"My birthname is Olivia. But please, call me Oliver."
"My birthname is Olivia. But please, call me Oliver."

"This is my first time in America. I arrived yesterday."
My birthname is Olivia. But please, call me Oliver.

Now that my children are grown, it’s time to reinvent myself.

This is my first time in America. I arrived yesterday.
My birthname is Olivia. But please, call me Oliver.

This is my first time in America. I arrived yesterday.

Now that my children are grown, it’s time to reinvent myself.

I am hard of hearing but can read lips. Can you try and face me when you talk?
Who were the first college students?
Who are today’s college students?

- Receive Pell Grants: 4/10
- Employed Part-Time: 6/10
- Have Children: 3/10
- Self-Supporting Adults Age 24+: 4/10
- Part-Time Students: 4/10
- Minority: 4/10
- Women: 6/10
- Community College Attendee: 4/10

Source: Bill and Melinda Gates Foundation, 2019
What are institutions saying?

Wake Forest – NYU – Tufts – UC Santa Barbara – University of Florida
University of Rochester – Boston College – Georgia Tech – UC Irvine – UC San Diego
UC Davis – William & Mary – Tulane – Boston University – Brandeis – Case Western
UT Austin – U.Wisconsin Madison – University of Illinois Urbana-Champaign
Santa Clara – Villanova – Florida State – Syracuse – U.Maryland College Park
What are institutions saying?

DIVERSITY

EQUITY

INCLUSION


Wake Forest – NYU – Tufts – UC Santa Barbara – University of Florida

University of Rochester – Boston College – Georgia Tech – UC Irvine – UC San Diego

Davis – William & Mary – Tulane – Boston University – Brandeis – University of Southern California

UT Austin – U.Wisconsin Madison – University of Illinois Urbana-Champaign


Santa Clara – Villanova – Florida State – Syracuse – U.Maryland College Park


What strategies and metrics are institutions proposing?

Recruit and retain higher % of under-represented students, faculty, and staff

Anti-bias Training and Workshops

Increase Number of Affinity Groups Among Students, Faculty, and Staff
I Can't Breathe
Planning & Design
AVP Diversity, Equity, & Inclusion
Academic Affairs
Student Affairs
“I have never really thought about space in that way before.”
Roles + Plays + Game Plan = Playbook
Strategic Plans

Vision + Values

Mission

Master Plans

Facility Plans

Vision + Values
Who is the playbook for?

Architects/Designers

Campus Planners

Planning & Design

AVP Diversity, Equity, & Inclusion

Academic Affairs

Student Affairs

Students
How can campus space contribute to belonging?

01 Outdoor Spaces
02 Student Study + Lounge Spaces
03 Formal Learning Spaces
04 Faculty + Staff Offices
05 Residential Life

150+ students surveyed
50+ students listening sessions
10 students design proposals
SMALL CHANGES

IMMEDIATE IMPACT

LONG-TERM STRATEGIES

CULTURAL CHANGE
SMALL CHANGES
IMMEDIATE IMPACT

LONG-TERM STRATEGIES
CULTURAL CHANGE
Assessment + Field Research
Richmond, Virginia
<table>
<thead>
<tr>
<th>Institution</th>
<th>Type</th>
<th>Student: Faculty Ratio</th>
<th>Number of Students</th>
<th>Established/Opened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Commonwealth University</td>
<td>4-yr public, R1</td>
<td>18:1</td>
<td>29,757</td>
<td>Created 1968</td>
</tr>
<tr>
<td>Virginia Union University of Richmond</td>
<td>4-yr private HBCU</td>
<td>15:1</td>
<td>1,451</td>
<td>Established 1865</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>4-yr private liberal arts</td>
<td>8:1</td>
<td>3,914</td>
<td>Opened 1843</td>
</tr>
</tbody>
</table>
Drivers
Large Public R1

• Leaders in innovation
• Driven by state and national economies and interests
• Prioritize research
• Tension between affordability and class size
• Broad range of course delivery methods and degree options
• Strong influence on surrounding culture and economy
Drivers
HBCUs

- Recent surge in applications and interest given political climate
- Increasing intersectionality within student body
- Smaller endowments and donor pools
- Deferred maintenance
- Students with competing priorities
- Technology gaps
Drivers

Private Selectives

- Institutional history
- Traditionally undergraduate and residential
- Insular campus environments
- Strong student organizations and voices
- Pressure to diversify
- Competing interest between donors and students
Trends Across Institutional Typologies

Large Public R1  HCBU  Private Selective

Inclusion – Representation - Community - Wellness
"A Theory of Human Motivation“, Abraham Maslow (1943)
The consummate goals of higher education cannot be achieved (or even pursued) until students feel a sense of connectedness, membership, and belonging in college.

Terrell Strayhorn
College Students Sense of Belonging, p31
What spaces are institutions adding to promote belonging?
How can we start?
Principles of Universal Design

- Equitable Use
- Size + Space for Approach + Use
- Flexibility In Use
- Simple + Intuitive Use
- Tolerance for Error
- Perceptible Information
- Low Physical Effort

Universal Design
How can we start?

LSRS v3

LEARNING SPACE RATING SYSTEM

TT Credit 6.4: Sound Amplification

**Intent**
To enable all participants in the learning space to hear and communicate clearly in support of teaching and learning activities.

1–2 points

**Criteria for the points**
To obtain 1 point, do the following:
Provide a solution that enables all participants in a learning space to clearly and easily hear presenters and one another.

To obtain an additional point, do the following:
Provide a solution that also ensures conversations within groups can be easily heard without distraction from other noises in the room (other groups, ambient noises, etc.).

**Verified by**
- Performance test results, commissioning reports

**Approaches and considerations**
- Refer to ANSI/SASA S12.60-2010 Part 1 for classroom audio distribution systems (5.5.1) for uniformity of coverage and sound pressure levels.
- Refer to the 1991 ADA Standards for Accessible Design 4.13(19) (b) (PDF available here) and the 2010 ADA Standards Accessible Design, section 219 (various formats available here) and relevant state guidelines for the use of assistive listening system (ALS) shields to accommodate participants with hearing impairments.
- Refer to AVIIT Infrastructure Guidelines for Higher Education for audio AV system design considerations.
- AVIWA members have access to the AVIWA 2019 Guide to Audio Visual Standards online catalog offering best practice guidelines.
- AVIWA members have access to the AVIWA A102.01.2017 Audio Coverage Uniformity in Listener Area standard document.
- Microphone solutions for presenters should not rely on any specific feature of attire for attachment and should be gender neutral in form and function.
- Consider systems that do not require user action to invoke voice amplification.

**Related credits**
- EQ Credit 4.6: Acoustic Quality and Control
- IN Credit 7.1: Physical Inclusion and Universal Design
- IN Credit 7.2: Cognitive Inclusion
How can we start?
AIA Framework for Design Excellence

Design for Integration
Design for Equitable Communities
Design for Ecosystems
Design for Water
Design for Economy

Design for Energy
Design for Well-Being
Design for Resources
Design for Change
Design for Discovery
What are students saying?
What are students saying?

Intersectional Identities (n=152 students)
What are students saying?

Intersectional Identities
What are students saying?
How comfortable are you in the following spaces?

- Student Union: 15% Extremely Comfortable, 29% Comfortable, 47% Neutral, 14% Uncomfortable, 9% Extremely Uncomfortable
- Library: 41% Extremely Comfortable, 22% Comfortable, 28% Neutral, 9% Uncomfortable, 0% Extremely Uncomfortable
- Gym: 20% Extremely Comfortable, 30% Comfortable, 30% Neutral, 19% Uncomfortable, 1% Extremely Uncomfortable
- Dining Hall: 14% Extremely Comfortable, 33% Comfortable, 37% Neutral, 15% Uncomfortable, 1% Extremely Uncomfortable
- Building Where Major Is Located: 33% Extremely Comfortable, 43% Comfortable, 18% Neutral, 5% Uncomfortable, 1% Extremely Uncomfortable
- Other Academic Buildings: 19% Extremely Comfortable, 30% Comfortable, 40% Neutral, 9% Uncomfortable, 1% Extremely Uncomfortable
- Residence Hall: 15% Extremely Comfortable, 32% Comfortable, 34% Neutral, 15% Uncomfortable, 4% Extremely Uncomfortable
- Administrative Spaces: 23% Extremely Comfortable, 27% Comfortable, 36% Neutral, 13% Uncomfortable, 1% Extremely Uncomfortable
- On-Campus Outdoor Spaces: 34% Extremely Comfortable, 30% Comfortable, 27% Neutral, 7% Uncomfortable, 1% Extremely Uncomfortable
- At Sporting Events: 16% Extremely Comfortable, 38% Comfortable, 36% Neutral, 8% Uncomfortable, 3% Extremely Uncomfortable
- At Greek Events: 15% Extremely Comfortable, 24% Comfortable, 37% Neutral, 22% Uncomfortable, 2% Extremely Uncomfortable
### What are students saying?

#### How comfortable are you in the following spaces? (n=151 students)

<table>
<thead>
<tr>
<th>Space</th>
<th>Extremely Comfortable</th>
<th>Comfortable</th>
<th>Neutral</th>
<th>Uncomfortable</th>
<th>Extremely Uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Union</td>
<td>15%</td>
<td>29%</td>
<td>47%</td>
<td>9%</td>
<td>1%</td>
</tr>
<tr>
<td>Library</td>
<td>20%</td>
<td>41%</td>
<td>22%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Gym</td>
<td>14%</td>
<td>33%</td>
<td>37%</td>
<td>15%</td>
<td>1%</td>
</tr>
<tr>
<td>Dining Hall</td>
<td>19%</td>
<td>30%</td>
<td>30%</td>
<td>19%</td>
<td>1%</td>
</tr>
<tr>
<td>Building Where Major Is Located</td>
<td>33%</td>
<td>43%</td>
<td>18%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Other Academic Buildings</td>
<td>19%</td>
<td>30%</td>
<td>40%</td>
<td>9%</td>
<td>1%</td>
</tr>
<tr>
<td>Residence Hall</td>
<td>15%</td>
<td>32%</td>
<td>34%</td>
<td>15%</td>
<td>4%</td>
</tr>
<tr>
<td>Administrative Spaces</td>
<td>23%</td>
<td>27%</td>
<td>36%</td>
<td>13%</td>
<td>1%</td>
</tr>
<tr>
<td>On-Campus Outdoor Spaces</td>
<td>34%</td>
<td>30%</td>
<td>27%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>At Sporting Events</td>
<td>16%</td>
<td>38%</td>
<td>36%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>At Greek Events</td>
<td>15%</td>
<td>24%</td>
<td>37%</td>
<td>22%</td>
<td>2%</td>
</tr>
</tbody>
</table>
“We would sit in the same area but do our own thing. I felt very comforted but also very motivated by seeing my friends do their work.”

Jordan Nguyen
Longwood University
I like working outside in any of the green spaces, being outside in the sun. They are relaxing by design.

Will Walker
University of Richmond
What are students saying?

How comfortable are you in the following spaces?

- Student Union: 9% Extremely Comfortable, 19% Comfortable, 34% Neutral, 14% Uncomfortable, 10% Extremely Uncomfortable
- Library: 0% Extremely Comfortable, 9% Comfortable, 22% Neutral, 41% Uncomfortable, 29% Extremely Uncomfortable
- Gym: 1% Extremely Comfortable, 19% Comfortable, 22% Neutral, 33% Uncomfortable, 30% Extremely Uncomfortable
- Dining Hall: 1% Extremely Comfortable, 15% Comfortable, 22% Neutral, 37% Uncomfortable, 34% Extremely Uncomfortable
- Building Where Major Is Located: 1% Extremely Comfortable, 43% Comfortable, 20% Neutral, 33% Uncomfortable, 22% Extremely Uncomfortable
- Other Academic Buildings: 1% Extremely Comfortable, 30% Comfortable, 30% Neutral, 37% Uncomfortable, 22% Extremely Uncomfortable
- Residence Hall: 4% Extremely Comfortable, 15% Comfortable, 32% Neutral, 34% Uncomfortable, 23% Extremely Uncomfortable
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- At Sporting Events: 3% Extremely Comfortable, 8% Comfortable, 36% Neutral, 38% Uncomfortable, 34% Extremely Uncomfortable
- At Greek Events: 2% Extremely Comfortable, 22% Comfortable, 37% Neutral, 24% Uncomfortable, 15% Extremely Uncomfortable
To foster student belonging, it is important for residence halls to be inclusive of diverse backgrounds and provide strong social supports...the extent to which students who live in residence halls become socially integrated also serves as an indicator of student persistence.


“It’s sad,” he added. “I don’t even know who’s down [the hall]. It’s nothing to do with, it’s how it is, just how it’s built .... Here is like a cave, cave, cave.”
### What are students saying?

**How comfortable are you with the following activities?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extremely Comfortable</th>
<th>Comfortable</th>
<th>Neutral</th>
<th>Uncomfortable</th>
<th>Extremely Uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trying new academic classes + disciplines</td>
<td>18%</td>
<td>30%</td>
<td>46%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Speaking up in class, lab, or studio</td>
<td>16%</td>
<td>40%</td>
<td>31%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Meeting new people and making friends</td>
<td>37%</td>
<td>25%</td>
<td>27%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Talking to a professor outside of class</td>
<td>23%</td>
<td>31%</td>
<td>33%</td>
<td>12%</td>
<td>1%</td>
</tr>
<tr>
<td>Visiting a professor during office hours</td>
<td>21%</td>
<td>26%</td>
<td>39%</td>
<td>13%</td>
<td>1%</td>
</tr>
<tr>
<td>Taking a class online</td>
<td>16%</td>
<td>39%</td>
<td>34%</td>
<td>9%</td>
<td>1%</td>
</tr>
</tbody>
</table>
What are students saying?

How comfortable are you with the following activities?

- Trying new academic classes + disciplines:
  - Extremely Comfortable: 18%
  - Comfortable: 30%
  - Neutral: 46%
  - Uncomfortable: 6%
  - Extremely Uncomfortable: 1%

- Speaking up in class, lab, or studio:
  - Extremely Comfortable: 16%
  - Comfortable: 40%
  - Neutral: 31%
  - Uncomfortable: 13%
  - Extremely Uncomfortable: 0%

- Meeting new people and making friends:
  - Extremely Comfortable: 37%
  - Comfortable: 25%
  - Neutral: 27%
  - Uncomfortable: 11%
  - Extremely Uncomfortable: 0%

- Talking to a professor outside of class:
  - Extremely Comfortable: 23%
  - Comfortable: 31%
  - Neutral: 33%
  - Uncomfortable: 12%
  - Extremely Uncomfortable: 1%

- Visiting a professor during office hours:
  - Extremely Comfortable: 21%
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  - Neutral: 39%
  - Uncomfortable: 13%
  - Extremely Uncomfortable: 1%

- Taking a class online:
  - Extremely Comfortable: 16%
  - Comfortable: 39%
  - Neutral: 34%
  - Uncomfortable: 9%
  - Extremely Uncomfortable: 1%
What are students saying?

How comfortable are you with the following activities?

- Trying new academic classes + disciplines: 18%
- Speaking up in class, lab, or studio: 16%
- Meeting new people and making friends: 37%
- Talking to a professor outside of class: 23%
- Visiting a professor during office hours: 21%
- Taking a class online: 16%
What are students saying?

How comfortable are you with the following activities?
I like that my professors' offices are decorated; it feels like I get a personal glimpse of them and that I am having a personal conversation.

Emma Johnson
University of Richmond
I like working in the pod outside of the professors’ offices – the ‘outside by the professor’ feeling. It makes me comfortable to know that they are around, and I can ask them a question if I need to.

Makayla Callander
University of Richmond
"Hello All,
I am happy to say that I have finally earned my first full time faculty position after being an adjunct for quite a while so I am making the transition to having an actual office to work in and meet with students. I am at a loss on how to make this space functional, comfortable, and welcoming. What advice do you all have for things to add in my office or desk?..."
What are students saying?

What type of furniture and technology do you prefer?

- Tablet-arm chairs: 29
- Individual desks and chairs: 40
- Standing-height tables: 19
- Lounge chairs/sofas: 44
- Bean bags: 18
- Sit on the floor: 23
- Monitors: 49
- Whiteboards: 50
What are students saying?

Class Size Preference

- 30% classes under 20 students
- 54% classes between 20 and 50 students
- 16% classes over 50 students
I did not feel seen or connected in larger lecture halls. It was distracting to be right next to someone.

Catherine Guarino
Virginia Commonwealth University
I love to sit at a table where it’s group-oriented and easy to work with others. It is so much easier to connect with your professor when you are sitting at the same table and at the same level as them.

Brandi Condrey
Virginia Commonwealth University
What are students saying?

What do you look for in a place to study? (n=152 students)

- quiet place away from others: 31
- a quiet place amidst others: 31
- open place to study w others: 64
- a team room or quiet meeting space: 41
- a place w background noise: 14
- a space w technology: 49
- a space w outlets: 35
- a space w a whiteboard: 33
- a space w a monitor: 41
- a space w tables and chairs: 25
- a space w lounge furniture: 35
- a space w views to the outdoors: 53
- a space w natural light: 42
- I like to study outdoors: 15
- a space w adjustable and mobile furniture: 32
- a space where I can stand up: 27
- a space w food: 52
- a space w coffee/tea: 46
“It has good light and big windows; you could people watch if you wanted to.”

Caroline Tinsley
University of Mary Washington
Sometimes I want to stand, sometimes I want to sit, sometimes I want to eat.

Will Walker
University of Richmond
Playbook Goals, Metrics, + Strategies
How can campus space contribute to belonging?
How can campus space contribute to belonging?

01 Outdoor Spaces

02 Student Study + Lounge Spaces

03 Formal Learning Spaces

04 Faculty + Staff Offices

05 Residential Life

150+ students surveyed

50+ students listening sessions

10 students design proposals
How can campus space contribute to belonging?

GOALS

01. Outdoor Spaces

02. Student Study + Lounge Spaces

03. Formal Learning Spaces

04. Faculty + Staff Offices

05. Residential Life

STRATEGIES

Choice + Voice

Connection

Comfort

Security + Well-Being

Signage + Direction
Playbook - Draft

**Choice + Voice**
Can students access power without from a variety of postures? Can students utilize their own devices in the space? Is control and access intuitive?

**Connection**
Are spaces situated to advantage views and daylight? Can lighting be controlled by the user?

**Comfort**
Are acoustics consistent for all users? Is acoustic quality considerate of both the nearest and furthest occupant? Do finish materials collect, mask, or absorb sound?

**Security + Well-Being**
Does every seat in the room provide a minimum of 25-30 sf for each student and their belongings? Do all disciplines have equal access to the same quality of learning spaces?

**Prototype**
Have space mock-ups been tested with students before implementation? Was student feedback incorporated into the design? How will the space be evaluated?

**Plug + Play**
Can students access power without from a variety of postures? Can students utilize their own devices in the space? Is control and access intuitive?

**Light + Views**
Are spaces situated to advantage views and daylight? Can lighting be controlled by the user?

**Acoustics**
Are acoustics consistent for all users? Is acoustic quality considerate of both the nearest and furthest occupant? Do finish materials collect, mask, or absorb sound?

**Access**
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**Prototype**
Have space mock-ups been tested with students before implementation? Was student feedback incorporated into the design? How will the space be evaluated?

**Learner Mobility**
Is there a variety of furniture available to accommodate both study and social tasks? Does the furniture ergonomically accommodate a range of postures and positions?

**Faculty Mobility**
Can instructors easily move through the space to reach and teach every student? Can all students access seating close to instruction if they wish to do so?

**Thermal Comfort**
Can temperature be controlled by the user? Are the windows operable? Can blinds/shades be used to control heat and glare? Are coat hooks available for student outerwear?

**Flexibility**
Does the space allow innovation in learning and teaching as desired? Do the furnishings accommodate a range of learning activities and pedagogies?

**Training**
Before being placed in an instructional space, have faculty been trained to use new furnishings, technology, and layouts? Is there a way to provide feedback and address concerns?

**Choice + Voice**
Can students access power without from a variety of postures? Can students utilize their own devices in the space? Is control and access intuitive?

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Before being placed in an instructional space, have faculty been trained to use new furnishings, technology, and layouts? Is there a way to provide feedback and address concerns?
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice + Voice</td>
<td>Palette of scales, materials, furnishings, groupings</td>
</tr>
<tr>
<td>Connection</td>
<td>Topography, transportation + pathways</td>
</tr>
<tr>
<td>Comfort</td>
<td>Creating, maintaining, repairing community + culture</td>
</tr>
<tr>
<td>Security + Well-Being</td>
<td>Landscaping, views, privacy</td>
</tr>
<tr>
<td>Signage + Direction</td>
<td>Street, building + directional signage</td>
</tr>
<tr>
<td>Strategy</td>
<td>Metrics</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Choice + Voice</td>
<td>Furniture choice and flexibility</td>
</tr>
<tr>
<td>Connection</td>
<td>Whiteboards, outlets and wifi</td>
</tr>
<tr>
<td>Comfort</td>
<td>Lighting, acoustic, and thermal control</td>
</tr>
<tr>
<td>Security + Well-Being</td>
<td>Affinity spaces, safe spaces</td>
</tr>
<tr>
<td>Signage + Direction</td>
<td>Views, clear circulation</td>
</tr>
</tbody>
</table>
Possibility

College is a time of transition. This population has unique needs and values, including autonomy, safety, and privacy. There was a strong desire to have an open plan, with adequate flexibility to facilitate various levels of privacy, depending on the desired need, at any particular time. Levels of privacy are being explored with these models.
The interactive wall is designed to encourage socialization and collaboration amongst artists and VCU students. The wall recalls back to a childhood nostalgia for most, a reminder of the LiteBrite toy.

Because of its now inflated scale, the activity encourages conversation and collaboration to create a masterpiece.

Its ability to be cleared and restarted leaves opportunity to have new conversations and inspire new projects over and over.
Student Voices
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice + Voice</td>
<td>Mobility, adaptability, plug + play</td>
</tr>
<tr>
<td>Connection</td>
<td>Collaboration, eye contact, reach + teach</td>
</tr>
<tr>
<td>Comfort</td>
<td>Lighting, acoustic, and thermal control</td>
</tr>
<tr>
<td>Security + Well-Being</td>
<td>Visibility, sightlines, access</td>
</tr>
<tr>
<td>Signage + Direction</td>
<td>Sandboxing, prototyping, training</td>
</tr>
</tbody>
</table>
### Faculty + Staff Workplaces

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice + Voice</td>
<td>Whiteboards, artwork, storage, paint colors</td>
</tr>
<tr>
<td>Connection</td>
<td>Layout of furnishings</td>
</tr>
<tr>
<td>Comfort</td>
<td>Lighting + sound control, privacy</td>
</tr>
<tr>
<td>Security + Well-Being</td>
<td>Plants, views + light equity</td>
</tr>
<tr>
<td>Signage + Direction</td>
<td>Direction, visibility, and adjacency</td>
</tr>
</tbody>
</table>
Student Voices
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice + Voice</td>
<td>Adaptability of finishes + furnishings</td>
</tr>
<tr>
<td>Connection</td>
<td>Kitchens, restrooms, prayer spaces, + lounges</td>
</tr>
<tr>
<td>Comfort</td>
<td>Emotional support animals, temporary shelter</td>
</tr>
<tr>
<td>Security + Well-Being</td>
<td>Daylight, air, + views</td>
</tr>
<tr>
<td>Signage + Direction</td>
<td>Unit styles, student population + demographics</td>
</tr>
</tbody>
</table>
Student Voices

individual pieces coming together to become one.

ways of being bound or united to make one cohesive thing.

crossing paths to create a whole, where each piece supports the other through its connections.

the weaving of...

people and experiences
old and new
industrial and natural
one and many
private and public
Student Voices
02 Student Study + Lounge

- Wellness
- Community
- Mental health
- Connection to nature
- Being on campus, not in the classroom
- Groupwork
- Natural light
- Choice in privacy
- Wifi, outlets, monitors, whiteboards
- Eating/drinking
- Affinity spaces
- Interfaith space
- Art/self-expression

05 Residential Life

- Anywhere/anytime learning
- Lifelong learning
- Credentialing
- Community-student connections
- Diversified student bodies
- Mind-body connections
- Emotional support animals
- Gardening and cooking