instances, buildings with classrooms in poor condition are used less on average than those that have received recent renovations. For example, Boswell and Andrews rooms are used on average between 16-18 hours per week, while those in Chancellors and Tucker are used between 25–27 hours per week.

Classrooms are used fairly consistently throughout the day and the week. Tuesday and Thursday generally see the most classrooms in use, approaching 70% of rooms in use during the peak window from 9:30–3:30. Fridays are least busy, with 40–50% of rooms in use during the morning and activity tapering off in the early afternoon. Continuing to enforce policies and incentives to drive usage to the shoulder periods and away from peak times will help ensure that classroom space is being used effectively.

Contemporary standards to better support active learning within flat-floored classroom spaces recommend approximately 25–30 sf/seat. The analysis of current classroom square footage and seat count found that sf per station in smaller classrooms with less than 30 seats was generally in line with this standard with an average of about 25 sf/seat. However, rooms with 30–75 seats generally fall short of this target range, with averages of 18–21 sf/seat. This indicates a possible need for de-densification of seating in some of these rooms to help support interaction and flexibility for multiple teaching and learning styles.



Source Sasaki pedagogy survey.

03

Learning Space Recommendations

INSTRUCTIONAL NEIGHBORHOODS
CLASSROOM PROTOTYPES
BUILDING STUDIES
GUIDELINES FOR LEARNING SPACE USE

Learning Space Recommendations

The Learning Space Recommendations create a roadmap for enhancement, investment, and transformation of learning spaces over the next ten years that is integrated with the larger campus-wide Framework Plan.

This Learning Space Plan is intended to be a living document that helps guide decision making for campus stakeholders and leadership. While it lays out a pathway and tools for transforming learning spaces, it will require champions at William & Mary to realize its full potential. The Learning Space Guidelines outline several near-term operational recommendations to enable this, including establishing a permanent Learning Space Planning Committee and creating an annual Learning Space renewal fund.

The following pages outline the physical recommendations that form the basis for learning space investment over the next ten years. These include enhancing instructional neighborhoods and establishing renovation categories, along with creating classroom prototypes and renovation concepts to help guide future projects. While this document is intended to provide a holistic summary of recommendations, a full room-by-room renovation matrix is included as an appendix.

Instructional Neighborhoods

Renovation Categories

Not all classrooms are created equal, and future investment can be tailored to the unique characteristics of each room.

The Learning Space Plan guides investment in classrooms by providing a clear framework for different types of renovations.

Many spaces are in great condition, but the plan recognizes that a minimal cost to **maintain and support** that condition must be factored in. This includes simple things like replacing projectors and furniture at regular intervals.

A **minor renovation** can be conceptualized as investing in everything within the six sides that constitute an existing classroom.

Moderate renovations go beyond that, looking for opportunities to reconfigure existing partition walls between classrooms to right-size spaces or modify the floor in tiered spaces to better support active learning. These types of renovations typically also involve some impact on building infrastructure, such as mechanical and electrical systems.

Major renovations are associated with capital projects; improvements to learning spaces are included as a critical part of a holistic renovation strategy for the entire building.

TYPES OF PROJECTS

1. **Capital projects** (e.g., Ewell, Andrews, Adair)
2. **Interim renovations** are proposed for buildings that are slated for renovation in the capital plan that will not be addressed for several years (e.g., Boswell and Jones). Near term and strategic investments in these facilities will improve the overall quality and experience of learning space on campus with the long term goal of transforming the space through major renovations.
3. **Minor and moderate renovations** not part of the capital plan (e.g., James Blair, Small, Wren)

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MAINTAIN & SUPPORT

Plan for future sustainment levels of investment in room fit-out and technology. Minor adjustments may be needed to improve consistency across room inventory features and fit-out.

Buildings

- Blow Memorial
- Chancellors
- School of Education
- ISC (overall)
- Miller
- Music Arts Center
- Phi Beta Kappa
- Swem Library
- Tucker (overall)

School of Education

PBK

$$
MINOR RENOVATION

Potential replacement of some or all elements inside the envelope of the existing room, including paint, carpet, ceiling/lighting, window treatments, furniture, and technology.

Buildings

- Boswell (interim)
- Jones (interim)
- School of Law
- Tucker 222
- McGlothlin-Street 20 (interim)

Miner Hall, Tufts University (Sasaki)

Before

After

$$$
MODERATE RENOVATION

Limited interior partition reconfiguration to right-size rooms. Floor modifications in tiered spaces to better support active learning or create a flat-floor. Create small-scale informal learning spaces.

Buildings

- Washington
- ISC 1111 & 1127
- James Blair
- Small
- Wren

Seelye Hall, Smith College (Sasaki)

Before

After

$$$$
MAJOR RENOVATION

Gut renovation integrated with building-wide space program and infrastructure/deferred maintenance goals.

Buildings

- Adair
- Andrews
- College Apartments
- Ewell
- McGlothlin-Street
- Washington

Ewell Hall

Crosby Hall, University at Buffalo

Instructional Neighborhoods

RECOMMENDATIONS

Reinforce existing clusters of buildings to provide an active and diverse set of learning spaces within easy reach of students and faculty in any location along the academic core.

Instructional neighborhoods provide a framework for investing in facilities that creates a learning space ecosystem that is more than just the sum of its parts. Within each neighborhood, there will be a variety of classroom sizes and types to help meet demand near each faculty member or student's home department or building.

Some neighborhoods, such as the east cluster of East Campus or the north cluster of Historic Campus, are in relatively good shape, providing a mix of functional, flexible classrooms in new or recently renovated facilities, with the exception of James Blair, Andrews and a few rooms in ISC.

Other neighborhoods need a smart long-term strategy for significant investment. The plan directs that minor renovations in Boswell and Jones in the near term set the stage for a longer-term redevelopment of those facilities. These projects can provide a range of classroom sizes and types, including larger flat-floored classrooms that do not exist on campus today. Meanwhile, planned capital projects along the south cluster of Historic Campus and at Andrews Hall provide an opportunity to transform poorly performing learning spaces.

The creation of additional classroom spaces through either new construction or renovation unlocks an opportunity to relocate departments and classrooms from College Apartments closer to the academic core. Lastly, strategic renovations at the Law School can both enhance classroom spaces and provide flexible environments for events.

School of Education

HISTORIC CAMPUS

North Cluster

Room Size	No. Exst.	Proposed
<15	5	5
16–30	15	14
31–50	11	11
51–75	2	2
76–100	0	0
101–125	1	1
125+	0	0
Total	34	33

South Cluster

Room Size	No. Exst.	Proposed
<15	0	4
16–30	7	10
31–50	9	12
51–75	0	1
76–100	1	3
101–125	1	0
125+	2	0
Total	20	30

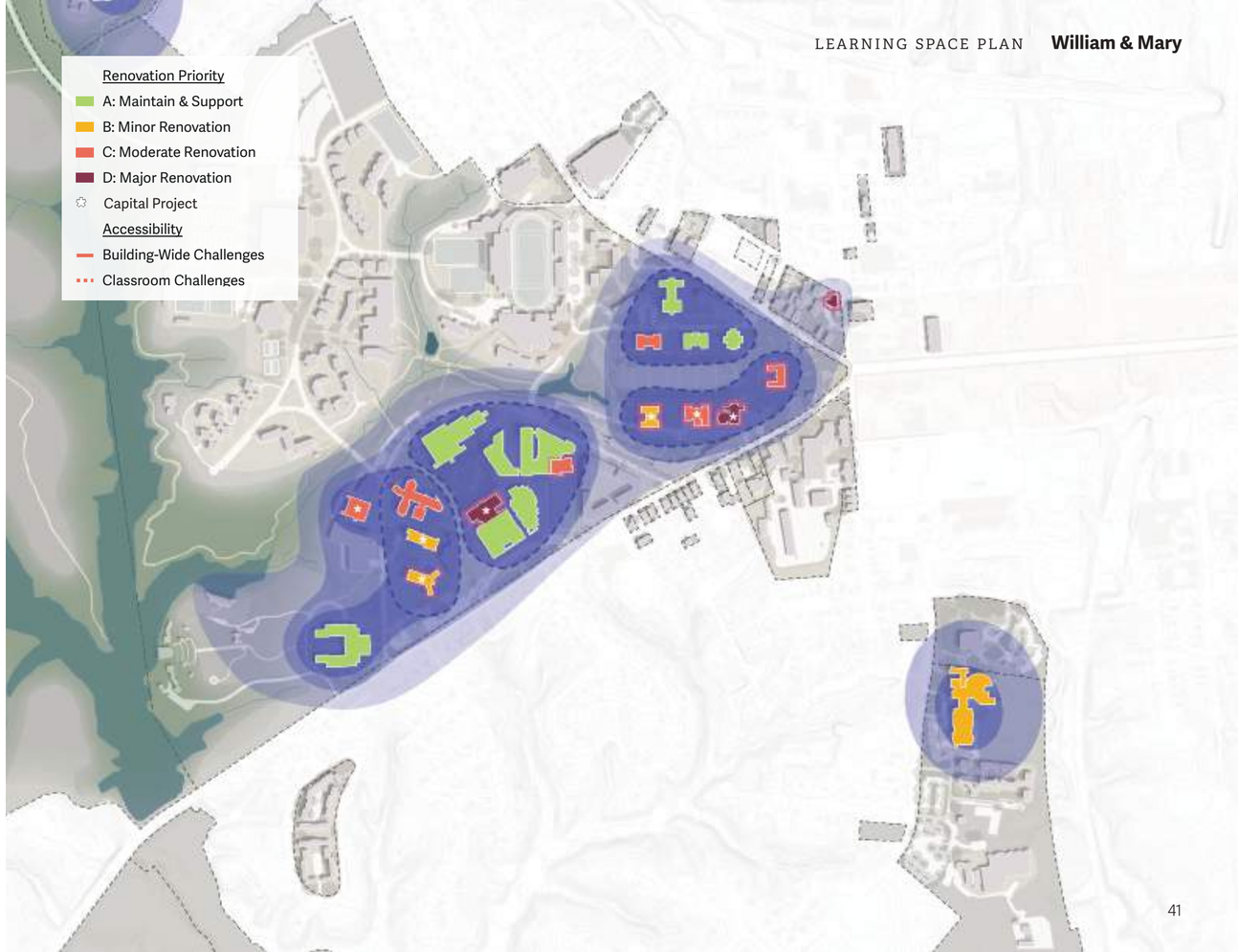
EAST CAMPUS

East Cluster

Room Size	No. Exst.	Proposed
<15	4	4
16–30	11	12
31–50	10	9
51–75	1	1
76–100	3	5
101–125	0	0
125+	4	2
Total	46	33

West Cluster

Room Size	No. Exst.	Proposed
<15	1	4
16–30	11	20
31–50	24	15
51–75	9	6
76–100	0	0
101–125	0	1
125+	1	0
Total	46	46



Classroom Optimization

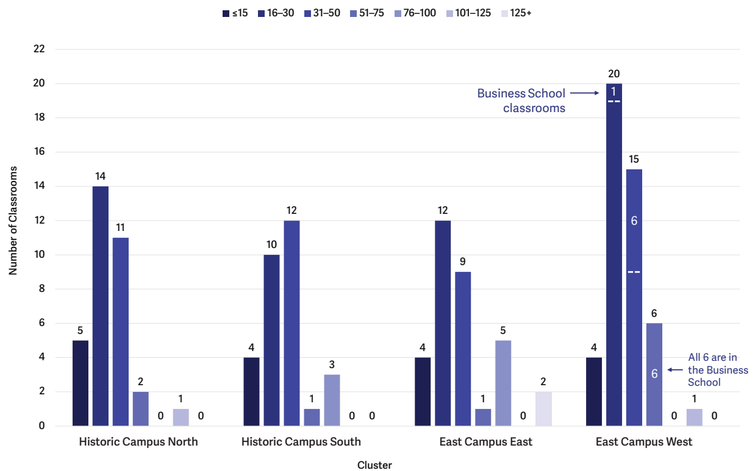
RECOMMENDED

The classroom utilization analysis concluded with a theoretical exercise to optimize the room inventory based on the current course schedule.

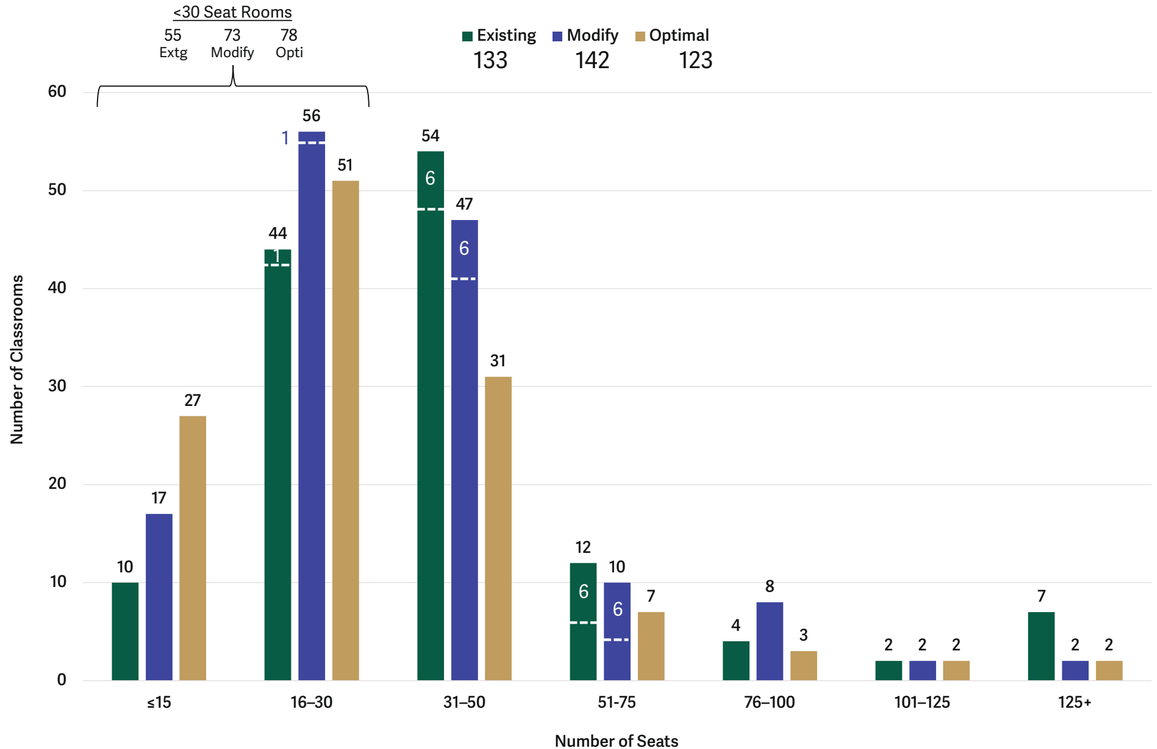
While William & Mary generally has a sufficient total number of classrooms to meet current demand, the analysis of actual enrollments during 2023–2024 suggests that the room capacities could be optimized to better meet demand. Similar to many other universities, classrooms at William & Mary experience "seat migration," a domino effect of smaller sections being taught in larger capacity rooms that ripples through the inventory. For example, the majority of section hours with 16–30 students enrolled are taught in classrooms with 31–75 seats. The reasons for this can be varied, including faculty preferences and meeting accommodation requests.

However, there is an opportunity to de-densify seating in some classrooms to better align supply and demand. In conjunction with this effort in existing buildings, future academic facilities can be designed to include larger flat-floored classrooms; these provide room typologies that don't currently exist, better supporting active learning and meeting the needs of an anticipated increase in demand for rooms that can accommodate larger section sizes.

CLASSROOM SIZE DISTRIBUTION BY INSTRUCTIONAL NEIGHBORHOOD



CLASSROOM OPTIMIZATION BY CLASSROOM SIZE BRACKET



*School of Business rooms called out in white text on the green bars.

Large Classrooms

76+ SEATS

MAINTAIN & SUPPORT

ISC 1221

Tucker 127A

MINOR RENOVATION

Andrews 101

Boswell 20

Boswell 220

MODERATE RENOVATION

ISC 1127

Small 110

Washington 201

MAJOR RENOVATION

Ewell 107

McGlothlin Street 20

Classroom Prototypes

Classroom Prototypes Overview

When renovating or creating new classrooms, prototypes can serve as a starting point for design that helps provide a consistent, unified approach to learning spaces across the campus.

The proposed classroom prototypes are first organized by size range, from extra-small, seminar-type spaces, to large learning environments for 100 people or more. Typically, any room around 500 square feet, or 20 or so seats, is best set up as a seminar-style room for promoting discussion, with some limited flexibility for other uses built in.

Small and medium rooms, seating 20–50 and 50–100 students, respectively, come in two basic flavors. Standard active learning rooms provide easily movable tables and chairs to enable a range of activities to occur. These are complemented by a flexible technology solution that may pair a primary teaching wall with secondary displays and ample writing surfaces around the entire room. Team based rooms are more specifically configured for group work, typically with fixed tables seating 6–9 students each. These rooms typically do not designate a primary teaching wall or 'front' of the room, allowing students and faculty to engage with content more flexibly on multiple walls or at each group pod through smaller furniture or wall mounted displays.

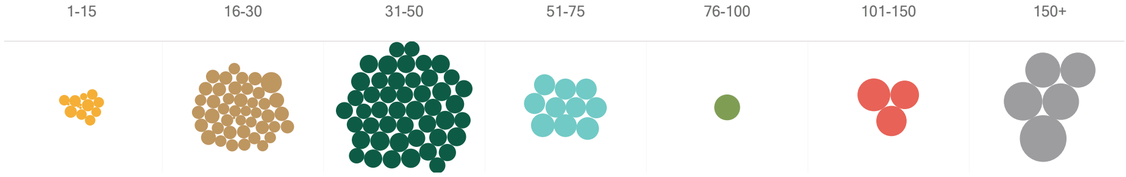
Smaller rooms are also an excellent size to experiment in a sub-set of spaces with a more diverse mix of furniture. This can not only support new and creative ways to use the room but also recognizes that every student is different—physically, mentally, and emotionally—and having a range of seating types can in some cases better support that diversity.

For large spaces, flat-floored environments are increasingly seen as a crucial complement to traditional tiered lecture halls. These learning studios typically provide semi-fixed seating for groups of 8–10 students and provide large visual displays on all four walls. The Learning Space Plan also recommends exploring creative ways to renovate existing tier lecture halls to support a broader range of use cases. Two proven methods for this include infilling some tiers to create two rows per tier, facilitating "turn-to-team" activities, and creating larger "mega-tiers" that enable larger tables for small groups of students to sit together at each tier.

Proposed Classroom Prototypes

EXTRA SMALL ≤20 seats ≤500 square feet	SMALL 21–50 seats 500–1,200 square feet	MEDIUM 51–100 seats 1,200–2,000 square feet	LARGE 101+ seats 2,000+ square feet
Seminar/Colloquium Room	Standard Sm. Active Learning Room Team-Based Sm. Active Learning Room Diverse Furniture Sm. Active Learning Room Flex Lab	Standard Med. Active Learning Room Team-Based Med. Active Learning Room	Flat-Floor Group Lg. Active Learning Room Lecture Room Two Rows per Tier Pods Lecture Room

Existing Classrooms by Seat Count Range



XS Seminar/Colloquium Room

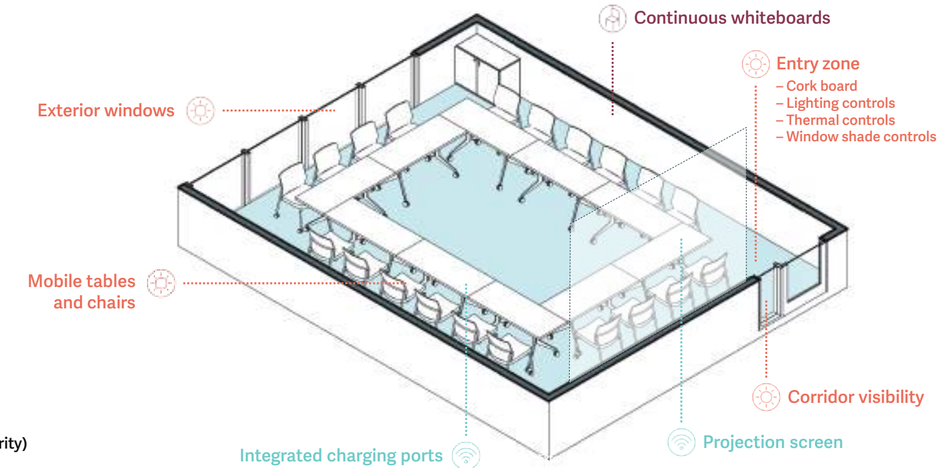
20 (13–20)
Seats

500
Square Feet (ASF)

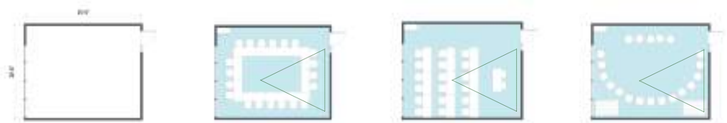
25
ASF per Seat

1:1–1:1.5
Room Proportion

ANDREWS (1 room)
BOSWELL (6)
COLLEGE APARTMENTS (2)
JAMES BLAIR (4)
JONES (1)
TUCKER (5)
WASHINGTON (4)
Applicable Buildings (Tier 1 Priority)



Environment
Furniture
Technology



Triangle indicates projector direction

Alternative Room Layouts

SM Active Learning Room Standard

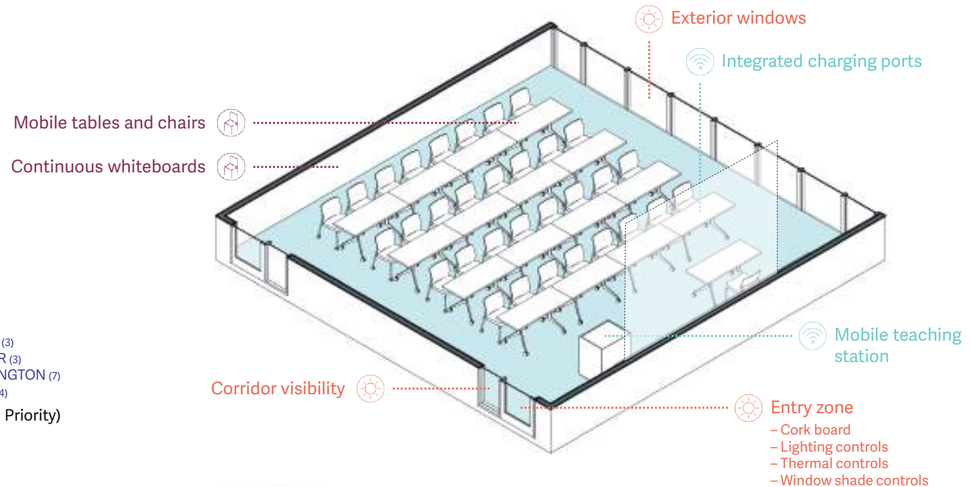
36 (21–40)
Seats

900
Square Feet (ASF)

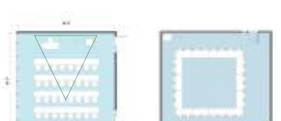
25
ASF per Seat

1:1–1:1.5
Room Proportion

ANDREWS (1 room)
BOSWELL (16)
EWELL (1)
JAMES BLAIR (5)
JONES (3)
LAW (8)
SMALL (3)
TUCKER (3)
WASHINGTON (7)
WREN (4)
Applicable Buildings (Tier 1 Priority)



Environment
Furniture
Technology



SM Active Learning Room Team-Based

30
Seats

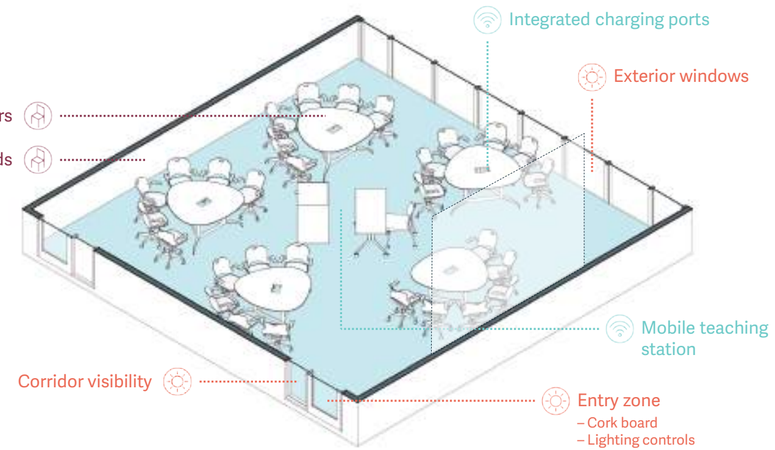
900
Square Feet (ASF)

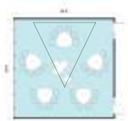
30
ASF per Seat

1:1–1:1.5
Room Proportion

ANDREWS (1 room)
BOSWELL (16)
EWELL (1)
JAMES BLAIR (5)
JONES (3)
LAW (8)
SMALL (3)
TUCKER (3)
WASHINGTON (7)
WREN (4)

Applicable Buildings (Tier 1 Priority)





Environment
Furniture
Technology

SM Active Learning Room Diverse Furniture

32 (30–40)
Seats

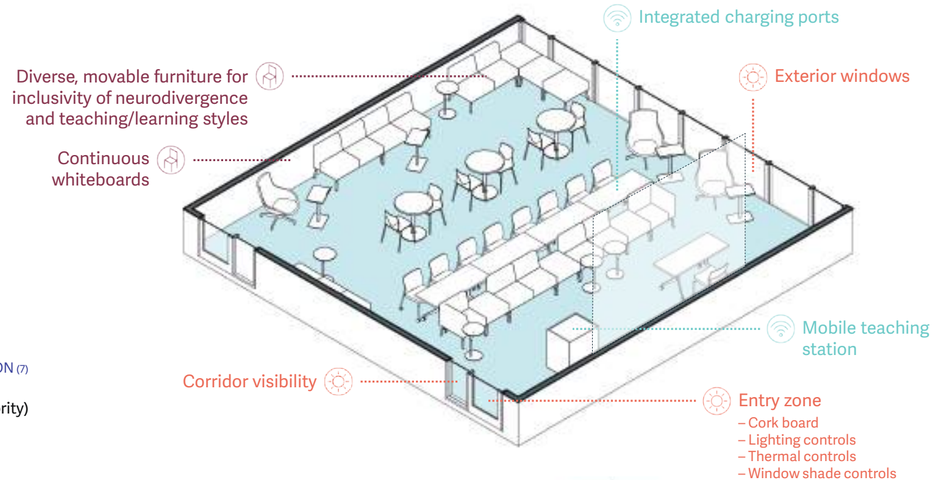
900
Square Feet (ASF)

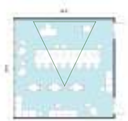
28
ASF per Seat

1:1–1:1.5
Room Proportion

ANDREWS (1 room)
BOSWELL (17)
EWELL (1)
JAMES BLAIR (5)
JONES (3)
LAW (8)
SMALL (3)
TUCKER (3)
WASHINGTON (7)
WREN (4)

Applicable Buildings (Tier 1 Priority)





Environment
Furniture
Technology

SM Flex Lab

24 (21–30)
Seats

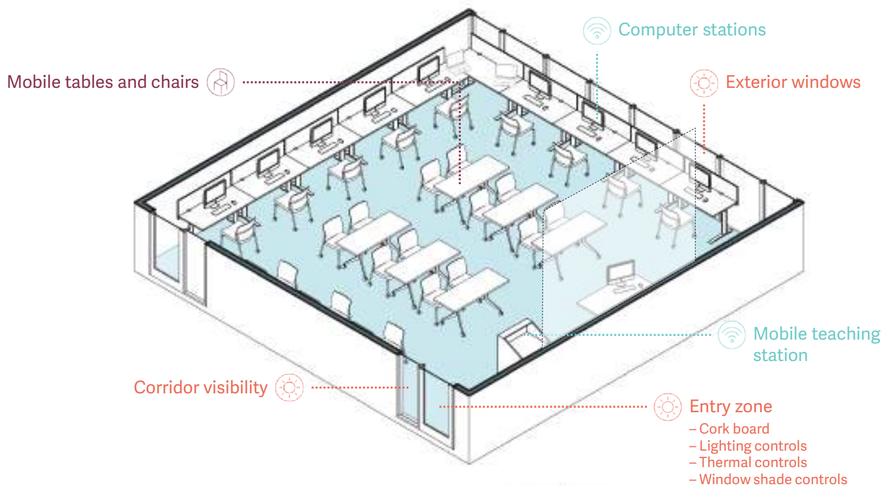
900
Square Feet (ASF)

37
ASF per Seat

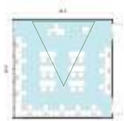
1:1–1:1.5
Room Proportion

ANDREWS (1 room)
BOSWELL (17)
EWELL (1)
JAMES BLAIR (5)
JONES (3)
LAW (8)
SMALL (3)
TUCKER (3)
WASHINGTON (7)
WREN (4)

Applicable Buildings (Tier 1 Priority)



Environment
Furniture
Technology



M Active Learning Room Standard

60 (51–70)
Seats

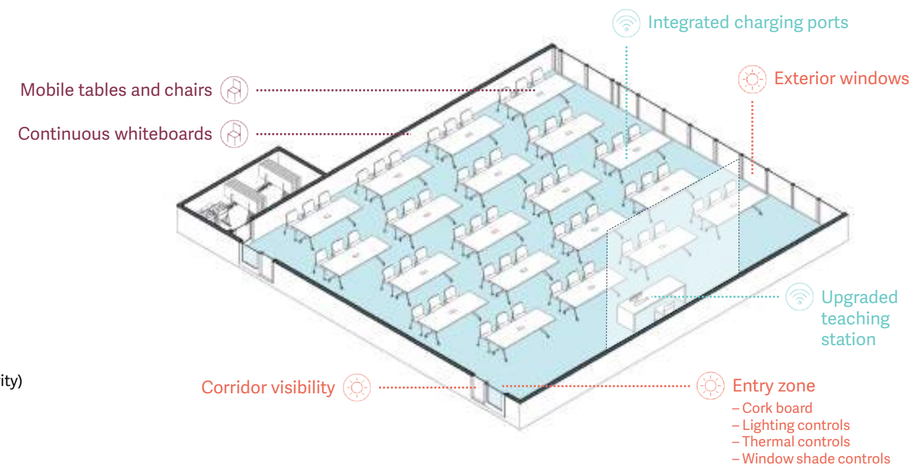
2,250
Square Feet (ASF)

37
ASF per Seat

1:1–1:1.5
Room Proportion

EWELL (2 rooms)
LAW (4)
SMALL (1)

Applicable Buildings (Tier 1 Priority)



Environment
Furniture
Technology

M Active Learning Room Team-Based

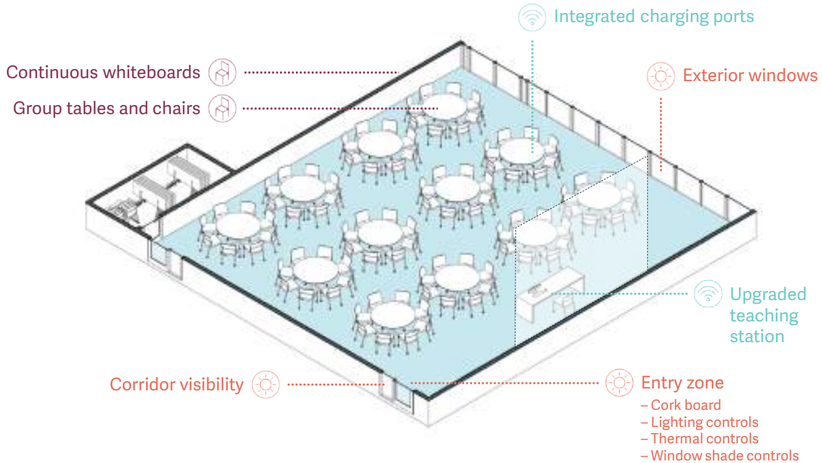
96 (80–100)
Seats

2,250
Square Feet (ASF)

23
ASF per Seat

1:1–1:1.5
Room Proportion

EWELL (2 rooms)
LAW (4)
SMALL (1)
Applicable Buildings (Tier 1 Priority)



Environment
Furniture
Technology

L Group Learning Room Flat-Floor

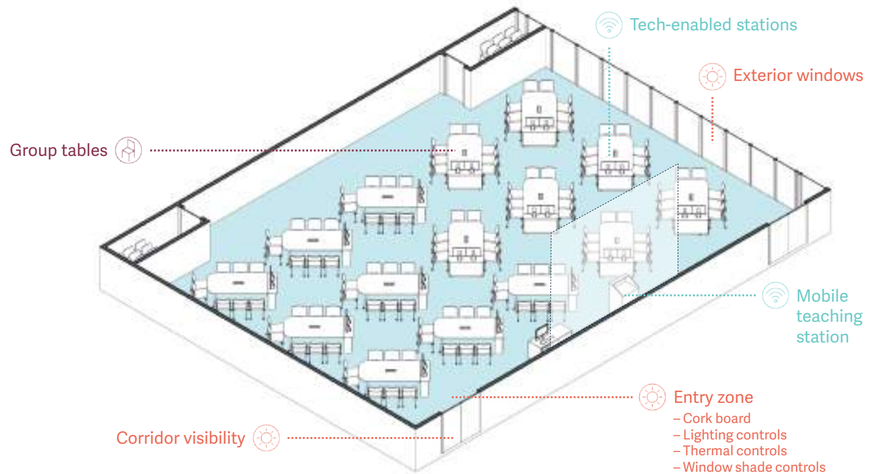
120 (101–120)
Seats

3,300
Square Feet (ASF)

27
ASF per Seat

1:1–1:1.5
Room Proportion

ANDREWS (1 room)
McGLOTHLIN-STREET (1)
SMALL (1)
WASHINGTON (1)
Applicable Buildings (Tier 1 Priority)



Environment
Furniture
Technology

L Lecture Room Two Rows per Tier

120 (101–120)
Seats

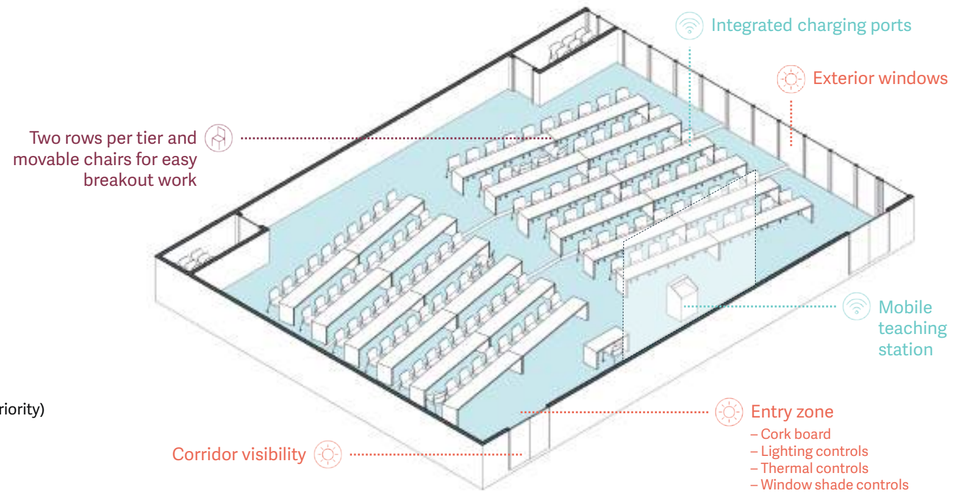
3,300
Square Feet (ASF)

27
ASF per Seat

1:1–1:1.5
Room Proportion

ANDREWS (1 room)
McGLOTHLIN STREET (1)
SMALL (1)
WASHINGTON (1)

Applicable Buildings (Tier 1 Priority)



Environment
Furniture
Technology

L Lecture Room Tiers with Pods

108 (101–110)
Seats

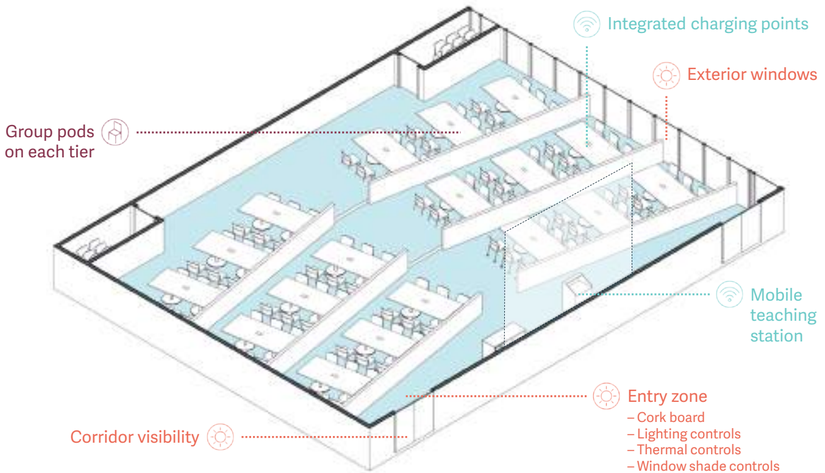
3,300
Square Feet (ASF)

27
ASF per Seat

1:1–1:1.5
Room Proportion

ANDREWS (1 room)
McGLOTHLIN STREET (1)
SMALL (1)
WASHINGTON (1)

Applicable Buildings (Tier 1 Priority)



Environment
Furniture
Technology

Renovation Concepts

The following building-scale renovation concepts illustrate how first floors can be reimagined as vibrant hubs that blend formal learning spaces, such as classrooms, with informal areas that encourage collaboration, connection, and community.

Classrooms do not exist in a vacuum, and the other specialized and informal learning spaces that surround them are crucial components that support dynamic learning environments. The planning team tested these integrated concepts in two building typologies common on the William & Mary campus, a traditional building representative of those on Historic Campus and a modern building typical of East Campus.

These concepts test ideas at a planning level about combining classroom prototypes within realistic building dimensions, complemented by illustrative diagrams of integrated informal collaboration areas, taking advantage of lobbies, corridors, and other nooks and crannies to create a variety of scales for study and interaction. The test fits are conceptual in nature and do not propose final design solutions.

School of Law

STRATEGIC MINOR RENOVATION

In conjunction with a planned renovation project, learning spaces at the School of Law building are recommended for a refresh focused on upgrading furniture, technology and room finishes to enhance the learning environment.

While room sizes are generally adequate for current and estimated future enrollment, there is an opportunity to provide some additional flexibility for a range of teaching styles and co-curricular and special events within existing spaces.

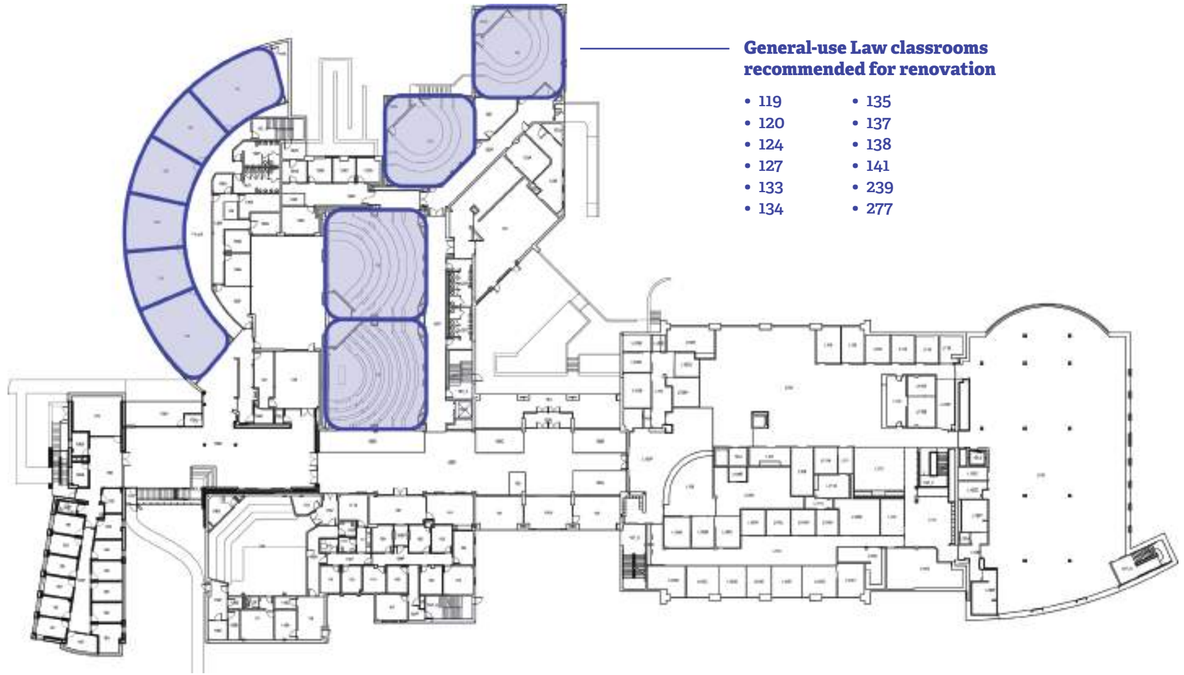
EXISTING CONDITIONS

RIGHT **Law 124**

BELOW **Law 133**

Law 138

FIRST FLOOR



School of Education

STRATEGIC MINOR RENOVATION

Classrooms within the School of Education are some of the best on campus, with flexible layouts that can easily adapt to a range of teaching and learning activities.

The Learning Spaces Plan recognizes that these spaces must continue to be sustained into the future, including replacement and evolution of technology reaching the end of its lifespan.

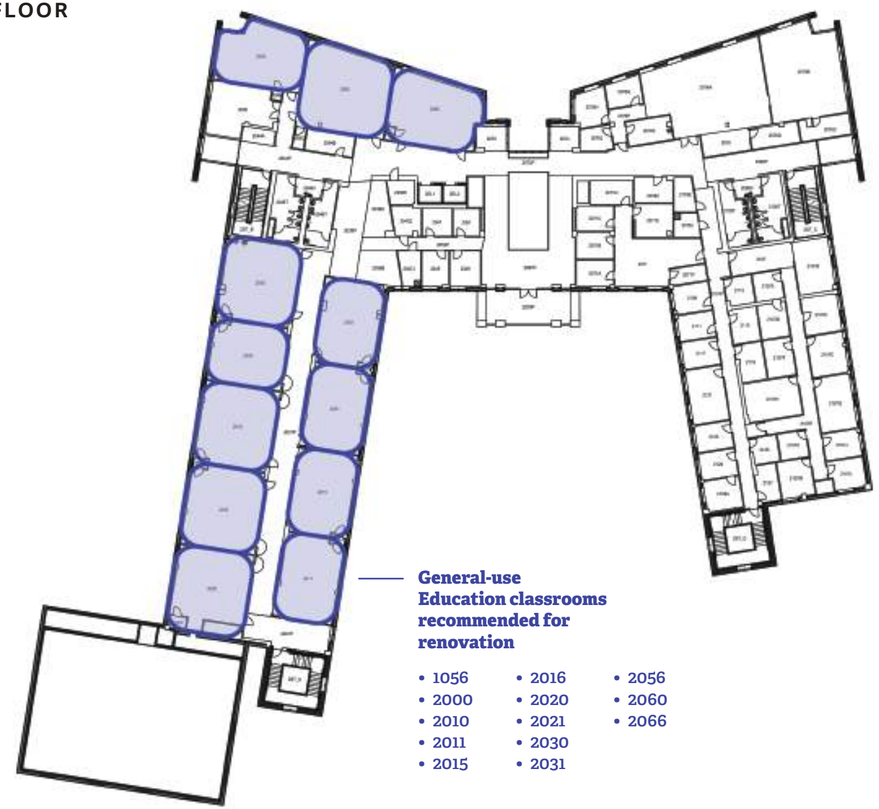
EXISTING CONDITIONS

RIGHT **Education 1056**

BELOW **Education 2020**

Education 2030

SECOND FLOOR



Historic Campus Traditional Building

Historic buildings can present unique challenges when renovating for contemporary learning spaces.

Their generally small scale can limit the size of classrooms unencumbered by columns and load bearing walls and their interior layouts can sometimes be fairly rigid and resistant to major changes.

With that in mind, there are creative ways to work within these constraints and find a balance between meeting contemporary needs with respecting history. Wide corridors can offer the opportunity for integrating informal learning spaces along with nooks and crannies carved out from office and classroom areas. Non-load bearing walls may be considered for removal to create larger flat floored classroom spaces that maintain a relatively good room proportion of about 1:1.5.

CONCEPT IMAGES

CONCEPTUAL PLAN

All plans and programs are conceptual in nature. Building design, layout, and program will be determined through William & Mary's existing robust design and approval process.

Historic Campus Traditional Building

MAJOR RENOVATION CONCEPT | FIRST FLOOR

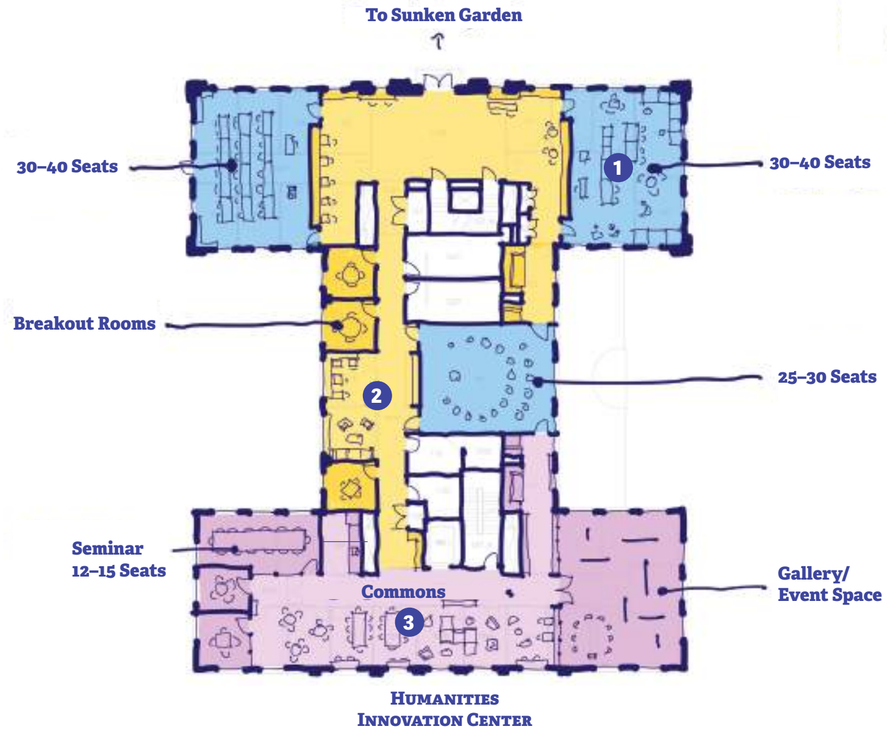
In this conceptual exploration, a second traditional building in the Historic Campus becomes a vibrant academic space.

A highly compartmentalized floor plan is opened up to create several new flexible classrooms seating between 25 and 40 students. A new open lobby space provides a welcoming entrance from the Sunken Garden, and a mix of open and enclosed informal learning space anchors the west side.

To the south, a potential new Humanities Innovation Center is created, including a generous Commons area for informal collaboration, a gallery and event space, a seminar room, and offices.

CONCEPT IMAGES

CONCEPTUAL PLAN



All plans and programs are conceptual in nature. Building design, layout, and program will be determined through William & Mary's existing robust design and approval process.

Historic Campus Traditional Building

MAJOR RENOVATION CONCEPT | BASEMENT

On the basement level, further flexible classrooms and informal learning space open up the learning experience.

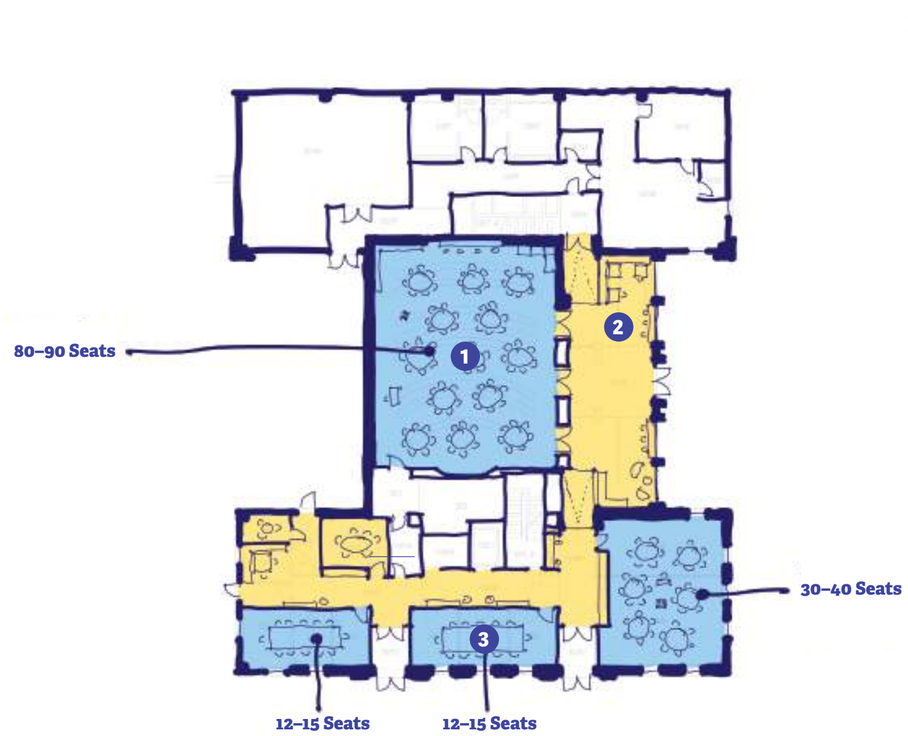
The large traditional lecture hall is converted into a flat-floored learning studio for flexible, interactive learning with larger class sizes.

Smaller, compartmentalized offices are combined to create two new seminar rooms and a medium-sized learning studio.

New niches for informal gathering and socializing enable learning to be extended outside the classroom and create a more welcoming environment.

CONCEPT IMAGES

CONCEPTUAL PLAN



All plans and programs are conceptual in nature. Building design, layout, and program will be determined through William & Mary's existing robust design and approval process.

East Campus Modernist Building

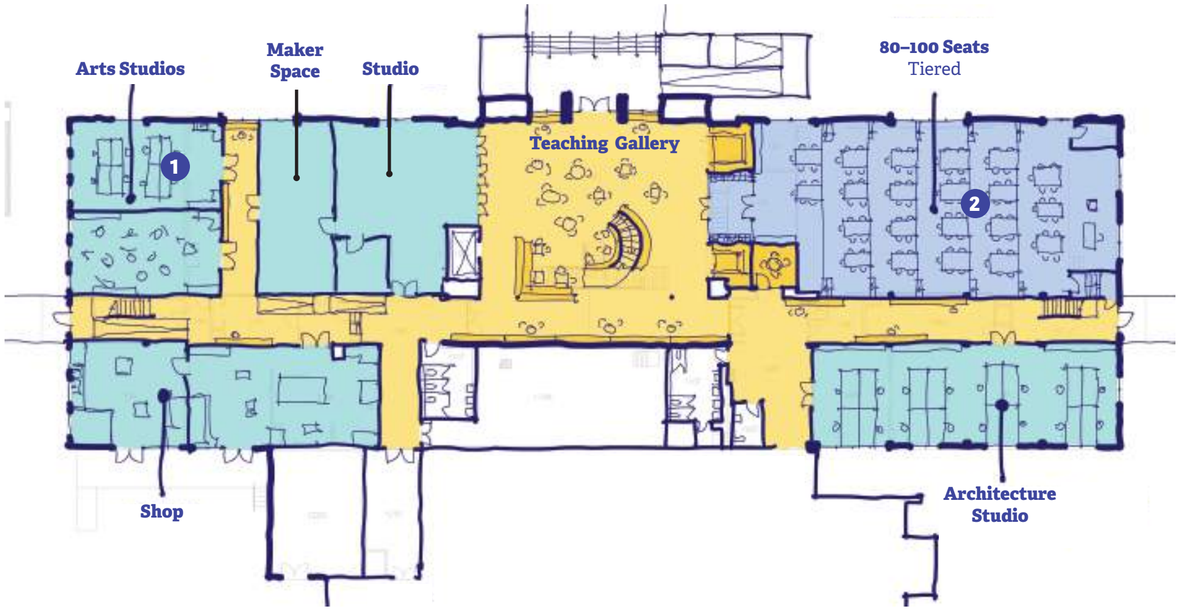
MAJOR RENOVATION CONCEPT | FIRST FLOOR

In contrast with pre-20th century buildings on campus, mid-20th century buildings can sometimes offer a larger, more regular structural grid that is more conducive to adaptation for contemporary uses.

Larger, traditional lecture spaces can be adapted to allow for active learning while also addressing accessibility challenges. Larger format informal learning spaces within lobby areas can be augmented by smaller scale carve outs along corridors and/or the addition of linear bench or countertop seating in strategic location areas of congregation before or after class.

CONCEPT IMAGES

CONCEPTUAL PLAN



All plans and programs are conceptual in nature. Building design, layout, and program will be determined through William & Mary's existing robust design and approval process.

Guidelines for Learning Space Use

Guidelines for Learning Space Use

OVERVIEW

The Learning Space Guidelines are provided as a supplement to the Learning Space Plan to inform immediate next steps with regards to space management, policy and design.

These guidelines reflect both best practices at similar higher-education institutions as well as recommendations that arose during stakeholder conversations over the course of the study. It will be crucial for William & Mary leadership and key stakeholders to champion, memorialize and refine guidelines based on experience during implementation.

For example, design guidelines can help inform the development of specific design standards provided to consultants and architects tasked with implementing renovations and new development. The following pages contain high level recommendations in the following areas: Space Management, Policy, and Design.

John A. Paulson Center, New York University
Sasaki (classroom study)
Davis Brody Bond and KieranTimberlake (architecture)

Space Management Recommendations

1

Establish a Learning Space Planning Committee.

Representation across the registrar, facilities planning, academic admin, faculty, information technology, and Studio for Teaching & Learning Innovation (STLI).

2

Create an annual Learning Space renewal fund.

Intended for centrally managed classrooms and learning spaces. Combination of capital/ deferred maintenance, programmatic/provost, and technology funding.

3

Centrally schedule all general-purpose classrooms.

All general-purpose classroom space at the core campus should be managed and scheduled through the registrar.

4

Provide transparency & access.

Provide a one-stop web portal for classroom metrics and data, including utilization targets and trends, 360-degree photos, and key room attributes, and new/updated Learning Space Design Guidelines.

5

Create a consistent approach to classroom operations.

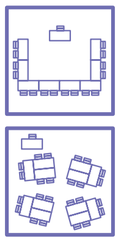
Consider best practices for classroom operations and maintenance, such as room user or custodial procedures for resetting classrooms with movable furniture.

6

Be ready for the future.

Design spaces that allow for future adaptation as learning and technology continue to evolve. For example, if tiered spaces are required, use built up construction methods instead of cast-in-place concrete floors to allow for future reconfiguration.

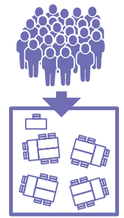
Policy Recommendations



1

Optimize the inventory.

To the extent possible, create flexible spaces to align inventory relative to future curricular need and utilization targets.



2

Prioritize section size and room capacity.

Best classroom fit should take precedence over department proximity to any given space within a defined campus “neighborhood.”

3

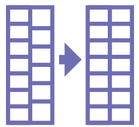
Expand the scheduling envelope, and flatten the peaks.

Identify classes that could be scheduled earlier in the morning or in the evening. Consider strategies for scheduling more Friday classes.

4

Ensure enrollments are data informed.

Continue to use historic trends in enrollments to adjust enrollment caps to create better fit between room capacity and seat fill and pair this with active planning for potential changes in the future, such as courses best taught in larger sections.



5

Standardize meeting patterns.

Identify challenges to standardizing course meeting patterns and work towards solutions that align scheduling blocks across academic units to reduce time conflicts and maximize space efficiency.

6

Harmonize technology.

Build consensus towards standardized core technology components across all general purpose classroom and meeting spaces, especially across different schools and academic units.

General Design Guidelines

ENVIRONMENT

1. Lighting

Prioritize daylighting and ensure excellent artificial lighting quality and control.

2. Acoustics

Enable all users to hear presenters, each other, and audio content.

3. Comfort & Well-being

Ensure thermal comfort and support user well-being through visual connections to nature and/or biophilic design elements.

4. Safety

Consider and respond to physical aspects of ensuring user safety, including access and visibility.

5. Environmental Sustainability

Incorporate energy-efficient systems and sustainable materials and finishes.

LAYOUT & FURNITURE

1. Interaction & Movement

Support user interaction by establishing square footage per seat guidelines for each room type.

2. Furniture Types

Establish a consistent approach to furniture that allows for some variability and options among a standardized set of offerings.

3. Furniture Movement

Align room type with design intent. Consider weight, leg and base options when selecting furniture.

4. Furniture Quality

Consider trade-offs between factors such as cost, comfort, serviceability, and durability.

5. Glazing & Transparency

Ensure a balanced approach to visibility in and out of the classroom, weighing the benefits of seeing learning in action with user safety and the needs of diverse types of learners.

6. Writing Surfaces

Provide ample writing surfaces in multiple user-friendly locations.

TECHNOLOGY

Technological improvements will be approached in a tiered and modular way based on room size/functionality, with a base level for all rooms.

1. Internet & Power Connectivity

Provide high-speed connections with quick and intuitive access for all users, plus outlets integrated into floors, walls, ceilings, and furniture.

2. Room Controls

Prioritize intuitive controls and interfaces, standardized across all rooms to the extent possible.

3. Visual Displays & Content Sharing

Enable seamless content sharing for all users with right-sized displays tailored to the function of the room.

4. Conferencing & Distributed Interactivity

Tailor approach to room type/tier, providing a base level of functionality for all rooms.

5. Session Capture & Access

Tailor approach to room type/tier, providing a base level of functionality for all rooms.

6. Sound Amplification

Consider a balanced approach responding to factors such as room type, size, and accessibility for all users.

INCLUSION & ACCESSIBILITY

1. Physical Accessibility

Follow principles of universal design to provide not only access but also the opportunity to fully participate in the learning experience.

2. Cognitive Diversity

Follow Universal Design for Learning guidelines to provide multiple means of representation, expression and engagement for diverse learners.

3. Cultural Inclusion

Ensure that spaces are welcoming for all people, regardless of their cultural background or social group identities.

INFORMAL LEARNING SPACES

The following design guidelines are specific to spaces for informal learning and emphasize the crucial role they play in conjunction with classrooms, studios, and labs.

1. Align with campus identity and mission.

Reflect William & Mary's values, culture, and local character in material choices, branding, and scale.

2. Connect to academic and co-curricular activities.

Place near classrooms, labs, studios, and faculty offices to encourage academic engagement.

3. Center the student experience.

Use design to promote community, inclusion, and comfort for all user groups, including elements such as student artwork.

4. Leverage underutilized areas.

Transform circulation spaces, alcoves, landings, and nooks into active learning spots.

5. Support visibility & transparency.

Use glass, open layouts, and visual cues to make learning visible and invite participation.

6. Balance openness with privacy.

Provide a mix of open seating and semi-enclosed niches for different learning preferences and neurotypes.

7. Optimize natural light & views.

Use daylight and exterior views to enhance well-being and productivity.

8. Ensure acoustical comfort.

Incorporate soft materials, acoustical panels, or zoning strategies to manage noise levels.

9. Provide a combination of furniture types.

Balanced fixed seating areas with modular furniture solutions that allows users to reconfigure spaces.

10. Supply power and connectivity.

Offer ample access to outlets and strong Wi-Fi throughout.

11. Integrate writable surfaces & displays.

Include whiteboards, chalkboards, or digital displays to encourage ideation and sharing.

12. Incorporate biophilia.

Use plants, natural materials, and organic forms to reduce stress and improve concentration.

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